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## The training of managers as coaches : inspiring excellence in self-management.

James J. Curley  
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THE TRAINING OF MANAGERS AS COACHES:  
INSPIRING EXCELLENCE IN SELF-MANAGEMENT

A Dissertation Presented

by

JAMES J. CURLEY

Submitted to the Graduate School of the University  
of Massachusetts in partial fulfillment of the  
requirements for the degree of

DOCTOR OF EDUCATION

February 1990

School of Education

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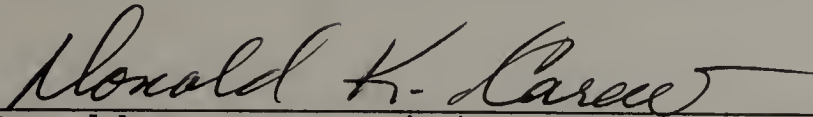
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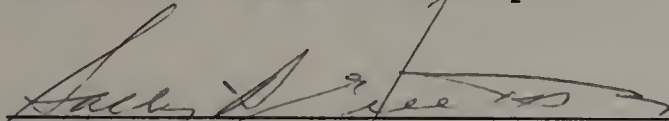
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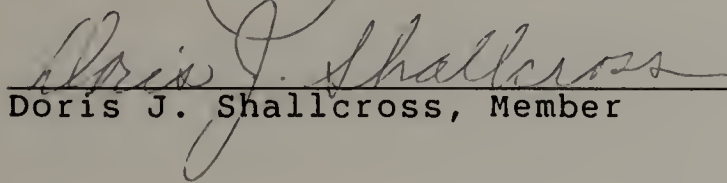
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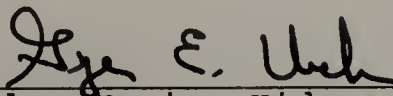
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## ABSTRACT

### THE TRAINING OF MANAGERS AS COACHES: INSPIRING EXCELLENCE IN SELF-MANAGEMENT

FEBRUARY 1990

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The purpose of this study was to develop, deliver and evaluate the effectiveness of a management development program aimed at improving capability to coach others in a way that inspired excellent performance and enhanced self-management. Eleven manufacturing middle managers completed this intensive six month program which combined group training sessions, one-on-one coaching and self-directed study.

Pre and post questionnaires were used to measure the impact of the program. These included: a questionnaire based on Manz and Sim's (1987) work describing the behavior of leaders of self-managing teams, a measure taken from Hackman's (1986) studies of team effectiveness and leadership and Carew and



Parisi-Carew's (1988) PERFORM questionnaire which assessed group performance and functioning. A series of T-test analyses were used to determine pre and post study differences in subordinate and boss ratings of the participants' behavior. Qualitative measures, including evaluation questionnaires and case studies were also used to understand the participants' experience of the program and changes in their thinking and behavior.

The program produced important changes in the managerial style and practices of the participants. This was shown in boss and subordinate reports of increased uses of coaching style, greater sensitivity to interpersonal relations, increased self-control and greater encouragement of initiative and self-managing behavior by the participant managers. The T-test analyses provided limited statistically significant results supporting these reported changes. Self-evaluations from the participants showed major shifts in their awareness of the impact of their emotional states and use of language on others both at work and at home. This shift in their view of themselves as individuals, managers and coaches resulted in a sense of personal empowerment to improve their own performance and help others to do the same.

This study demonstrates that management education for leaders of self-managing individuals and groups requires a new paradigm that emphasizes understanding oneself as a prerequisite to leadership effectiveness. It also shows how training managers in understanding an interpretive theoretical framework and language-as-action is powerful for changing behavior and producing inspiring management coaches.

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# CHAPTER I

## INTRODUCTION

### Background for this Research

The United States was the unchallenged industrial leader of the world from 1945 until the early seventies. American products were the best in the world and could be sold successfully at home and abroad. Somewhere around 1973, the fast moving U.S. economic train was derailed and it has never really gotten back on track. The U.S.'s \$150 billion yearly trade deficit and half trillion dollar foreign debt are said to reflect the inability of the American workforce to compete effectively in an integrated world economy.

Grayson and O'Dell (1988) present convincing research which shows that:

1) U.S. competitiveness has seriously eroded, 2) the international competitive challenges are far stronger than most people yet realize, 3) the U.S. response to date is inadequate to meet the challenges, and 4) not only can the United States lose its world economic leadership, but at the moment it is losing.

The response to the worldwide competitive challenge by U.S. companies at-large has been to invest billions in capital equipment. We have failed to invest adequately in our people both via our public educational systems and within our factories.

Grayson and O'Dell (1988) present an "Agenda for Adjustment" consisting of the "Ten Tough Issues" managers in the private sector must address for our organizations to survive in the twenty first century: operating systems, organization structure, quality, employee involvement, competitive compensation, employment stability, training and continuous learning, accounting systems, symbols, status and membership, and labor-management relations. "Our estimate is that no more than 15 percent of American firms are currently tackling the ten tough issues and making the adjustments required to be competitive over the long haul" (Grayson and O'Dell, 1988).

The majority of the "tough issues" above consist of change issues related to human, work, management, and organizational systems. About the required changes, many of which run counter to U.S. management tradition, assumptions, principles, and experience, Grayson and O'Dell (1988) declare:

1. Nothing less than a fundamental restructuring of traditional management systems will work. Anything else is too little and too late.

2. Real restructuring is an ongoing process, not an event. Change has to be initiated, managed, and sustained. Even if today's competitive threat is met, firms can expect new and different challenges from another quarter tomorrow.

3. The restructuring will touch every aspect of the business, from technology and the way people work and are paid to relationships with customers and suppliers.

The steps the U.S. must take to regain its competitive edge include the development of innovative approaches to production within our factories, a new commitment to keep manufacturing in America, and the creation of effective management development processes to help managers change their ideas about work organization to handle processes that are more like craft methods than mass production (Business Week, Apr. 87/Sept. 88).

The days of the over-controlling manager are over. The high performance expectations placed on today's manufacturing manager require that we evolve effective new practices to replace the old framework of controlling and directing. The new view promoted in the field is for management leaders to become coaches (Peters and Austin, 1985).

My commitment to the renewal of manufacturing and management excellence in the United States motivated me to undertake this research project. My professional interest is workplace education with a primary focus on the development of management competencies that have an impact on individual, group, and organizational effectiveness and well-being.

This research project took place within a 700 member high technology manufacturing organization as part of a three year old ongoing organizational improvement process. This study's demonstration project



was created drawing on my personal experience as an organization effectiveness manager, a manufacturing production manager and the current literature on the subject. A brief historical account follows to establish the context for this study.

I joined the organization this study took place within five years ago as an organization development manager assigned to support the plant's top management staff (hereafter, the Plant Staff). The original Plant Staff was involved in outplacing all of its products and people as its business (that of the final assembly and test of computer hardware systems) was no longer required as part of the manufacturing process for the company. My first responsibilities involved helping this staff transition out and assisting a new business and plant staff move into the site.

The incoming organization faced an enormous amount of change. It had moved its manufacturing operations out of five separate buildings into one, hired a new plant manager who did not have any previous manufacturing operations experience (for whom I began to work), redesigned its production processes, changed its inventory system, added 200 new people to its culture from the outgoing organization, and asked its existing employees to move or commute 40 miles away; all while the organization was required to continue to ship product. Three months after its move was completed, the

organization failed to meet its production and shipment schedules, causing severe business problems.

Help was requested and received in the form of an experienced operations manager who quickly helped the organization return to an operating level of performance. Next, phase one of a long term organization improvement effort was initiated. Phase one's goal was for the plant to become a Manufacturing Resource Planning II (MRP II) Class A site within a twelve month period. The organization achieved Class A MRP II status within that timeframe, vastly improving its performance.

At that juncture, I was asked by the Plant Manager (the Operations Manager mentioned above had become the Plant Manager by this time) to assist in phase two, which was termed a "Journey to Manufacturing Excellence", by becoming the production manager of one of the plant's three production units. Our strategy was to employ my expertise in work design and employee involvement processes by transforming the work system of that unit into a self-managing team-based operation. We had concluded that continuous improvement of our manufacturing plant would require significant change in the way our managers managed and developed people, and in how work and individual jobs were thought of, designed, and carried out.

Two years later we had successfully implemented a self-managing team-based work system within this unit amongst both production operators and the management staff. We began to think about how this type of work structure could be diffused throughout the site and of the changes in management roles that such work systems would require.

Along with our plant's Business Development manager, I was then asked to work on phase three of our organization's improvement effort. Together we designed an integrated continuous improvement strategy that: addressed the need to evolve the role and work of the Plant Staff, proposed a management development process to improve the way in which our middle managers lead and manage change projects, outlined a means for diffusing the work design success described above, and included a recommendation for a special research project to design and deliver an innovative management education program to train managers in coaching skills for leading self-managing individuals and groups. This research study consisted of the design, delivery, documentation, and evaluation of this management coaching skills program.



### Purpose of this Research

The purpose of the research was to develop, deliver, and test the effectiveness of a management development program aimed at improving capability to coach others in order to inspire long term excellent performance and enhance self-management. The research was undertaken to help fill the void that seems to exist regarding management development programs that address the specific day-to-day leader behaviors required in self-managing organizational environments. Initiating reasons for this study were also found in the recent comprehensive study on the subject of the leadership of self-managing work structures by Manz and Sims (1987) who stated:

Overall, the participation literature reviewed above makes a significant contribution by suggesting a guiding philosophy and overall roles for leaders in highly participative situations. Nevertheless, specific leader behaviors, particularly those that serve to equip employees with self-management tools for successfully coping with significant autonomy, are scarce. This is especially relevant when addressing the leadership of self-managing groups...As Lawler (1986:184) stated, "the problem is that there is no clear cut description of the correct behavior for the first line manager/supervisor...Several organizations are trying to solve this problem by developing appropriate training programs, but to the best of my knowledge, no exemplary program exists."

### Significance of this Research

This quasiexperimental research concerning management coaching skill development for the leadership of self-managing individuals and work groups was intended to provide a model for this type of capability development. It tested such a program in a live situation amongst management practitioners involved in developing high performance organizations and self-managing individuals and work groups.

Additionally, this work tested critical competencies, contributed specific developmental processes, and identified day-to-day action practices for high performance coaching management.

The project documentation (See Chapter IV) will hopefully be used by management practitioners and human resource development professionals as a means for further developing such processes and programs within their organizations.

### Outline of Study

The study consists of six chapters. Chapter II reviews the historical background and current literature regarding self-managing work groups and attendant management practices, the skills and behaviors required of leaders of such modern work structures, the emergence of the modern management practice of coaching,

and the availability of management development programs for the acquisition of this specific leadership skill.

Chapter III describes the research design and methodology to be employed. Chapter IV contains the documentation of the leadership program's structure, content, processes and a narrative commentary of the rationale behind the content and process choices made. Chapter V contains the data analysis of the study's evaluative measures and a discussion of the study's results. Chapter VI outlines the study's conclusions and recommendations for further research.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Historical Background

The foundation for understanding the skills required of leaders of self-managing individuals and work groups and the emergence of the modern management practice of coaching is found within the classical tradition of work and organization design. The primary intellectual disciplines involved in the evolution of work design are industrial engineering, organization science, behavioral science, and systems theory.

This literature review will begin with a brief genealogy of work design. Davis and Taylor's (1979) categorization of work design, based on the four research traditions above, will be employed for purposes of organization of this section. Subsequent sections of this chapter will address the current literature on self-managing work groups, skills required for leading self-managing individuals and groups, and the emergence of management coaching. I will then examine the current availability of management education programs for practitioners interested in developing or improving this type of leadership skill. Next, I will describe a promising paradigm for the design of preparatory education for this type of management practice. Finally, I will present evidence regarding the

importance of this change in management practice to the implementation of today's advanced manufacturing technologies.

### Task and Job Rationalization

The historical roots of modern management practices began with the onset of the industrial revolution and the work of Adam Smith and Charles Babbage regarding the design of factory systems. The introduction of their principle of the "division of labor" into the new manufacturing organizations of the early 1800's caused the nature of jobs and their development to move from the natural or tradition-guided structure of jobs and role relationships to man-made, ordered, mechanically and economically rationalized structures and relationships (Davis and Taylor, 1979).

In the late 1890's and early 1900's, Frederick Taylor, an early industrial engineer, engaged in a variety of innovative experiments in the design of jobs that, to this day, remain basic to how people work in organizations (Hackman and Oldham, 1980). Taylor's experimentation and findings generated the domain of management practice known as "scientific management" that is the forerunner of many current approaches to the design of work and jobs, particularly assembly line operations.

In The Principles of Scientific Management, Taylor states his philosophy of human labor and management:



Under scientific management the "initiative" of the workmen (that is, their hard work, their good-will, and their ingenuity) is obtained with the absolute uniformity and to a greater extent than is possible under the old system; and in addition to this improvement on the part of the men, the managers assume new burdens, new duties, and responsibilities never dreamed of in the past. The managers assume, for instance, the burden of gathering together all of the traditional knowledge which in the past has been possessed by the workmen and then classifying, tabulating, and reducing this knowledge to rules, laws, and formulae which are immensely helpful to the workmen in doing their daily work (Taylor, 1911, p.27).

The principal effects of "Taylorism" on workers and work methods were the breakdown of jobs into their simplest form, the reduction of time to perform job related tasks, and the withdrawal from them of the discretion to determine work methods. The applications of scientific management resulted in maximum specialization and repetitiveness of jobs and, consequently, in minimal need for worker education and training (Robin, 1981).

Taylor's work was soon followed by the development of a complementary form of organization. Between 1890 and 1915 Max Weber contributed the bureaucratic organizational arrangement. Basing his work on Chinese civilization, the Catholic church, and the Prussian army, he provided the first detailed work on complex organization structure. Weber's presentation based the notion of authority on a rational-legal system, rather than on hereditary rule or force, and defined

organizational arrangement as a hierarchy of offices rather than individuals (Sashkin, 1981).

The effect of this was twofold: first, the basis of authority--rational and legal--was emphasized and control over workers was limited to behavior specifically related to the work; second, the activities of the manager--duties, responsibilities, etc.--were clearly defined, making it possible, for the first time, to choose persons for specific jobs based on their competence and skills. (Sashkin, 1981,p.210).

Both classical schools of thought, Weber's organization theory and Taylor's industrial engineering, dedicated themselves, primarily, to rationality and efficiency in organizational operations. These two influences and their impact on work design and its relationship to human motivation came to share a common problem:

...the assumption that employees, if managed well, will work efficiently and effectively on simplified, routinized jobs. Managerial observations and research studies in organizations where work is designed according to traditional principles have shown that this is not always the case. Even studies conducted early in the century, when the level of education and affluence of rank-and-file employees was still relatively low, showed that many employees were quite vocal in their dissatisfaction with routinized work (Vernon, 1924). Employees restricted their productivity on such jobs. Or they did not show up for work on time. Or they sabotaged their work or their equipment. In all, they simply did not behave like the "good and productive soldiers" they were supposed to be (Walker and Guest, 1952) (Hackman and Oldham, 1980, p.51).

### Job Content

The problems described above led to the development of alternative approaches to work design which began to apply behavioral science knowledge. Each of these

approaches shared a common objective: "to design work in a way that achieved high work productivity without incurring the human costs associated with traditional approaches" (Hackman and Oldham, 1980, p.52).

During the 1930's, in what came to be known as the "Human Relations School", the work of Mayo (1947) and Roethlisberger (1941) took Taylor to task. In Mayo's work, Taylorism was subjected to criticism from the viewpoint of human relations and "worker performance was found to be conditioned by the worker's perception of and feelings about the meaning and context of work, and by the ways in which work setting fulfilled or violated the worker's needs as a human being" (Argyris and Schon, 1978).

In their own way, many of the behavioral scientists attempted to follow the pattern laid down by scientific management. The 1940's and 1950's were the heyday of the industrial psychologists who believed that people could be selected to fit the needs of particular jobs. In the 1950's and 1960's, due to failures with such selection processes (Walker and Guest, 1952), the notion that if people could not be selected to fit the job, they might be trained to do so emerged.

During this period, human relations training was popular and many managers and supervisors were sent to training seminars to learn to become more humanistically



oriented toward their subordinates. In some cases there were behavioral changes, but often they were short-lived, primarily because the organization remained the same, not giving status to and rewarding the new behavior.

In the 1960's and 1970's the behavioral sciences adopted a new perspective. If people could not be successfully selected to fit the jobs, and if they could not be successfully trained to match the jobs, then perhaps it was possible to rearrange the jobs to fit the people. Though the human relations developments contributed to the rediscovery of the importance of people in formal organizations via the stimulation of worker satisfaction research, they did not address the content of the work itself (Davis and Taylor, 1979).

Herzberg's (1966) motivation-hygiene theory focused on the content and structure of jobs, rather than the conditions surrounding them, as the more significant influences on performance, satisfaction, and motivation.

This theory proposed that the primary determinants of employee satisfaction were factors intrinsic to the work that is done -- recognition, achievement, responsibility, advancement, and personal growth in competence. These factors are called "motivators" because employees are motivated to obtain more of them, for example, through good job performance. Dissatisfaction, on the other hand, was seen as being caused by "hygiene" factors that are extrinsic to the work. Examples include company policies, supervisory practices, pay plans,

and working conditions. Herzberg's theory specified that a job will enhance work motivation only to the degree that motivators are designed into the work. When this is done, a job is said to be "enriched". On the other hand, changes that deal solely with hygiene factors are not expected to generate motivational gains (Hackman and Oldham, 1980, pp.56-7).

Herzberg saw clearly that the traditional methods for the division of labor used only a fraction of the human potential. He advocated for the introduction of "motivators" into the workplace. Herzberg's theory stimulated work motivation research which focused on the nature of the work itself. The next significant theoretical movement expanded the concept of work design to include the social and technical dimensions of work and the systemic nature of organizations.

#### Role Content and Systems Theory

Work in organizations is performed within a social system. The primary systems-oriented theoretical approach to the analysis, design, and management of work and organizations is that of socio-technical systems theory. The socio-technical concept arose in conjunction with the first of several field projects undertaken in the late forties by the Tavistock Institute of London in the British coal mining industry (Huse, 1980).

The work organization transformation that took place at the South Yorkshire coalfield represented the next change of direction in organization and work design. Trist (1981, p.8) described what he and his fellow researchers from Tavistock discovered taking place within the Haighmoor mine and why he believed it to represent an alternative to the pervasive organizational model that had fused Weber's concept of bureaucracy with Taylor's concept of scientific management:

The work organization of the new seam was , to us, a novel phenomenon consisting of a set of relatively autonomous groups interchanging roles and shifts and regulating their affairs with a minimum of supervision. Cooperation between task groups was everywhere in evidence; personal commitment was obvious, absenteeism low, accidents infrequent, productivity high... The men told us that in order to adapt with best advantage to the technical conditions within the new seam, they had evolved a form of work organization based on practices common in unmechanized days when small groups, who took responsibility for the entire cycle, had worked autonomously. These practices had disappeared as the pits became progressively more mechanized in relation to the introduction of "longwall" working. This had enlarged the scale of operation and led to aggregates of men of considerable size having their jobs broken down into one-man-one-task roles, while coordination and control had been externalized in supervision, which had become coercive. Now they had found a way at a higher level of mechanization of recovering the group cohesion and self-regulation they had lost and of advancing their power to participate in decisions concerning their work arrangements.

What Trist, et. al., saw at Haighmoor was a first glimpse of the emergence of a new paradigm of work in which the best match would be sought between the



requirements of the social and technical systems (Emery, 1978). The central principles involved in this new paradigm were:

- 1) The work system, which comprised a set of activities that made up a functioning whole, now became the basic unit rather than the single jobs into which it was decomposable.

- 2) Correspondingly, the work group became central rather than the individual job-holder.

- 3) Internal regulation of the system by the group was thus rendered possible rather than the external regulation of individuals by supervisors.

- 4) A design principle based on the redundancy of functions rather than the redundancy of parts (Emery, 1967) characterized the underlying organizational philosophy which tended to develop multiple skills in the individual and immensely increase the response repertoire of the group.

- 5) This principle valued the discretionary rather than the prescribed part of work roles (Jacques, 1956).

- 6) It treated the individual as complementary to the machine rather than as an extension of it (Jordan, 1963).

- 7) It was variety-increasing for both the individual and the organization rather than variety decreasing in the bureaucratic mode (Trist, 1981, p.9).

The socio-technical concept was developed in light of open system theory (Von Bertalanffy, 1950) and (Ackoff and Emery 1972), since it was concerned not only with the social and technical systems within organizations, but also with the organizational system's successful interaction with its external environment. Thus the link was made between the technical and human systems and the organization's on-going viability.

The British coal mine experience led to two basic principles of socio-technical systems theory. First,

that there was a joint optimization of the social and technical components of a system with respect to its environment. Second, that an organizational system was open to continuous influence by the culture, values, and demands of those same environments. Many organizational change interventions employing work systems design would, thereafter, consciously take into account the integration of the technical, human/social, and external environmental systems.

One of the major contributions of socio-technical systems theory to the theory and practice of work design was the idea of the "autonomous work group" (Cummings, 1978).

Typically, such groups are relatively small (less than 20 members), and members share among themselves much of the decision making about how the work of the group should be planned and executed. The task of the group is designed so that it is a whole and meaningful piece of work on which members can perform a variety of different roles. Members are encouraged to develop close ties with one another and a joint commitment to the task" (Hackman and Oldham, 1980, p.64).

The evolution of socio-technical systems theory incorporated the major premises of the behavioral approaches and went beyond them by emphasizing the importance of group relationships, group functioning effectiveness, the character of the organization in which the work takes place, and the importance of the organization's interaction with its external environment. The concept of self-managing work groups



had re-emerged from the pre-industrial revolution days. Its application within modern complex organizations had begun. Taylorist principles for the design of jobs and the management of work were being seriously challenged.

### Self-Managing Work Groups

The socio-technical concept moved from Britain to Norway and Sweden, where Volvo used it in the early 1970's in designing its plant in Kalmar, Sweden (Gyllenhammar, 1977). Self-managing work teams began to appear in the U.S. in the 1960's. The real popularity of such work structures did not begin to occur in the U.S. until the 1970's, spurred by the success of some new plant design applications (Lawler, 1987). In the past few years many U.S. companies have applied the concept. Proctor and Gamble, which established its first team-based plants in the 1960's now has 18 such sites. In a closed meeting at Harvard in 1984, David Swanson, a Proctor and Gamble Senior Vice-President said P&G's team-based plants were, "30% to 40% more productive than their traditional counterparts and significantly more able to adapt quickly to the changing needs of the business" (Business Week, 9/29/86).

"Today, in response to massive evidence that control-oriented management models can produce outcomes that subvert the interests of both organizations and the people who work in them, a new work force management

model is appearing" (Hackman, 1986, p.90). Walton (1985) calls the movement toward self-managing work group utilization a movement from "control to commitment in the workplace". He describes the characteristics of this new "commitment-based approach to workforce management" in which:

...jobs are designed to be broader than before, to combine planning and implementation, and to include efforts to upgrade operations, not just maintain them. Individual responsibilities are expected to change as conditions change, and teams, not individuals, often are the organizational units accountable for performance. With management hierarchies relatively flat and differences in status minimized, control and lateral coordination depend on shared goals and expertise rather than formal position determines influence (p.79).

In the type of self-managing units referred to here, members have the responsibility not only for executing the task but also for monitoring and managing their own performance. Members of these work units may be referred to as "self-managers" (Manz, 1983).

The issue of functioning effectiveness is of central concern to management practitioners considering this type of work organization, as well as, fundamental for the development of relevant management education aimed at developing leadership capability for managers of such work systems. How would one know if members of a self-managing unit were behaving as self-managers? Hackman (1986, p.93-97) has developed five behavior measures for such an assessment, arranged from the most

basic self-managing behaviors to those that would be found in relatively mature self-managing units:

1. People take personal responsibility for the outcomes of their work and show in their behavior that they feel personally accountable for the results of what they do.
2. People monitor their own performance continuously, actively seeking data and feedback to learn how well they are accomplishing their tasks.
3. People manage their own performance, taking corrective action at their own initiative to improve their performance.
4. When people do not have what they need to perform well, they actively seek from the organization the guidance, help, or resources they need for excellent performance -- and they do so assertively and constructively.
5. People take initiatives to help people in other areas improve their performance, thereby strengthening the policies and performance of the organization as a whole. They make sure that their own responsibilities are being met before reaching out to help others.

The next logical concern regarding performance measurement is that of the operating effectiveness of the self-managing unit as a whole. Hackman (1986, p.98) says that the effectiveness of such units depends on their standing on the following three dimensions:

1. The degree to which the unit's productive output (that is, its product or service) meets the standards of quantity, quality, and timeliness of the people who receive, review, or use that output.
2. The degree to which the process of carrying out the work enhances the capability of organization members to work together interdependently in the future.



3. The degree to which work experiences contribute to the growth and personal well-being of unit members.

The role responsibilities of the individual "self-manager" in such a unit often encompass three levels of individual performance capability. This information will be of central importance for the development of self-managing unit leader education. Kent and Boulian (1986) distinguish the levels of such "high performance" roles as follows:

1. Operating Level of Performance - Requires individual capability to:

- \* Understand and hold a concept of the ideal in all arenas of self-conduct and operating unit performance as measured against its purpose, product specifications, and operating principles.
- \* Sense when a variance from the ideal has occurred.
- \* Take action to correct observed variance adversely affecting the operational process
- \* Conduct one's operations without adversely affecting other operations.

2. Maintaining Level of Performance - Requires individual capability to:

- \* Perform at an operating level.
- \* Maintain a concept of the ultimate purpose of the operation.
- \* Maintain a conscious connection to factors that may foretell a possible variance.
- \* Examine the current state of operations and make those adjustments that prevent variances from occurring, without increasing potential for other variances.

3. Improving Level of Performance - Requires individual capability to:

- \* Perform at operating and maintaining levels.
- \* Conceptualize a new way of operating that would add value to the outputs of the operation.



\* Generate designs and implement plans for new ways of operating with minimal disruption to ongoing operations.

Before examining the specific aspects of leadership skill and behavior required of leaders of self-managing individuals and groups, organizational conditions that nurture and support effective self-management will be examined. This information will be useful as background knowledge for the development of self-management leadership education.

Peters (1987) recommends five organizational systems changes for the support of flexibility and self-management. These recommendations address 1) measurement systems, 2) control tools, 3) the decentralization of information, authority, and strategic planning, 4) the setting of conservative achievable goals, and 5) a leadership demand for total integrity amongst all employees.

Hackman (1986, p.117) specifies five broad organizational conditions he says promote the effectiveness of self-managing units:

- 1) The overall direction for the work is clear and engaging.

- 2) The structure of the performing unit fosters competent performance, through the design of the task, the composition of the unit, and sent expectations regarding the management of performance processes.

- 3) The organizational context supports competent work, through the reward, education, and information systems.

- 4) Expert coaching and consultation are available and are provided at appropriate times.
- 5) Material resources are adequate and available.

### Skill Requirements

One of the central requirements of this type of workforce management is the need for changes in the traditional manager/supervisor role. Leading self-managing individuals and teams seems to require resourcing of, rather than direction of, the work force. It requires managers and supervisors to be skilled at "imparting rather than merely practicing their technical and administrative expertise, and the ability to help workers develop the ability to manage themselves" (Walton, 1985, p.82).

Manz and Sims (1987) recent research on self-managing groups examined the role of the external leader of such groups. A self-management leadership questionnaire was developed to measure twenty one leadership behaviors they had identified from their field observations inside a manufacturing plant that employed a self-management work system. The results showed that the external leader's most important behaviors were those that facilitated the team's self-management through self-observation, self-evaluation, self-reinforcement, self-criticism, self-goal-setting, self-expectation, and rehearsal.

They found the strongest relationship between the variables of encouragement of self-observation and self-evaluation and leadership effectiveness.

Hackman (1986) emphasizes the importance of leadership of self-managing groups and believes the undertaking of such leadership to be more demanding than the leadership of more traditional work structures. He identifies the critical leadership functions for a self-managing unit as those "activities that contribute to the establishment and maintenance of favorable performance conditions" (p.120). Assisted by a framework developed by McGrath (1962), Hackman (1986) prescribes two types of behavior, "(a) monitoring--obtaining and interpreting data about performance conditions and events that might effect them--and (b) taking action to create or maintain favorable performance conditions" (p.120).

Lawler (1986) suggests that a leader of "high involvement" work structures is one who, "inspires loyalty, commitment and motivation through his or her personal style and behavior" (p.209). Such leaders energize people in ways that support self-motivation, leaders who help the organization know the right things to do rather than helping it do the right things. Lawler (1986) cites four critical things such leaders must have the skill to do: 1) build trust and openness



2) provide a vision and communicate it 3) move decisions to the proper location, and 4) empower others.

What might be the best metaphorical representation for this new type of leadership? Bradford and Cohen (1984) who have labeled this type of leadership role "manager-as-developer" offer this one:

...the image is most like a very demanding but supportive and inspirational coach, who works hard to bring the team along, insists on high standards and rigorous effort, but passes on all the knowledge that will help the athletes grow. This coach often works alongside the team, but delegates increasing responsibility for the game plan and especially on-the-spot adjustments. All of this inspires great collective effort. From the sidelines during the game itself, the coach takes great pleasure in the centrality and achievements of the athletes (pp.61-2).

#### Emergence of Management Coaching

Recently the term coach has begun to appear in the business and management literature referring to the leadership capability most required in today's business organizations. Peters and Austin (1985), Webber (1987), and Bell (1987) all discuss the manager-as-coach model. Its relevance as a promising metaphor for the development of capability for managers of increasingly self-managing individuals and work groups is apparent.

Changes in the business world are paralleling the more participative approaches in athletic coaching. In both sports and business, change must be recognized and embraced and those in control must accept the



coach-player relationship as a partnership requiring new techniques. Authoritarianism must be replaced by collegiality, involving players (workers) in the process. According to Kanter and Zolner (1986) many successful corporate leaders have strategies that are similiar to the principles followed by successful athletic coaches:

1) emphasizing the need for constant improvement and steady performance 2) focusing attention on developing internal resources and capabilities rather than dwelling on each opponent, and 3) developing a recognition system that rewards the success of the team rather than individuals (p.11).

Hackman (1986) emphasizes the importance of coaching to self-management environments and describes the role of the manager-as-coach:

I have been discussing a coaching role in which performers are helped, on-line, to learn how to behave so as to accomplish their work at high levels of excellence-and to improve their own skills and capabilities in the process. The term "coach" was selected deliberately, to suggest behaviors intended to help others perform as well as they can, in an enterprise to which both the coach and the performer are committed. In this view coaching involves persistence, repetition, and constant vigilance for opportunities to help self-managers improve themselves and their performance (p.116).

Peters and Austin (1985) define coaching as "face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests, encourages them to step up to responsibility and continued achievement, and treats them all as full-scale partners and contributors" (pp.325-26). Orth, Wilkinson and Benfari (1987) say coaching

requires: "1) analyzing ways to improve work, 2) planning mutually acceptable action, 3) creating a helping and supportive climate, and 4) influencing employees to change their behavior" (p.67). They also suggest that, as a coach, a manager must suspend judgment temporarily, listen empathetically, check for concerns an employee may have concerning self-assessment, and be prepared to put forth specific suggestions regarding training and self-development opportunities.

Hackman (1986) prescribes similar kinds of coaching assistance for group members regarding such aspects as:

Effort: helping members minimize coordination and motivation decrements (process losses that can waste effort) and helping them build commitment to the group and its task (a process gain that can build effort).

Knowledge and Skill: helping members avoid inappropriate weighting of members' ideas and contributions (a process loss) and helping them share expertise and learn from one another (a process gain).

Performance Strategies: helping members avoid flawed implementation of performance plans (a process loss) and helping them invent creative ways of proceeding with the work (a process gain) (p.115).

In summary, leadership of self-managing individuals and groups has conceptually evolved toward the notion of the management coach. The primary aim of such a leadership practice is to "influence the team and team members to be able to do it for themselves" (Manz and

Sims, 1987, p.114). The skills and behaviors that facilitate individual and group self-management include an ability to: inspire loyalty, commitment, and continuous improvement (personal and operational), impart one's expertise to others, help others develop the capability to self-manage, teach and encourage others to be self-observing and self-evaluating in-action, provide and communicate a vision, move decisions to the proper location, and empower others.

#### Availability of Education

Given the experts' description of the skills required of a leader of self-managing individuals and groups (a management coach), what is the status of the current availability of management development programs which prepare a manager for this type of modern leadership role? Manz and Sims (1987) indicate the scarcity of specifics in the literature regarding the on-line leadership of employees in participative environments and of training programs for the development of this competence:

While extensive reviews of participation in decision-making are available (e.g. Locke and Schweiger, 1979), specific recommendations of elements leading employees under participative conditions are scarce in the literature... As recently as 1982, Strauss completed an international review of worker participation and concluded that there has been almost no research on how managers actually should behave in such situations (p.122).



## Education Design Paradigm

The concept of "paradigm" as applied to understanding the nature of convention in organization theory and management practice was first made popular by Kuhn (1962). Nicoll, D. (1984) offers a comprehensive definition of the concept of paradigm and provides four fundamental questions which constitute the paradigmatic inquiry:

A paradigm is a civilization's fundamental view of things. It is a set of beliefs we hold, at the level of unquestioned and unexamined presuppositions, about what is true and real. In a broad, metaphorical sense, it is the instrument through which we apprehend everything. It is our internalized microscope, our own inescapable thermometer. In a philosophical sense, a paradigm is the set of answers we provide ourselves for these four questions: 1) What is reality? 2) How and why does this reality function? 3) How and why does reality change? and 4) How do we know that what we believe about these questions is true? (p.5).

The skill prescription for leaders of self-managing individuals and groups seems to represent no less than a paradigmatic shift in the way management must be thought about and practiced. The paradigm shift called for may be away from the conventional "functionalist" paradigm towards a more "interpretive" one.

Bateson (1972), Weick (1977), Morgan (1980), Gadella and Cooper (1978), Flores (1982), Smircich (1983), and Winograd and Flores (1986), have addressed how the view of humankind reflected in contemporary



organization theory and management practice is largely dominated by a functionalist perspective.

Morgan (1980) defines the functionalist paradigm as one, "based upon the assumption that society has a concrete, real existence, and a systemic character oriented to produce an ordered and regulated state of affairs" (p.608). He defines the interpretive paradigm, on the other hand, as one, "based upon the view that the social world has a very precarious ontological status, and that what passes as social reality does not exist in any concrete sense, but is the product of the subjective and inter-subjective experience of individuals" (p.608).

Burrell and Morgan (1979), within their theoretical scheme for analyzing organization theory and management practice, explain the subjective-objective dimension of the interpretive paradigm this way:

It rejects any view which attributes to the social world a reality which is independent of the minds of men. It emphasizes that the social world is no more than the subjective construction of individual human beings who, through the development and use of common language and the interactions of everyday life, may create and sustain a social world of intersubjectively shared meaning. The social world is thus of an essentially intangible nature and is in a continuous process of reaffirmation or change (p.260).

Smircich (1983) suggests the "overall task of strategic management is thus the creation and maintenance of an organizational world view, a system of shared meanings or collective ways of thinking that actualize the continued sense of organization"...and

that, "...perhaps their (managers) course of study should include an appreciation of the dynamics of language to prepare them for analyzing how the environment is enacted linguistically" (p.234). She concludes that:

The interpretive perspective, with its emphasis on context, forces examination of purpose. Whereas much functionalist theory considers organizations as ends in themselves and management as the pursuit of efficiency, the interpretive perspective requires assessment of action within a broad context. The interpretive perspective recognizes that managers are enactors of their situations; they often contribute to patterns of action that are unnecessarily limiting. Thus managers informed by the interpretive view would develop reflexivity and consciousness of the ways they create their organizational worlds (p. 241).

Gadalla and Cooper (1978) claim that the management practices that have emerged from the functionalist paradigm have been primarily concerned with controlling the external environment. "From an epistemological point of view, the core theme of this literature [contemporary behavioral science] is one which exemplifies the split between subject and object. In this case, man as object is raised above environment as object. We identify this position as 'instrumental humanism'" (p.351).

They offer an alternative to this type of "regulative management" which they term "appreciative management" (p.357). Their notion of appreciative

management places the person, rather than any external means of control, as the prime source of management competence. "External means are of course essential for task accomplishment but their judicious use depends first and foremost upon the complex processes of appreciation" (p.359). This view reflects the difference between traditional command and control management and the modern movement to commitment-based management practices.

Flores (1982) proposes practical applications for the interpretive paradigm as a basis for a new understanding of the nature of organizations and the practice of management. He begins by debunking the conventional view that the essentials of management and communication have to do with the transmission and processing of information and the making of decisions. Instead, he suggests a unified approach which analyzes "communication in terms of the commitments made in conversations, and management in terms of the creation of, responsibility for, and initiation of new commitments within organizations" (p.XII).

He has put forth a new framework for thinking about the design and management of organizations, one that views organizations as "networks of commitment".

A business is an organization which commits itself to fulfilling particular kinds of requests while coping with unpredictable circumstances and endeavoring to keep open possibilities for the future...In fulfilling the business's commitments



the personnel are involved in a network of conversations...These networks of recurrent conversations constitute the core of the organization (p.33).

This view suggests management is more like a "process of openness, listening, and eliciting commitments, which includes a concern for the articulation and activation of the network of commitments, primarily produced through promises and requests, allowing for the autonomy of the productive units" (Flores, 1982, p.42).

Thus, the interpretive paradigm offers a potentially useful alternative design framework for the development of management education for leading self-managing individuals and groups. The work of the above scholars and practitioners offers guidance regarding the competencies that might be included in such a program.

#### Importance to Modern Manufacturing Organizations

In their report entitled, "Human Practices for Implementing Advanced Manufacturing Technology", the Committee on the Effective Implementation of Advanced Manufacturing Technology of the Manufacturing Studies Board of the National Research Institute (1986) reported that an increasing number of U.S. manufacturers are employing advanced manufacturing technology to survive and prosper. These assorted process technologies include: computer-aided manufacturing, manufacturing



resource planning, computer-aided process planning, and an integration of these technologies referred to as computer-integrated manufacturing.

The report suggests that complementary changes in organization and management will have to parallel these technical changes. Cautioning that these complementary human resource practices are not as easily transferred as the production technologies, the Committee concluded that "some U.S. manufacturers may not be able to improve human resource practices at the rate required to remain competitive" (p.2). The major prerequisites identified for these technical implementations were changes in management style and labor-management relations.

Regarding implications for the management style changes that such technical innovation demands the Committee was pointed in its conclusion. "Close supervision does not work, however, with the new technologies that require alertness and problem-solving. The premium on internal motivation increases as the technology increasingly requires intellectual rather than physical effort" (p.36).

The MIT Commission on Industrial Productivity's recent report (1989), by Dertouzos's, [et.al.], on the problems with American industrial productivity provides

further evidence for the need for accelerated development of advanced management education and practices:

Today and in the future, effective use of new technology will require people to develop their capabilities for planning, judgement, collaboration, and the analysis of complex systems. In exercising these skills, workers will come to have a larger responsibility for organizing the production process. If American industry can seize this opportunity, individuals may experience a new measure of mastery and independence on the job that could go well beyond maximizing productivity and extend to personal and professional satisfaction and well-being (p.135).

The Commission was blunt, however, in its assessment of this country's current state: "It is no mere truism that the ultimate resource of an industrial economy is its people. One of the most disturbing ways in which the United States has lately fallen behind other nations is in developing and nurturing the skills of its people" (p.21). Addressing the successful implementation of its recommended human resource practices the Commission found that the U.S. firms currently in the lead "have recognized that improvements in quality and flexibility require levels of commitment, responsibility, and knowledge on the part of the work force that cannot be obtained by compulsion or cosmetic improvements in human-resource policies" (p.124).

Reich's (1983) proposal for American economic renewal offers a conclusion that supports the need for management coaching education. Referring to the

flexible manufacturing systems he believes are necessary for America's economic revival, he claims that:

In order to succeed organizations must be composed of people who can easily and securely cooperate, collaborate, and reach collective judgments. Teamwork and group commitment give organizations their competitive edge; personal conflict and competition within organizations render them incapable of quick and effective adaptation... We are losing the competitive struggle because we cannot work together (p.278).

The following research study was an effort undertaken to develop effective education for the development of self-management leadership capability. My intent was to make a contribution toward filling the void that appears to exist in this area. I was also interested in discovering the fundamental causes of the inadequacy of traditional management education in addressing this need. Chapter III outlines the research design and methodology I used to conduct this work.



## CHAPTER III

### RESEARCH METHOD AND DESIGN

#### Overview

This study used qualitative and quantitative measures to describe the experience of participants in a leadership development program and to assess behavioral changes which occurred as a result of this intervention. The design of the study was quasiexperimental using pre and post-test measures which were administered to the eleven participants in the program.

The study was made up of three phases. The first was an assessment that took place prior to the actual start of the program intervention. In that phase, the following types of data were gathered from each participant: 1) A thematic analysis of an autobiographical statement, 2) Boss and subordinate ratings using the Manz/Sims (1987) Self-Management Leadership Questionnaire (See Appendix A) and 3) Self and direct-report ratings using Carew and Parisi-Carew's (1988) High Performing Team Questionnaire (PERFORM) (See Appendix B).

The Manz/Sims questionnaire was modified with the addition of ten new scales that I added to cover additional areas of managerial behavior that were important to this study. Finally, a Team Effectiveness Survey (Hackman, 1988) was completed by direct reports to provide background information on the staff groups prior to the start of the program (See Appendix E).

The second phase involved the actual implementation of the leadership program. The program had three structural components: 1) Four educational workshop sessions, 2) An individualized self-directed study process and 3) Monthly one-on-one coaching sessions with the program's leader (See Table 5). During this phase, observations of behavior change were systematically tracked via immediate post one-on-one coaching session diary notes, observation of participant behavior during the education sessions, and an analysis of the written exercises completed by participants. This analysis served to qualitatively illustrate the nature of the program and its effect on participants.

The third phase was post program assessment and feedback which repeated the administration of the Manz/Sims Self-Management Leadership Questionnaire and the Carew/Parisi-Carew High Performing Team Questionnaire (PERFORM) used in phase one, program

evaluation questionnaires that were filled out by participants at mid and post program (See Appendices C and F) and by their bosses and direct reports (post program only) and a written program evaluation questionnaire was administered to the participants' bosses and their direct reports (See Appendix F).

The major outcome measures in this study were the Manz/Sim's Self-Management Leadership Questionnaire (SMLQ) and Carew/Parisi-Carew's High Performing Team Questionnaire (PERFORM). Though it is still being tested by the authors, the Manz/Sim's questionnaire has shown reliability and validity in prior studies. It represents an innovative attempt to quantify and describe the behavior of managers who are trying to foster "self-management" and act as "coaches" towards their subordinates.

The Carew/Parisi-Carew questionnaire has also evolved from a well established research base that was of relevance to this study. The development of such questionnaires to measure perceived changes in managerial and group behavior is of critical importance. By continuing to test and develop such measures, we will improve our ability to describe and understand how managers act as effective coaches and how they impact their work groups.



The qualitative program evaluation questionnaires were meant to capture the unfiltered, unedited reactions of the participants, as well as, the perceptions of their bosses and subordinates. My intent was for this qualitative portrait of the program's impact to complement and provide insight into the qualitative measures. The Hackman Team Effectiveness Questionnaire was utilized for program design purposes only. Table 1 depicts the overall research design in summary form.

Table 1 Research Design Summary.

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PHASE ONE: PRE-PROGRAM ASSESSMENT

- \* Personal Background Data Sheet
- \* Autobiographical Statement -- Thematic Analysis
- \* Self-Management Leadership Questionnaire
  - Direct Reports
  - Boss
- \* PERFORM Team Questionnaire
  - Participants
  - Direct Reports
- \* Team Effectiveness Questionnaire
  - Direct Reports

PHASE TWO: LEADERSHIP PROGRAM DELIVERY

- \* Systematic Observation and Documentation
- \* Mid-Program Evaluation Questionnaire
  - Participants

PHASE THREE: POST PROGRAM ASSESSMENT AND FEEDBACK

- \* Self-Management Leadership Questionnaire
    - Direct Reports
    - Boss
  - \* PERFORM Team Questionnaire
    - Participants
    - Direct Reports
  - \* Post-Program Evaluation Questionnaires & Feedback
    - Participants
    - Direct Reports
    - Boss
-

## Research Hypotheses

The leadership development program in this study was hypothesized to have the the following effects:

1. That the program would result in a positive increase in subordinate and boss ratings of managerial effectiveness as measured by the Self Management Leadership Questionnaire (SMLQ) (Manz and Sims, 1987).
2. That the program would result in increases in the manager's ability to positively affect his or her staff group's climate and functioning as measured by subordinate ratings utilizing the PERFORM group climate and functioning questionnaire (Carew and Parisi-Carew, 1988).
3. That the program would result in perceived positive changes in the participant managers' behavior and coaching ability as reported by their subordinates and bosses in the post program evaluation questionnaires.
4. That the program would result in positive changes in the participant managers' self perceptions of their ability to coach, their ability to improve their own performance and to inspire the performance of others.

Seven achievable results that specify the positive changes referred to in hypothesis four were provided to the participants. These are described in detail in Chapter IV. As a behavioral change program, the self



reports of the participants regarding the program goal were also proposed as valid indicators of the program's efficacy. These self observations and reports were projected to reflect increased confidence and positive results in the participants' efforts to coach themselves and others.

### Sample

The participants in this research consisted of relatively successful middle managers from the same manufacturing division of a high technology company. Nine of the participants were managers from the same plant site. Two participant managers were from two other plant sites within this same division. The organizations managed by these individuals ranged in size from 20 to 150 people. On the average, each middle manager had approximately six direct reports. The plants represented had populations ranging between 600-700 personnel. The managers in this study were key members of the middle management group responsible for the day-to-day operations of their plants.

Though young, the average age of these managers was approximately 30, and the group was experienced in performing management roles. The majority of the group served as line supervisors prior to being promoted to a managerial level. The level of experience of group members in supervision and management work ranged from five to ten years. Clearly, this group had established

patterns of managerial, coaching style, and practice which could be assessed.

The participants were selected from program applications submitted based upon interest and motivation for the program and willingness to complete all related requirements. I restricted the number of participants due to the nature and delivery process of the program. A cross section of functions was represented within the participant group and it generally reflected the demographics of the plants represented.

The background factors recorded on the participant group included education, years of management and supervisory experience, number of years with the company, time spent managing in one's current group, sex, and number of direct reports.

## Instruments

### Autobiographical Statements

Autobiographical statements served as a "projective exercise". The simple task of writing this statement served to elicit major themes and concerns in the personal and work life of the participating managers. The statements were studied using a variation on the thematic analysis methods developed by Henry Murray in his work with the Thematic Apperception Test (Murray, 1943). Such life theme analysis has been also effectively used by Levinson (1978) and Feldman (1987) in their work on career and personal stages of development.

The autobiographical statements were analyzed along three major dimensions derived from the work of Habermas (1979). These dimensions are:

- 1) Statements exhibiting positive or negative self-esteem.
- 2) Statements exhibiting positive or negative self-perceptions of efficacy in interpersonal relationships.
- 3) Statements demonstrating a sense of work/career competence -- self-control over one's future.

My program assistant and I independently rated the frequency of these three types of statements in the autobiographies. The independent ratings were then averaged to arrive at a final score. The purpose of



this analysis was to acquire information about the participants to aid us in coaching and the tailoring of the educational program to meet their individual developmental needs.

Essentially, three major issues were addressed corresponding to the three dimensions measured. These major issues were: Did the participants have positive self-esteem, positive interpersonal relationships and a positive career outlook? Did any of these background factors appear to affect the progress and behavior of participants in the course? The autobiographical data and the analysis of it were not used as quantitative outcome measures. It was used as a major piece of input for the individualized coaching process.

#### Self-Management Leadership Questionnaire

This innovative questionnaire was developed by Manz and Sims (1987) and has been tested on work teams in a manufacturing plant. The questionnaire provided more specific behavioral descriptions, based largely on direct observational study of self-managing group leaders and on the synthesis of existing theory on managerial leadership. The construct validity of the scales in the questionnaire was tested using a factor

analysis on a sample of 276 manufacturing employees. Cronbach alpha coefficients were also calculated for each factor and ranged from .80 to .89.

The major behavioral areas measured by the SMLQ include:

1. Encouraging self-reinforcement
2. Encouraging self-observation/evaluation
3. Encouraging self-expectation
4. Encouraging self-goal setting
5. Encouraging rehearsal
6. Encouraging self-criticism

Working with Dr. Charles Manz, I obtained additional scales from him representing the latest conceptual developments in his research of self-management. With Dr. Manz's permission and cooperation, these scales were incorporated into his original questionnaire. The behavioral areas measured by these new scales included:

1. Providing a self-management model/example
2. Reinforcement of self-management
3. Reconciliation of correction with self-management
4. Encourages and guides natural rewards into work
5. Encourages and guides opportunity thinking

Lastly, I added an additional subscale to the Manz/Sims questionnaire consisting of eighteen items detailing measurements of the management coaching competencies that were specifically focused on during the program intervention. The behavioral areas measured by these scales included:

1. Helping coachees exceed self-imposed performance limitations
2. Effectiveness at confronting and correcting substandard performance
3. Demonstrating concern for individuals
4. Consistency in keeping promises
5. Ability to make clear requests
6. Ability to inspire others (See Appendix A)

### The High Performing Team Questionnaire

The High Performing Team rating instrument or PERFORM is an innovative questionnaire developed by Carew and Parisi-Carew (1988) to capture the critical characteristics of a high performing work team.

The measure has a high degree of content and face validity. Its scales are derived from a review of the literature on the characteristics and stages of development of high performing groups. Explanations of the seven scales are taken from Carew, Parisi-Carew, and Blanchard (1987) as described on the next page.

I added an eighth scale to provide additional measurement to the characteristic of "empowerment" or individual autonomy and responsibility. This was particularly important to our focus on self-managing work teams and managers-as-coaches "empowering" their teams. The results from the direct report teams of each participant manager were related to Carew and Parisi-Carew's (1988) group development theory.



It was hypothesized that many teams would be at stages one or two at the beginning of the intervention. Through their own growth during the leadership program, it was hypothesized that all managers would be able to move their groups to higher levels of productivity and morale (stages three and four).

#### PERFORM's Seven Scales

Productivity. High-performing teams produce significant results. They get the job done. The output of the group is seen as valuable and useful, and there is a commitment to producing quality results. The team has developed effective decision-making and problem-solving methods.

Empathy and Empowerment. Group members are effective at listening to one another. More importantly, they have the desire to understand what the other members think and feel. The atmosphere is one of trust, warmth and acceptance. As a result, there is an overall sense of cohesion.

Roles and Goals. Each person's role is clear to everyone as are the overall goals of the group. Each team member uses his or her unique resources as well as shares responsibility for leadership and development of the

team. Goals are mutually agreed upon, clearly stated and challenging yet attainable. Timelines and action plans for reaching these goals are developed.

Flexibility. Group members are flexible and are able and willing to play different roles as needed. They intervene to support others in the group as necessary.

Open Communication. The environment allows effective two-way communication where the group members feel that they can state their opinions without being punished or chastised. Listening is considered as important as speaking. Differences of opinion are encouraged and methods of resolving conflict are understood. Through sincere and caring feedback, members are aware of their strengths and weaknesses as team members and of how their behavior affects others.

Recognition and Appreciation. Individual and team accomplishments are frequently recognized and genuinely appreciated by the group leader as well as by other members of the group. Group members feel they are well regarded within the group and that the team's contributions are valued by the organization.

Morale. High-performing teams have high morale. Each person feels good about being a member of the group. Individual satisfaction and confidence are high. There is a sense of cohesion and overall satisfaction within the group.

#### Autonomy and Responsibility (Added eighth scale).

1. Members are encouraged to do their jobs the way they see fit.
2. Members are allowed to experiment with original ideas and try new things out.
3. Members are encouraged to take initiative in solving problems.
4. Members are encouraged to take calculated risks.
5. Individual autonomy and responsibility in work is encouraged. (See Appendix B)

#### Team Effectiveness Questionnaire

One of the leading theorists in the field of work group management is J. Richard Hackman. Hackman has posited several critical behavioral signs or measures of self-management that can be demonstrated by performing workunits. The Team Effectiveness Questionnaire was derived directly from Hackman's (1987) pioneering work. Dimensions of the questionnaire were rated using a seven point anchored scale. The dimensions included:

1. Personal responsibility - Do team members accept personal responsibility for outcomes?



2. Self-monitoring - Do team members actively seek performance feedback and data on task accomplishment?
3. Initiative - Do team members take corrective action on their own initiative to improve performance?
4. Help seeking - Do team members actively solicit required guidance or resources from the organization?
5. Mutual help - Do team members take initiative to provide help to others, thereby strengthening organizational performance?
6. Task interdependence - Does the structure of the work promote and enhance the interdependence of team members?
7. Clear Direction - Has a clear, engaging direction been set for the performing unit?
8. Work Structure - Does the team structure provide an experience of meaningfulness and personal responsibility for outcomes?
9. Team Size - Is the composition of the team too large, resulting in process loss?
10. Expectation norms - Are performance goals and norms set at a high standard?
11. Rewards - Is initiative and self-management rewarded?
12. Coaching - Is expert coaching available when needed?
13. Organizational Support - Do adequate material and information resources exist?

This questionnaire was pretested and Dr. Hackman was informed of its final design. The dimensions were modified as needed to test for these underlying characteristics of team functioning. The PERFORM measure overlapped some of these dimensions.

The Hackman questionnaire was used to help program participants identify problem areas in their work groups. The results were analyzed to highlight issues in group functioning to assist participants in identifying areas for coaching and team improvement. The Hackman questionnaire was not be used as a pre-post measure (See Appendix E).

#### Program Description

The leadership development program addressed the development of the specific skill of management coaching for the enhancement of self-management. The program was developmental in nature, the specific educational processes employed were designed on-going through the life of the program. A detailed documentation of the program's content and processes is presented in Chapter IV.

The program was designed for mid-top level managers who were interested in improving their capability to develop and lead increasingly self-managing individuals and groups. The program consisted of three parts: 1) Getting in Shape to Coach Others 2) The Technology of Coaching and 3) Coaching and Workteam Development.

The program's structure was composed of a pre-program assessment, an overview and introduction, an individualized self-study process, three educational

workshops, monthly one-on-one coaching sessions, and a post-program evaluation and feedback process. The program was conducted from November 1988 through May of 1989. I designed and delivered all aspects of this program assisted by my colleague, Dr. David Giber.

### Statistical Analysis

As discussed previously, there were two major measures used in this study:

1. The Self-Managing Leadership Questionnaire (adapted from Manz/Sims)
2. The High Performing Team Questionnaire (Carew and Parisi-Carew)

The study's design was a repeated measures (paired observations) design, testing the differences in the perceived managerial skill (Manz/Sims) and level of group climate and functioning (Carew/Parisi-Carew) before and after the program intervention.

### Main Analysis

The subject sample size was small ( $N=11$ ) which restricted the variety of statistical tests which could be used. The number of direct reports that evaluated each participant manager ranged from 3 to 11, with an average of 8. The total number of direct reports



responding to both questionnaires was 59. The number of bosses who provided data using only the Manz/Sims Questionnaire was 10 (each workshop participant had one manager).

To measure whether there is a significant difference in the questionnaire ratings between the pre-program and post-program score, the most powerful statistical test is a T-test for correlated means. It was hypothesized that post-program ratings of the manager-participants by their bosses and direct reports would be significantly higher (more positive) than ratings before the program. The overall design and methodology is summarized in table 2.

#### Reports to Program Participants

A major purpose of the questionnaires was to provide feedback to the program participants. Each participant was given a report on their questionnaire results which included means and standard deviations for all dimensions of the three measures administered.

The Hackman questionnaire on group functioning was only administered to direct reports prior to the program and provided a key piece of data for program design purposes. It was not readministered after the program.

Participants were given graphs and tables reflecting their ratings from their boss and direct reports on versions of the Manz/Sims and the Carew/Parisi-Carew questionnaires.

Even though some of these scores did not prove to be statistically significant, they did represent positive (or negative) changes in the perceptions of their bosses or direct report subordinates that were of interest and meaning to the participants. In this way, the Manz/Sims questionnaire, in particular, acted as a piece of performance feedback and review for the participants. The purpose of providing this information was to give participants a relative sense of those areas in which their managers/direct reports perceived strengths or problems, and where some positive improvement seemed to have been indicated.

In summary, statistical results and tests used were the following:

1. Computation of means and standards deviations for all measures.
2. A correlated set of T-tests for significance of difference in mean scores between the pre and post measurements.

Table 2 Research Design and Measurement Method Summary.

Subject	Data	What's Measured	Use
Self	Autobio. Statement	*Self Esteem *Interper. Rel. *Work Identity	Program Design (PD)
Self	Program Evalua. Question.	*Skills *Managerial Practice *Program Design	Research Design (RD) & PD
Subord.	SMLQ	*Subordinate Perception of Managerial Ability	RD & PD
Subord.	Hackman	*Team Function- ing Effectiveness (Pre-Program Only)	PD
Subord.	PERFORM	*Team Climate and Functioning	RD & PD
Boss	SMLQ	*Boss Perception of Managerial Ability	RD & PD

### Limitations

The fundamental limitation of this study was its reliance on subjective ratings. No measure of actual observations of leader and team functioning was



utilized. A further limitation was the fact that no measures of business outcomes directly correlated to team performance was attempted.

This study was conducted in a business corporation where the privacy of managers, as well as the need for them to do their jobs ruled out, on practical grounds, the use of direct observations. Further, the fact that this manufacturing division was in a state of continuous change and transition meant that the performance outcome measures would be highly effected by factors outside of the participant managers' control, and, therefore, the scope of this study.

Finally, my observations and assessments were naturally biased by the fact that I had a previously existing relationship with ten of the eleven program participants and was employed by the same company as a management development expert. I involved Dr. Giber in assisting me with the evaluation of this program to counteract this limitation.

## CHAPTER IV

### PROGRAM DOCUMENTATION

The leadership education program I designed was entitled, "The Practice of Management Coaching: How to Inspire Excellent Contribution". The program was designed and delivered over an eight month period. Eleven managers from three manufacturing plants completed the program.

The following is a documentation of the program's design framework, content, and delivery processes. A commentary providing the rationale for my design choices follows each of the major program element descriptions.

The program's purpose was to enable participants to increase their effectiveness at inspiring long term excellent performance and contribution from themselves and others. The program was aimed at achieving four outcomes: increased self-awareness, the transfer of concepts and organized knowledge, the development of principles and skills, and application in real world situations. Five training approaches were employed: presentation of theory, modeling of skills, practice in workshop settings, structured and open-ended feedback regarding performance, and coaching for application (Joyce and Showers, 1980).

The following seven results were presented as achievable for participants who successfully completed the program:

- \* You will have an increased understanding of the personal requirements and preparation necessary to coach others in a way that inspires long term excellent performance and contribution.

- \* You will have an increased ability to continually inspire yourself and others.

- \* You will have more insight into the source of breakdowns and be more creative in resolving them for yourself and helping others to do so.

- \* You will understand what coaching is in a way that can be applied to the day-to-day action of managing.

- \* You will know specifically what to do to be an effective coach.

- \* You will improve your ability to communicate in a way that produces possibilities and results.

- \* You will experience a renewed sense of purpose and vitality regarding your management practice.

I developed a framework which I used as a guide for the program's overall design, its three phases and its elemental components. This framework provided a holistic reference and a coherence to what I was



attempting to develop and deliver. I developed this framework by drawing on several years of personal study of human development and effectiveness and my professional experience as an organization development practitioner. I also applied particular schools of thought from the literature and from public seminars on personal and leadership effectiveness.

Specifically, I drew from the work of the following philosophers, educators, sociologists, organization theorists, and management development practitioners in creating the design framework and selecting the content for the program.

The work of Kuhn (1962), Weick (1977), Burrell and Morgan (1979), Morgan (1980), Gadalla and Cooper (1978), and Smircich (1983) regarding interpretive paradigms informed my conceptual framework for organization theory and management practice in self-management environments. A major purpose of my research and program design was to develop practical applications of the interpretive paradigm for management practice in such environments.

Bennett's (1969) six-termed systematic provided a means for structuring and connecting the participants' potentializing work on self-awareness and self-design systematically to the processes necessary for practical application in the world. His theories on function, will, and being (1978a) guided my choice of having participants work on those three aspects of themselves

during the program. Bennett's (1978b) work on levels of mental functioning contributed important distinctions for designing self-observation practices aimed at strengthening participants' mental management skills.

Gadamer's (1976) and Flores and Winograd's (1986) work on understanding and historicity, along with Bellah, et. al., (1985), provided an integrated way of thinking about history and tradition with regard to how it constitutes our ability to understand and experience the present. During the program, we examined their notion that understanding is a translation of past meaning into the present situation and that, via language, one could intervene and generate new interpretations that supported a desired future. These ideas provided a significant way of thinking about self-design and self-actualization and rethinking the nature of empowerment.

Austin's (1962) seminal work on performative language, Searle's (1969) taxonomy of speech acts, and Flores and Winograd's (1986) work on language and action provided the core content for understanding the nature and technology of coaching conversations.

Solomon's (1976) treatment of mood helped show the evaluative and strategic nature of emotion. This cognitive view of emotion and its logic was applied to program work on personal presence and persistence.

Nicoll, M.'s (1984) work on the practice of

self-observation was additive as a means for remaining alert to one's interpretations of external events and observing and managing one's responses to internal changes in mood and emotion.

Flores and Graves's (1986) and Dreyfus and Dreyfus's (1986) work regarding knowledge, learning, and competence contributed a practitioner's definition of knowledge and learning (about being/becoming effective in a specific domain of action) and a clear set of distinctions for: setting performance standards, doing assessment of current competency levels, and thinking about the standard practices one must engage in to become competent in any field.

Freire's (1970) work on education, critical consciousness, language, action, and praxis provided helpful distinctions for this program. Though coming from more of a radical humanist paradigm than an exclusively interpretive one, it provided helpful thoughts on educational methodology that were transferrable to the program.

MacIntyre's (1984) thinking on and definition of practice (as a form of human activity in which internal and external goods are produced as the extension of human excellence is pursued) was adopted as the purpose for establishing a practice of management coaching.



This context lifted up a new possibility for the program's participants regarding what was available to them within their current management positions.

Finally, my participation in Flaherty's (1987) coaching skills program provided several content pieces used in this design. I am grateful to James for his permission to use this material and his support and consultation during the design and delivery of the program.

The program's design framework is depicted in table 3.

Table 3 Framework Developed to Guide the Program's Design.

	BEING	WILL	FUNCTION
	Premises	Purpose	Path
SELF DESIGN-->	Self-esteem	Commitment	Choice
Concepts/ Knowledge/ Awareness	Structure of Interpretation	Context	Vision
	Historicity	Calling	Objectives
Potential	Self-concept	Self-identity	Standards
	V	V	V
	Presence	Persistence	Practices
SELF ACTUALIZATION----->	Self-observing	Remembering	Assessment
	Mood	Judgement	Structures
Understanding/Verification	Speaking	Breakdown	Discipline
	Interpreting	Resilience	Completion
Effectiveness-in-action			

The program structure consisted of four workshop sessions totalling eight days, five self-study/action assignments, and five private coaching sessions with me. These activities took place from November 1988 through May 1989. An overview of the program's final content is displayed in table 4. An overview of the program's structure is displayed in table 5.



Table 4 Overview of the Program's Content.

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PHASE I GETTING INTO SHAPE TO COACH OTHERS

- \* Self-Design and Conditioning
- \* Being Coachable
- \* How Your "Operation" Operates
- \* Structure of Interpretation
- \* The Nature of Breakdown
- \* Relationships and Productivity
- \* Mental Management
- \* Six Powers of Designer Life

PHASE II THE TECHNOLOGY OF COACHING

- \* The Coach's Job
- \* Language and the Nature of Action
- \* Anatomy of Communication
- \* Empowerment of Self and Others
- \* The Self-Defeating Strategies of Self-Justification
- \* Coaching Conversations-in-Action
- \* Elements of a Coaching Program
- \* Designing Practices

PHASE III COACHING AND WORKTEAM DEVELOPMENT

- \* Conditions and Dilemmas of Self-Management
  - \* High Performance Organization Principles
  - \* A Self-Management System Model
  - \* The Capital "P" Practice of Management Coaching
  - \* Staying in Shape
-

Table 5 Overview of the Program's Structure.

The Practice Of Management Coaching: How to Inspire  
Excellent Contribution

PROGRAM STRUCTURE

Pre-Program  
Assessment

Session I	Session II	Session III	Session IV
			Post-Program Assessment

Start-up

About Mngmt. Coaching and the Program	Getting in Shape to Coach Others	Technology of Coaching	Coaching & Workteam Developmt
---	--	------------------------------	-------------------------------------

Assignments

Pre-Work..1.....2.....3.....4.....5.....|

Individual Coaching  
Sessions .....1.....2.....3.....4 Completion

November	November	January	February	April	May
7	30	11-13	16-17	6-7	1989

### Recruitment and Selection

The program participants were recruited from top and middle management from four U.S. manufacturing plants within my division. A request for applications for consideration for one of the twelve program slots was forwarded to all prospective candidates via their managers during September 1988. The program was billed as a special advanced leadership development program designed for successful managers who were interested in improving their capability to lead increasingly self-managing individuals and groups. Twelve managers applied for participation in the program and all were accepted.

All prospective candidates were advised that the program would also serve a research and development purpose as a result of my affiliation with the University of Massachusetts and that permission for data collection before, during, and after the program's completion would be sought.

Assignment one was forwarded to the participants along with a letter informing them of their acceptance into the program. The assignment consisted of the administration of the pre-program assessment questionnaires and a request for an autobiography of at least six double-spaced typewritten pages. Both were to be completed prior to our first group meeting.



The purpose of requesting an autobiographical statement was three fold. First, I wanted participants to have a self-authored historical description of who they claimed to be, prior to program start-up. The intent was to have participants begin to think about how their self-identities were constituted by their narratives about themselves and that these were historical in nature. This material would also serve as background for our study of the structure of interpretation we bring to understanding. Second, my program assistant and I analyzed each autobiography against a thematic framework. We drew on Alexander's (1988) work regarding psychobiography and Flores and Winograd's (1986) work on understanding and ontology to construct this. The results of this step produced a background of understanding for the subsequent private coaching sessions that I conducted with each participant during the program. Lastly, participants used their autobiographical statements as references as they worked on designing their future goals, competencies, ways of being, and new supporting practices.

#### Workshop Session One: Introduction and Overview

The first full group workshop session was a one day event. The objectives for session one were to: overview the program's content and process, introduce the domain of management coaching and begin to show the distinctions which constituted it, present and gain

commitment to the program's groundrules, clarify the roles of program leader, program assistant, and program participants, to have participants establish their objectives, assign co-coaching partners, and preview assignment two. This session was delivered through presentation, questions and answers, and open dialogue.

I began by defining management coaching as a process whose purpose is to inspire long term excellence in individual and group performance and contribution. I related performance to individual effort and contribution to the service of a larger purpose, i.e., to one's work team or organization as a whole. I explained that coaching is accomplished by intervening in the habitual thinking and behavior of individuals or groups in a way that helps them resolve breakdowns for themselves, open new possibilities that did not exist for them beforehand, and by designing new practices that enable them to become more competent in a particular arena of action. I summarized the coaching process as one that essentially consisted of: conducting an accurate assessment of where a coachee was, determining, along with him/her, what kind of person/professional he/she was committed to being, and designing practices to get there.

Next, I presented a list of beliefs, standards, qualities and abilities necessary to be a competent

inspirational management coach. We discussed the beliefs and values underlying each element (See Appendix G).

Levels of skill based on Dreyfus and Dreyfus's (1986) taxonomy and Flores and Graves's (1986) work were presented next (See Appendix H). I proposed that it was possible to attain an advanced beginner's or perhaps a competent level of skill by the end of the six month program, depending on what level of skill a participant was starting with. The introduction of these skill distinctions was done as a foundation for later work on learning, assessing competence and setting performance standards.

After reviewing the program's structure, schedule, and content, etc., I introduced the following groundrules for program participation: 1) Set goals for yourself that aren't going to happen anyway, 2) Be coachable, 3) Show-up, 4) Do the work, 5) Participate full out, 6) Do not be in argument with me, the program or other participants, 7) Validate things for yourself, 8) Hold off final judgement until you've completed the program, and 8) A mandatory aerobic exercise practice of at least twelve minutes of aerobic exercise at one's training rate, a minimum of four times per week. I asked each participant to think these over during our lunch break and advised them that their return to the



workshop after lunch would constitute a promise on their behalf to keep these groundrules until the program ended. Everyone returned from lunch.

I next asked the participants to complete a self-evaluation of their current coaching skills and to set personal objectives for the program (See Appendix I). We reviewed the evaluation questions and I clarified the meanings of the unfamiliar terms.

The final activity of the day was a review of assignment two (See Appendix J). Assignment two contained two parts. Part one entitled, "Self-Design and Conditioning Process", was a detailed process that provided participants with an opportunity to: assess their current personal condition, design a desired future state for themselves, and get into action to bring the incomplete areas of their lives to some sort of appropriate closure or completion.

My intent with this process was to introduce the participants to the notion of life by design. They were free to make their own choices regarding future goals, both for the program period, and any longer term personal goals they wished to set for themselves. I was also interested in showing that getting in shape to coach others entailed conditioning oneself within a whole life context. I provided the participants with

material to test their ability to accomplish the personal improvement activities and objectives that said they would.

After discussing part one, I assigned co-coaching partners (these assignments were for the duration of the program) and suggested partners schedule a meeting prior to workshop session two, share those items on their completion lists they felt comfortable in doing so, and begin to coach one another regarding the accomplishments of those tasks. The co-coaching relationships were established to provide participants with an immediate program support person, as well as, a partner to begin to practice new coaching learnings with.

Part two of assignment two consisted of a set of essay questions on an article by Fernando Flores and Michael Graves entitled, "Education" (1986) and Bellah, Madsen, Sullivan, Swidler, and Tipton's book, Habits of the Heart, (1985). These readings and essay questions were aimed at introducing the participants to a practitioner-oriented view of learning, and to language as a creative medium versus a descriptive one. This work also helped participants better understand the impact and importance of culture and tradition on self-identity and one's view of what is possible for us as human beings.

These readings also introduced the participants to a comprehensive study of American culture and provided them with an opportunity to locate themselves in a particular cultural tradition. My intent was to have them begin to see how not only individual identities resided in language and self-narratives but in the historical conversations of our culture as well. Finally, this study was aimed at introducing the participants to the historical notions of calling and vocation and contrasting them to the modern notion of professional careerism.

#### Individual Coaching Session One

Between each workshop session, I met privately with each program participant and conducted a personal coaching session with them. My objectives for the first coaching session were to: establish a coaching relationship with each participant and review the personal development goals and commitments they had produced by doing assignment two. I also began to help each individual design practices for the achievement of those goals and to coach them on how they might deal with problems and interruptions regarding the program commitments they had taken on.

During these sessions, I strove to model the premises and practices of management coaching we had discussed during workshop session one. I discussed the reciprocal nature of the coaching relationship and what



my personal commitment to each of them was. In order to clarify their personal development goals, we discussed their answers to steps one and two of their self-design assignment. I monitored how each participant was doing in keeping their promises to abide by the program's groundrules. In several cases, this provided an opportunity to model a coaching conversation regarding the relationship between saying and doing. It was during these early coaching conversations that I began to show the participants the distinction between their reasons and explanations for not doing what they said they would and their promise to do so.

Workshop Session Two: Getting Into Shape  
to Coach Others

Session two was a three day working session that focused on self-concept, understanding and interpretation, personal potential and commitment, the nature of problems, mental functioning, and the importance of successful relationships. The session's primary objective was to introduce a new paradigm to participants regarding their relationship to themselves, language, and possibility that would empower them to more effectively actualize their personal development goals. I also introduced them to the fundamental

distinctions of management coaching. Emphasis was placed on the importance of getting oneself into shape before attempting to establish inspirational coaching relationships with others. Table 6 summarizes the content and processes of workshop session two.

Table 6 Workshop Session II Summary.

Workshop Session II		Day One
<u>Topic: Understanding and Inspiring Ourselves</u>		
<u>Content</u>	<u>Processes</u>	
1. Experience with conditioning process (Assignment #2)	-Sharing in trios -Discussion -Identify blockages	
2. Coaching Distinction #1: our talk about "it" vs. the doing of "it"	-Lecturette -Discussion	
3. Self-concept and identity	"I am" exercise	
4. Impact of culture and tradition on self	Review of assignment #2 homework re: <u>Habits of the Heart</u>	
5. How our "operation" operates: the mechanics of conditioning	-Lecturette -Anonymous autobiographical analysis (Iacocca) -Review of early events (See Appendix K)	
Workshop Session II		Day Two
<u>Topic: Structure of Interpretation</u>		
<u>Content</u>	<u>Processes</u>	
1. Listening as interpretation vs. a skill	-Lecturette/anecdote	
2. Coaching distinction #2: two circle "operation"	-Lecturette -Discussion	
3. Introduce five elements (See Appendix L)	-Discussion of definitions	
4. Impact of mood on personal productivity	-Mood exercise (See Appendix M)	
5. Coach's Framework #1	-Intro. new paradigm (See Appendix N)	
		continued next page



Table 6 Continued.

- |  |                                    |
|--|------------------------------------|
| 6. Listening for structure of interpretation | -Prince of Tides, excerpt exercise |
|--|------------------------------------|

Topic: The Nature of Breakdown  
Content

Processes

- |  |                                 |
|--|---------------------------------|
| 1. Commitment and breakdown                        | -Lecturette<br>(See Appendix P) |
| 2. Auto-assessment and suffering                   | -Live demonstration             |
| 3. Key coaching questions for shifting into action | " " "                           |
| 4. Four generic ways to handle breakdowns          | " " "                           |
| 5. How this all relates to management coaching     | -Discussion                     |

Topic: Mental Management  
Content

Processes

- |   |  |
|---|--|
| 1. Coaching concentration: levels of mental functioning | -Presentation/anecdote<br>-Discussion        |
| 2. The practice of self-observation                     | -Lecturette & assignment<br>(See Appendix O) |

-----  
Workshop Session II

Day Three  
-----

Topic: Relationships and Productivity  
Content

Processes

- |  |   |
|--|---|
| 1. The boss/subordinate relationship                     | -"Managing Your Boss"<br>by Gabarro & Kotter<br>-Article, video & exercise        |
| 2. Relationships: having them be successful and powerful | -Lecturette & discussion<br>-Assignment: make your boss & peer relationships work |

continued next page

Table 6 Continued.

<u>Topic:</u>	<u>The Six Powers of Designer Life</u>
<u>Content</u>	<u>Processes</u>
1. Sixpack Model	-Lecturette & discussion (See table 10)
vs. career	-Discuss " <u>Habits</u> " homework re: calling
-----	

My aim in the second workshop session was to focus on the importance of intrapersonal work as a primary means for developing leadership effectiveness. I was interested in introducing the participants to the notion of ontological design and a new paradigm regarding the relationship of thinking and language to personal and coaching effectiveness.

The program's purpose had to do with creating a shift in how they thought about and carried out their practice of management within the advanced manufacturing organizations in which they were members. The essence of that shift was away from the predominant influence of functionalist-based thinking and techniques toward a more interpretive-based paradigm. I contrasted the essential ontological and epistemological distinctions of this paradigm, its assumptions regarding human nature, and its implications for management practice with that of a functionalist paradigm. Table 7 was used for this purpose.



Table 7 Manager-as-Controller vs. Manager-as-Coach.

<u>Manager-as-Controller</u>	<u>Manager-as-Coach</u>
* Human = machine/means	* Human = possibility/end
* World is external & fixed	* World is enacted
* One up/one down	* Reciprocal relationship
* Plan/think/do for	* Increase competence of
* Extrinsic motivation	* Intrinsic motivation
* Behaviorist-based	* Commitment-based
* Knowing = effectiveness at describing	* Knowing = effectiveness in action
* Policies & procedures	* Shared purpose/values
* Manage to objectives	* Competitive excellence
* Comply with specification	* Continuously improve

My approach to showing participants the relationship of thinking and language to coaching and effectiveness-in-action was to introduce them to an integration of the ideas of Bennett (1978), Morgan (1980), Searle (1969), Flores and Winograd (1986), and Gadamer (1976). We examined structure of interpretation (See Appendix L) and discussed its relationship to, and impact on, our thinking and understanding. Together we observed the automatic-like and historically derived nature of our thinking and how it tended to manifest as internal self-talk. We then inquired into the possibility of bringing a self-selected future state to bear on the way we interpreted the day-to-day events in our lives.

This study was then related to the practice of management coaching. The central idea was for a management coach to speak to and interpret events from the future performance objective being pursued by the person being coached. The coach's framework I developed to model this is displayed in table 8.

My approach to the study of problems, their resolution, and their relationship to management coaching was to introduce participants to the notion of breakdown based on Flores's (1982) interpretation of Heidegger. Breakdown was defined as an interruption of a commitment one is out to fulfill. The main idea presented was that, as humans, we are all always

Table 8 Coach's Framework One.

COACH'S FRAMEWORK #1	
STANDARD PERFORMANCE	EXCELLENT PERFORMANCE
Speaking & Interpreting from the way it has been	Speaking & Interpreting from the way it will be
THE PAST      THE PRESENT	THE FUTURE
<u>Concepts</u> <--> <u>Experience</u>	<----- <u>Extension</u>
education experience opinion beliefs justifica- tion	possibility choice declaration commitment
Word-to-World	World-to-Word

WHERE ARE YOU COMING FROM?



committed to something. I explained that when we are successfully dealing with our daily work we flow along naturally and effectively making the right moves, taking the correct action. It is in the moment of interruption that we declare that there is a problem; and that it is our ability to observe our assessments (which manifest in language) of breakdown, and our competence at managing our responses to them, that tends to determine how effective we are in action.

Next, I presented a breakdown model (See Appendix P) and worked with the participants regarding its usefulness in management coaching. Since a key role of the management coach was to help a person resolve a breakdown for themselves, two questions to facilitate movement out of breakdown were suggested: what's missing and what can be done now? Four generic ways of handling breakdown were reviewed. They were: by the use of tools, requesting assistance from an appropriate network of help, inventing a new possibility, or creating a new design that would eliminate the likelihood of such future occurrences.

The importance of mental management to coaching effectiveness was covered next. I presented three levels of mental functioning and worked with participants to see these distinctions in their own mental processes. Table 9 describes the levels discussed.

Table 9 Levels of Mental Functioning.

---

**MENTAL MANAGEMENT FOR COACHES**

**AUTOMATIC**

- \* Maintains all automatic/instinctive functioning
- \* Determines importance of things based on habit, history, association, reaction, reflex
- \* Accomplishes without our directed awareness
- \* Lowest level of mental energy

**SENSITIVE**

- \* Determines the importance of things based on comparison
- \* Movement from "not noticing" to "noticing"
- \* State of our ordinary awareness of what's happening
- \* Works in a yes/no, on/off, go/no go sort of way

**CONSCIOUS**

- \* The means to "look at oneself" in action
- \* The means to control one's awareness and attention
- \* Determines importance of things based on their potential connection and integration to one's purpose and commitments
- \* Involves concentrating (via self-observation) so as to direct one's awareness and thinking

(Adapted from discussions with Tom Kent, 1986)

---

The practice of self-observation (Nicoll, M., 1984) was introduced as a means for developing coaching concentration capability. I emphasized the importance of remaining mentally alert in the day-to-day action of managing and coaching and that this required the ability to manage the quality of one's thinking. I asked the participants to maintain this practice daily as a way of working on the development of their mental management skills. I stressed that awareness of the new coaching

distinctions we were studying were important but insufficient. Only application to the day-to-day action of living and managing would produce results. The practice of self-observation was presented as the minimum requirement for being in a state of readiness that would enable them to bring a new interpretation and/or response to a situation or event.

I covered the importance of relationships from the premise that all work was transacted socially. Since this was the case, relationships were a key to personal effectiveness and group/organizational productivity. I suggested that relationships could be viewed as interpretation rather than as an objective thing. Further, that the minimum condition for successful working relationships was absolute acceptance of others, as they currently were (versus how we wanted them to be). As part of assignment three (See Appendix Q) I asked the participants, upon their return to work, to have their relationships with their boss and peers work more effectively by bringing a new interpretation to those relationships. I urged them to take full responsibility for having those relationships work well, no matter what their historical circumstances or characterizations were.



The last topic of this session was a review and discussion of a framework I entitled, "The Six Powers of Designer Life" (See Table 10). This framework was a modified version of my macro-level program design framework. The intent was to provide the participants with a systematic self-design and actualization model for use during and after the program. This framework was also provided to assist the participants in revisiting and expanding the self-design work they had begun as a part of assignment two. We revisited this model at various points during our remaining workshops and in the private coaching sessions as a means for integrating the content and processes of the program. We also processed the essay questions on Habits of the Heart (Bellah, et.al., 1985) here. I focused the conversation particularly on the distinction and significance of calling versus career.

Table 10 Six Powers of Designer Life.

THE SIX POWERS OF DESIGNER LIFE			
	PREMISES	PURPOSE	PLANS
DESIGN ----->	Who am I?	Why am I here?	What shall I have happen?
Knowledge and Grounding	Where am I coming from?	Where am I going?	
	What is possible?	What is my life's work?	What does that look like when it works well?
	The Steering Wheel	Context and Direction	Vision and Choices
	PRESENCE	PERSISTENCE	PRACTICES
IMPLEMEN- TATION ----->	How will I be?	How will I assess the circumstances?	Which will support my plans?
Effective- ness-in- action	What distinctions must I keep alive?	What must I remember?  How will I act?	What must I stop or complete?
	Structure of Interpretation	Commitment-Based	Structures for Fulfillment

## Individual Coaching Session Two

The primary purpose of this session was to conduct an assessment with the participants of their current competence level against each of their chosen improvement objectives (from assignment two). Additionally, I reviewed the practices they had each put in place for the accomplishment of these objectives and recommended additional practices for them to carry out. It was during this session that we reviewed the results of their pre-program assessment data as a means of identifying additional areas for the development of self-management leadership capability.

I studied their autobiographies prior to meeting each participant in order to listen to the structure of their interpretation regarding who they were, historically, and how they spoke to what was possible for them. I asked each participant to identify previous unsuccessful strategies they had employed to accomplish personal improvement goals. We discussed recurring patterns of failure and how these could be avoided during the program. In several cases, I recommended specific practices aimed at preventing these recurring patterns.



### Workshop Session Three: The Technology of Coaching

Session three was a two day event focused on the role and functioning capabilities of a management coach. The session's primary objectives were to: introduce participants to a new way of thinking about the nature of work, communication, and management, provide specific training in speech act theory and its application to management coaching, examine and practice coaching conversations that empower others to excel, and review the steps involved in establishing and conducting a management coaching program. Table 11 summarizes the content and processes of this session.

Table 11 Workshop Session III Summary.

-----  
Workshop Session III  
-----

Day One

Topic: Language and the Nature of Action

Content

Processes

- |  |  |
|--|--|
| 1. Review of breakdown   | -Exercise<br>(See Appendices P & R)            |
| 2. Introduction to<br>language as action<br>theoretical background | -Lecturette<br>(See Appendix S)<br>-Discussion |

Topic: Anatomy of Communication

Content

Processes

- |  |   |
|--|---|
| 1. Introduction to<br>applied speech act<br>theory | -Lecturette<br>-P & R Exercise<br>(See Appendix T)    |
| 2. Promise vs. prediction                          | -Distinction/anecdote                                 |
| 3. Action conversations<br>for management coaches  | -Modeled and demonstrated                             |
| 4. How to speak & interpret<br>for results         | -Summary<br>-Coach's Framework #2<br>(See Appendix U) |

Topic: Empowerment of Self and Others

Content

Processes

- |   |  |
|---|--|
| 1. About empowerment<br>and accountability          | -Coach's definition<br>-Discussion                   |
| 2. Self-defeating<br>strategies                     | -Handout/reading<br>-Discussion<br>-(See Appendix V) |
| 3. Coaching someone<br>thru self-justi-<br>fication | -Exercise<br>-(See Appendix V)                       |

continued next page

Table 11 Continued.

-----  
Workshop Session III  
-----

Day Two

Topic: Coaching Conversations-in-Action

Content

Processes

- |   |   |
|---|---|
| 1. Review of coaching frameworks and applications | -Handout/discussion<br>(See Appendix W)   |
| 2. Modeling                                       | -Live demonstration   |
| 3. Coaching conversations                         | -Practice sessions<br>-Role play/rotations<br>-Stop action & process<br>-Discussion |

Topic: Elements of a Coaching Program

Content

Processes

- |                                     |  |
|-------------------------------------|--|
| 1. Presentation of program elements | -Lecturette<br>(See Appendix X)<br>-Discussion |
| 2. Assignment #4                    | -Handout<br>(See Appendix Y)                   |
- 

My aim in this session was to have the participants begin working on the actualization level processes and competencies of the program's design (See Table 3). The shift involved moving from work on intrapersonal coaching skills (workshop session two, etc.) to work on interpersonal coaching skills. The primary content vehicle was the introduction of a technology for management coaching which was based on a linguistic paradigm of work, management, and communication.



I began with an overview of theoretical background and then presented the fundamentals of speech act theory. I gave special emphasis to the linguistic distinctions of a declaration, promise, and request and their constitutive elements. We studied the performative nature of each distinction and the degree of commitment inherent to various performative verbs within each category. My intent was to show how the shift to this understanding and use of language was essential to management coaching competence. I stressed that coaching was a conversational process. It was via language that future designs and objectives (actions) were generated and realized. We spent considerable time discussing the impact our linguistic interpretations have on the nature of our realities. I continued to emphasize that a coach's job was to assist people in bringing an appropriate interpretation to the difficult circumstances and situations they encountered on the way to improving their performance. A key learning point I was pursuing was for participants to internalize that coaching would always require them to bring the expressed and agreed to performance result (future) to the coaching conversations they conducted with others (in the present). Table 12 summarizes the major language-as-action/commitment distinctions that were covered in this section.

Table 12 Language-as-Action Distinctions.

COACH'S FRAMEWORK: HOW TO SPEAK & INTERPRET FOR RESULTS

Speak & Interpret from Your:		Not from Your:	
PURPOSE AND COMMITMENT in the matter at hand		AUTOMATIC ASSESSMENT & MOOD at the time	
<u>MADE UP OF:</u>		Keep making these distinc- tions in your speaking and interpret- ing	<u>MADE UP OF:</u>
<ul style="list-style-type: none"> <li>* DECLARATIONS</li> <li>* PROMISES &amp; REQUESTS</li> <li>* ACTION COMPLAINTS</li> </ul>			<ul style="list-style-type: none"> <li>* EXPLANATIONS</li> <li>* JUSTIFICATIONS</li> <li>* OPINIONS</li> <li>* FEELINGS &amp; WANTS</li> <li>* CHARACTERIZATIONS</li> </ul>
<u>IT TAKES:</u>			<u>IT TAKES:</u>
<ul style="list-style-type: none"> <li>* OPENNESS &amp; COURAGE</li> <li>* ATTENTION</li> <li>* CONSCIOUS EFFORT</li> <li>* PERSISTENCE</li> </ul>			<ul style="list-style-type: none"> <li>* NO CONSCIOUS EFFORT</li> <li>* VERY LITTLE COMMITMENT</li> <li>* BEING ASLEEP AT THE WHEEL</li> <li>* NOT MUCH ELSE</li> </ul>
<u>IT PRODUCES:</u>			<u>IT PRODUCES:</u>
<ul style="list-style-type: none"> <li>* RESULTS</li> <li>* NEW POSSIBILITIES</li> <li>* LESS STRESS</li> <li>* VITALITY</li> </ul>			<ul style="list-style-type: none"> <li>* BREAKDOWNS</li> <li>* SUFFERING</li> <li>* GOOD SMOKE-SCREENS</li> <li>* RUTS</li> </ul>

I approached empowerment and accountability through the same linguistic study, defining empowerment as a process of helping someone (or oneself) act in accordance with their promises. The coaching point was that empowering others had to do with working with them in a way that had them win at what they said they were committed to being, doing, and having.

I reviewed two self-defeating strategies employed by people that have them perform below their potential. The strategies were studied as linguistic interpretations used to self-justify when someone was not being accountable for doing what they said they would (See Appendix V). I explained that it was not a coach's job to talk someone out of their emotions, that it would often be important to listen and allow emotions to be expressed. The coaching point I emphasized was for them to not engage in a conversation with the emotional expressions. We discussed at length how difficult it was not to want to rescue a person or to help them to feel better. I pointed out that such collusion most often resulted in the person succeeding at being helpless or dependent.

The coaching conversations practice sessions focused on the participants own improvement goals. I had begun modeling the linguistic distinctions of coaching during our private coaching sessions. We ran practices in trios, giving each participant an opportunity to be a coach, coachee, and observer. The practices dealt with coaching



another to clarify a commitment, resolve a breakdown, or see a new possibility. My aim was to have participants develop an ability to observe their own self-defeating talk and hear the self-defeating talk of others.

The last topic of this session was an instruction on the steps involved in a coaching program (See Appendix X). I explained that each step was a separate type of conversation with a distinct purpose, process, and desired outcome. I emphasized that a program involved a beginning, a middle, and an end. I stressed the programmatic nature of the coaching process to help structure the participants' early applications and ensure that completion occurred. This structure was also intended to help formalize the coaching relationship and assist in keeping certain management coaching distinctions visible for those attempting to work with others in this way.

Finally, assignment four (See Appendix Y) was previewed and discussed. The primary intent of this assignment was having the participants begin to apply their learning by coaching others. I limited their coaching project to two to three people and suggested they begin with a friend or direct report with whom they already had a good relationship. I was mostly concerned that they conduct and experience a complete coaching cycle with a low degree of difficulty. I stressed that working with someone on a small completion item or objective was desirable. My

intent was for them to complete a coaching program by the start of our final workshop session (in seven weeks) so that we could process the experience in the full participant group.

### Individual Coaching Session Three

These private sessions were used primarily to work with participants regarding their own coaching projects (Assignment 4). We discussed their coaching of others, reviewed the steps of a coaching program, located the step(s) they were on, and discussed various coaching interventions and tools (See Appendix W) as a means for deciding how to upgrade the coaching conversations they were engaging in with others.

### Workshop Session Four: Coaching and Workteam Development

Session four was a two day event which focused on an introduction to the design of self-managing workteams and an expanded context for the practice of management coaching. The session's primary objectives were to: review and process the participants' coaching projects, meet with author Charles Manz and discuss his work on self-management, introduce principles of high performance organization and workteam self-management, understand what the capital "P" practice of management coaching was, and to bring closure to the workshop element of the program. Table 13 summarizes the content and processes of session four.

Table 13 Workshop Session IV Summary.

-----  
Workshop Session IV

Day One

-----  
Topic: Review of Coaching Projects-in-Progress  
Content Processes

- |                                      |   |
|--------------------------------------|---|
| 1. Coaching others                   | -Review exercise/trios<br>-Report outs/discussion |
| 2. Practice session                  | -Trios/report outs<br>-Coach's clinic             |
| 3. Designing practices<br>for others | -Lecturette<br>-Participant examples              |

Topic: Conditions and Dilemmas of Self-Management  
Content Processes

- |                                    |   |
|------------------------------------|---|
| 1. Self-management<br>distinctions | -Dr. Charles Manz<br>-Film: "A Case of Working<br>Smarter, Not Harder"<br>-Trios/discussion |
| 2. Coaching for<br>self-management | -Case study method  |
| 3. Self-management<br>dilemmas     | -Discussion/consult with<br>Dr. Manz  |

-----  
Workshop session IV

Day Two

-----  
Topic: High Performance Organization Principles  
Content Processes

- |  |  |
|--|--|
| 1. High Performance<br>Organization Design | -Lecturette<br>-Handout<br>(See Appendix Z)<br>-Discussion |
|--|--|

Topic: Self-Management System Model  
Content Processes

- |                                    |  |
|------------------------------------|--|
| 1. Self-management<br>system model | -Lecturette<br>-Handout<br>-Discussion |
|------------------------------------|--|

continued next page



Table 13 Continued.

Topic: The Capital "P" Practice of Management Coaching  
Content Processes

- 1. New context for the practice of management
  - MacIntyre's definition
  - Invitation to participants
  - Discussion

Topic: Staying in Shape  
Content

## Processes

1. Expanding our networks of help
  - Exercise: Map current relationships by category
2. How to keep this work alive
  - Discussion of ideas/practices
  - Exercise: Letter to myself
3. Assignment #5
  - Review
4. Closure
  - Completion activity

My primary aim in the final group workshop was to show participants a broader, more meaningful context for the practice of management and to urge them to take on such a practice. I was also interested in making the connection between their work on personal conditioning and coaching skills to the development of more self-managing work groups. By this point it was clear to me that the program would not go into depth regarding the design and implementation of self-managing workteams. My intent was only to expose participants to the fundamental design principles for such work systems.

I made special arrangements to have Charles Manz with us on day one of this session. Dr. Manz lead the afternoon segment taking participants through a case

study on dilemmas encountered by a manager trying to increase the self-management capabilities of his/her direct reports. Dr. Manz also reviewed the conceptual framework of his latest theory regarding self-management called "superleadership". We discussed its similarities to the practice of management coaching as we had defined and studied it during the program.

I approached a broader context for the practice of management by discussing Alasdair MacIntyre's (1984) treatment of practice with the group. This conceptualization addressed how both "external" and "internal" goods were available to a practitioner interested in the pursuit of human excellence. External goods, such as prestige, status, and money are achievable by means other than participating in the practice itself. The internal goods, i.e., the personal challenge of trying to excel against objective standards, on the other hand, are available only to dedicated participants of the practice itself. Additionally, "internal goods are indeed the outcome of competition to excel, but it is characteristic of them that their achievement is a good for the whole community who participate in the practice" (MacIntyre, 1984, pp.190-191).

I wanted to lift up a possibility of a more purposeful and meaningful worklife pursuit for the participants. My aim was to show that this practice was

available to them in their current jobs, roles, and circumstances. It was possible for them to create an entirely new context for the work they were currently engaged in as managers. I wanted this discussion to be the crescendo for the program they were about to complete. I invited them to choose this type of pursuit of excellence for themselves in their own management practice and suggested that the practice of management coaching, as we had defined it, could serve as such a practice.

Our final topic focused on how to stay in shape as a management coach. I had the participants write a letter to themselves regarding what they would accomplish in this vein in the next six months. I collected the letters and promised to mail them to them in six months. My emphasis during this dialogue was on the importance of small letter "p" practices, those intentionally structured activities that enable the achievement of our plans. I stressed that we were all a result of our practices to date and that we don't/won't change unless we consciously initiate and carry out new practices. I referred the group back to the six powers of designer life as a framework for continuous self-improvement (See Table 10).



#### Individual Coaching Session Four

This session was the final private session with each participant during which I conducted a program completion conversation. In addition to collecting the participant post-program qualitative data, I took the occasion to ask each participant to report on their experience of the program. I took the opportunity to thank each person for allowing me to act as their coach during the six month program period. The results of the participants post-program qualitative data and excerpts of some of these conversations will be reported on in Chapter V.

## CHAPTER V

### RESULTS AND DISCUSSIONS

Four major hypotheses were explored in this study. They can be restated as follows:

1. The program will result in a positive increase in subordinate and boss ratings of managerial effectiveness (as measured by the Manz/Sims questionnaire).
2. The program will result in positive increases in subordinate perceptions and ratings of their staff groups organizational climate and functioning (as measured by the Carew/Parisi-Carew questionnaire).
3. The program will result in perceived positive changes in the participant managers' behavior and coaching ability as reported by their subordinates and bosses in their post-program evaluation questionnaires.
4. The program will result in positive changes in the participant managers' self perceptions of their ability to coach, their ability to improve their own performance and to inspire the performance of others. This was measured through self reports gathered at the pre, mid, and post stages of the program. The self reports covered both evaluations of the program and of themselves.

## Results of the Study

The results of the study are reported in the following manner. First, the background demographic profile of the final participant group is described. Then, statistical results from the questionnaire data for the entire participant group are reported. These results are then integrated and explained with examples from the qualitative questionnaires, reports and observations. The qualitative experiences of the participant group are then described in greater detail.

I will then present two selected "case study" examples from the participant group. These two participants include: the manager (male) who received the most negative boss and subordinate ratings prior to the start of the program who enrolled in the program to improve his ability to work effectively with others, and a female manager who was balancing private (home and self) concerns versus her need for corporate achievement. She was searching to find her own managerial style and develop her skills to deal with the pressures of having increased management responsibilities. These two portraits of participant experience in the program as well as the ratings and observations of their bosses and subordinates will provide the best sense of the program's impact in terms of both managerial behavior and personal growth.



### The Subject Sample

Of the original sample of twelve volunteer participants for the program, eleven completed the course. The lone dropout was from a geographically distant manufacturing plant and he attended only the first session. A followup call to him found that his decision to quit was based on time and logistical concerns which were unrelated to the content of the course.

The subject group which completed the program may be described as follows. The average educational level was sixteen years; seven of the eleven participants were college graduates. The average number of years of management experience was 6.3 with a range from 3.6 to 10.7 years. The average amount of time these managers had supervised their present staff groups was 15.3 months with a range from 4 to 28 months. This may be regarded as enough time for their subordinates to have developed a perception of their management style and for them to have begun asserting their own priorities and approach.

The participant managers were all viewed as successful within their organizations. It is worthy of note to remember that this program was marketed as a program for successful managers wishing to develop advanced leadership skills. Several of the managers in the group were experiencing a "plateau" in their career

development and a reshifting of their priorities for managing their staff groups and developing themselves. Having achieved a relative absence of performance problems and high satisfaction among their direct reports, most of the participant managers reported feelings of drifting in their energy and uncertainty about how to motivate themselves and others towards higher performance especially due to the fact that further corporate advancement would be slower and more difficult.

The average number of direct reports that each participating manager supervised was six; the range of the size of their staff groups was from three to eleven. All participants had spent significant amounts of time working for their current company. The average was 11.4 years experience in the firm; the least amount of time spent working there was five years.

The thematic analysis of the autobiographical statements, which allowed me to engage in conversations with participants regarding major themes in their lives, revealed a wide variety of life experiences within the sample group. For example, understanding case study manager B's chaotic background helped me to understand the origins of his struggle with emotional self-control. Writing the statement helped him to see its impact on his role as a manager, opened him up to a coaching relationship with myself and my program assistant and

energized him to work on ways of altering his behavior. Another manager with a high need for achievement was able to see, during our discussion and analysis of her autobiography, how that history impacted her ability to delegate and encourage independence.

In conclusion, the final sample was comprised of what may be termed a middle management group, both in their position vis a vis the corporate hierarchy and the amount of management experience they possessed. Having spent some time as managers, the majority of the group was in a mid-career period of consolidating their own approach to managing and coaching others.

#### Results for the Participant Group Overall

I will examine the results for the entire group of eleven participants reviewing each of the four major hypotheses in turn.

The first hypothesis was that "the program will result in positive increases in subordinate and boss ratings of managerial effectiveness (as measured by the Manz/Sims questionnaire). Table 14 presents the pre and post comparison of the results of the Manz/Sims questionnaire ratings by the direct reports of the participant managers. The results for the scales used by Manz/Sims as well as the scales added in the present study are contained in table 14. Table 15 breaks these scale results down into individual items.



The Manz/Sims questionnaire was designed to measure the perceptions of direct reports of specific behaviors and characteristics demonstrated by managers. It specifically focuses on practices through which managers may encourage self-management and independence in their subordinates.

The pretest results in Table 14 indicate the highly positive view which direct reports have of these eleven managers overall. Scales 1-19 were on a seven point Likert scale and the change statistics were based upon t tests for correlated samples,  $N = 58$ . Though some positive biasing of these ratings might have resulted from subordinate concerns over confidentiality or how these ratings might be used to evaluate their manager, followup interviews with selected subordinates suggested that this was not the case. Of particular note is the high degree of satisfaction with management (mean = 5.78 on a 7 point scale) reported by subordinates, their high satisfaction with work (mean = 5.78) and the positive ratings of their manager's effectiveness (mean = 5.57).

These extremely high pre-test ratings create a ceiling effect where it is difficult to demonstrate significant positive changes given the already positive scores with which participants began the program. In short, as a group, their subordinates perceive these

managers as being quite effective with little need for major improvement. There were exceptions to this which will be explored in my discussion of individual cases.

It is also worthy of note that there was a climate of uncertainty within the organizations of several of the participants. These uncertainties included a general business downturn in the industry which effected sales, product life cycle terminations and questions regarding where future products would be sourced, group termination and reorganization, a reduced ability to attract and hire talented new people due to divisional recruitment and hiring limitations and a limited ability to financially reward good performance.

While virtually all dimensions of subordinate perceptions measured at the scale level by the Manz/Sims instrument increased in a positive direction between the pre and post measures, only one of these increases was statistically significant. Ratings of the ability of managers to encourage group problem solving showed significant improvement ( $p \geq .05$ ). Table 15 provides greater detail on significant positive improvements in subordinate perceptions as measured at the item level by the Manz/Sims instrument. Positive improvements ( $p \geq .05$ ) were shown on four items:

1. My manager helps me realize opportunities in problems
2. My manager provides special recognition if my performance is good.

3. My manager encourages us to find solutions to problems.
4. My manager expects us to be tough on ourselves if our performance is substandard.

Ratings on the additional scales (Curley, 1989)

generally increased in a positive direction though none of these changes were statistically significant.



Table 14 Pre/Post Scale Results for Manz/Sims Direct Reports.

Scale	Pre-test		Post-test		T-value	
	Mean	SD	Mean	SD	t	
1 Rehearsal	4.88	1.13	5.05	1.06	-.90	
2 Self-Goal Setting	5.46	1.11	5.43	1.21	.14	
3 Self-Criticism	4.23	1.45	4.74	1.45	-1.66	
4 Self-Reinforcem't	5.65	1.06	5.69	.98	-.22	
5 Self-Management Model	4.98	1.42	5.21	1.19	-.98	
6 Reinforces Self-Mang.	5.34	1.35	5.49	1.12	-.67	
7 Reconcile of Punishm't	5.54	1.24	5.76	1.09	-1.03	
8 Natural Rewards	4.93	1.33	5.06	1.17	-.59	
9 Opport. Thinking	5.21	1.26	5.55	.92	-1.78	
10 Satisfact. with Manager	5.78	1.22	6.07	.87	-1.55	
11 Satisfaction with Work	5.78	.95	5.85	.77	-.48	
12 Overall Mang. Effectiveness	5.57	1.07	5.58	1.16	-.05	
13 Communication between grps.	5.50	.92	5.57	1.06	-.41	
14 Truthfulness	5.78	1.16	6.05	1.07	-1.38	

continued next page

Table 14 Continued.

Scale	Pre-test		Post-test		T-value	
	Mean	SD	Mean	SD	t	
15 Positive Verb/reward	5.71	1.18	5.95	.90	-1.28	
16 Within Group Communication	5.99	1.11	6.22	.83	-1.38	
17 Within Group Job Assign.	5.51	1.05	5.64	.91	-.73	
18 Group Prob. Solving	5.45	1.08	5.89	.85	-2.37 **	
19 Flexible Task Bounds.	5.89	1.01	6.01	.74	-.88	
20 Will. to Take Action	4.10	.85	4.14	.89	-.22	
21 Conflict resolution	3.69	.92	3.78	.79	-.60	
22 Partici-tion	3.75	.94	3.91	.88	-1.10	
23 Coaching	3.60	.75	3.74	.73	-.99	
24 Developing Others	3.41	.91	3.51	.94	-.60	
25 Communica. Skill	3.53	.88	3.73	.83	-1.43	
26 Interper. Sensitivity	3.64	1.01	3.77	.88	-.84	
27 Future Vision	3.62	.81	3.78	.94	-1.16	
28 Restraint	3.59	1.09	3.71	1.03	-.80	
29 Follow Thru	3.88	1.04	4.02	.78	-.86	

\*\* =  $p > .05$

Table 15 Pre/Post Item Results for Manz/Sims Direct Reports.

Item		Pre-test		Post-test		T-value
		Mean	SD	Mean	SD	t
1	Helps me realize op. in problems	5.24	1.30	5.64	.95	-2.03 **
2	Helps group com. with each other	5.45	1.20	5.47	1.45	-.07
3	His/her over. effect. excel	5.47	1.18	5.37	1.35	.49
4	Encourages self-goal set	5.76	1.28	5.53	1.51	.96
5	Sets a good example	5.35	1.39	5.28	1.28	.33
6	Encourages	6.14	1.05	6.22	1.06	-.47
7	Encourages feel good if job done well	6.19	1.10	5.93	1.23	1.17
8	Encourages crit. review	4.44	1.59	4.81	1.69	-1.06
9	Tries p/s between us and groups	5.53	1.09	5.40	1.37	.55
10	Think about job before	5.39	1.27	5.57	1.17	-.77
11	Encourages choice re: how to do	5.38	1.51	5.52	1.33	-.58
12	I like my work very much	5.93	1.11	5.86	.99	.35

continued next page



Table 15 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	
13 Learn by model after him/her	4.66	1.59	5.02	1.48	-1.40
14 Neg. feedb. given help.	5.22	1.51	5.60	1.26	-1.43
15 I am very sat.with work	5.57	1.05	5.74	.89	-1.02
16 Encour/look opport. in problems	5.16	1.47	5.74	.89	-1.63
17 Encour. go over before attempt	4.98	1.46	5.16	1.37	-.71
18 Prompt goal defining for team	5.29	1.38	5.26	1.47	.14
19 Encour. set own task goals	5.29	1.40	5.45	1.26	-.64
20 Encour/praise each other	5.29	1.41	5.39	1.44	-.46
21 Encour/self-crit./perform	4.28	1.54	4.72	1.67	-1.32
22 Rewards for do on my own	5.02	1.69	5.26	1.29	-.87
23 Focus on learning from mistakes	5.83	1.37	5.95	1.22	-.56
24 Satisfied with my mgr.	5.60	1.45	5.97	1.01	-1.62

continued next page

Table 15 Continued.

Item	Pre-test		Post-test		T-value	
	Mean	SD	Mean	SD	t	
25 Special recognition if perform. good	5.43	1.37	5.88	.96	-2.19 **	
26 Neg.fb does not discourage	5.57	1.39	5.74	1.38	-.64	
27 Encour/helping outside own job	5.81	.95	5.93	1.15	-.62	
28 Urges define own group goals	5.54	1.24	5.47	1.32	.30	
29 Praise for respon. and initiative	5.59	1.42	5.71	1.20	-.49	
30 We can believe what says	5.78	1.16	6.05	1.07	-1.38	
31 Encour/build in activity I like	5.00	1.49	5.12	1.48	-.49	
32 Encour/beyond official job	5.86	1.24	6.05	.93	-1.04	
33 I'd like to keep work for	5.97	1.27	6.17	.88	-1.12	
34 Helps go over task advance	4.93	1.28	4.86	1.38	.30	
35 Encour/self-crit. when perform poor	4.09	1.58	4.59	1.60	-1.50	
36 Helps think new enjoy. ways to do	4.41	1.63	4.53	1.47	-.41	

continued next page

Table 15 Continued.

Item	Pre-test		Post-test		T-value	
	Mean	SD	Mean	SD	t	
37 Asks us to find solu. to probs.	5.45	1.22	5.89	.99	-2.26 **	
38 Compliments for outstand. work	5.98	1.19	6.02	1.12	-.15	
39 Work gives me sense of sat.	5.83	1.06	5.95	.74	-.70	
40 Learn by watch ex. set by mgr.	4.93	1.58	5.34	1.24	-1.60	
41 Encour/pract. in advance	4.22	1.53	4.62	1.35	-1.55	
42 Encour. we select job assignm'ts	5.24	1.65	5.43	1.33	-.71	
43 Encour/opport focus in work	5.22	1.42	5.48	1.08	-1.15	
44 If done well encour/feel positive	5.88	1.04	5.88	.92	.00	
45 Reinforces my initia. and s-m	5.41	1.44	5.52	1.25	-.41	
46 Encour/pitch in beyond job	5.91	1.03	5.97	.73	-.37	
47 Expect tough on selves if substandard	4.07	1.79	4.84	1.49	-2.39 **	
48 Encour/solve our own probs.	5.45	1.34	5.88	.96	-1.85	

continued next page



Table 15 Continued.

Item	Pre-test		Post-test		T-value	
	Mean	SD	Mean	SD	t	
49 Encour/say what believe	5.84	1.36	6.22	.89	-1.95	
50 My manager's perform. is very high	5.67	1.19	5.76	1.20	-.40	
51 Rep.our views to other grps.	5.48	1.14	5.69	1.17	-1.08	
52 Likes us decide on job assigns.	5.48	1.47	5.57	1.14	-.34	
53 Encour/us to praise selves	5.24	1.25	5.55	1.19	-1.42	
54 Tries insure intergrp. work flow	5.52	1.19	5.71	1.14	-1.00	
55 Will.to take action	4.10	.85	4.14	.89	-.22	
56 Helping us resol/conflict	3.69	.92	3.78	.79	-.60	
57 Seek/views in decision-mak.	3.50	1.08	3.71	1.06	-1.15	
58 Encour/full team part.	4.00	.97	4.10	.99	-.72	
59 Help me with self-limits	3.55	.99	3.72	.85	-.97	
60 Keep his/her promise	3.88	1.04	4.02	.78	-.86	
61 Help design >competence activities	3.21	1.01	3.19	1.05	.09	

continued next page

Table 15 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
62 Confronting help correct	3.26	.76	3.50	.84	-1.57
63 Making clear requests	3.55	1.06	3.79	.97	-1.38
64 Ability to coach/dev. others	3.60	1.08	3.83	1.03	-1.23
65 Demo/concern as an individ.	3.83	1.17	4.03	1.01	-1.24
66 Providing meaningful vision	3.62	.81	3.78	.94	-1.16
67 Ensure/clear conditions of satisfaction	3.50	.86	3.67	.85	-1.17
68 Encour/my when I want give up	3.61	.84	3.79	.92	-1.09
69 Takes time to listen others	3.71	1.14	3.76	.92	-.28
70 Reads feelings of others	3.35	1.08	3.49	1.09	-.73
71 Remains calm in stress situations	3.59	1.09	3.71	1.03	-.80
72 Inspires us to do best	3.98	.98	3.97	.89	.11

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\*\* =  $p \geq .05$

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Note: Items 1-54 on a seven point Likert scale; items 55-72 on a five point Likert scale. Change statistics are based upon t tests for correlated samples, N = 58.

### Boss Ratings of the Group Overall

Results similar to the subordinates ratings are found in the boss ratings of the participating managers. The pre-program scores were very high, making further measurable significant improvement difficult. Virtually all scale score ratings increased in a positive direction; two achieved statistical significance. These results are contained in Table 16.

Prior to the program, bosses rated their satisfaction with the managers (as a group) at a mean level of 5.61 (on a 1 to 7 scale). The post test results show a significant increase ( $p > .05$ ) in this critical rating to a group average of 6.28. This increase provides an important indicator of perceived improvement in the managers' performance during the period of the program. Another significantly positive increase ( $p \geq .05$ ) was found in the score on "truthfulness". Further detail on these results is contained in Table 16.

Significant ( $p > .05$ ) positive increases between pre and post program scores on the Manz/Sims ratings by bosses were found on the following items:

1. Subordinates can believe what this manager says ("truthfulness").
2. This manager encourages people to go over tasks in advance (rehearsal).
3. This manager encourages people to pitch in beyond their regular job.
4. The satisfaction of staff members with this manager is very high.



5. This manager encourages his/her staff group to be self critical if performance is not up to par.
6. This manager encourages full team participation.
7. Ability to coach and develop others.

Particularly relevant to the goals of this program is the increase in the pre-study rating on "ability to coach and develop others" (mean = 3.78) to a post study rating of 4.22 (on a 1 to 5 scale), the change in scores on "encouraging participation" from 4.0 to 4.44 (on a 1 to 5 scale) and the improvement in encouraging their staff groups to be self-critical of poor performance from 4.78 to 5.56. This provides some indication that their managers perceived the participants as having shown general improvement as coaches (See Table 17).

It may be possible that many of the other Manz/Sims dimensions are so behaviorally specific that managers did not feel able to recognize and rate subtle changes in behavior. Again, the extremely positive ratings of the participants at the outset make further gains difficult to measure without adjusting the scale. It is also possible that the Manz/Sims questionnaire does not capture the relevant dimensions of coaching/management behavior that were impacted by this program. This will be explored later.

In summary, the results provide limited evidence for the first hypothesis. The most supportive results for hypothesis one are shown by significant increases in ratings of satisfaction with the managers' performance and of their ability to coach and develop others by their bosses.

Table 16 Pre/Post Scale Results for Manz/Sims Bosses.

Scale	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
1 Rehearsal	5.00	.80	5.36	.77	-2.23
2 Self-Goal/Set	5.78	.95	6.03	.79	-1.18
3 Self-Crit'ism	5.25	.74	5.58	.59	-1.33
4 Self-Reinforce	5.67	.92	5.94	.83	-.83
5 Self-Mang. Model	5.52	1.00	5.89	.73	-2.06
6 Reinforces Self-Mang.	5.04	.84	6.22	.79	-1.00
7 Reconcile of Punishment	5.52	1.12	5.81	.60	-1.15
8 Natural Rewards	5.00	.71	5.22	.94	-.92
9 Opport. Thinking	5.41	1.02	5.67	.50	-.92
10 Satisfaction with Mgr.	5.61	1.24	6.28	.57	-2.31 **
11 Satisfaction with Work	5.44	.85	5.63	1.03	-1.10
12 Overall Mgmt. Effectiveness	6.11	.60	6.33	.56	-1.32
13 Communication	5.72	.91	5.86	.50	-.61
14 Truthfulness	4.67	.71	5.44	1.01	-2.40 **

continued next page



Table 16 Continued.

Scale	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
15 Positive Verb. Reward	6.44	.53	6.56	.58	-.69
16 Within Group Communication	5.56	1.21	6.00	.97	-1.45
17 Within Group Job Assign.	5.59	1.10	5.56	.91	.08
18 Group Problem Solving	5.00	1.03	5.22	.79	-.63
19 Flexible Task	6.06	.68	6.39	.49	-1.41
20 Will.to Take Action	4.67	.50	4.33	.71	1.41
21 Conflict Resolution	3.56	.53	3.78	.67	-.80
22 Participation	4.00	.87	4.06	.53	-.32
23 Coaching	3.89	.56	4.06	.53	-.74
24 Dev. Others	3.78	.57	3.89	.78	-.80
25 Communication Skill	3.83	.79	3.94	.53	-.61
26 Interpersonal	3.96	.81	3.89	.65	.39
27 Future Vision	4.00	.71	4.11	1.05	-.55
28 Restraint	3.56	1.24	3.78	1.20	-1.51
29 Follow Thru	4.56	.73	4.33	.71	1.51

Notes: Scales 1-19 on a seven point Likert scale; scales 20-29 on a five point Likert scale. Change statistics are based upon t tests for correlated samples, N = 10.

\*\* =  $p \geq .05$

Table 17 Pre/Post Manz/Sims Items for Bosses.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
1 Helps me real opport.in problems	5.56	.88	5.89	.60	-1.15
2 Helps group com. with each other	5.56	1.59	5.89	.60	-.89
3 His/her over- all effect. is excell.	6.00	.71	6.22	.67	-1.51
4 Encour/self goal set	6.22	.97	6.11	.93	.55
5 Sets a good example	5.78	.97	5.78	.97	.00
6 Encourages express. of disagreem't	5.44	1.51	6.11	1.05	-1.63
7 Encour/feel good if job done well	6.00	1.23	6.00	1.23	.00
8 Encour/crit. review	4.89	1.27	5.78	.67	-1.58
9 Tries p/s us and groups	5.89	.60	5.89	.60	.00
10 Think about job before begin	5.33	1.23	5.78	1.20	-1.51
11 Encour/choice how to do	5.11	1.17	5.22	1.20	-.36
12 I like my work very much	5.67	.87	5.44	1.13	.80

continued next page

Table 17 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
13 Learn by model after him/her	5.33	1.12	6.00	.71	-2.00
14 Neg/fb given helpfully	5.56	1.42	5.56	1.13	.00
15 I am very sat. with work	5.56	.88	5.56	1.24	.00
16 Encour/look for opport. in probs.	5.56	1.13	5.56	.73	.00
17 Encour/go over before attempt	4.56	.88	4.89	1.17	-1.41
18 Prompt goal defin. for team	5.33	1.41	6.11	.78	-1.94
19 Encour/set own task goals	5.56	1.13	5.89	1.17	-1.15
20 Encour/praise each other	5.33	1.12	5.89	1.17	-1.35
21 Encour/self-critique of performance	4.78	.83	5.56	.88	-2.80 **
22 Rewards for do on my own	5.78	.83	6.11	.93	-1.41
23 Focus on learn from mistakes	6.22	.83	6.11	.60	.32
24 Staff is sat. with mgr.	5.44	1.33	6.22	.67	-2.80 **

continued next page



Table 17 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
25 Special recog. if perform. is good	6.33	.71	6.33	1.00	.00
26 Neg/fb does not discour.	4.78	1.86	5.78	.67	-1.90
27 Encour/help outside job	6.56	.53	6.33	.71	.61
28 Urges define own group goals	6.00	1.00	6.00	.71	.00
29 Praise for respon. and initiative	6.11	.93	6.33	1.00	-.69
30 We can believe what says	4.67	.71	5.44	1.01	-2.40 **
31 Encour/build in activities I like	4.78	1.09	4.89	1.05	-.29
32 Encour/beyond official job	6.00	1.00	6.22	.67	-.69
33 I like to keep working for	5.78	1.20	6.33	.50	-1.64
34 Helps go over task in advance	5.33	.87	6.11	.78	-2.80 **
35 Encour/self- critique when poor	6.33	1.00	6.44	.73	-.43
36 Helps think of new enjoy. ways to do	5.11	.93	5.56	1.01	-1.18

continued next page

Table 17 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
37 Asks us to find solu. to problems	4.67	1.23	4.78	1.30	-.29
38 Compliments for outstand. work	6.56	.53	6.78	.44	-1.00
39 Mgr.'s staff is sat. with their work	5.11	1.05	5.89	.93	-3.50 **
40 Learn by watch example set by	5.44	1.13	5.89	.78	-1.84
41 Encour/pract. in advance	4.78	.97	4.67	1.12	.36
42 Encour/we select job assignments	4.89	1.54	5.11	1.54	-.34
43 Encour/opport focus in my work	5.11	1.36	5.56	.73	-1.32
44 If done well encour. feel positive	6.11	.93	6.44	.53	-1.15
45 Reinforces my initia. and self-mang.	6.22	.97	6.22	.67	.00
46 Encour/pitch in beyond reg. job	6.11	.60	6.56	.53	-2.53 **
47 Expects tough on ourselves if substand.	5.00	1.12	4.56	1.01	-1.84

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Table 17 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
48 Encour/solve our own probs.	5.33	1.00	5.67	.50	-.89
49 Encour/say what we believ.	5.67	1.12	5.89	.93	-.80
50 My Mgr/perf. is very high	6.22	.67	6.44	.53	-1.00
51 Repres. our views to grps.	5.78	1.20	6.00	.71	-.43
52 Likes us to decide on job assigns.	5.33	1.41	5.22	1.20	.21
53 Encour/us to praise oursel.	5.22	1.09	5.44	1.13	.61
54 Tries insure intergroup work flow	5.67	.87	5.67	.71	.00
55 Will.to take action	4.67	.50	4.33	.71	1.41
56 Helping us resolve confl.	3.56	.53	3.78	.67	-.80
57 Seeking views in dec.-making	4.00	1.00	3.67	.50	1.41
58 Encour/full team partici.	4.00	.87	4.44	.73	-2.53 **
59 Helping me with self limits	3.78	.97	4.00	.50	-.61
60 Keep. his/her promise	4.56	.73	4.33	.71	1.51

continued next page



Table 17 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
61 Help.design >competence activities	3.78	.67	3.56	1.01	1.51
62 Confront/and help. correct	3.78	.83	4.11	.60	-1.15
63 Making clear	3.78	.97	3.89	.60	-.43
64 Ability to coach/dev. others	3.78	.67	4.22	.67	-2.53 **
65 Demo concern me as individ.	4.33	.87	4.11	.93	1.00
66 Provid. mean- ingful vision	4.00	.71	4.11	1.05	-.55
67 Ensures/clear conditions of satisfaction	3.89	.78	4.00	.71	-.55
68 Encour/my best I want to give up	3.78	.44	3.89	.60	-.43
69 Takes time to listen to others	4.00	1.00	3.89	.78	.36
70 Reads moods and feelings of others	3.56	.73	3.67	.71	-.43
71 Remains calm stressful situations	3.56	1.24	3.78	1.20	-1.51

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Table 17 Continued.

72 Inspires us to do our best	4.22	.67	4.22	.83	.00
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\*\* =  $p \geq .05$

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Note: Items 1-54 on a seven point Likert scale; items 55-72 on a five point Likert scale. Change statistics are based upon t tests for correlated samples, N = 10.

#### Ratings of Group Climate and Functioning

The second major hypothesis considered in the study was that the program would result in positive increases in subordinate perceptions and ratings of their staff groups' organizational climate (as measured by the Carew/Parisi-Carew questionnaire: PERFORM). These results are contained in Tables 18 and 19. Similar to the results on the Manz/Sims scales, pre program climate ratings by the direct reports of the participants were quite positive.

All the PERFORM scale ratings also show increases in a positive direction between pre and post administration (Table 18); however, none of these changes were statistically significant. Some statistically significant results were found through paired T-tests of pre and post scores on PERFORM at the item level (See Table 19). These included the following items:

1. Multiple ideas and approaches are explored 3.61 to 3.95,  $p=.03$
2. Team accomplishments are recognized by staff 3.73 to 4.07,  $p=.03$
3. Initiative encouraged in problem solving 4.20 to 4.46  $p=.05$
4. Differences in opinion are encouraged 3.68 to 3.97  $p=.05$
5. Group decision making is effective 3.73 to 4.03,  $p=.03$

The positive improvement in problem solving within the group that is evidenced here fits with the earlier finding of significant improvement in group problem-solving found in the Manz/Sims ratings by direct reports. Overall, however, the evidence for hypothesis two appears weak at best. The impact of the program, which was largely aimed at improving personal condition and one-on-one coaching skills and relationships, may not be measured by a group climate questionnaire like PERFORM.

According to the theory of the participant's role in high performing workteams discussed by Carew, Parisi-Carew and Blanchard (1987), the staff groups of the participating managers saw themselves as high performing, high functioning teams. When measured prior to the program, interpersonal factors such as Empathy, Role Definition, Communication and Morale were rated lowest while Autonomy, Flexibility and Productivity received the highest ratings. The rank ordering of the PERFORM scales remained the same in the post-measure program results. However, all ratings were markedly



positive and in a similar range (Table 18). The rank ordering of the PERFORM scores fits with the company's culture which stresses individual independence and autonomy over clearly defined goals and roles.

In summary, the lack of significant improvement in the PERFORM scores between the pre and post measurements may reflect the fact that the program did not focus on group coaching or development and did not impact group climate. Rather, its focus is on changing the behavior of the manager as a coach, which may be most deeply felt in the one-on-one relationships between the manager and his/her direct reports.

The relevance of the program to improving group functioning and climate should not be entirely discounted however. The reports and observations gathered from the program evaluations provide some evidence for the impact of changes in the managers' behavior on the feelings and operation of their staff groups.

Table 18 Pre/Post Carew Scales for Direct Reports.

Scale	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
1 Productivity	3.81	.64	3.99	.61	-1.72
2 Empathy	3.61	.83	3.79	.88	-1.29
3 Roles	3.58	.73	3.69	.68	-.94
4 Flexibility	3.75	.74	3.98	.63	-1.81
5 Communication	3.63	.81	3.77	.83	-1.08
6 Recognition	3.69	.77	3.89	.77	-1.49
7 Morale	3.64	.79	3.81	.76	-1.28
8 Autonomy	4.02	.82	4.21	.59	-1.62

Note: Based on a five point Likert scale. Change statistics are based on t tests for correlated samples. The pre/post matched n was 59.

Table 19 Pre/Post Carew Items for Direct Reports.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
1 Output is high	3.97	.79	4.08	.82	-.85
2 Quality is excellent	4.00	.62	4.17	.65	-1.60
3 D-M is effect.	3.73	.93	4.03	.77	-2.16 **
4 P/S process is	3.54	.92	3.66	.88	-.74
5 Effect.listen is practiced	3.64	.92	3.78	.83	-.92
6 Members want to underst. each other	3.68	.89	3.93	.89	-1.54
7 Trust among staff is high	3.42	1.12	3.71	1.13	-1.56
8 Atmosphere is warm & support.	3.68	1.03	3.76	1.09	-.44
9 Goals are clear agreed upon	3.61	.87	3.64	.89	-.21
10 Individual roles are clear	3.73	.89	3.89	.87	-1.11
11 Goals challenge and are attainable	3.79	.81	3.97	.75	-1.24
12 Timeliness & action plans are outlined	3.20	.91	3.29	.93	-.55
13 Members do dif. tasks as needed	4.07	.81	4.25	.58	-1.47
14 Members share ldshp. & team development	3.50	1.03	3.71	.99	-1.06

continued next page



Table 19 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
15 Members supp. each other	3.81	.96	4.02	.92	-1.22
16 Multi ideas & approaches are explored	3.61	.89	3.95	.73	-2.23 **
17 Two way commun- cation evident	3.58	.93	3.97	.89	-1.88
18 Opinion diff. encouraged	3.68	.94	3.97	.89	-1.99 **
19 Conflicts are managed and resolved	3.69	.92	3.69	.89	.00
20 FB given with genuineness & caring	3.56	.93	3.56	1.07	.00
21 Individual contrib. recog. & appreciated	3.73	.94	3.88	.91	-.96
22 Team accompls. recog. by staff	3.73	.91	4.07	.85	-2.15 **
23 Members feel respected	3.75	.90	3.83	.85	-.57
24 Team contribs. recog. by org.	3.59	.81	3.79	.92	-1.43
25 Individ. feel good about membership	3.69	.89	3.79	.81	-.71
26 Individuals are confident & motivated	3.56	.86	3.79	.78	-1.78

continued next page

Table 19 Continued.

Item	Pre-test		Post-test		T-value
	Mean	SD	Mean	SD	t
27 Pride and sat. in their work	3.88	.83	3.95	.86	-.45
28 Strong cohesion in group	3.44	1.04	3.69	1.02	-1.48
29 Encour/to do as see fit	4.03	.85	4.17	.79	-1.02
30 Experiments & new ideas allowed	4.10	.96	4.25	.73	-1.09
31 Initiative encour. in prob-solv.	4.20	.87	4.46	.54	-2.00 **
32 Risk taking encouraged	3.85	1.03	4.12	.72	-1.80
33 Autonomy & responsibil. encouraged	3.93	.93	4.07	.79	-.97

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\*\* =  $p \geq .05$

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Note: Based on a five Point Likert Scale. Change statistics are based upon t tests for correlated samples. The pre/post matched n was 59.

### Subordinate Qualitative Evaluations

In addition to the Manz/Sims and Carew/Parisi-Carew quantitative post-program measures, the program participants' direct reports (N = 58) were asked to answer the following open questions in writing: 1) Have you noticed any changes in the relationship between you and your manager in the last 4-5 months? and 2) In the last 4-5 months, have you noticed any changes in the way your manager manages and leads your staff group? Major qualitative outcomes of the program can be discerned from themes that consistently emerged across the results for several participants. The following commentary regarding these themes is based on a frequency analysis of this data for questions one and two combined.

The most frequently commented on participant manager behavior observed by their subordinates was an increase in their encouragement of greater self-management behavior in both individuals and staff groups. In nine of the eleven cases, there were multiple subordinate comments that directly addressed this behavior. A sampling of direct subordinate quotes includes:

Prior to 4-5 months ago, when faced with a problem or a question, \_\_\_\_\_ would tend to respond or solve the problem himself. Now, \_\_\_\_\_ asks the staff how are we going to solve this problem and wants the staff to discuss the issue before any action is taken.



Yes, \_\_\_\_\_ is spending more time managing and less time doing the work that his staff should do.

\_\_\_\_\_ has also made great strides in "staying out of our spaces", meaning working through us (his staff group) rather than just going to the individuals in my group. There is naturally room for improvement in that area.

Yes, he's starting to let us manage our own people.

Yes, the biggest change I have observed is \_\_\_\_\_ efforts to encourage us to work together as a staff and solve problems on our own without her involvement.

\_\_\_\_\_ seems to be trying to make us solve our challenges by drawing out the pros and cons and facts, and then letting us draw our own conclusions. He was always good at this, now he's even better.

Yes, \_\_\_\_\_ is encouraging the group to make decisions. He is very willing to have discussions and even give his views but he is sure to mention we should make our own choices. This, I feel, makes the team work together.

Encourages us to define our own goals.

\_\_\_\_\_ has given us a commitment that she will be available for us to work issues and expects us to take ownership for the same. Her staff meetings have been very consistent and each action item is worked to completion.

The single most important change is his reliance on myself (and other staff members). He collects a lot of data before forming opinions. He has become more flexible. He tends to listen much more than before. In summary, he is not the "decision" maker anymore.

Two other major participant manager behavioral change themes emerged from the data: 1) an increased use of a coaching approach in interactions with individuals and in their leadership of their staff groups and 2) an increase in sensitivity regarding interpersonal and group relationships.

In eight of eleven cases, there were multiple subordinate comments which addressed the increased use of a coaching approach on the part of their manager. A sampling of their direct quotes includes:

\_\_\_\_\_ has shown an interest and ability in showing me how to get more out of myself and not sell myself short on tasks.

\_\_\_\_\_ is developing a strength in coaching with conversation---Maybe unique but I feel better about my abilities when he does (about his). Conversation builds trust. This didn't appear to be worked on before.

His coaching skills are helping me to formulate or develop my own ideas of the kind of manager I would like to become.

I have noticed that \_\_\_\_\_ is now more restrained in stressful situations or conflictual situations. In the past, \_\_\_\_\_ would let his emotions through, now he is calm in these situations. Given that the staff members have assignments that we are not totally familiar with, each of us has felt, to some degree, a lack of confidence to perform the job we have been asked to do. \_\_\_\_\_ has helped me by: 1) Sitting down and discussing the job asked of me and highlighting the positive things already done 2) Not putting alot of pressure on me to produce and allowing me time to understand my new role 3) Discussing what the work in the future is and helping me develop strategies to get there.

There were multiple subordinate responses that addressed noticeable increases in their participant managers' sensitivity regarding interpersonal and group relationships, also in eight out of eleven cases. A sampling of these direct quotes includes:

Over the past 4-5 months, I have gained much more respect for \_\_\_\_\_ and have felt that he respected me more. I feel that our relationship has improved not



only on an at work (business) basis but also on a personal basis (friendship). \_\_\_\_\_ is definitely trying to be more of a coach. He has given me both positive and negative feedback in a way that will help me to improve and develop myself. I also feel that I can (and I have) given \_\_\_\_\_ both positive and negative feedback.

\_\_\_\_\_ has lightened up. Checks in with me more often. The environment is more comfortable and more work is being done. Our one-on-one's are two-sided now, we both talk and we both listen. \_\_\_\_\_ also looks me in the eye when he talks to me.

He has encouraged the group to be alot more open and honest with their feelings and opinions. He seems to care much more now about how we really feel about things. Not just "all business" all the time.

The changes I've noticed are around his understanding of other people's feelings. He is trying to make a conscious effort to understand where people are and at what level of effectiveness each is at. He is also doing alot better at showing compassion to each person in each of the different situations that may arise. He has gotten better and needs to continue his compassion role.

He tends to check in with everyone when status is given or when decisions are made. He makes sure that we all support (may not agree) the decision. He takes the time to make sure everyone is at the same place during meetings.

### Boss Qualitative Evaluations

In addition to the Manz/Sims post-program measure the participant managers' bosses (N = 10) were asked to respond to the follwing open questions in writng: 1)  
Have you noticed any changes in your relationship with \_\_\_\_\_ during the past 4-5 months? Please comment on your observations regarding any changes in their



behavior and communication with you; and 2) Please describe any changes you've observed in his/her working relationships with his/her direct reports, peers and upper management. The following commentary is drawn from a frequency analysis of boss responses for both questions one and two combined.

The major improvement themes that emerged in the bosses' qualitative data were: increases in sensitivity and skill in interpersonal and group relationships, increases in self-awareness and self-control, and greater encouragement of self-managing behavior. In seven out of the ten cases, bosses directly commented on positive noticeable improvements in the above by the participant managers that reported to them. A sampling of the bosses's direct quotes regarding these improvements includes:

Our performance meetings are much more positive and constructive than before. I believe \_\_\_\_\_ is less critical of her peers/subordinates and less intense about people not meeting her expectations.

...much improved, especially with peers.

\_\_\_\_\_ has been very people oriented in managing his engineering function. He would work very hard to help an employee with a performance problem to become successful. In some instances he would work harder than the employee, if the employee did not improve, \_\_\_\_\_ would feel responsible. Over the past three months, it appears that \_\_\_\_\_ has come to recognize this fact and has taken a different approach to working performance issues with several marginal employees in his group. He clearly established expectations and responsibility for corrective actions and followed through with the

disciplinary process if expectations were not met. While he offered help, he made it clear to each individual that they "owned" improving their performance. The process of working through these issues was initially painful for \_\_\_\_\_ but he now appears under far less stress than a few months ago.

\_\_\_\_\_ has become much more participative in our one-on-one discussions. He also initiates meetings more often where in the past we met mostly at my request. His approach to his career and his assignments has been increasingly more positive.

\_\_\_\_\_ comes across as a person who wants to focus on resolving issues versus defending previous actions.

Where I see \_\_\_\_\_ showing up differently is in her tolerance of others, both of their actions and their opinions and viewpoints. She is making a conscious effort to value differences and not be judgmental. She is also consciously trying to play the role of facilitator at staff meetings and group meetings; drawing people out, pushing back where appropriate, and getting involvement from others.

Some indication of more introspection about strengths and weaknesses.

\_\_\_\_\_ 's behavior and communication on my staff changed during this period of time. He became much more involved with the issues on the staff, particularly those outside of his functional domain. He contributed many creative ideas and was more open with me.

Is more direct with peers and is less likely to avoid conflict.

I do see a conscious effort on his part to be more direct, particularly in working in a staff setting and working with his peers. He is also improving his ability to confront a conflict situation and clearly state his position, whether it is a popular one or not.

In summary, the qualitative results do provide subjective evidence for hypothesis three. The high frequency of statements regarding perceived positive changes in the participant managers' behavior and

coaching ability are directly supportive of this hypothesis. Both subordinates and bosses clearly perceived positive changes in the areas of: encouraging greater self-managing behavior of individuals and groups, an increased use of a coaching approach to individual and group leadership and development, an increased sensitivity and skill in interpersonal and intragroup relationship skills, and increases in personal self-awareness and control.

#### Participants' Self-Evaluation Data

Hypothesis four's claim was that the program would result in positive changes in the participant managers' self perceptions of their ability to coach and inspire their own performance and the performance of others. The data used included pre, mid and post program evaluations of the program and of themselves.

Prior to the start of the program and at the close of the program, participants were asked to evaluate themselves and their feelings of effectiveness as managers and coaches. At mid- and post-program intervals, participants were also asked to evaluate the program (content and delivery process) relative to its significance to them personally and its impact on their practice of management. Extensive data was gathered from written questionnaires utilizing both open-ended



questions and questions in a five point Likert rating scale format (See Appendices I, C, and D). I also recorded notes of interest during and immediately following the one-on-one coaching sessions I conducted with participants.

### Quantitative Results

A comparison of the mean item responses from the pre/post Self-Evaluation of Coaching Ability measure (Appendix I) are displayed in Table 20. The following items were perceived by participants as the three most improved areas of coaching related ability via a comparison of pre/post item means from this measure ( $\geq 1.0$  increase in mean participant response):

1) Understanding of coaching. Prior to the start of the program, the mean participant response to a question regarding their understanding of coaching was 2.8. This seems to indicate a lack of confidence in the area of knowledge regarding coaching itself. The post program mean participant response was 4.0 on this item. This seems to indicate a strong improvement in the participants' confidence level regarding their knowledge base and understanding of coaching.

2) Skill in correcting others. Prior to the start of the program, the mean participant response to a question regarding their skill in correcting others was 2.4. Here again, their mean rating seems to indicate a

lack of confidence in this area. Their post program mean response rose to 3.5, indicating their perception of their skill in this area had improved.

3) Skill and comfort level in questioning the thinking and habits of others. The prior to program start-up mean participant response on this item was 3.1. The post program mean response improved to a 4.1. This area of coaching skill was a major focus of the program. The 1.0 improvement in participant mean response on this item may be an indicator of program effectiveness.

Table 20 Participant Pre/Post Self-Evaluation of Coaching Abilities.

Item	Pre-mean	Post-mean
1. Effectiveness at ..... inspiring others	3.1	3.4
2. Ability to obtain ..... others commitment	3.1	3.8
3. Your openness to ..... being coached	4.0	4.3
4. Skill in assessing ..... competency of others	3.2	4.1
5. Expertise in resolving ... breakdowns of others	3.1	3.4
6. Skill/comfort in ..... questioning think- ing & habits of others	3.1	4.1
7. Skill in correcting ..... others	2.4	3.5
8. Ability to design ..... practices for others	2.6	3.4
9. Ability to recognize ..... and declare completion	3.1	3.6
10. Skill at making requests . and knowing they will be fulfilled	3.5	3.3
11. Comfort level with ..... questioning sincerity	2.5	3.4
12. Openness to direct ..... report declines	3.1	3.5
13. Comfort making ..... requests that will cause breakdowns	3.5	3.9
14. Expertise at coaching .... others thru breakdown	2.8	3.5
15. Understanding of ..... coaching	2.8	4.0
16. Ability to estab. & ..... maintain a successful coaching relationship	3.2	3.7
17. Competence as a coach ....	2.9	3.5

Note: Based on a five point Likert scale. N = 11.

### Qualitative Results: Self Report Data

The self evaluation questions addressed the participants personal reactions to the program's impact on their practice of management and their lives. This data was also subjected to an analysis of the most frequently recurring themes across participant self reports. The major results that emerged from the mid and post-program open-ended evaluation questions (See Appendices C and D) are as follows:

- 1) A majority of participants showed a new appreciation of the interpretive paradigm for improving their approach to personal performance and their practice of management.
- 2) Most participants reported increases in self-awareness and self-control.
- 3) Sixty-four percent evidenced a new appreciation for the notion of self-design.
- 4) Seventy-two percent of participants reported improvements in developing and maintaining successful relationships.

The following results are taken from an analysis of the participants' direct written responses. Each of the four most recurring themes will be discussed in turn.

#### Appreciation of the Interpretive Paradigm

Ten out of eleven program participants reported on their appreciation of the interpretive paradigm for



improving their approach to personal and managerial performance. The following sample of their direct quotes illustrates how participants had begun to integrate ideas like "structure of interpretation" and personal "operation" into their thinking. In short, the program seems to have shifted their sense of themselves.

The key aspects of the program were the areas that focused on us as individuals and really got into understanding our history and experiences and the impact on our thinking and judging of others.

Key outcome for me: stay conscious, conscious, conscious regarding how I speak and how I "listen".

I found the following very valuable: realizing the "stories" were obstacles to action, the concept of the "third" circle and declaring the possible, starting to read one's mood, and listening for commitment.

The notion of looking at others differently (people who work for me, peers, etc.)...starting with nothing--that the other person is totally acceptable to me. This takes a lot of work but has helped me and my relationships with others a lot.

The program has helped me in several ways: First of all it's helped me appreciate my OWN operation and why I'm the way I am (I feel good about it) and now realize what/how I need to approach more "challenge" to enhance my ability to become a more effective leader.

What seemed to have the most impact was the work on self. The discussions on how the past influences the future, the automatic nature of conditioned response, and of course the impact mood has on me and the people with whom I associate. How to listen for the hook in conversations with people and to be conscious of the difference between manager-as-boss, manager-as-teacher, and manager-as-coach.

I am more aware of the power of language and how to use it.

This program has succeeded in getting me to work more on me than my staff or my business. In using the program data to continually develop myself, to be sure I feel I am fit, to be sure I really walk my talk. It is easy to forget this and get into a problem, but self-discipline is a learning for me as a result of this course. If I truly walk my talk my staff will be being more effectively coached.

In summary, the majority of participants seem to share a changed sense of how their own history and reactions effect their interpretations of situations and their subsequent behavior. Collectively, they express a confidence in their ability to generate preferred future conditions.

#### Increases in Self-Awareness and Self-Control

The second most frequently recurring themes were evaluations reflecting perceived increases in self-awareness and self-control. Participants reported on an increase in these dimensions of intrapersonal skill in eight out of eleven cases. A sampling of supporting direct participant statements include:

I learned how important where I am as a person, in my own self-awareness, effects my life at work.

As a result of the program I am: more conscious about how I allocate my time, watching myself and commitments (and lack of), more self-observing re: my automaticness and how I respond without thinking at work, consciously deciding on the principles by which I manage.

I am operating from a more "conscious" mode more often, and am able to bring myself "back" into consciousness more quickly when it lapses.

Absolutely! Conversations and interactions with spouse have improved, mostly my taking time out to listen and recieve more. The "awareness factor" has



caused me to be a little more sensitive and understanding of the why's behind people's questions as opposed to answering the what.

The most significant aspect of the program for me was the self-observation. Really paying attention to what I was "up to" during a given conversation or event.

The practice of self-observation was a real eye opener in terms of my own internal workings, and in giving us that understanding is a vital tool to controlling ourselves, where we need/want to.

The self-observation practice was extremely simple and effective in getting at being more aware of what's going on and all those automatic responses.

For most of the participants the program produced a new appreciation for the usefulness of self-observation as a means of managing their responses to situations. The connection between internal self-management of consciousness and personal and managerial effectiveness seems to have been bridged for the majority of participants.

#### Appreciation for Self-Design

The third emergent theme was that of a new appreciation for the notion of self-design. Seven out of eleven of the program participants reported on the significance of self-design, a process for designing and actualizing a new way of being and doing in order to become something or have something one desires. A sampling of their comments on this dimension of the program's impact include:

The program has provided one of the best methods for changing habits and developing new ones. This



education has been more internalized by myself than any other I have had.

Answering the questions on "current inventory" and "Life by Design" was a struggle but gave me the greatest insight. I continue to refine and think through the "life by design" questions.

"Calling"...importance of deciding on this, understanding it, and becoming it.

The "what's my purpose?" question has constantly been on my mind which I believe has begun to change some of my practices "inside/outside" of work. I've tried to stay aware that one of my goals has always been to "help" people and I have that opportunity now in my present position. I also have begun to try to "read more" and learn more about other "leadership" styles based on our one-on-one coaching conversations.

Yes, I've come to change my view on separating work from home life. By sorting out my moods and feelings I've come to move on with living. The program has helped me work through some feelings I had been experiencing. I got "un-stuck".

If it is possible to summarize what contribution this program has made to my practice of management, it is that it has gotten me thinking about what I do, how I do it, how I can do it better. It has given me ideas on how to do it better. It has put me into action of doing it better. Its (the program) kind of revitalized me.

A significant number of participants were excited and encouraged by their new understanding and appreciation for the notions of calling versus career and the possibility of truly being able to design their future selves. They seemed revitalized by the increased sense of meaning and purpose these ideas brought to their lives. Of particular interest to these mid-career

professionals were the new ways of thinking about the integration of their private and public lives with their work life.

### Successful Relationships

The fourth and final most recurring theme was reported improvement in developing and maintaining successful relationships. Eight out of eleven participants reported on significant increases in their ability to develop, maintain, and enjoy relationships. A sampling of their statements include:

Absolutely! I needed to be more reflective in my relationships. I had many but they weren't of good quality. They clearly weren't two way. Assignment two and the subsequent program got me to reflect on each and pinpoint goal enhancements. I feel I've done quite a bit of work on them with favorable results.

In my personal relationships, particularly with my husband, I am better tuned into what's really "going on". Rather than taking it personally, I can now work issues on a different level.

I began a coaching relationship with my wife and from what she understood from the data I shared from the program, we are now coaching each other. We found that the two circle "operation" concept helps save energy and helps us get to solutions faster.

There are many aspects of the program that have worked well for me outside of work: Examining relationships and consciously deciding on what they are about, why I'm in them, and where to go from here.

I've gotten feedback from my boss re: a shift in how I approach and work issues--he attributes this to my participation in the coaching program.

This has also created a positive shift in the relationship between those of us (middle managers from the same plant site) who participated together.

I recontacted my father after a twenty year period with no communication with him. We talk with each other over the phone regularly now and are planning a reunion this coming summer.

The cumulative effect of the first three learning results cited above seems to have produced positive effects in most participant managers' ability to establish, maintain, value and enjoy their personal and professional relationships. The importance of relationships and how to have them be more successful was a key program outcome for most of the participants.

In summary, the results from the self evaluation questions provide considerable subjective evidence for hypothesis four. The qualitative results contain supportive evidence of increases in self evaluation of coaching knowledge, ability and skill comfort levels. The best evidence is found in the high frequency of positive statements regarding self-perceived changes in the coaching knowledge and skill dimensions such as: understanding and appreciation of language-as-action, the influence of interpretation on personal and managerial effectiveness, the importance of self-awareness and self-control on leadership effectiveness, and an improved ability to establish and maintain successful working relationships.



## Case Studies

The use of the case study method perhaps best highlights the experience of the program participants. I have chosen to report the results of two case studies. Each case study will begin with a brief biography and background introduction, describing the major dilemmas which the participant brought to the program. Then, using both quantitative (Manz/Sims and Carew-Parisi-Carew) and qualitative (Evaluation Questionnaire) results, I will present the impact of the program at the N=1, individual subject level.

The case study method is valid for illuminating the major effects of the program because those effects are primarily in the areas of one-on-one relationships and personal and behavioral change. Manager A is an example of the more negatively rated managers within the participant group. His case demonstrates a drastic shift in awareness of the impact of his emotions on others. This internal change directly resulted in positive improvements in his managerial effectiveness. Manager B was a woman struggling with the professional dilemmas of: What is my management style? and How do I balance home and work? For Manager B, the program also had a deep personal impact. Her changes, however, were in the area of her tendency to over-control situations and others. This change positively affected her

relationships with others and resulted in an improved sense of her ability to manage her own career.

I stated earlier that I chose these cases in order to have one case that highlights the program's impact on managerial behavior and one case that highlights its impact on personal life. However, both case study examples show how personal change precedes improvement in managerial and leadership effectiveness. I also wanted to describe in detail the experience of the program for a man and a woman.

The number of statistically significant differences between the pre and post questionnaire measurements do not dramatically increase when viewed at the individual participant level (as compared to the entire group). However, some of the data does provide a complimentary fit with changes which subordinates, bosses and I observed. The overall patterns suggested by both this quantitative data and accompanying qualitative observations illustrate the impact of the program on individuals and how that impact varies depending on that person's career issues, history and personality, etc. Table 21 displays the pre/post Manz/Sims direct report scale results for Manager's A and B.

Table 21 Pre/Post Scales for Manz Direct Reports

<u>Manz Scale</u>		<u>Case Study Participant</u>				
		<u>Pre-Test</u>		<u>Post-Test</u>		<u>T Value</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	
1.	Rehearsal					
	MGR. A	3.42	.72	3.42	.38	.00
	MGR. B	4.92	.67	5.25	.61	- .90
2.	Self-Goal Setting					
	MGR. A	5.17	.63	4.25	.75	2.52
	MGR. B	5.38	.67	4.92	1.54	.62
3.	Self-Criticism					
	MGR. A	3.67	.52	4.25	.43	-7.00**
	MGR. B	4.21	1.16	4.71	1.57	- .48
4.	Self-Reinforcement					
	MGR. A	5.17	.14	5.92	.38	-5.20**
	MGR. B	5.17	.61	4.75	1.01	.70
5.	Self-Managing Model					
	MGR. A	4.00	1.53	3.33	.88	.49
	MGR. B	4.56	1.28	5.06	.83	- .64
6.	Reinforcement Self-Mang.					
	MGR. A	5.00	1.53	5.11	.19	- .14
	MGR. B	4.56	1.50	4.39	1.45	.15
7.	Reconcile of Punishment					
	MGR. A	4.44	1.17	5.22	.39	-1.61
	MGR. B	4.83	1.72	5.28	1.44	- .44
8.	Natural Rewards					
	MGR. A	3.44	1.17	3.55	.51	- .28
	MGR. B	4.61	.93	4.94	.98	- .65
9.	Opportunity Thinking					
	MGR. A	4.44	1.02	4.78	.51	- .40
	MGR. B	5.44	.81	5.28	.88	.31

continued next page



Table 21 Continued.

10. Satisfaction with Manager						
MGR. A	5.00	.87	4.83	1.16	.16	
MGR. B	5.58	1.07	5.92	.59	- .64	
11. Satisfaction with Work						
MGR. A	4.67	1.45	5.00	.67	- .65	
MGR. B	5.44	1.26	5.10	.44	-1.50	
12. Overall Management Effectiveness						
MGR. A	4.83	.76	3.83	.29	1.73	
MGR. B	5.25	1.48	5.33	1.33	- .09	
13. Communication Between Groups						
MGR. A	4.17	.80	3.92	.72	.28	
MGR. B	4.83	.97	5.29	.75	- .83	
14. Truthfulness						
MGR. A	5.00	.00	4.67	1.53	.38	
MGR. B	6.00	1.10	6.00	.63	.00	
15. Positive Verbal Reward						
MGR. A	6.00	1.00	6.17	.76	- .38	
MGR. B	5.00	1.45	4.92	.92	.09	
16. Within Group Communication						
MGR. A	4.67	1.04	5.17	.58	- .58	
MGR. B	6.42	.38	5.92	.67	1.37	
17. Within Group Job Assign.						
MGR. A	5.22	.69	5.22	.19	.00	
MGR. B	5.61	.39	5.56	.40	.42	
18. Group Problem- Solving						
MGR. A	5.50	.50	5.33	.29	.50	
MGR. B	5.67	.41	5.83	.41	- .60	

continued next page

Table 21 Continued.

19. Flexible Task Boundaries						
MGR. A	3.67	.57	5.00	.50	-8.00**	
MGR. B	5.83	.52	5.33	.88	1.46	
20. Willingness To Take Action						
MGR. A	4.00	1.00	4.33	.58	- .50	
MGR. B	4.00	.89	4.67	.52	-1.58	
21. Conflict Resolution						
MGR. A	3.33	.58	3.33	.58	.00	
MGR. B	3.00	.63	3.16	.75	- .35	
22. Participation						
MGR. A	2.67	.29	2.50	.50	1.00	
MGR. B	3.25	.27	3.50	.84	- .65	
23. Coaching						
MGR. A	3.08	.63	2.75	.25	1.11	
MGR. B	3.46	.60	3.63	.59	- .46	
24. Developing Others						
MGR. A	2.50	.50	2.33	.29	.50	
MGR. B	3.42	.59	3.83	1.13	- .67	
25. Communication Skills						
MGR. A	2.50	.87	3.17	.29	-1.11	
MGR. B	3.50	.45	3.50	.84	.00	
26. Interpersonal Sensitivity						
MGR. A	2.67	.88	3.22	.69	- .69	
MGR. B	3.39	.65	3.61	1.08	- .46	
27. Future Vision						
MGR. A	3.33	.58	2.67	.58	2.00	
MGR. B	3.67	.82	4.33	.82	-1.58	
28. Restraint						
MGR. A	2.00	1.00	2.67	1.16	- .76	
MGR. B	3.50	.84	3.50	.55	.00	

continued next page

Table 21 Continued.

29. Follow- Through						
MGR. A	3.67	.58	3.33	.58	.50	
MGR. B	3.83	.75	3.83	.75	.00	

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\*\* =  $\geq$  .05

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### Case Study One

Manager A was the most experienced manager in the group with over six years in management with 2.3 of those years spent managing his current staff. A fifteen year company veteran, he felt well established in his approach to management and his place in the plant. However, there had been recent complaints to plant management about his "aggressive" style and he had been informed that his working relationships in the plant needed serious attention. A hard worker who excelled at technical work, Manager A had difficulty accepting this feedback. His view of management was traditional, almost authoritarian; his results-oriented, hard-driving, hands-on-approach was one which he believed had been key to his prior success. His coworkers viewed him as confrontative and, at times, intimidating.

In his autobiographical statement, prior to beginning the program, he said about the management approach he admired: "I have learned to respect the Plant Manager because he lets you know where you stand.



He's open, honest and right to the point. It's ironic though, that "Upper Management" can use this style and not "get called" for using it- let middle management use this style and they are considered to be "aggressive", not caring, intimidating, etc..."

Background. Manager A's approach to management and interpersonal relationships was deeply rooted in his personal history. His autobiography described family relationships characterized by aggression, arguments and, sometimes, violence. Struggle was a basic part of his life and worldview.

Moving up based on his excellent technical work, he came to admire managers he saw as aggressive and task oriented. Manager A had little sense of his impact on others, especially on their feelings. Having grown up in a world where arguments and aggression were the norm, he did not understand how comments that he saw as honest and open were experienced by others as blunt, aggressive and threatening. However, the negative feedback he had received from upper management had made him realize that unless he changed his behavior, future career progress in management roles would be impossible.

Manager A was not the only manager in the participant group who was having trouble transferring the skills learned in a hard driving, technically oriented career to a management leadership role.

Program Impact. Manager A's mid-program evaluation focused on his growing awareness of his own emotional impact on others, a dramatic shift from his stated disavowal of the importance of emotions prior to taking the program. He wrote, "(the program is) making me aware of "mood" and that this is manageable ...if one is aware of how this mood affects one's attitude and discussions and impacts others". He added, "(I am) becoming more aware of "others" and their feelings. Knowing that they "see" things different. This helped in a more open and honest communication between myself and my wife!"

Encouragement from his wife regarding his learnings from the program helped further spur his progress. The class exercises helped him to "try out" new coaching approaches while his out of class assignments were focused on rebuilding relationships and allowing his subordinates more independence.

By the programs end, Manager A could look back and say: "As I look and begin to evaluate how I view the world, it is becoming clear that as we participate in the workforce, we bring much more to the job than just our body of knowledge. We bring all our emotions, attitudes, and yes, even our personal problems. It is this that a manager must understand and deal with. By dealing with these issues, the manager will become more effective with those he/she leads."

A major change seemed to have taken place in his management philosophy and practice. Not only did he now consider the impact of emotion as important but managing emotion was an integral part of the role of manager. The manager who had viewed managing as a "struggle that you had to win", now realized that his effectiveness depended on understanding the impact he had on others.

Views of Boss and Subordinates. The data (both quantitative and qualitative) gathered from Manager A's boss and subordinates directly supports his own statements about his behavioral change through the program.

Significant positive increases occurred between pre and post measurements on three behavioral areas measured by the Manz/Sims questionnaire. Significantly positive changes in scores were found on the subordinate scales of encouraging self criticism ( $p > .02$ ), encouraging self reinforcement ( $p > .03$ ) and allowing flexible task boundaries ( $p > .01$ ). These changes fit with the evaluation reports from his boss and subordinates which document a change in his management style.

Comments from subordinates included, "I feel that our relationship has improved not only at work...but also on a personal basis"; "I have seen a significant amount of change in (Manager A's managerial practice...He has been allowing us to be self reliant in our day to day work. At the same time, he has been touching base to



see how we are doing." Another subordinate wrote, "He is spending more time talking to us about issues and asking questions rather than dictating how something should be resolved."

His boss's report corroborated these changes. His boss wrote that in relationship to direct reports, "He (Manager A) listens more to their ideas/input...advises or coaches rather than directs...allows them to design how the groups they supervise should be structured along with how the work gets done."

While not statistically significant, his boss provides further evidence of changes in Manager A's behavior in the pre and post ratings on several dimensions of the Manz/Sims questionnaire. These are listed in Table 22.

Table 22 Selected Pre/Post Manz/Sims Boss Scale Means for Manager A that Showed an Improvement of  $\geq 1.0$ .

	<u>Pre</u>	<u>Post</u>
Reconciliation of punishment	3.0	5.0
Reinforcement of self-mgmt.	5.3	6.7
Natural rewards	4.3	6.0
Opportunity Thinking	4.3	5.3
Satisfaction with Mgr.	3.0	5.0
Communication betw. groups	4.3	5.5
Within Group communication	4.5	6.5
Within group job assignment	3.6	6.6
Coaching	2.8	4.0
Restraint	2.0	3.0

These scores on the Manz/Sims questionnaire indicate a shift in Manager A's boss's view of his performance as a manager and as a coach. Of note is the improved scores in "Within group job assignment" and "Within group communication", reflecting his shift towards encouraging more decision making and autonomy in his staff group. Though these positive changes in scores are not statistically significant when viewed as a performance appraisal, they represent a change from a negative-to-fair evaluation to a decidedly positive rating.

Summary of Case Study One. Case study one seems to demonstrate the impact of the program on both self awareness and management practices. The shifts in Manager A's behavior, substantiated in both quantitative and qualitative reports from his direct reports and his boss could be considered dramatic, given his long

history of aggressive, directive management. Fortuitously, he attended the program at a point where the organization was no longer reinforcing his aggressive behavior. It is impossible to measure how much this additional pressure fueled his progress in the course.

### Case Study Two

Manager B highlights several contemporary issues of concern for middle managers in business. She was concerned about the competing commitments of work versus family life. This issue was particularly shared by the other women in the program, and to a lesser extent, by the men. With almost four years of management experience behind her, this manager could hardly be seen as a newcomer to the management role. Yet she had not confidently defined her approach to management as yet and also felt stressed by handling conflicts in her group and ambivalent about how much autonomy to allow in decision making.

Background. Somewhat rebellious as a young adult, Manager B had oscillated between solid achievement in sports, academics and work, and occasional impulsive jumps into unstructured, often chaotic situations. Naturally bright, she seemed to inevitably land herself in difficult circumstances which called upon her to use her skills to get out of them.



Manager B, was thirty-one years old, had worked for this same company for over ten years. She had virtually grown up with the company, starting out at age twenty in an entry level clerical position, and working her way up through the ranks, until becoming a manager four years ago. Supervising had been stressful for her at times, perhaps due in part to her own ambivalence over taking control and being in a structured and demanding role. To compensate, she would tend to over control and direct her subordinates and those she interacted with. Within the plant, Manager B was known as a manager who "micro-managed" the details.

Subordinate feedback regarding group climate and functioning was generally positive, though not as high as that of Case Study Manager A. While productivity received the highest rating, reflecting perhaps her own drive in her group for output and quality, empathy received the lowest rating (pre-program). The Manz/Sims scales also reflected positive pre-program assessments by her boss and subordinates, though somewhat lower scores emerged on such dimensions as conflict resolution and encouraging group participation (subordinate ratings) and on group problem solving (boss's rating).

A solid performer, Manager B also recognized that she needed to improve her skill at coaching others and the functioning effectiveness of her direct report staff. In her pre-program work, she stated that her

primary objectives for enrolling in the program were to increase her self-awareness of her operating style, improve her working relationship with her boss and peers and to give some quality attention to her future personal and professional plans.

Program Impact. Manager B's mid-program evaluation spoke to her growing insight regarding her personal and managerial operating style. She was particularly impacted by the writing of her autobiography and the classroom work on early experiences and the origins of mechanical conditioning. About this she said, "Doing my autobiography was painful but after Session II, its usefulness became apparent; it also led me to reflect more closely on my 'stories' and my 'operation'." She also addressed the impact the program was beginning to have on her boss, peer and personal relationships; "Stepping away from the immediate situation and observing my responses has been difficult, but the one practice that I believe will give me the most benefit. My observations of my mood and reading passages from The Passions (Solomon, 1976) have had the most significant impact on my private life. It has led to discussions with my husband about how we can interact in less confrontative ways."

Her post-program comments continued to show evidence of growing personal insight. By the program's end she had come to see that by being more

self-conscious and really listening to the concerns and intentions of others, she could increase her effectiveness as a manager. "I don't feel like I've got to explain or have an answer for everything anymore...by just letting people be where they're at and continuing to work on myself. I am really trying to understand them, rather than worrying about what they're thinking about me."

Manager B was also able to make the connection between her own developmental level and her ability to develop others by program's end. "I can see now that my level of personal development is directly related to the level of issues I am able to work with my staff." This insight helped her to deal with the role ambivalence she was struggling with at the beginning of the program.

At the end of the program, she was more at ease about using her knowledge and experience to diagnose developmental opportunities with her staff and with having the necessary coaching conversations with them. "I now find that the management "techniques", what I have to do and the words I have to use during, say, a difficult conversation with someone about what's broken and needs to be fixed, is the easy part. The hard work is working on me...The program work has freed me up to say to myself, it's not a personal thing, get your ego out of it, just because you are addressing a difficult issue with a staff member does not mean you are a bad



person, or that you don't care about people, or that you are being a pain in the ass. That's where I was getting hooked before."

As with Manager A, a significant shift seems to have occurred for this manager. In Manager B's case, the major impact seems to have been regarding improvements in self-awareness and self-control. These gains have resulted in self-perceived increases in her ability to relate effectively to her boss and peers and in her ability to develop her subordinates. These personal insights have also helped this female manager to be less ambivalent about appropriate uses of position power and more comfortable about influencing others to improve their ability to accomplish business goals.

Views of Boss and Subordinates. The quantitative and qualitative data collected from Manager A's boss and subordinates is mostly supportive of her own statements regarding changes in personal insight and behavior through the program. Manager B's ratings from her boss were already quite positive (pre-program) and they were even higher at the end of the six month program, though they did not achieve statistically significant improvement. Her boss's Manz/Sims scale ratings (seven point scale) on "Within group communication" did, however, move from 5 to 6.5 and on "Self-criticism" (encouraging her subordinates to be self-critical regarding their own performance) from 4.5 to 6.0. Her

boss's ratings on the five-point Curley scales of "Coaching ability" also moved from 3.5 to 4.3 and on "Interpersonal sensitivity" from 3.0 to 4.0.

The poor condition of Manager B's working relationship with her boss and certain support group peers (especially manufacturing engineering) reached a crisis point seven weeks into the program. In a memo her boss sent her prior to a one-on-one meeting and in response to her question, "What do you want from me?" (part of her assignment from workshop session three to go improve boss and peer relationships), he had outlined specific behavior he wanted to see change. "Dramatically improve relations with support groups by helping them succeed in supporting you and your organization...spend more time on the floor in a coaching, cheering and teaching role."

His feedback regarding the effect of her management style and struggle with control was very direct. "I believe your needs for control are getting in the way. I find your Supervisors afraid to initiate action without your ok, that the line seems "uptight" and that support groups have difficulty carving out a role for themselves (in your organization)...be aware that by attempting to win every discussion, every point, every battle, etc., you may be scoring "points" but actually losing the war in your relationships with subordinates, supervisors, peers, plant staff, etc."

On his post-program evaluation, administered approximately fourteen weeks later, her boss had noticed significant change and improvement in the area of relationships which corroborates Manager B's personal assessment. "Our performance meetings are much more positive and constructive than before...\_\_\_\_\_ is more objective about her own goals and development plans and is no longer looking for quick solutions...she is also less critical of her peers/subordinates and less intense about people not meeting her expectations; her working relationship with them is much improved." At a plant staff "key performers review" on Manager B during this same time period he stated, "There has been a real shift in how \_\_\_\_\_ works with me and others, she is much more self-aware and less demanding. I must credit the coaching program. I see a direct relationship between her participation in the program and these very positive changes."

The positive changes perceived by her boss may be attributable to a combination of factors related to both the behavior changes Manager B practiced with her boss during the program and her boss's very real demands on her for improvement. Manager B may have been more coachable as a result of her participation in the program. This may have helped her accept her boss's authority and respect his right to make such demands upon her. Her conscious work on self-control and the



maintenance of successful relationships during the program may have enabled her to "manage" her boss by allowing him to manage her.

Manager B's post-program subordinate written evaluations reinforced much of her perceptions and those of her boss, though not all of her direct reports viewed her behavioral changes positively. Five out of six of her direct reports reported on positive changes in their one-on-one relationships with Manager B and noted positive changes in how she managed and lead their staff group. A sampling of their positive comments include:

(Manager B) doesn't try to play Quarterback as much anymore (she makes a better Coach anyway!). There's more trust of and concern for the staff. She also deals with conflicts in the group better. In the past some conflicts grew, now she nips them closer to the bud. She laughs a lot more!

I see a more coaching style of management. Instead of trying to run and control the show when the heat starts up, \_\_\_\_\_ let's me cool my own fires down. If I need her support, she's there to help. She's also done a better job in helping me to see the areas that I need more development in."

...She really cares about how we operate as a staff and works hard at getting us to communicate our concerns."

Not all subordinate post-program evaluations were as positive. One subordinate noticed positive but subtle change during this period. "I have noticed that even with the increased workload we have experienced \_\_\_\_\_ has taken the time to check in with staff. She has been very helpful as a coach through some issues I have had to work with some employees." Another subordinate

viewed certain changes in her one-on-one relationship with Manager B as negative, "I have noticed an increase in distance and a decrease in the amount of interaction. I was requested to maintain distance...She is no longer an active participant in either the day-to-day of my work or the longer range work and development plans...She is extremely involved with her peers and seems to spend most of her time in that forum." Regarding changes in how Manager B manages her staff group, this same subordinate said, "(We have) less frequent and shorter meetings. (There's) more one-on-one "what's going on" conversations with selected individuals. Less time with the group as a whole. Less focus on everyone participating vs. getting to the solution. More argument with less consensus."

These negative views could be a response to increases in demands on this subordinate by Manager B for self-management behavior. In this light, these responses could be assessed as indicative of this subordinate's developmental level and as appropriate and positive within the context of a developmental coaching program.

Summary of Case Study Two. Case study two seems to demonstrate the impact of the program on self-awareness, self-control, working relationships, and self-management leadership. The shifts in Manager B's behavior were indicated somewhat in the quantitative measures and more

so in the qualitative reports of her boss and peers, as well as her own. Given the mid-program condition of her boss and some of her peer relationships, the turnaround in this dimension could be considered significant. Manager B's gains in personal insight regarding her operating style and her need to do continuous intrapersonal work, as a means of increasing her leadership effectiveness, could be viewed as the most important long term benefit to this young professional manager.

#### Results Summary

In summary, the study produced three major results. First, that the leadership program does produce behavioral change. The participant managers were perceived as better managers and coaches, especially in their relationships with individuals. Secondly, the study's qualitative evidence supports the impact of the leadership program on personal change. Thirdly, that the impact of the leadership program (as delivered) on group climate is unclear.



## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

This study has shown that the program delivered was effective in training managers as coaches. The impact of the program on participants suggests that this type of education may represent an important new paradigm for the design of leadership education required for leaders of self-managing individuals and groups.

In brief, the hypotheses of this study were that the program intervention would result in positive increases in boss and subordinate ratings of the managerial effectiveness and coaching ability of the participants, that the participant managers' ability to positively affect his or her direct report group's climate and functioning would increase, and that the participants would feel more enabled and empowered to coach themselves and others.

Overall, the results of the study show that the qualitative data clearly supported the changes hypothesized to result from the program. The hypotheses were generally supported by the quantitative data, with hypothesis two (that the program would cause increases in group climate and functioning) receiving the weakest support. This was due to the fact that the program in

its final form did not cover the development and coaching of groups sufficiently. Therefore, while suggestive and in a positive direction, the quantitative data provided limited support for the hypotheses.

The major changes for the program participants were in their managerial thinking and behavior and in their personal lives. I will present my major conclusions regarding these changes through an examination of the study's qualitative and quantitative aspects.

I believe that four ideas formed the core of why this program was effective for developing leaders of self-managing individuals and groups. First, that in order to coach others you have to be coachable yourself. The development of coaching necessarily begins with an honest self-assessment and a personal conditioning program. As William James (Seldes, 1985, p.203) said, "Genius... means little more than the faculty of perceiving in an unhabitual way". The program shifted the participants appreciation of this essential point with regard to self-understanding.

Second, that self-management leadership demands that its practitioners view management as a practice, one which holds a philosophical view that the extension of human excellence is an end in itself--a practice which requires a context of personal vocation and abilities which include linguistic competence, self-observation-in-action and emotional control.

Viewing management as a practice helped the participant managers to broaden their view of their roles and to expand the scope of development possibilities available to them within the context of their current positions.

Third, that neither the philosophy of scientific rationalism nor the psychology of behaviorism provide adequate paradigms for the design of effective self-management leadership education. In order to address the dilemmas of today's managers it is necessary to combine elements of these schools of thought with an interpretive theoretical paradigm.

Lastly, that self-management leadership education must integrate personal awareness training with personal effectiveness training. Central to this claim are the ideas that knowing equals effectiveness-in-action and the importance of the design and implementation of personal practices. Without losing their confidence as skilled managers, the participants also realized that to reach a level of mastery in their practice of management coaching they would have to work at it continuously.

The program demonstrated the importance of this integration. Participant feedback stated this was powerful and had been missing in the previous management training they had had. It is particularly critical in a business environment that self-awareness and personal effective applications be combined. The initial program design framework (See Table 3) was important in guiding



training choices and for showing the interrelationship between the elements of self-awareness work and their practical applications in the day-to-day action of managing and coaching.

The program was powerful because it was structured around the participants real lives and their real work. The focus for development was who they were and who they could be within the context of their personal and professional lives. Additionally, the program provided education that was useful to the participants in the day-to-day action of managing. They didn't have to search a training manual for the next technique to apply, they were able to make practical coaching applications as part of their daily conversations with others.

### Major Conclusions

#### Impact One

The program produced changes in the participants' understanding of what coaching is. Participants learned to encourage more independence in others, to delegate more, to allow more room for experimentation and error, to more frequently reinforce competence and independence, to communicate confidence and trust in their subordinates, to exercise more restraint and self-control and to provide more constructive feedback without taking over.

Evidence from the questionnaire data demonstrates the changes made by these managers in their overall ability to produce a more open work environment for ideas, the encouragement of initiative and problem-solving in their staff groups. These results are significant given the majority of these managers were high achievers who, at the beginning of the program, acted more like individual contributors than self-management leaders. I believe that their new appreciation for the importance of being coachable and the difficulty they experienced in changing themselves was particularly helpful to them in their coaching work with others.

These results also demonstrate changes in the areas which Manz/Sims and Hackman posit as being critical for successful managers of self-managing individuals and groups. Manz and Sims's fundamental finding was the importance of the self-management leader's ability to lead others to lead themselves. Their 1987 study identified the behaviors which encouraged subordinate self-reinforcement, self-observation and evaluation, self-expectation, self-goal-setting and rehearsal as the most critical for such leaders.

Hackman (1986) identified the most critical self-management leadership abilities as helping team members: to minimize wasted effort, to build commitment to their task, to share expertise and learn from

one another, to succeed in accomplishing their performance plans and to invent creative ways of proceeding with their work. The program led to increased leadership effectiveness in these areas as perceived by the participants bosses, direct reports and themselves.

### Impact Two

The program participants were successful middle managers but were "plateauing" in their personal lives and in their work with others. Most of the participants were attracted to the program because they were at a loss about how to inspire and revitalize themselves. They were all also seeking a breakthrough regarding how to improve their personal and leadership effectiveness. The modern organizational development trend of horizontal role expansion and shrinking vertical career growth opportunities was also causing these managers to search for new ways to continue to grow and improve in their current positions.

The second major program impact was a shift in the participant managers' sense of what was possible for them regarding their personal development and the development of others. This shift was facilitated by the introduction of the idea of management-as-practice versus management as a job. Participants learned that their job of manager could be transformed into a more meaningful professional practice. Management coaching



as a practice (as defined in the program) included the pursuit of external goods, i.e., status and rewards, and the value of goods internal to the practice itself, i.e., personal satisfaction and contribution to others. Management practice viewed in this way reappropriated for the participants the ancient Greek idea of work as one's art.

Participants gained new insights into the impact of their mood and emotions on their ability to motivate themselves and others. They discovered that their futures were not pre-determined and began to change their interpretation of the present. This resulted in increases in personal empowerment which enabled them to take more responsibility for and exert more control over their own lives and their impact on others.

The participants also learned that balancing themselves required work within a whole life context. Within this context, leadership development came to be viewed as a process of expanding one's leadership capacity in all the essential arenas of one's life. This was in contrast to more conventional approaches that tend to define this in terms of the acquisition of the latest management tool or technique. Finally, the design of new personal practices enabled participants to begin to incorporate these learnings into their daily lives.

### Impact Three

The third major impact was the introduction of the interpretive paradigm as a basis for the development of a practice of management coaching. Participants were trained in applied speech act theory and developed a new linguistic competence that enabled them to view their daily conversations with others as coaching opportunities. They were able to see how they could effectively improve their ability to coach themselves and others in the day-to-day action of managing via their new understanding of the relationship of language to commitment and action.

This new competence enabled them to improve their relationships with others by changing the way they thought about themselves and others. The ability to alter existing relationships by altering personal assessments and interpretations of those they worked with resulted in a new sense of personal empowerment. Participants reported on specific correlations between this intrapersonal change and its impact on their interpersonal relationships. They transferred this to their roles as managers, coaches, parents, friends and spouses.

This learning tended to shift the way these managers viewed the management of behavior and results. The process came to be viewed more as one in which thinking (examined in language and discourse) determines

situational assessments and interpretation, which determines situational behavior, which tends to determine the quality of the results produced. The management of behavior and results came to be seen more as a process of establishing reciprocal relationships with others and generating desired future results by declaring what they will be, coordinating conversational action and successfully managing breakdowns. This logic was in many ways counter to the management science tradition of studying fixed external realities, establishing objectives in reaction to those and setting policies to control organizational behavior in order to achieve them.

Participants were able to learn about important intrapersonal issues within the program without it becoming psychotherapy. The program provided these management practitioners with an introduction to and a useful handle on some of the most powerful and complex principles about personal change and influencing others.

Instrumentation. What does this study tell us about measuring the behavior of self-management leaders and coaches? I conclude that the instruments used were not sensitive to the particular changes brought about by program participation.

This study combined the use of qualitative and quantitative measures to provide the fullest picture of the program and its effects. The richness of the



qualitative data gathered from interviews, questionnaires and thematic analysis demonstrates the importance of this research approach for understanding the impact of the training program. Of the three quantitative measures used, two (Hackman and Manz/Sims) were experimental, while the third (Carew and Parisi-Carew) was focused more on work group climate than the changes in managerial behavior which were directly impacted by this program. Though managerial behavior may impact group climate, the effects of any shifts in the manager's behavior may take some time to be evidenced in changes in climate ratings.

Subordinates may take several months to begin to fully recognize and trust their manager's changes.

The limited number of statistically significant differences between pre and post measurements raises several questions about the measures used. Are they sensitive to the issues and behaviors that the program focuses on? Do the instruments' scales tend to encourage positive biasing? Did subordinates have confidentiality concerns which caused them to inflate their ratings of their bosses? What changes might be made in these instruments for future studies?

The Hackman questionnaire was used to provide participants with pre program feedback and assessments from their subordinates. Though useful, the questionnaire needs further development to change it

from a research tool to an instrument for targeted feedback and intervention. Participants found it hard to assimilate all the data which seemed to address too many different areas. Hackman has tried to "cover all bases" in asking about all conditions which could impact team performance. A future version of this would require more editing and combination of items into more definitive dimensions and scales.

The Manz/Sims measure used the language of behaviorism to describe managing (i.e. reinforcement, reconcile of punishment, positive verbal reward, etc.). Since this research program was designed using an interpretive theoretical paradigm, the behavioristic focus and language of the Manz/Sims measure may have been somewhat inconsistent. Certainly, more work is needed to determine what behaviors subordinates perceive as most important in managers/coaches of self-managing teams. What may be most noticeable to members of self managing teams is the absence of certain directive or authoritative behaviors rather than discrete behaviors that encourage self reinforcement, reconciliation of punishment, etc.

It should also be noted that some of the teams in this study cannot be regarded as truly "self-managing". Since the ideal of self-management had not been set as a

goal for those teams nor had the managers firmly established a "coaching style", it may have been difficult for the subordinates to understand and use the questionnaire.

Response Bias. Though positive biasing may have been a factor, follow-up discussion with many of the subordinates who responded to the questionnaire seemed to indicate that confidentiality was not an issue. Use of a completely anonymous survey procedure, however, is recommended for the future. The wording of the scales should also be reexamined. The Carew questionnaire may be useful in indicating group climate and issues but may not show changes in management behavior over a short period. Again, what type of questionnaires and how they are structured into the program in order to provide maximum impact for participants must be reexamined.

#### Impact Four

The final program impact addressed program design learnings and implications for future training designs. The program's three part structure of workshop sessions, self-directed study and personal coaching sessions seems to have been effective overall. The workshop sessions were used to introduce theory, process assignments and practice applications. The assignments and self-directed studies served to push participants to do intellectual, physical and emotional work. The successes and difficulties experienced as a result of



the assignments were used as coaching material during the one-on-one coaching sessions. The private coaching sessions provided an opportunity for participants to work with me on issues that they chose not to process during the workshop sessions. They also allowed me to provide some coaching feedback that would not have been effective if delivered publicly in the workshop sessions.

Overall, I believe the program was strongest in terms of personal change and coaching self and weakest in terms of coaching others. Participant feedback recommended increases in coaching applications and workshop practice sessions, these should certainly be improved upon in future training designs. Future offerings might be more effective as two separate programs, one which focused on personal conditioning and effectiveness and another which extends to the coaching of individuals and teams. Additionally, I believe that the program, as designed, has certain limitations for use as a large scale training intervention. Future designs will have to be developed which lessen the dependence on the program leader, retain the value of the one-on-one coaching sessions while providing alternative methods of delivery, improve the development of coaching skills as a part of the self-directed study process and an improved use of participant co-coaching relationships.

## Recommendations for Further Research and Development

I believe the following areas should be further researched. Training programs developed from this design paradigm for the development and leadership of self-managing individuals, intact teams and project teams would accelerate real world application and provide a larger base for assessing long term effectiveness. Additionally, specific training processes, case study exercises, role play designs, video applications, etc., for teaching and practicing this type of coaching need development. Other questions which could be addressed include: How could this type of program be redesigned for use with top level executives, first line supervisors or individual contributors? How could elements of this program be repackaged for project team-performance training? How can this education be delivered to larger numbers of people without losing the value of the one-on-one coaching sessions?

The development of more sensitive instrumentation based on the interpretive paradigm is needed for measuring the effectiveness of this type of management education. How can such instrumentation be better integrated for more effective learning interventions is a possible research question.

Finally, clearer presentations and articulations of the theories and major philosophical foundations associated with the interpretive paradigm need to be

developed. Further research here will help clarify its distinction from the functionalist paradigm which today is the dominant foundation for management education. Based on my experience as a management and organization practitioner, I believe most management development education fails to produce practical leadership competence for would be self-management leaders because its theoretical and philosophical foundations hold an essentially mechanical view of humans, organizations, management and communication.

Hackman (1986) defined coach as one whose job it is "...to help others perform as well as they can, in an enterprise to which both the coach and the performer are committed." Flores's (1982) idea was that it is more useful to view organizations as networks of commitment and the fundamental unit of work as conversations. Manz (1983) suggested that "feelings of purpose" were a critical component of naturally enjoyable work which pulls people to higher performance. He concluded that, "...Altruism may well be at the heart of this search for most of us."



If altruism and the search for purpose and meaning are truly the essential ingredients of inspiration for self-leadership, self-management coaching and high performance, it is critical that management education provide opportunities for managers to explore these domains for themselves. Management education to support this type of leadership development demands a whole life development context and a reexamination of philosophical and methodological premises.

## APPENDICES

## APPENDIX A

### MANZ/SIMS INSTRUMENTS: BOSS AND DIRECT REPORT VERSIONS

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BOSS VERSION

POST-PROGRAM (MANZ)  
EVALUATION

#### MANAGEMENT QUESTIONNAIRE

This questionnaire will be used as feedback in a workshop on Coaching and Leadership. We are interested in how you view the management ability of \_\_\_\_\_ who is a participant in this workshop.

On the following pages, you will find questions, most of which are concerned with how you view the workshop participant, as a manager. Please make your best assessment of how well you believe the workshop participant's staff group is currently functioning. Please try to answer as honestly and as candidly as possible.

Your answers are confidential and will only be available to you, the program participant, and the two program leaders. Under no circumstances will your individual responses be made available to your manager or (the company) management. Information from the questionnaire will be compiled into an overall report for research purposes only, but individual responses will NOT be a part of that report. Your feedback will be given to the program participant and is an important component of their learning experience in the program.

What is your name? \_\_\_\_\_

Date Completed \_\_\_\_\_



## SECTION ONE

Please answer each of the following questions about the management ability of the employee who is participating in this program. Read each statement carefully, and place the number indicating how true or how untrue you believe the statement to be next to each statement in the slot provided.

1 = Definitely Not True

2 = Not True

3 = Slightly Not True

4 = Uncertain

5 = Slightly True

6 = True

7 = Definitely True

1. This manager helps employees realize that there is a real opportunity built into every problem. \_\_\_\_\_

2. This manager helps different work groups to communicate with one another. \_\_\_\_\_

3. This manager's overall effectiveness is excellent. \_\_\_\_\_

4. This manager encourages their staff group members to set goals for group performance. \_\_\_\_\_

5. This manager sets a good example of how to manage oneself. \_\_\_\_\_

6. This manager encourages employees to express opinions to other members of the group if they disagree about something. \_\_\_\_\_

7. This manager encourages their staff group members to feel good about themselves if they do a job well. \_\_\_\_\_

8. If group performance on a job is below par, this manager encourages the group to be critical of themselves. \_\_\_\_\_

9. This manager tries to solve problems between his/her staff group and other groups. \_\_\_\_\_

10. This manager encourages his/her group to think about how they are going to do a job before they begin the job. \_\_\_\_\_
11. This manager encourages their staff to choose to do work in ways that they enjoy. \_\_\_\_\_
12. The staff of this manager seem to like their work very much. \_\_\_\_\_
13. A good way for employees to learn how to better manage themselves is to model their behavior after this manager. \_\_\_\_\_
14. When this manager gives negative feedback, it is done in a way that helps employees learn and develop. \_\_\_\_\_
15. The staff of this manager are very satisfied with their work. \_\_\_\_\_
16. This manager encourages employees to look for the opportunities contained in problems they face. \_\_\_\_\_
17. This manager encourages his/her staff group to go over an activity before they attempt it. \_\_\_\_\_
18. This manager prompts his/her staff group to define their own team goals. \_\_\_\_\_
19. This manager encourages his/her staff members to establish their own task goals. \_\_\_\_\_
20. This manager encourages their staff group members to praise each other if they have done a job well. \_\_\_\_\_
21. This manager urges staff group members to be self-critical if their performance is not up to par. \_\_\_\_\_
22. This manager rewards staff group members for doing things on their own. \_\_\_\_\_
23. This manager is more concerned with learning and development than with punishing employees when they make mistakes. \_\_\_\_\_
24. The satisfaction of staff members with this manager is very high. \_\_\_\_\_

25. This manager would give special recognition if staff group performance was especially good. \_\_\_\_\_
26. This manager is careful to make sure that his/her criticism or negative feedback does not discourage initiative. \_\_\_\_\_
27. This manager encourages staff group members to do things that aren't normally part of the job when help is needed. \_\_\_\_\_
28. This manager urges his/her staff group members to define goals for the group. \_\_\_\_\_
29. This manager praises staff group members for taking responsibility and exercising initiative. \_\_\_\_\_
30. This manager encourages staff group members to be critical of themselves when they do poorly. \_\_\_\_\_
31. This manager encourages staff group members to build activities into their work that they like doing. \_\_\_\_\_
32. This manager encourages staff group members to do whatever needs to be done, whether it's part of their "official" job or not. \_\_\_\_\_
33. Most staff group members would like to continue working for this manager. \_\_\_\_\_
34. This manager expects staff group members to be tough on themselves when their performance is not up to standard. \_\_\_\_\_
35. When this manager says something to their staff group, they can believe him/her. \_\_\_\_\_
36. This manager helps staff group members to think of new ways to do their work that they enjoy. \_\_\_\_\_
37. When staff group members have a problem, this manager asks them to find a solution first. \_\_\_\_\_
38. This manager would pay an employee a compliment if they did outstanding work. \_\_\_\_\_
39. This manager's staff group members are very satisfied with their work. \_\_\_\_\_
40. Staff group members can learn a great deal about effectively managing themselves by watching the example this manager sets. \_\_\_\_\_



41. This manager encourages his/her staff group to practice (either physically or mentally) a new task before they do it the first time. \_\_\_\_\_
42. This manager encourages staff group members to decide among themselves which people will be assigned to which job. \_\_\_\_\_
43. This manager encourages staff group members to pay more attention to the opportunities in work than the obstacles. \_\_\_\_\_
44. If staff group members do an assignment especially well, this manager encourages them to feel positive about themselves. \_\_\_\_\_
45. This manager reinforces (e.g. congratulates, rewards) initiative and self-management. \_\_\_\_\_
46. This manager encourages staff group members to pitch in when help is needed, even if it means doing things that are not part of their regular job. \_\_\_\_\_
47. This manager helps staff group members to go over a new task before they actually begin the task. \_\_\_\_\_
48. This manager encourages staff group members to solve their own problems. \_\_\_\_\_
49. This manager encourages staff group members to say what they believe within the group. \_\_\_\_\_
50. This manager's performance is very high. \_\_\_\_\_
51. This manager represents his/her staff group's viewpoint to other work groups. \_\_\_\_\_
52. This manager likes to see his/her staff group decide which team members will do which job. \_\_\_\_\_
53. This manager encourages staff group members to praise each other for doing a good job. \_\_\_\_\_
54. This manager tries to insure a smooth flow of work between groups. \_\_\_\_\_

## SECTION TWO

NOTE: A different rating scale is used in this section.

RATE THE PROGRAM PARTICIPANT ON EACH OF THE FOLLOWING  
DIMENSIONS USING THE SCALE BELOW:

- 1 = Poor
- 2 = Fair
- 3 = Average
- 4 = Very Good
- 5 = Excellent

- 55. Willingness to take action when required. \_\_\_\_\_
- 56. Helping their staff group resolve conflict. \_\_\_\_\_
- 57. Seeking other viewpoints in decision making. \_\_\_\_\_
- 58. Encouraging teamwork and full participation of all group members. \_\_\_\_\_
- 59. Helping employees get past self-imposed performance limitations. \_\_\_\_\_
- 60. Keeping his/her promises to others. \_\_\_\_\_
- 61. Helping their staff design activities to improve competence. \_\_\_\_\_
- 62. Confronting and helping to correct substandard performance. \_\_\_\_\_
- 63. Making requests in a manner that people understand clearly. \_\_\_\_\_
- 64. Ability to coach and develop their people. \_\_\_\_\_
- 65. Demonstrating concern for employees as individuals. \_\_\_\_\_
- 66. Providing a meaningful vision of their group's future. \_\_\_\_\_
- 67. Making certain their direct reports understand their conditions of satisfaction for successfully completing an assignment. \_\_\_\_\_
- 68. Encouraging the best performance from their people even when they feel like giving up. \_\_\_\_\_

69. Taking time to listen to others. \_\_\_\_\_
70. Accurately reading the moods and feelings of others. \_\_\_\_\_
71. Remaining calm when faced with stressful situations or strong emotions from others. \_\_\_\_\_
72. Inspiring their work group to do their best. \_\_\_\_\_



DIRECT REPORT VERSION

POST-PROGRAM (MANZ)  
EVALUATION

MANAGEMENT QUESTIONNAIRE

This questionnaire will be used as feedback in a program on Coaching and Leadership. We are interested in how you view your immediate manager.

On the following pages, you will find questions, most of which are concerned with how you view your manager. Please try to answer as honestly and as candidly as possible. This is NOT a test; there are no right or wrong answers.

The questionnaire asks for identification of your group for statistical purposes. Your answers are confidential. Under no circumstances will your individual responses be made available to your manager or (the company) management. Information from the questionnaire will be compiled into an overall report that will be discussed with managers, but individual responses will NOT be a part of that report.

This survey provides time for you to seriously think about your work, your job, and your manager. It provides an opportunity for you to express your feelings, good or bad, without fear of embarrassment.

What is your manager's name? \_\_\_\_\_

Date Completed: \_\_\_\_\_

## SECTION ONE

Please answer each of the following questions which are about your immediate manager (the manager whose name you have indicated on the previous page). Read each statement carefully, and place the number indicating how true or how untrue you believe the statement to be next to each statement in the slot provided.

1 = Definitely Not True

2 = Not True

3 = Slightly Not True

4 = Uncertain

5 = Slightly True

6 = True

7 = Definitely True

1. My manager helps me to realize that there is a real opportunity built into every problem. \_\_\_\_\_
2. My manager helps different work groups to communicate with one another. \_\_\_\_\_
3. My manager's overall effectiveness is excellent. \_\_\_\_\_
4. My manager encourages us to set goals for our group performance. \_\_\_\_\_
5. My manager sets a good example for me of how to manage oneself. \_\_\_\_\_
6. My manager encourages us to express our opinions to other members of our group if we disagree about something. \_\_\_\_\_
7. My manager encourages us to feel good about ourselves if we do a job well. \_\_\_\_\_
8. If our performance on a job is below par, my manager encourages us to be critical of ourselves. \_\_\_\_\_
9. My manager tries to solve problems between our staff group and other groups. \_\_\_\_\_
10. My manager encourages us to think about how we are going to do a job before we begin the job. \_\_\_\_\_

11. My manager encourages me to choose to do my work in ways that I enjoy. \_\_\_\_\_
12. I like my work very much. \_\_\_\_\_
13. A good way to learn how to better manage myself is to model my behavior after my manager. \_\_\_\_\_
14. When my manager gives me negative feedback, he/she does so in a way that helps me learn and develop. \_\_\_\_\_
15. I am very satisfied with my work. \_\_\_\_\_
16. My manager encourages me to look for the opportunities contained in problems I face. \_\_\_\_\_
17. My manager encourages us to go over an activity before we attempt it. \_\_\_\_\_
18. My manager prompts us to define the goals for our own team. \_\_\_\_\_
19. My manager encourages us to establish our own task goals. \_\_\_\_\_
20. My manager encourages us to praise each other if we have done a job well. \_\_\_\_\_
21. My manager urges us to be self-critical if our performance is not up to par. \_\_\_\_\_
22. My manager rewards me for doing things on my own. \_\_\_\_\_
23. My manager is more concerned with my learning and development than with punishing me when I make mistakes. \_\_\_\_\_
24. I am very satisfied with my manager. \_\_\_\_\_
25. My manager would give us special recognition if our performance was especially good. \_\_\_\_\_
26. My manager is careful to make sure that his/her criticism or negative feedback to me does not discourage my initiative. \_\_\_\_\_
27. My manager encourages us to do things that aren't normally part of our job when help is needed. \_\_\_\_\_



28. My manager urges us to define our own goals for our group. \_\_\_\_\_
29. My manager praises me for taking responsibility and exercising initiative. \_\_\_\_\_
30. When my manager says something to our group, we can believe him/her. \_\_\_\_\_
31. My manager encourages me to build activities into my work that I like doing. \_\_\_\_\_
32. My manager encourages us to do whatever needs to be done, whether it's part of our "official" job or not. \_\_\_\_\_
33. I would like to continue working for my manager. \_\_\_\_\_
34. My manager helps us to go over a new task before we actually begin the task. \_\_\_\_\_
35. My manager encourages us to be critical of ourselves when we do poorly. \_\_\_\_\_
36. My manager helps me to think of new ways to do my work that I enjoy. \_\_\_\_\_
37. When we have a problem, my manager asks us to find a solution. \_\_\_\_\_
38. My manager would pay us a compliment if we did outstanding work. \_\_\_\_\_
39. My work gives me a sense of satisfaction. \_\_\_\_\_
40. I can learn a great deal about effectively managing myself by watching the example my manager sets. \_\_\_\_\_
41. My manager encourages us to practice (either physically or mentally) a new task before we do it the first time. \_\_\_\_\_
42. My manager encourages us to decide among ourselves which people will be assigned to which job. \_\_\_\_\_
43. My manager encourages me to pay more attention to the opportunities in my work than the obstacles. \_\_\_\_\_
44. If we do an assignment especially well, my manager encourages us to feel positive about ourselves. \_\_\_\_\_

45. My manager reinforces (e.g., congratulates, rewards) my initiative and self-management. \_\_\_\_\_
46. My manager encourages us to pitch in when help is needed, even if it means doing things that are not part of our regular job. \_\_\_\_\_
47. My manager expects us to be tough on ourselves when our performance is not up to standard. \_\_\_\_\_
48. My manager encourages us to solve our own problems. \_\_\_\_\_
49. My manager encourages us to say what we believe within our group. \_\_\_\_\_
50. My manager's performance is very high. \_\_\_\_\_
51. My manager represents our viewpoint to other work groups. \_\_\_\_\_
52. My manager likes to see us decide which of our team members will do which job. \_\_\_\_\_
53. My manager encourages us to praise each other for doing a good job. \_\_\_\_\_
54. My manager tries to insure a smooth flow of work between groups. \_\_\_\_\_

## SECTION TWO

NOTE: A different rating scale is used in this section

RATE YOUR IMMEDIATE MANAGER ON EACH OF THE FOLLOWING  
DIMENSIONS:

1 = Poor

2 = Fair

3 = Average

4 = Very Good

5 = Excellent

55. Willingness to take action when required. \_\_\_\_\_

56. Helping our staff group resolve conflict. \_\_\_\_\_

57. Seeking other viewpoints in decision making. \_\_\_\_\_

58. Encouraging teamwork and full participation of all  
group members. \_\_\_\_\_

59. Helping me get past self-imposed performance  
limitations. \_\_\_\_\_

60. Keeping his/her promises. \_\_\_\_\_

61. Helping me design activities to improve my  
competence. \_\_\_\_\_

62. Confronting me and helping me to correct  
substandard performance. \_\_\_\_\_

63. Making requests of me in a manner that both of us  
understand clearly. \_\_\_\_\_

64. Ability to coach and develop people. \_\_\_\_\_

65. Demonstrating concern for me as an individual.  
\_\_\_\_\_

66. Providing a meaningful vision of our group's  
future. \_\_\_\_\_

67. Making certain I understand his/her conditions of  
satisfaction for successfully completing an assignment.  
\_\_\_\_\_



68. Encouraging my best performance even when I feel like giving up. \_\_\_\_\_
69. Taking time to listen to others. \_\_\_\_\_
70. Accurately reads the moods and feelings of others. \_\_\_\_\_
71. Remains calm when faced with stressful situations or strong emotions from others. \_\_\_\_\_
72. Inspiring our work group to do our best. \_\_\_\_\_

## APPENDIX B

### CAREW/PARISI-CAREW INSTRUMENT: PARTICIPANT AND DIRECT REPORT VERSIONS

#### ----- POST-PROGRAM EVALUATION (CAREW/PARISI-CAREW)

#### GROUP RATING FORM

YOUR NAME \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_

Circle the number on the scales below that best represents your feelings about the extent in which the statement is true or not true in describing the present functioning of your staff group. Your staff group is defined as the work group which you manage, the staff who directly report to you. Your individual responses are confidential and will not be shown to your manager or the company's management. Please be candid in your responses.

1	2	3	4	5
Not at all true	Seldom true	Somewhat true	Mostly true	Very true

<u>PRODUCTIVITY</u>	NOT TRUE			VERY TRUE
---------------------	----------	--	--	-----------

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Output is high                            | 1 | 2 | 3 | 4 | 5 |
| 2. Quality is excellent                      | 1 | 2 | 3 | 4 | 5 |
| 3. Decision making is effective              | 1 | 2 | 3 | 4 | 5 |
| 4. Clear problem solving process is apparent | 1 | 2 | 3 | 4 | 5 |

#### EMPATHY & EMPOWERMENT

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. Effective listening is practiced            | 1 | 2 | 3 | 4 | 5 |
| 6. Staff members want to understand each other | 1 | 2 | 3 | 4 | 5 |
| 7. Trust among staff members is high           | 1 | 2 | 3 | 4 | 5 |
| 8. There is a warm & supportive atmosphere     | 1 | 2 | 3 | 4 | 5 |

ROLES & GOALS

NOT TRUE

VERY TRUE

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 9. Goals are clear & agreed on             | 1 | 2 | 3 | 4 | 5 |
| 10. Individual roles are clear             | 1 | 2 | 3 | 4 | 5 |
| 11. Goals are challenging yet attainable   | 1 | 2 | 3 | 4 | 5 |
| 12. Time lines & action plans are outlined | 1 | 2 | 3 | 4 | 5 |

FLEXIBILITY

- |  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 13. Staff members perform different tasks and maintain functions as needed       | 1 | 2 | 3 | 4 | 5 |
| 14. Staff members share responsibility for group leadership and team development | 1 | 2 | 3 | 4 | 5 |
| 15. Staff members support one another  | 1 | 2 | 3 | 4 | 5 |
| 16. Various ideas and approaches are explored                                    | 1 | 2 | 3 | 4 | 5 |

COMMUNICATION

- |   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 17. Effective two way communication is evident    | 1 | 2 | 3 | 4 | 5 |
| 18. Differences of opinion are encouraged         | 1 | 2 | 3 | 4 | 5 |
| 19. Conflicts are managed and resolved well       | 1 | 2 | 3 | 4 | 5 |
| 20. Feedback is given with genuineness and caring | 1 | 2 | 3 | 4 | 5 |

RECOGNITION & APPRECIATION

- |   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 21. Individual contributions are recognized and appreciated by my manager and other staff members | 1 | 2 | 3 | 4 | 5 |



- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 22. | Team accomplishments<br>are recognized by staff<br>members             | 1 | 2 | 3 | 4 | 5 |
| 23. | Group members feel<br>respected  | 1 | 2 | 3 | 4 | 5 |
| 24. | Team contributions are<br>valued and recognized by<br>the organization | 1 | 2 | 3 | 4 | 5 |

#### MORALE

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 25. | Individuals feel<br>good about their<br>membership or the<br>staff group    | 1 | 2 | 3 | 4 | 5 |
| 26. | Individuals are<br>confident and<br>motivated                               | 1 | 2 | 3 | 4 | 5 |
| 27. | Staff members have<br>a sense of pride and<br>satisfaction about their work | 1 | 2 | 3 | 4 | 5 |
| 28. | There is a strong<br>sense of cohesion in<br>the group                      | 1 | 2 | 3 | 4 | 5 |

#### AUTONOMY AND RESPONSIBILITY

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 29. | Staff members are<br>encouraged to do their<br>jobs the way they see fit                    | 1 | 2 | 3 | 4 | 5 |
| 30. | Staff members are<br>allowed to experiment with<br>original ideas and try new<br>things out | 1 | 2 | 3 | 4 | 5 |
| 31. | Staff members are<br>encouraged to take<br>initiative in solving problems                   | 1 | 2 | 3 | 4 | 5 |
| 32. | Staff members are<br>encouraged to take<br>calculated risks                                 | 1 | 2 | 3 | 4 | 5 |

33. Individual autonomy and responsibility in work is encouraged	1	2	3	4	5
--	---	---	---	---	---

(Used with permission of Dr. Donald Carew, University of  
Massachusetts)

## APPENDIX B (continued)

## DIRECT REPORT VERSION

POST-PROGRAM EVALUATION (CAREW/PARISI-CAREW)

## GROUP RATING FORM

YOUR MANAGER'S NAME \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_

Circle the number on the scales below that best represents your feelings about the extent in which the statement is true or not true in describing the present functioning of your staff group. Your staff group is defined as the work group of which you are a member, who directly report to the same manager as you do. Your individual responses are confidential and will not be shown to your manager or the company's management. Please be candid in your responses.

1	2	3	4	5
Not at all true	Seldom true	Somewhat true	Mostly true	Very true

PRODUCTIVITY	NOT TRUE	VERY TRUE
--------------	----------	-----------

1.	Output is high	1	2	3	4	5
2.	Quality is excellent	1	2	3	4	5
3.	Decision making is effective	1	2	3	4	5
4.	Clear problem solving process is apparent	1	2	3	4	5

## EMPATHY & EMPOWERMENT

5.	Effective listening is practiced	1	2	3	4	5
6.	Staff members want to understand each other	1	2	3	4	5
7.	Trust among staff members is high	1	2	3	4	5
8.	There is a warm & supportive atmosphere	1	2	3	4	5



<u>ROLES &amp; GOALS</u>		NOT TRUE			VERY TRUE	
9.	Goals are clear & agreed on	1	2	3	4	5
10.	Individual roles are clear	1	2	3	4	5
11.	Goals are challenging yet attainable	1	2	3	4	5
12.	Time lines & action plans are outlined	1	2	3	4	5

#### FLEXIBILITY

13.	Staff members perform different tasks and maintain functions as needed	1	2	3	4	5
14.	Staff members share responsibility for group leadership and team development	1	2	3	4	5
15.	Staff members support one another	1	2	3	4	5
16.	Various ideas and approaches are explored	1	2	3	4	5

#### COMMUNICATION

17.	Effective two way communication is evident	1	2	3	4	5
18.	Differences of opinion are encouraged	1	2	3	4	5
19.	Conflicts are managed and resolved well	1	2	3	4	5
20.	Feedback is given with genuineness and caring	1	2	3	4	5

#### RECOGNITION & APPRECIATION

21.	Individual contributions are recognized and appreciated by my manager and other staff members	1	2	3	4	5
-----	---	---	---	---	---	---

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 22. Team accomplishments are recognized by staff members             | 1 | 2 | 3 | 4 | 5 |
| 23. Group members feel respected                                     | 1 | 2 | 3 | 4 | 5 |
| 24. Team contributions are valued and recognized by the organization | 1 | 2 | 3 | 4 | 5 |

#### MORALE

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 25. Individuals feel good about their membership or the staff group       | 1 | 2 | 3 | 4 | 5 |
| 26. Individuals are confident and motivated                               | 1 | 2 | 3 | 4 | 5 |
| 27. Staff members have a sense of pride and satisfaction about their work | 1 | 2 | 3 | 4 | 5 |
| 28. There is a strong sense of cohesion in the group                      | 1 | 2 | 3 | 4 | 5 |

#### AUTONOMY AND RESPONSIBILITY

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 29. Staff members are encouraged to do their jobs the way they see fit                 | 1 | 2 | 3 | 4 | 5 |
| 30. Staff members are allowed to experiment with original ideas and try new things out | 1 | 2 | 3 | 4 | 5 |
| 31. Staff members are encouraged to take initiative in solving problems                | 1 | 2 | 3 | 4 | 5 |
| 32. Staff members are encouraged to take calculated risks                              | 1 | 2 | 3 | 4 | 5 |
| 33. Individual autonomy and responsibility in work is encouraged                       | 1 | 2 | 3 | 4 | 5 |

(Used with permission of Dr. Donald Carew, University of Massachusetts)

## APPENDIX C

### MID-PROGRAM EVALUATION

The Practice of Management Coaching:  
How to Inspire Excellent Contribution

Name.....

Introduction. You are at the half-way point in your Management Coaching Program. Please give the following evaluative questions your careful reflection. My intent here is to provide you with an opportunity to summarize the significance of your experiences thus far. It is also my commitment to continuously improve the design, delivery, and impact of this education. To do that, I am asking for your help.

Thank you.

#### Program Review

Thus far in the program, you have written your autobiography, promised that you would follow and keep the groundrules of the program, done self-design work regarding the person you're committed to becoming, inventoried the condition you are currently in, set about to work on completing things in various areas of your life, read Flores and Grave's article, begun a study of Habits of the Heart, and answered essay questions on both.

You have spent three days in workshop sessions studying and discussing: understanding yourself and your "operation" (our Three Circle Model of coaching distinctions), processing early life experiences and their impact on how you operate today, the notion of self-as-interpretation, a model of the structure of interpretation, the nature of "breakdown" and different ways of making assessments regarding interruptions to commitments, the idea that language is action and not merely a descriptive medium, the idea that the basis of language is human commitment, and how to create successful working relationships.

Finally, you have been asked to begin a personal practice of self-observation of your mood and how you are assessing external events and breakdowns while in action each day. You have also been asked to get to work on having your boss and peer relationships be successful. I have also asked you to revisit your



Session One program overview materials and to reflect on what they now mean to you and your aim of becoming a competent management coach, in light of your learnings to date.

### Content

1. Please describe your experience with the program's content to date. What elements of the content have meant what to you? Why? How? What pieces of the content have changed in terms of their meaning and significance for you over the course of the last three months. Why? How? Which elements of the content have been significant for you as a manager, to your practice of management coaching, and to your sense of yourself as a professional? Why? How? Which elements of the content have been meaningful for you in your private and/or public life? Why? How?

### Design and Delivery

2. What is your opinion of how the program has been put together and the processes used to deliver it? What aspects of these stand out for you? Which have worked well for you, which not so well, which not well at all? Why do you think this is so?

### Leadership

3. What is your opinion of the way I have led all aspects of this program to date? Please comment on your view of my competence regarding the content, processes, and delivery of the material, as well as my coaching of you during our one-on-ones. What are the areas you believe I could improve in to make the delivery of this program more impactful and useful to practicing managers?

APPENDIX D

POST-PROGRAM EVALUATION: PARTICIPANT VERSION

THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE  
EXCELLENT CONTRIBUTION

NAME \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

Please answer the following questions regarding The Practice of Management Coaching Program.

1. What worked well for you? What aspects of the program were significant for you and why? Please describe the contribution participating in this program has made to your practice of management:
2. Were there any aspects of the program that contributed to the quality of your life outside of work? Please share:
3. What didn't work so well? What aspects of the program didn't work for you? Why?
4. What improvements or alternatives in the program's design, content, or delivery process would you recommend be considered?
5. What applications for this education do you see within the company?
6. What are you left wanting more of now that the program has ended?

## APPENDIX E

### HACKMAN INSTRUMENT: DIRECT REPORT VERSION

Your Manager's Name

-----

How long have you worked for this Manager? (in months) \_\_\_\_\_

#### Staff Group Questionnaire

This questionnaire has been designed to help us learn what factors are most important in affecting how your staff group functions. This information will be used by your manager to understand ways in which he/she can work with you to improve the climate and performance of your work group.

Your responses to this questionnaire will be kept completely confidential. Your responses will be combined with those of others from your staff so that no individual person's answers can be identified. This questionnaire will only be seen by the Data Analysis Group that is compiling the profile on your staff group. It will not be seen by your manager.

Please answer each item as frankly as possible and feel free to jot comments in the margin if any of the questions prompt additional thoughts or reactions. The questionnaire should take about 20 minutes to complete.

We appreciate your help and will be happy to answer any questions you may have about this study or this questionnaire.

Thank you.

Jim Curley

(Used with the permission of Professor J. Richard Hackman, Harvard University)



## SECTION ONE

Listed below are a number of statements that could describe a work or staff group.

Please indicate whether each statement is an accurate or an inaccurate description of your primary staff group: the people you work with who directly report to the same Manager you do.

Try to be as objective as you can in deciding how accurately each statement describes your group -- regardless of whether you like or dislike being a member of the organization.

\* \* \* \* \*

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your work group?

1	2	3	4	5
Very	Mostly	Slightly	Uncertain	Slightly
Inaccurate	Inaccurate	Inaccurate		Accurate
6	7			
Mostly	Very			
Accurate	Accurate			

1. Our staff group has worked together long enough for us to develop into a real team. \_\_\_\_\_
2. It is easy for our staff group to tell whether it is doing a good job or a bad job. \_\_\_\_\_
3. Our work is so cut and dry that staff group members have little chance to make decisions about how they do it. \_\_\_\_\_
4. Our staff group has clear standards for the behavior of its members. \_\_\_\_\_
5. Our work is not really very significant in the broader scheme of things. \_\_\_\_\_
6. Our staff group has the right mix of people needed to do its work well.  
\_\_\_\_\_

7. Our staff group merely carries out work: other people in the organization decide what is to be done and how it is to be done. \_\_\_\_\_

8. Our staff group tasks are engaging and involving. \_\_\_\_\_

9. Standards in the staff group are so unclear in our group that there is a lot of "jockeying" for position among individuals. \_\_\_\_\_

10. The work our staff group does is meaningful and important. \_\_\_\_\_

11. It is clear in our staff group what is acceptable behavior, and what is not acceptable. \_\_\_\_\_

12. For some of our tasks, our staff group never finds out how well we have performed. \_\_\_\_\_

13. Behavior in our staff group is very orderly -- it is clear what members are expected to do, and they do it. \_\_\_\_\_

14. Our staff group has the authority to manage its work pretty much the way members want to. \_\_\_\_\_

15. The way our staff group task is set up makes it hard for group members to generate much excitement about doing it. \_\_\_\_\_

16. Some people in our staff group do not have enough knowledge or skill to do their part of the work well. \_\_\_\_\_

17. The work we do is challenging, requiring use of a number of high level skills. \_\_\_\_\_

18. Lots of people let us know what they think of our performance as a staff group/team. \_\_\_\_\_

19. There is a great deal of room for initiative and judgment in the work we do. \_\_\_\_\_

20. Certain individuals in our staff group are not able to work well in a team. \_\_\_\_\_

21. What people in our staff group expect other group members to do seems to change from minute to minute. \_\_\_\_\_

22. We receive many "clues" about how well we are performing as we carry out our work. \_\_\_\_\_

23. Members of our staff group have ample experience and expertise for doing the work. \_\_\_\_\_

24. Changes in the make-up of staff groups occur so often in this organization that employees do not have the opportunity to get really comfortable with the people they are working with. \_\_\_\_\_



## SECTION TWO

Here are some statements that deal with the relationship between your staff group and the rest of the organization.

Once again, you are to indicate whether each statement is an accurate or inaccurate description of the way things are in your organization.

\* \* \* \* \*

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your group and your organization?

1	2	3	4	5
Very	Mostly	Slightly	Uncertain	Slightly
Inaccurate	Inaccurate	Inaccurate		Accurate
6	7			
Mostly	Very			
Accurate	Accurate			

25. Relationships between our staff group and other staff groups in the plant are generally good. \_\_\_\_\_

26. Our staff group gets all the information we need to plan our work. \_\_\_\_\_

27. If our staff group needs some training or technical consultation to deal with a work-related problem, it is readily available to us. \_\_\_\_\_

28. It is hard for our group to do a good job because we do not have all the materials, supplies, or equipment we need to perform our task. \_\_\_\_\_

### SECTION THREE

Here are some statements that describe how group members go about their work. Please indicate how accurate or inaccurate each statement is in describing how your group typically functions. Note: Some items in this section are about the Manager. If you are the Manager, please respond by describing your own behavior.

\* \* \* \* \*

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your group?

1	2	3	4	5
Very	Mostly	Slightly	Uncertain	Slightly
Inaccurate	Inaccurate	Inaccurate		Accurate
6	7			
Mostly	Very			
Accurate	Accurate			

29. The manager is clear and explicit about how he or she wants our group to operate. \_\_\_\_\_

30. The manager holds regular meetings for the group, at which we talk over our work and how we were going to carry it out. \_\_\_\_\_

31. Members of our staff group share their special knowledge and expertise with one another. \_\_\_\_\_

32. Some members of our staff group do not pull their share. \_\_\_\_\_

33. There is a lot of unpleasantness among people in our staff group. \_\_\_\_\_

34. When a non-routine matter comes up in our work, we are quite adept at inventing new ways to handle the situation. \_\_\_\_\_

35. The manager keeps a watchful eye on how each project is progressing, and alerts the staff when he or she notices things that could be done to improve the group's performance. \_\_\_\_\_

36. People in our staff group often act as if the group is keeping them from achieving their personal goals and objectives. \_\_\_\_\_

37. People in our staff group feel close to one another. \_\_\_\_\_
38. There is virtually no wasted effort in our staff group/team. \_\_\_\_\_
39. Members of this staff group share responsibility for its leadership. \_\_\_\_\_
40. Every time we attempt to straighten out a member of our staff group whose behavior is not acceptable, things seem to get worse rather than better. \_\_\_\_\_
41. Everyone in our staff group cares about the group, and works to make it one of the best. \_\_\_\_\_
42. Dealing with the members of this staff group often leaves me feeling irritated and frustrated. \_\_\_\_\_
43. Our staff group almost never experiments with alternative ways we might carry out our work. \_\_\_\_\_
44. The manager goes out of his or her way to consult with other staff group members, and to seek their ideas and advice. \_\_\_\_\_
45. The manager's behavior shows that he or she cares a great deal about our being a good team. \_\_\_\_\_
46. Whenever we attempt to make a decision in our staff group, we spend far too much time talking or arguing. \_\_\_\_\_
47. Our staff group is highly imaginative in thinking about new or better ways we might perform our work. \_\_\_\_\_
48. The manager makes most of the decisions about our work on his or her own, leaving the rest of the group out of the decision-making process. \_\_\_\_\_
49. Overall, I am satisfied with the quality of the supervision/management I receive. \_\_\_\_\_
50. We have been told that our group's performance is not up to expected levels. \_\_\_\_\_
51. Our staff group could put substantially more effort into our work than we do at present. \_\_\_\_\_
52. The methods and procedures we use in doing our work together are just right for the tasks we have to perform. \_\_\_\_\_



53. Members of our staff group exhibit a great deal of expertise in carrying out our job tasks. \_\_\_\_\_

54. In general, I am very satisfied with this job.  
\_\_\_\_\_

55. I am satisfied with the staff group I work with.  
\_\_\_\_\_

\*\*\*\*\*

Here are two additional questions about your staff group. Please circle the number that you believe is most accurate.

56. The size of our staff group is . . .  
1            2            3            4            5            6            7  
Smaller than                      Just right                      Larger than  
it ought to be    it needs to be

57. The people in our staff group are . . .  
1            2            3            4            5            6            7  
Too different                      A good mix                      Too similar  
from one another    to one  
for us to work    another;  
well together    like peas  
    from the  
    same pod

## APPENDIX F

### POST-PROGRAM OPEN-ENDED EVALUATION QUESTIONS: PARTICIPANT, BOSS AND DIRECT REPORT VERSIONS

---

#### PARTICIPANT POST-PROGRAM EVALUATION QUESTIONS:

1. What worked well for you? What aspects of the program were significant for you and why? Please describe the contribution participating in this program has made to your practice of management:
2. Were there any aspects of the program that contributed to the quality of your life outside of work? Please share:
3. What didn't work so well? What aspects of the program didn't work for you? Why?
4. What improvements or alternatives in the program's design, content, or delivery process would you recommend be considered?
5. What applications for this education do you see within the company?
6. What are you left wanting more of now that the program has ended?

---

#### BOSS POST-PROGRAM EVALUATION QUESTIONS:

1. Have you noticed any changes in your relationship with (participant) during the last 4-5 months? Please comment on your observations regarding any changes in his/her behavior and communication with you:
2. Please describe any changes you've observed in his/her working relationships with his/her direct reports, peers and upper management.

---

#### DIRECT REPORT POST-PROGRAM EVALUATION QUESTIONS:

1. Have you noticed any changes in the relationship between you and your manager in the last 4-5 months? Please describe below. Please comment on any changes in his/her behavior as a manager and as a coach:
2. In the last 4-5 months, have you noticed any changes in the way your manager manages and leads your staff group? Please describe below.

## APPENDIX G

### WHAT IT TAKES TO BE A MANAGEMENT COACH

-----

#### THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE EXCELLENT CONTRIBUTION

##### PREMISES

- 1) In order to improve something (yourself or someone else) you first have to understand how it works.
- 2) You can inspire someone else only if you are inspired.
- 3) A coach's primary tool is who he/she is.

##### PERSONAL INTENTION -- EFFORT -- AND OPENNESS

To work on continuously improving yourself and to work against your own mechanicalness. Takes being open enough to honestly observe how you think, feel, and act. It takes being coachable yourself.

##### A SINCERE BELIEF IN THE INHERENT CAPABILITY OF OTHERS

In order to make extraordinary performance and contribution requests of others you must honestly believe they are capable of doing what you are asking them to do.

##### THE ABILITY TO ASSESS LEVELS OF COMPETENCE

A sincere belief in the inherent strengths of others is not enough. It also requires skill in assessing the current level of competence a performer has in a particular arena of action.

##### THE ABILITY TO CREATE CONTEXT FOR AND RECRUIT OTHERS

Context is the framework that provides the meaning for the work you will ask the performer to do. It is the exciting game you are asking this person to participate in. Coaches must recruit others into what is possible (future benefits) in working with them and in doing the hard work that may be required.



## LISTENING AND PRESENCE

Coaches must listen to the genuine potential of the performer, for the potential roadblocks to success and for what is not being said. This takes being tuned into what is blocking the performer. Listening in this way enables you to help them examine their current assessment and create a new interpretation that will get them back into action.

Presence is about bringing your coaching commitment to life each day by managing how you show up (like your mood) and how you are with and for others. It takes being awake to each situation and conversation.

## RIGOR AND PERSISTENCE

It takes maintaining high standards in the face of resistance and interruptions. Insisting, with compassion, on the best possible performance.

## PATIENCE

Waiting without complaining for the coaching to work.

## INSPIRATION

Keeping alive the commitment of the performer. Having him/her perform beyond self-imposed limits.

## RECIPROCAL RELATIONSHIPS

Acting with truthfulness, courage, and fairness with those you coach. The promise you make to each of your players to make continual requests of them to perform beyond their current limits and to stick by them as they face the inevitable breakdowns that attend a commitment to high performance.

It means you are as committed to them as you count on them being to what you have asked them to do.

### SELF-CONSISTENCY

Living consistent with your principles, commitments, and your word.

### INVENTIVENESS

In designing exercises and practices for improving a performer's competence in a particular arena of action.

APPENDIX H

LEVELS OF SKILL

-----

THE PRACTICE OF MANAGEMENT COACHING:  
HOW TO INSPIRE EXCELLENT CONTRIBUTION

**PRE-CONSCIOUS--UNCOACHABLE LEVELS:**

TURKEY

Knows the standard practices of a particular domain of action and does not follow them. Knows he/she is a jerk in some respects. Camouflages reality with stories, explanations, and/or excuses. Does not acknowledge or seek an authority. Creates unnecessary breakdowns in the world around him/her.

THE CLUELESS

Unaware, and unaware that he/she is unaware. Acts ineffectively as if oblivious that there are standard practices. Creates difficult situations and breakdowns. Causes others to suffer.

**CONSCIOUS AND COACHABLE LEVELS:**

STAGE I BEGINNER

Knows he/she does not know. Learns to recognize objective facts and features and acquires rules for determining actions based on those. Context free rule application, i.e. information-processing. Willing to be a beginner, recognizes the knowledge and experience of a teacher/coach; is open to being coached.

STAGE II ADVANCED BEGINNER

Has an emerging capacity to produce effective actions due to some experience with real situations. Still must be supervised. Cannot anticipate or sometimes recognize breakdowns (variances). Begins to have a larger picture of the world of the skill. Begins to recognize how to "move" in more undefined situations.



### STAGE III COMPETENT

Can deliver a standard level of performance. No longer merely following rules designed to enable him/her to operate. Has a goal in mind and sees situations as a set of facts to be analyzed. Makes decisions about what actions to take after reflecting on various alternatives. Confident. Deals effectively with unexpected breakdowns. Can anticipate breakdowns before they occur.

### STAGE IV PROFICIENCY

Already performs competently in the background. His/her performance is excellent. Begins to intuitively understand his/her situational task and how to make fluid adjustments as events change. This is done without apparent detached choice or deliberation, by "know-how".

### STAGE V EXPERT/MASTER

Is active and dedicated in the particular field or domain. Generally knows what to do based on mature and practiced understanding. The skill has become part of the person. Can invent while engaged in the performance of, creates tradition, invents a new paradigm and alters history.

(Adapted from H.L. Dreyfus and S.E. Dreyfus, 1986, and Flores and Graves, 1986)

## PARTICIPANT PRE-PROGRAM SELF EVALUATION AND PROGRAM OBJECTIVES

PHASE ONE: "GETTING IN SHAPE TO COACH OTHERS"

Honest self-assessment is a powerful tool for grounding oneself at the front end of a learning process. Please honestly evaluate yourself using the following questionnaire. Then, using this evaluation as a guide, write down your personal objectives for this program. Choose objectives that you will complete during the program itself.

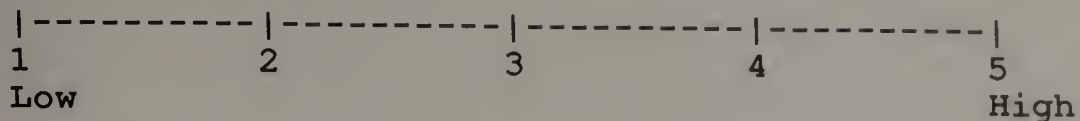
## 1. Your effectiveness in inspiring others

2. Your ability to enroll others in a cause -->in achieving a goal (in obtaining their genuine personal commitment)

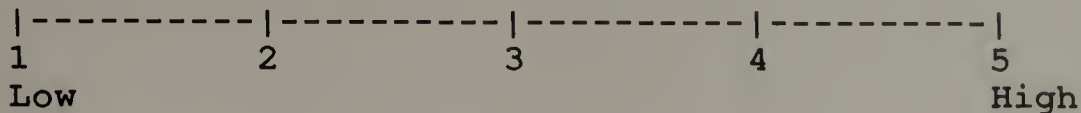
### 3. Your openness to being coached yourself

1 2 3 4 5  
Low High

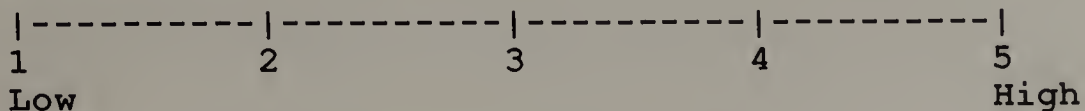
4. Your skill in assessing the behavior and competency level of others



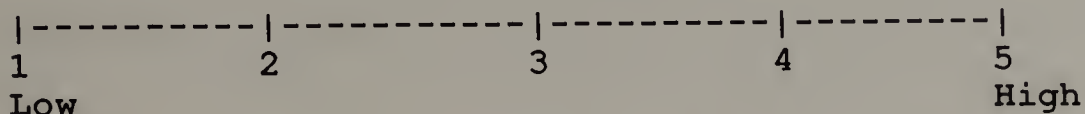
5. Your expertise in helping others to resolve breakdowns for themselves



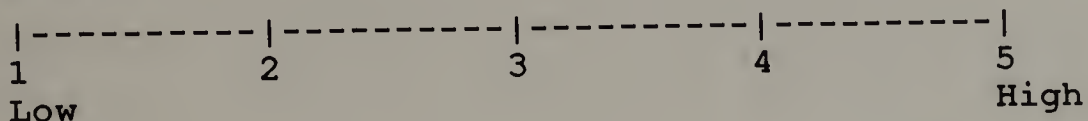
6. Your capacity to question the thinking and habits of others -- (to intervene into their current habits and understanding)



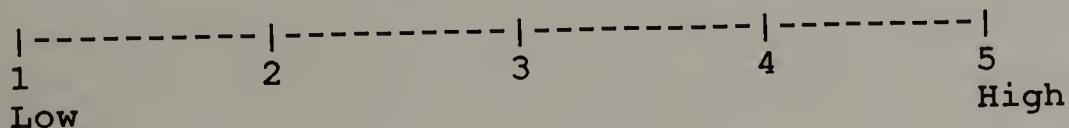
7. Your skill in correcting others



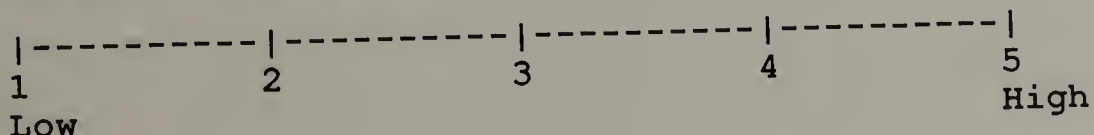
8. Your ability to design practices for others that enable them to see new possibilities and enhance their competence



9. Your ability to recognize and declare completion

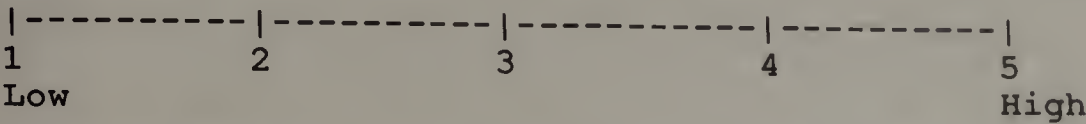


10. Your capacity to make a request of someone and know immediately whether or not it will be fulfilled

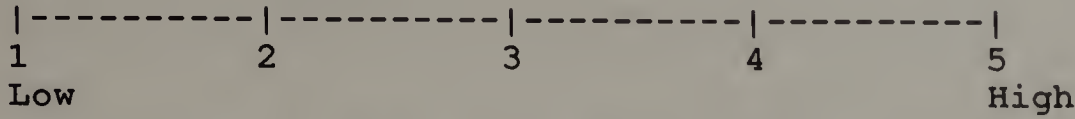




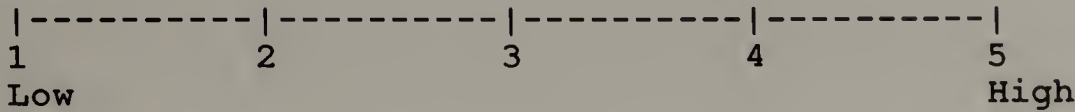
11. Your comfort level in saying to someone you don't believe they are sincere when you feel they are not really going to fulfill your request and its conditions of satisfaction



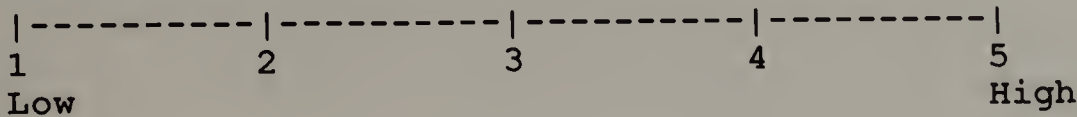
12. Your openness to allowing your direct reports to decline your requests



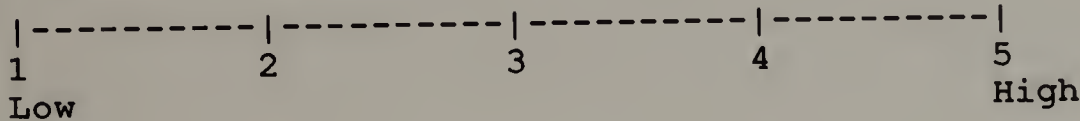
13. Your comfort level with making requests of others that you know will cause them to face their current limitations



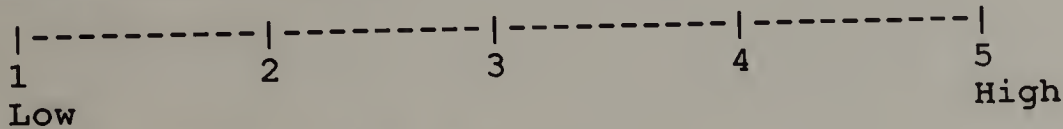
14. Your expertise level in coaching people through situations like #8 above in a way that enables them to reach a new level of capability/performance



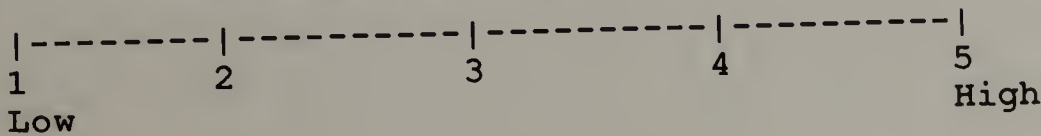
15. Your understanding of coaching



16. Your ability to establish and maintain a successful coaching relationship



17. Your competence as a coach



YOUR PERSONAL OBJECTIVES FOR THIS PROGRAM

I WILL \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I WILL \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I WILL \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I WILL \_\_\_\_\_

\_\_\_\_\_

PLEASE SEND ME A COPY OF THIS ASSESSMENT BY THE END OF  
THIS WEEK.

## APPENDIX J

### PROGRAM ASSIGNMENT TWO

-----

THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE  
EXCELLENT CONTRIBUTION

PHASE ONE:        "GETTING INTO SHAPE TO COACH OTHERS"

#### I. SELF-DESIGN AND CONDITIONING PROCESS

MANAGEMENT COACHING is a process whose purpose is to inspire long-term excellence in performance and contribution. This is done by helping someone resolve breakdowns, open new possibilities, and design new practices to increase their competence in a specific arena of action.

In order to coach another in this way, you must be able to inspire yourself to similar levels of excellence in performance and contribution in your own life. In order to do this, you must be in condition yourself.

An essential first step is clearly determining the kind of person you are committed to being. This clarity will facilitate the design of practices to have you turn out that way. Who we are is a result of the practices (intentionally initiated activities) we have engaged in thus far in our lives.

#### INSTRUCTIONS

Please write answers to the following questions.  
Answer the questions the way it really is for you -- not how you'd like it to be -- you'll get that opportunity in STEP 2.



## STEP 1

### INVENTORY OF CURRENT CONDITION

1. WHAT IS YOUR LIFE'S WORK?
2. WHAT ARE THE ARENAS OF ACTION IN YOUR LIFE NOW?  
  
(ARENAS OF ACTION ARE THE MAJOR SPHERES OF ACTIVITY YOU ARE ENGAGED IN -- THOSE YOU ARE PURPOSEFULLY SPENDING TIME ON TOWARDS SOME END -- IN ALL AREAS OF YOUR LIFE)
3. WHAT IS THE PUBLIC IDENTITY YOU NOW HAVE?
4. WHAT IS THE PROFESSIONAL IDENTITY YOU NOW HAVE?
5. WHAT IS YOUR BASIC DAY-TO-DAY MOOD?
6. WHAT ARE THE CURRENT UNRESOLVED BREAKDOWNS IN YOUR LIFE?
7. WHAT ARE YOUR REGRETS?
8. WHAT'S MISSING IN YOUR LIFE?
9. WHAT IS WORKING WELL FOR YOU IN LIFE?

## STEP 2

### LIFE BY DESIGN --> YOUR FUTURE CONDITION

Answer all of the following questions in writing. Think as if you could really have it the way you really want it to be. If you could really design your life, how would you have it be?

INTRODUCTION: YOU ARE NINETY-FIVE YEARS OLD AND  
LOOKING BACK ON YOUR LIFE:

1. WHAT ARE THE SPECIFIC ACCOMPLISHMENTS AND CONTRIBUTIONS YOU WANT TO BE SURE YOU MAKE WITH YOUR LIFE?

2. WHAT WOULD BE THE SIGNIFICANT IMPACTS AND ACCOMPLISHMENTS YOU WOULD HAVE ENABLED OTHERS TO MAKE?
3. HOW DO YOU WANT TO BE KNOWN BY OTHERS -- HOW DO YOU WANT OTHERS TO SPEAK OF YOU AND YOUR LIFE AS A WHOLE?
4. WHAT TYPES OF RELATIONSHIPS WITH WHOM WOULD YOU LIKE TO HAVE/HAVE HAD?

### STEP 3      GETTING INTO ACTION -- COMPLETING THINGS

#### Introduction

The purpose of this section is to get you into action in becoming the person you want to be as described above. Step three of your conditioning process deals with completing items in areas of your life that are essential to your becoming this person and your ability to coach others in a powerful way.

#### Instructions

REMEMBER STEP 2 AS YOU COMPLETE THIS SECTION. HAVE THE ACTIONS YOU WILL TAKE BE CONSISTENT WITH THE FUTURE CONDITION YOU HAVE DESIGNED FOR YOURSELF.  
Please follow the instructions below in completing this exercise:

1. Answer all of the questions -- write down your responses to each question.
2. List all incomplete items on the "Completion List":
  - \* Date Entered: The date you enter the incomplete item on the list.
  - \* Category: The category to which the item belongs.
  - \* Item: Notes that will allow you to recall the specific incomplete item.
  - \* Action: The specific action(s) you commit to taking in order to complete the incomplete item.

\* Support: What assistance you will need to complete the incomplete item. Be specific regarding what support you will request and from whom.

\* Completion Date: By what date you commit to taking the action recorded. All actions must have a corresponding completion date. Place a check mark next to the item when it is completed.

3. Lastly, record in writing all the matters, concerns, interests, and breakdowns that this exercise evokes. Begin completing the items on your list today. Notice what happens as you begin completing your items. I will ask you to report on this work during our one-on-one sessions.

### FAMILY/RELATIONSHIPS

1. What are you actively avoiding saying to:

- \* Your spouse or significant other
- \* Your parents
- \* Your children
- \* Your friends
- \* Your relatives
- \* Your former friends, etc.
  
- \* Your boss
- \* Your co-workers
- \* Your peers
- \* Your former boss, co-workers

What action will you take regarding this?

2. What support are you providing or not providing for the above people?

What support are you open or not open to receiving from the above people?

What action will you take regarding this?

3. About/with whom are you currently:

- \* Angry
- \* Resentful
- \* Jealous

What actions will you take regarding this?



4. What apology are you avoiding making?  
What action will you take regarding this?
5. By whom do you want to be let off the hook  
(forgiven)?  
What action will you take regarding this?
6. Who in your life deserves to be acknowledged by you  
for a contribution they have made to you/others?  
What action will you take regarding this?
7. By whom do you want to be acknowledged? Regarding  
what?  
What action will you take regarding this?

#### WORK-IN-PROGRESS

1. What are the major projects you are currently  
working on?
2. Regarding each of these major projects:
  - \* What pending requests do you have/with whom?
  - \* Are any requests you have made overdue?What actions will you take regarding this?
  - \* What pending promises do you have/with whom?
  - \* Are there any promises that you know you will not  
fulfill or not fulfill on time?To whom must you speak regarding this?
3. Is your mail/correspondence up to date?  
If not, what actions will you take to get it up to  
date?
4. What are the actions that you been meaning to  
initiate at work that you have procrastinated on?  
What action will you take to correct this?
5. What are the recurring breakdowns you are  
experiencing at work that you have not sought help  
to resolve?  
Who will you get help from to resolve these  
breakdowns?  
What specific help will you request?

## BODY

1. What is your current exercise program?

Does it provide you with at least 12 minutes of aerobic exercise at least 4 times per week?

If no, when will you initiate such a program?

2. How much do you weigh?

3. What is the ratio of fat to muscle in your body?

If the ratio exceeds recommended percentages (18% - 24% for women and 12% to 18% for men) what action will you take?

\* See note at bottom of page

4. Do you have any difficulties with eating or drinking?

What action will you take regarding this?

5. What foods have what effect on your productivity at work?

What foods support you in having the energy you need to function well?

What action will you take to eliminate those that don't?

6. When did you last have a medical and dental check-up?

Any action required?

7. What pain or physical symptom are you not attending to?

What action will you take regarding this?

Note: \* DECFIT/local health clubs can perform body fat percentage tests.

\* Consult your medical doctor if you have any concerns about initiating an aerobic exercise program.

## PERSONAL PRESENTATION AND ENVIRONMENT

1. Is your office in order?

If not, what action will you take to put it in order and maintain it that way?

2. Are your files neat, up to date, and in retrieval order?  
If not, what action will you take to get them in order and maintain them that way?
3. What other aspects of your office, home, automobile environments are not in an orderly condition?  
What actions will you take to correct this?
4. What would your personal appearance be like if it were consistent with the future person/condition you have designed for yourself? Include personal grooming, clothes, hairstyles, and how your body looks.  
What actions will you take to bring this about?

#### EDUCATION

1. What educational efforts (including degree programs) have you abandoned or are you ignoring?  
What action will you take to complete these?
2. In what educational activities are you currently engaged?
3. What have you written in the past year? What shape are your writing skills in? What action will you take if they are not in the shape required to support your future condition?
4. What books have you read in the past year?  
What actions will you take in this area during the next 12 months?

#### RELAXATION/LEISURE/PLAY

1. What do you do to relax? How often?  
  
Does this adequately support your vitality level day-to-day?  
  
If not, what actions will you take?



2. What was the amount of planned leisure/play time you spent with your family and friends during the past 12 months?

Was that an adequate amount of time for nourishment and replenishment?

If not, what actions will you take during the next 12 months?

(Revision of material from J. Flaherty, New Ventures; used with permission)

IA. ASSIGNED READINGS AND ESSAY QUESTIONS

INSTRUCTIONS

Read the following and answer the essay questions in writing. Please give a typed double-spaced copy of your responses to me at the beginning of Session Two on January 11th. We will discuss this work together during Session II.

1. "Education" by F. Flores and M. Graves.

1.1 Describe the major distinctions between the traditional concept of learning and knowledge and the claims regarding these concepts made by these authors.

1.2 According to these authors, of what does the process of "thinking" consist?

1.3 Discuss the notion of a "domain of action": What is it made up of? How and why is this significant to learning and coaching?

1.4 How is it that "domains of action" are historical?

2. Habits of the Heart, Chapters 1 through 6, pages vi-163.

2.1 What is the common moral vocabulary shared by the four people profiled in Chapter 1?

2.2 How is cultural tradition carried forth?

2.3 What is the impact of cultural tradition on the way you think, feel, and act?

2.4 Explain the difference between a "calling" and a modern professional career.

- 2.5 How are the three essential components of the traditional idea of friendship related to our definition of the Practice of Management Coaching?
- 2.6 How are the three fundamental contrasts between Cecilia Dougherty's self-understanding and the first language of modern individualism related to "What it takes to be a management coach"?



## APPENDIX K

### WORKSHOP SESSION II: EXERCISE TWO

#### WHERE ARE YOU COMING FROM?

Please reference your autobiographies.

1. Identify the 3-5 most significant events of your early childhood through early adolescence.
2. What decisions do you think you made about those?
3. How might have those early decisions influenced the way you operate today with regard to:
  - \* What you are looking for people to see you as -- how you present yourself to others at work: subordinates? peers? higher ups?
  - \* How you manage conflict with your boss?
  - \* What you don't want people to see?
  - \* What games you play/how you play certain situations?
  - \* How you develop and manage relationships?
  - \* What you tend to most protect?

#### Lecturette framework:

Early Event ---> Early Decisions ---> Problem Structure  
---> Imprinted Coping Strategy

Coaching Point: It's not the events that continue to have us employ inappropriate strategies; it's the decisions we made about those events that we still (unconsciously) act from today.

## APPENDIX L

### STRUCTURE OF INTERPRETATION MODEL

#### THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE EXCELLENT CONTRIBUTION

##### STRUCTURE OF INTERPRETATION

One way of constituting a structure of interpretation involves these five elements:

##### **Our Immediate Concerns:**

Current or potential problems and breakdowns

##### **Our Commitments:**

All of the promises, relationships, roles, and duties to which one is dedicated

##### **Our Possibilities:**

What we believe is possible for us in the future. What we believe is possible for ourselves, others, our work groups, organizations, etc., to accomplish.

##### **Our Mood:**

One's pervasive emotional climate. The degree to which one is open and receptive to possibility, situations and others.

##### **Our Personal/Cultural History:**

One's individual experiences and cultural tradition

APPENDIX M

MOOD EXERCISE

THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE  
EXCELLENT CONTRIBUTION

Life is like \_\_\_\_\_

Work is like \_\_\_\_\_

Managing is like \_\_\_\_\_

My real experience of work these past few years is like:

---

---

---

Thinking about the next 15 years with the company is  
like:

---

---

---

My future possibilities are like \_\_\_\_\_

---

---

The idea of actualizing my wildest dreams is like \_\_\_\_\_

---

---



## Appendix N

### COACH'S FRAMEWORK #1: THREE CIRCLES MODEL

THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE EXCELLENT CONTRIBUTION

PHASE I "GETTING IN SHAPE TO COACH OTHERS

STANDARD PERFORMANCE		HIGH PERFORMANCE
Speaking and Interpreting from the way it has been		Speaking & Interpreting from the way it will be
THE PAST	THE PRESENT	THE FUTURE
Concepts -->	Experience <-----	DESIGN
education experience opinion beliefs justification	What is actually happening	declaration commitment self-determined
Word-to-World		World-to-Word

WHERE ARE YOU COMING FROM?

## APPENDIX O

### THE PRACTICE OF SELF-OBSERVATION

As we interact with others, it is not only what we say, but how we say it; not only what we see and hear, but how we see and hear; not only what we think about, but how we think about it, that determines our coaching impact on ourselves, other individuals and our teams/groups. These sometimes subtle, but always important "hows", are closely related to the state of our "being" (what we are at a point in time vs. what we are doing).

We have all observed people whose very presence seems to have a disruptive effect on those around them, and other people whose presence tends to produce a calming effect. In these extreme examples, it is clear that what a person is (his/her being) is a powerful factor.

Ultimately, individual and team development is dependent on self-development, and self-development is dependent on willingness to work on our self (being) as we work as coaches for others.

Work on self is not easy, but there are some basic principles, concepts, and tools we can learn that can help us.

We cannot begin to change what we don't know. Therefore, in order to improve ourselves, we must become knowledgeable of ourselves. We will not improve by being told by someone what we should change. The knowledge we need can only be gained by self-observation.

#### SELF-OBSERVATION FRAMEWORK FOR THE PRACTICE OF MENTAL MANAGEMENT

We must train ourselves and those people we coach to recognize and correct self-defeating thoughts. One method for improving our ability to do this is write down our self-critical thoughts (and overly-critical thoughts about others) as we observe them; to identify the nature of the mental error, and to practice replacing them with more realistic, purposeful, and effective mental assessments.

It is important to write down your automatic thoughts and assessments and your corrective commitment-based responses. Writing them down forces you to remember your commitments and helps you produce a more purposeful response than you can achieve by letting responses swirl around in your head.

Practice this daily.

THE EXTERNAL EVENT OR BREAKDOWN: \_\_\_\_\_

MY AUTOMATIC ASSESSMENT

MY COMMITMENT-BASED ASSESSMENT

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

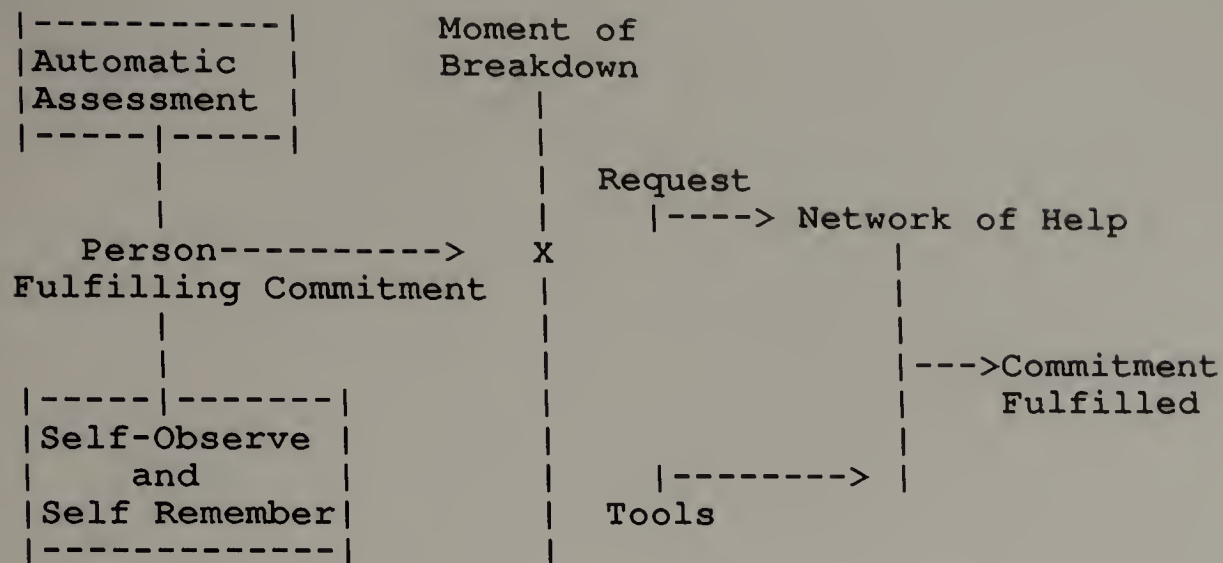
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# APPENDIX P BREAKDOWN FRAMEWORK



## APPENDIX Q

### PROGRAM ASSIGNMENT THREE

The Practice of Management Coaching: How to Inspire  
Excellent Contribution

January 20, 1989

1. To work on having your relationships with your boss and peers work. This has to do with creating admiration and respect for them as they are -- without any of those qualities you know they need -- and to remain committed to not making them wrong about things. You will begin to notice that when you operate this way, the relationship will begin to move in a new way.

2. Revisit Assignment #2-Part #1 and take a deeper cut in light of your learning and experience of Session II. Decide the kind of person you are committed to becoming, the competencies you are committed to developing, and the new practices you must put into place to support your plans. Add new items to your completion lists and get into action on them. Be prepared to share this with me during our next one-on-one. We will concentrate on assessing where you are against your chosen objectives. I will make some assessments and may recommend some additional new practices for you during this session.

3. To practice self-observation on a daily basis. Particularly, to become an observer of your mood and your assessments of events and breakdowns; remembering to make your assessments based on your commitment in the matter rather than your mood or automatic assessment. Breakdown --> What is the commitment I/we are out to fulfill? --> What's missing? What can be done now?: Tools, requests of our network of help, or inventing a new possibility for the fulfillment of the commitment.

4. Reread the hand-outs from Session I and rethink their meaning and significance to you and your development as a coach.

5. Improve your coaching relationship with your partner. Support each other regarding your completion lists and self-designs. Help each other get past your justifications about why you aren't taking action.

6. Complete Habits of the Heart by Session IV in April. I will give you a final set of essay questions during Session III.

APPENDIX R  
BREAKDOWN EXERCISE

-----

THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE  
EXCELLENT CONTRIBUTION

Task

I. Individually:

- \* List the breakdowns you currently have at work, especially the recurring ones.
- \* When this breakdown happens/happened, what is your automatic assessment, especially the one that stops you from taking action?
- \* What is your most popular reason for being stuck with this breakdown?
- \* For three of those breakdowns list:
  - what your automatic assessment was
  - what tools you could use to resolve them
  - who your network of help is
  - what the request(s) of this network are that you could make that you haven't
  - the new possibilities you could invent for those breakdowns
  - what designs you would put in place to prevent these from happening again

II. In trios, pick one breakdown and review it by answering the following questions:

- \* What was the commitment/promise you were out to fulfill?
- \* What the breakdown was
- \* What your automatic assessments were



- \* Tools
- \* Network of help and requests of
- \* New possibilities
- \* Preventative designs

## APPENDIX S

### LECTURETTE NOTES: THE TECHNOLOGY OF MANAGEMENT COACHING

#### Session III      The Technology of Management Coaching

##### Topic: Language and the Nature of Action

##### 1.    What is work?      How does it get done?

What we call work is cooperative action.

Action = the process of doing/manner of doing.

To do = to be the cause of: bring about as a result (Webster)

to bring to an end: complete/finish

Cooperative Action = action carried out by working with others toward a common end. Marked by a willingness and ability to work with others in a common effort.

So work gets done socially, via working with others. All work gets done this way. Our success or failure at work depends on our competence in establishing and maintaining relationships based on mutual commitment.

##### 1.1    What is work as an action?

Its the same for all of us.

Talking (speaking) and interpreting (listening).

Cooperative action is formed in our conversations about what actions might be taken.

Work gets transacted in conversations. Work is a series of successful coordinated conversations

##### Interpreting (Listening) for Results/Accomplishment...

Is about making skillful distinctions in language.

Assumes a commitment (we are always committed to something)

Has to do with how we assess facts & events, "problems" and breakdowns.

## Structure of Interpretation

### Talk as Action

(Talking for Results/Accomplishment)

Talking = making distinctions in language.

We begin action with requests and with promises.

THESE ARE THE FUNDAMENTAL UNITS OF HUMAN ACTION -- THE STRUCTURE OF PEOPLE'S BASIC INTERACTIONS WITH ONE ANOTHER, THROUGH WHICH INDIVIDUALS, TEAMS, AND ORGANIZATIONS FUNCTION. THIS IS HOW WORK GETS DONE.

Speaking and "Listening" can be looked at anatomically -- can be taken apart and looked at by element (more later).

## 1.2 A Unified Theory of Communication and Management (Based on Winograd & Flores, 1986)

### Traditional View

Communication is viewed as information sharing and processing. (Rationalistic model)

Machine model of passing information from one person to another.

Management is equated with decision-making.

New view: looking at communication in terms of the commitments made in conversations, and management in terms of the creation of, responsibility for, and initiation of new commitments within organizations. This view holds organizations as institutional settings which predetermine the structure of commitments.

Their claim is that this view is more closely related to the essential nature of management and communication. The way it really works/happens in action (human action).



Traditional definition of communication:

The process by which an idea is transferred from a source to a receiver with the intention of changing his or her behavior. Such behavior may encompass a change in knowledge or attitude as well as in overt behavior.

Note that the kinds of acts considered by such views are limited to a few, such as message transmission, report execution, transmission of commands, etc.

Point/Blindness: the use of language as an expression of commitment has not been considered, nor has the role played by interpretation in the process of communication been closely examined.

### 1.3 Tradition: Philosophy of Language

Introduction: Theoretical background

Speech Act Theory of J.L. Austin, further developed by John R. Searle.

Austin's How to Do Things with Words

Searle's taxonomy of Speech Acts and the notion that when we speak we engage in commitment.

Heidegger's conception of language and understanding:

The role of interpretation. The taken-for-granted assumptions (implicit in the language we use), the background that precedes understanding: Structure of Interpretation.

Recall:

Our "Two Circle" Operation keeps making us over and over, keeps creating us the same way. You and I have this strange notion that we can keep doing the same things and turn out different!!

Traditional notions of understanding: Galileo and Descartes (from Plato and Aristotle):

Objective world of physical reality and the subjective mental world of an individual's thoughts and feelings.

#### Rationalistic Orientation:

- \* A "real world" made up of objects
- \* Existence of "objective facts" about the world (as fixed entity) that do not depend on interpretation (or even presence) of any person.
- \* Perception = a process by which "facts" about the world are registered in our thoughts and feelings.
- \* Thoughts and intentions about action can somehow cause physical (hence real-world) motion of our bodies.

Heidegger rejects both the simple objective stance (that the objective physical world is the primary reality) and the simple subjective stance (my thoughts and feelings are the primary reality), arguing instead that it is impossible for one to exist without the other.

"The interpreted and the interpreter do not exist independently: existence is interpretation, and interpretation is existence." (Heidegger, *Being and Time* (1962), p. 249, from Winograd and Flores, 1986, p. 31)

Thus:

- \* There is no objective neutral viewpoint from which we can see our beliefs as things, since we always operate within the framework they provide.
- \* Practical understanding is more fundamental than detached theoretical understanding. Concernful activity (acting in the world) vs. detached contemplation. What counts as knowing = effectiveness-in-action

\* Every representation is an interpretation.

\* Language is Action. Every time you speak, you are not describing the situation, you are creating it.

We are a Living System--> connected to --> Language  
(Two Circles) (Third Circle)

Power of practices: You or a team must engage in practices that will turn you into the kind of person you say you want to become (Third Circle/Creative Power of Language).

(0 0) <----- (0)

Thus: what counts in Coaching for knowing something is = TAKING ACTION --that action (practice) which alters behavior/performance.

"Living It vs. Explaining It"

Practices = Structures of fulfillment for our conscious purposes/designs/intentions/commitments. (More during Session IV)

Winograd and Flores:

Added Conversations as the basic units of social interaction aimed at the successful performance of actions and Design creation in the space that emerges in the recurrent breakdowns that pervade human practices/activities.

A design constitutes an interpretation of breakdown and a committed attempt to anticipate future breakdowns.

Key Points:

\* The role of breakdown in creating the space of what can be said and the role of language in creating our world.

\* Recognizing the fundamental importance of the shift from an individual-centered conception of understanding to one that is socially based. Knowledge and understanding (in both the cognitive and linguistic senses) do not result from the formal operations on mental representations of an objectively existing world. Rather, they arise from the individual's committed participation in mutually oriented patterns of behavior that are embedded in a socially shared background of concerns, actions, and beliefs.



\* This shift from an individual to a social perspective  
-- from mental representation to patterned interaction  
-- permits language and cognition to merge.

\* It is only when a "breakdown" occurs that we become aware of the fact that "things" in our world exist not as the result of individual acts of cognition but through our active participation in a domain of discourse and mutual concern.

\* In this view **language** -- the public manifestation of mutual orientation/concern in speak and writing -- is no longer merely reflective/descriptive but a construction of reality.

#### WORLD-TO-WORD

\* We create and give meaning to the world we live in and share with others. WE DESIGN OURSELVES (the social and technological networks in which our lives have meaning)  
IN LANGUAGE.

## APPENDIX T

### PROMISE AND REQUEST EXERCISE

#### Introduction to Applied Speech Act Theory

Process I time. Share in trios. Full group reports and processing for learning points.

#### Task

- A. 1. List the requests you most often make at work.  
2. List the requests most often made of you at work.  
3. Examine the above re: What elements are missing most often.
- B. 1. What are the promises you think others have made to you at work -- that upon closer examination -- no promise was ever made?  
2. What element is most often left out of the promises you make? That others make to you?
- C. 1. What requests and promises could you be making at work that you are currently not making -- that could/would improve the effectiveness of your group/business?
- D. 1. What actions will you take in light of your discoveries from A-C?

APPENDIX U

COACH'S FRAMEWORK #2

HOW TO SPEAK & INTERPRET FOR RESULTS

-----  
Speak & Interpret from Your: |

Not from Your:

**PURPOSE AND COMMITMENT**  
in the matter at hand

**AUTOMATIC ASSESSMENT**  
& Mood at the time

**MADE UP OF:**

- \* DECLARATIONS
- \* PROMISES & REQUESTS
- \* ACTION COMPLAINTS
- \* CHEERING FOR OTHERS

Keep  
making  
these  
distinc-  
tions in  
your  
speaking  
and  
interpret-  
ing

**MADE UP OF:**

- \* WISHES & HOPES
- \* EXPLANATIONS
- \* JUSTIFICATIONS
- \* OPINIONS
- \* FEELINGS & WANTS
- \* CHARACTERIZATIONS

**IT TAKES:**

- \* OPENNESS & COURAGE
- \* ATTENTION
- \* CONSCIOUS COMMITMENT
- \* PERSISTENCE

**IT TAKES:**

- \* NO CONSCIOUS EFFORT
- \* VERY LITTLE  
COMMITMENT
- \* BEING ASLEEP AT THE  
WHEEL
- \* NOT MUCH ELSE

**IT PRODUCES:**

- \* RESULTS
- \* NEW POSSIBILITIES
- \* LESS STRESS
- \* VITALITY

**IT PRODUCES:**

- \* BREAKDOWNS
  - \* SUFFERING
  - \* SMOKE-SCREENS
  - \* RUTS
-



## APPENDIX V

### THE SELF-DEFEATING STRATEGIES

#### A COACHING FRAMEWORK FOR: EMPOWERMENT & ACCOUNTABILITY

For use when someone is stuck with self-justification regarding why they can't deliver as promised; why they are not being accountable for what they said they'd do.

First Strategy of Self-Justification will likely come in the form of:

<u>REASONS</u>	<u>EXCUSES</u>	<u>EXPLANATIONS</u>	etc.
----------------	----------------	---------------------	------

These are like strategies that we learn (often specific to the work/organizational culture we are a part of) to employ....you know....the ones people will buy as valid if we didn't get it done.

"Of course that's legitimate" -- you don't press someone if they give you a good enough one of these.

Repeatedly selling one of these is how we **DISEMPOWER** ourselves day in and day out.

**THIS IS HOW WE QUIT ON OURSELVES!**

As a coach, your job is to not interact with these.

The Second Strategy of Self-Justification may come in the form of:

<u>EMOTIONS:</u>	Popular ones include....
	Anger    Sadness    Fear    Depression - etc.

These are pulled out when someone doesn't buy the first strategy. These make sure we don't have to be accountable for what we said.

We are mostly blind that our "operation" operates this way. Real empowerment and real "freedom of choice" lies on the other side of self-justification. Without a coach we often never get through our self-justifying mechanism. It takes a coaching intervention. This is the dividing line between a teacher and a coach -- how you deal with the self-justifying stuff.

A common complaint about the type of coaching we are working to become competent in is..."Gee, this would take a long time." What takes up so much time is our interacting with people's excuses and emotions. If we don't do that, coaching doesn't take much time at all.

Exercise: Coaching Someone Through Self-Justification

In mixed groups of three.

Each person picks one-two items from Assignment #2 that they said they'd do something about and aren't.

Work with the person on whatever they said they would do in Assignment #2 that they are not doing. Work with them to write up an action schedule to do it. Help them to design a new practice if appropriate.

Work through the person's self-justification strategies/stuff.

Watch your reluctance to do this!!!

Break-thru begins for someone when they can self-observe and say: "I'm just self-justifying, aren't I?"

While coaching, stay focused on the person's inherent capability to be fully responsible for themselves; for what they said they would do.

Keep the third circle of high performance in mind. Trust that the person can operate from there into their habitual thinking, way of being and operating.

Your commitment to the performer gets expressed by you not interacting with their explanations and/or emotions. Stick with the person and the coaching conversation.

## APPENDIX W

### COACHING APPLICATIONS

#### THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE EXCELLENT CONTRIBUTION

##### COACHING APPLICATION

##### FRAMEWORK/TOOLS

##### INTERVENING INTO HABITUAL THINKING

- \* STRUCTURE OF  
INTERPRETATION
- \* THREE CIRCLES
- \* BREAKDOWN DIAGRAM

##### SHOWING NEW POSSIBILITIES

- \* ANATOMY OF COMMUNICATION
- \* DECLARATION
- \* THREE CIRCLES
- \* SIX POWERS

##### RESOLVING BREAKDOWN/ KEEPING COMMITMENTS

- \* BREAKDOWN DIAGRAM
- \* PREDICTION VS. PROMISE
- \* THREE CIRCLES
- \* ACTION CONVERSATION  
MODEL
- \* EMPOWERMENT:  
SELF-DEFEATING  
STRATEGIES

##### IMPROVING/DEVELOPING A COMPETENCE

- \* LEVELS OF SKILL
- \* SIX POWERS
- \* ASSESSMENT CONVERSATION
- \* STANDARD SETTING
- \* DESIGNING PRACTICES



## APPENDIX X

### ELEMENTS OF A COACHING PROGRAM: LECTURETTE NOTES

1. RECRUITMENT
2. ESTABLISHMENT OF A COACHING RELATIONSHIP
3. HIGH PERFORMANCE DESIGN
4. ASSESSMENT
5. COMMITMENT
6. DESIGN OF PRACTICES
7. ACTION
8. COACHING CONVERSATIONS
9. COMPLETION

---

#### RECRUITMENT

How do you sign someone up to be helped?

Must "hook" them on a need; an opportunity to improve in something that means something to them.

Show achievable results of such a program.

Like seduction: to attract by enticement, to lead away (from standard operation)

Must show yourself as competent to fill this void.

Must reach an agreement -- driven by the Coach, not the performer -- to enter into a coaching process/program.

## ESTABLISHMENT OF A COACHING RELATIONSHIP

See "What it takes to be a management coach."

YOUR SINCERITY AND COMMITMENT: YOUR DEDICATION TO THE PROJECT.

Must explain what one is, how you will operate with them.

Must ask the person to accept you in this role and obtain a promise from them that they will be coachable.

Understand and discuss nature of reciprocal commitment the relationship is based on: what your requests and promises are.

## HIGH PERFORMANCE DESIGN

Assignment #2 is an example.

What type of person is this person committed to becoming?

What competencies are you asking them to develop?

Clarify the end state in terms of observable behavior: What will the person be able to do at the end -- what is the long-term performance/competency/contribution look like when its working?

What are the objective standards for measuring success?

## ASSESSMENT

1. What kind of person is this person committed to being?

2. What kind of condition is the person in relative to their design/aim?

3. Where are they at, really?

Assessment is about defining an individual's competence in a certain domain of action in terms of observable

behavior. Look for examples of this behavior (is it there or not) -- by observation or set-up real world tests.

You need to validate your assessments based on how they help you predict behavior and open space for coaching.

In speaking to the person about your assessment of them, you must cite specific examples of the behavior you observe. Then state a conclusion about that: You are not competent to do \_\_\_\_\_.

Don't let them change it to their words.

### Presenting Assessment to People:

Your coaching results will depend on how you present your assessment.

So don't pretend you're talking to an empty vessel. Say it in a way the performer can SEE it, but not necessarily have to agree with it.

Don't let them reduce it to their own words: "So, you mean that I'm....." "No, I'm saying....."

Describing the Current or End state in a metaphor can aid understanding.

Present what the end state will be.  
Don't say everything, just what you need to say, what they will hear, and not what will get in the way. You must take into account the performer's Structure of Interpretation (Two Circles) as you have observed/listened to it.

### **COMMITMENT**

What competencies do they commit to developing?

Do they understand the cost?

### HOW TO OBSERVE SOMEONE'S OPERATION (STRUCTURE OF INTERPRETATION)

Use a variety of frameworks over time to develop yourself as a Coach.



Listen for:

- What position they are arguing for
- What their justifications are
- What their predictions about the future are
- The meaning they assign to events (this means that)
- What they don't speak about

## DESIGN OF PRACTICES

Premise: practices make us into the kind of person we are.

**practices** = Structures for the fulfillment of our commitments. Intentionally initiated actions/behaviors that open up new possibilities for practical understanding and enhanced competence.  
(effectiveness-in-action)

Time is not the answer to commitment. No matter how long you give some people, they'll still muck it up.

Only practices will do it.

When you practice something, you are integrating it into your structure (Operation). That's how you get good at it.

The only way to alter your "operation's" process/structure.

What competency distinctions must the person make to achieve this behavior?

What practices will allow the person to make these distinctions transparently?

Who are the people who have licked this -- succeeded at it? Observe them, ask them, read about them.

Sometimes, to help someone get "off-the-dime", we have to design some exercises to help them deeply feel and experience where they are (as opposed to deeply TALK about where they are).

When they see where they are vs. where they want to be, then they will be ready for designing and carrying out practices.

You've got to show them inescapably "WHAT'S MISSING"

Design practices regarding what's missing.

Design practices that will fit into the performer's "social network"--their world.

What amount of time, energy and discomfort do you believe you will be asking the person to take on?

Are there any other people that you should include in the planning?

Who else besides you can support the person in the program?

What possible breakdowns can you anticipate?

What breakdowns will you design in?

How will you measure progress along the way?

What are the performance standards? -- pre-established for that practice which performance will be judged by.

THIS IS THE TOUGHEST PART -- WITHOUT IT YOU DON'T HAVE A PATH TO THE DESIGNED LEVEL OF PERFORMANCE COMPETENCE.

#### COACHING POINTS:

**IF YOU SOLVE THE PERSON'S PROBLEMS, ITS NOT COACHING. ITS COACHING WHEN YOU HELP THEM DESIGN PRACTICES TO HELP THEM MAKE DISTINCTIONS WHICH CHANGE BEHAVIOR.**

If you don't apply the performance standards (like if you cheat and don't work for it), you won't get the "Goods".

#### How to come up with Practices?

Think of a bunch of people who have the competence you/they want to get and figure out what their practices are. Somebody has the qualities you want to get to.

Looking for these has to become an orientation to you -- like making a practice of observing qualities in people and figuring out how they got there.

(Reference: Notes from Coaching Workshop, J. Flaherty, New Ventures West, 1987)

## APPENDIX Y

### PROGRAM ASSIGNMENT FOUR

-----

#### THE PRACTICE OF MANAGEMENT COACHING: HOW TO INSPIRE EXCELLENT CONTRIBUTION

##### SESSION III

Assignment 4 contains six parts:

- I. A Coaching Project
- II. Essay questions for the second half of Habits of the Heart
- III. What a capital "P" "Practice" is.
- IV. A reading of Charles Manz's article entitled, "Improving Performance Through Self-Leadership".
- V. A reading of "Group Development and Situational Leadership" by Donald Carew, Eunice Parisi-Carew, and Ken Blanchard.
- VI. The continuation of your Assignment #2 practices and your personal self-observation practice.

Due Date: Please complete the entire assignment prior to Session IV on April 6th. Your typewritten (double-spaced) essay questions are due to me at the beginning of Session IV.

Given the length of the assignment, I suggest you establish a new practice that will enable you to complete the work as promised.

#### I. COACHING PROJECT

1. Select 1-2 of your direct reports and recruit them into being coached by you. For each person answer the following questions:
  - a. Who is this person and why did you select her/him to be coached by you?



- b. In what will you coach her/him and what is her/his current level of competence in the area in which you will coach her/him?
  - c. How long will this coaching program last? How will you recognize completion? How will you measure progress?
  - d. List what coaching frameworks you will use
2. Write a purpose statement for each coaching project. Include at least 2 (no more than 4) intended outcomes for each project. Discuss the statement and intended outcomes with your performer and come to a mutual commitment to their actualization.
  3. Make a schedule for each performer that includes:
    - when you will meet
    - the topic of each meeting
    - milestones of the coaching program
    - completion date
  4. Keep a journal of notes about your one-on-one sessions with those you coach. Record how it is for you to coach in this way. Keep some notes on what you learn about coaching from this assignment.

## II. Essay Questions for completion of Habits of the Heart

Note: These questions will pertain primarily to the content of Chapter 11.

Please answer the following in writing:

1. What is our "social ecology" and what do the authors say its current condition is and why?
2. What are the potential contributions you could make to revitalizing the "social ecology" (and yourself) by transforming your "job of manager" into your "Practice of Management Coaching"?

Please read Chapter 11 twice before answering this question. Answer this question in light of your personal learnings from the program as well as your reading of Habits of the Heart.

Specifically address the difference you can make within the company by practicing management coaching as you now understand it.

III. Read Alasdair MacIntyre's piece on what a "Practice" is (the handout's cover sheet is entitled, "Individualism & Commitment in American Life: Readings on the Themes of Habits of the Heart) and answer the following questions in writing:

1. What are the "internal" goods that you believe can be derived from an excellent "Practice" of Management Coaching? What are the available "external" goods?
2. Why do we have "to accept as necessary components of any practice with internal goods and standards of excellence the virtues of justice, courage, and honesty"? Relate your answer to the Practice of Management Coaching.
3. Write up your version (invent them) of the "Standards of Excellence" for the Practice of Management Coaching.

IV. Read Charles Manz's article entitled, "Improving Performance Through Self-Leadership" and prepare 2-3 questions to ask Chuck at Session IV.

V. Read the Carew article entitled, "Group Development and Situational Leadership". Be prepared to discuss its significance to coaching and group development.

VI. Continue your Assignment #2 practices and your daily personal self-observation practice.

## APPENDIX Z

### HIGH PERFORMANCE ORGANIZATION DESIGN MODEL

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PROCESSES      SYSTEM      STRUCTURE

THE WAY WORK IS DONE

THE WORK ITSELF

PRINCIPLES

PURPOSE

Principles

Master guides for action/standards of excellence.

The Work Itself

The basic value-adding transformations that need to occur to produce something.

Way Work is Done

How work is put together and carried out.

Processes

Mechanisms for people interaction. These facilitate communication, problem-solving/improvement, and the development and exchange of thinking.

System

The managing framework used to plan, control, and upgrade the operations of a work unit/organization. Regular interaction of an interdependent group of items forming a unified whole.

Structure

Elements of an entity and the relationships among them. Functional units/groups, roles and reporting relationships. Arrangement of people and things so that work can be done in an orderly way.



## HIGH PERFORMANCE DESIGN PRINCIPLES

### THE WAY WORK IS DONE

- \* The work unit's task should form a self-completing whole.
- \* Binding interdependent tasks into a common unit aids in variance control.
- \* Boundary control = the extent to which people can influence transactions with their upstream/downstream customers in the value-adding chain.

Factors that contribute to boundary control:

- Multi-skilled group/team members who can operate and maintain without a lot of external resources
  - A well-defined work area that people can identify with
- \* Task control = the extent to which people can successfully operate, maintain, and improve their own processes.
    - Need scoreboards for work unit performance feedback
  - \* Locus of control
    - Variance is best controlled within the work unit/team rather than external to it -- by those closest to the source of variance.

### PROCESSES

- \* Managing process = any time two or more people get together to:
  - exchange thinking for improvement
  - resolve a breakdown
  - make a decision
- \* Interaction mechanisms (e.g. meetings) are purposeful. They enable people to succeed at operating,

maintaining, improving the operations they are responsible for, as well as, enabling cross-functional/organizational problem-solving and improvement activities as required for continuous improvement.

- \* People have the freedom to do what is necessary to fulfill their responsibilities and commitments. They have access to people, information, and resources as required for same.

## SYSTEMS

(See Self-Managing Star Model)

## STRUCTURE

Roles      Must contain three levels of responsibility and capability:

### Responsibility for

### Capability to

Operating

- Know the ideal
- Identify a variance or (breakdown)
- Correct the variance back to the ideal

Maintaining

- Perform at an operating level
- Prevent variances from occurring

Improving

- Perform at operating and maintaining levels
- Design and implement ways of improving existing process
- Adapt current process to accommodate a new requirement

Hierarchy Each level is responsible for providing a distinctive and additive contribution. Thought of in value-adding process terms rather than "structurally".

Behavior Self-accountability. Progression of self and group improvement toward agreed upon standards of excellence

## DEVELOPMENT AND IMPROVEMENT

- \* Purpose ---> Commitment ---> Thinking ---> Behavior  
---> Results
- \* If it ain't broke --- improve it.
- \* If you can't improve "it" --- improve how you operate it.
- \* In order to improve anything you must understand its purpose and how it works and what it does, that is, how it fits into a larger social activity network.
- \* It is essential that individuals/team members identify not only with achieving business needs but also with the development needs of themselves and other team members -- in order to drive both business improvement and individual development.
- \* Thinking is our most renewable asset and energy source.
- \* Therefore, what we ought to focus on is the development and management of the quality of our thinking.



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