

# A PROPOSAL FOR AN OISE/UT CERTIFICATE IN LEADERSHIP COACHING

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**PROPOSAL FOR  
AN OISE/UT CERTIFICATE IN LEADERSHIP COACHING  
Submitted to the AAP Committee, November, 2005**

**INTRODUCTION**

This document articulates a proposed program to be delivered through a collaboration between the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) and the Canadian Institute for Research and Education in Human Systems (CIREHS). These two educational institutions will be responsible for the development, management, delivery and evaluation of a Certificate in Leadership Coaching (CLC), administered through the Workplace Learning Certificates Office in the Department of Adult Education and Counselling Psychology.

CIREHS is a federally incorporated non-profit entity established to advance knowledge and practice of leadership and organization within a systems perspective for social benefit.

**DEFINITION OF AND RATIONALE FOR THE PROPOSED CERTIFICATE PROGRAM IN LEADERSHIP COACHING**

Leadership coaching ... answer(s) a number of the specific demands posed by the revolution in our workplace: it changes our thinking from maintenance to innovation; it vastly improves our people skills, it provides guidance when traditional structures, such as job specs, are evaporating; it help us understand what we are truly good at, and how we can use our abilities to strengthen the organization; it addresses our fears of radical change ...

Coaching provides in-depth solutions to those needs, as no classroom and no seminar can do. In fact, no conventional form of learning has shown a comparable capability to help people make profound and difficult changes in the way they approach their work -- and to make those changes last. (Bentley and Kohn-Bentley, 2002, p.3)

*Background to the Proposal: 21<sup>st</sup> Century Organizations and Leadership*

Leadership is a critical challenge in the 21<sup>st</sup> century, in the context of an accelerating pace in an unpredictable global environment. Organizations, whether in the private, public service or community sectors, are confronted with the challenges of constant and rapid adaptation in a knowledge age. Organizational leaders are faced with managing change, dealing with diversity, supporting knowledge workers and fostering effective participation at all levels, in order to enable their organizations to survive and thrive. Increasingly, they are required by these challenges to exercise leadership through influencing, educating and mentoring rather than through commanding and controlling.

Consequently, critical competencies for 21<sup>st</sup> century leaders now include: self awareness, self management, attunement to others, appreciation of differences in style, assumptions and beliefs, and recognition of options for action and decision. This is an enormous challenge for many leaders who have come to expect a very different world.

Until recently, bureaucratic and hierarchically structured organizations - our legacy from the Industrial Age - have prevailed as models for the workplace. "The leader of the past was a person who knew how to tell. The leader of the future will be a person who knows how to ask" (Drucker, 1993). Organizational leadership in a changing world requires a broader set of competencies, distinct from technical mastery acquired in 'coming up through the ranks' of a traditional organization. In these 21<sup>st</sup> century conditions, as Edgar Schein (1997) notes, leaders need to effectively involve others and elicit participation in order to manage the complexity and wide range of information sources required to meet organizational goals.

Although hierarchical structures have often been held responsible for much of the coercive, disempowering impact of organizational life, they have also shielded workers from having to interact directly and genuinely. In a sense, the rigidities of hierarchy have been protective - one could always seek direction from the Policies and Procedures Manual, or blame the job description, the manager, or the system, for problems unskillfully dealt with and unresolved. Increasingly, organizational members are losing this systemic protection. Flattened structures, reengineered work processes, increased use of teams, more permeable organizational boundaries and flexible work arrangements force employees into interactions demanding a level of authenticity not previously imagined in the workplace. Organizations are asking people generally, and leaders, in particular, to deal with one another directly and openly, to manage their differences skillfully, and to maintain solid working relationships in the face of seemingly intractable conflicts. Value differences, lack of cross-cultural understanding or appreciation, historic pain reasserting itself in the present, "knee-jerk" reactions to authority, and entrenched positions on any number of issues, are the ingredients that accentuate current organizational dysfunction.

In this context, it is not surprising that, as researchers and practitioners in the field of organizational change, we are profoundly aware of the gap between theory and practice. Despite shared visions, company philosophies and collaborative change rhetoric, many leaders are working with mental models ill-suited for current conditions, are unable to deal with the basic interpersonal processes of the workplace, and unable keep up with the pace of learning and change required.

Leadership coaching is rapidly becoming a recognized element of success in improving working life. Within learning organizations, the key to change ultimately lies in leaders' abilities to rethink and re-enact their roles, goals and their workplace relationships - indeed to become 'change leaders'. By change leadership, we mean an influential and educational approach to developing capacity in employees and responding to their need for continuous learning and change. Related competencies include: building environments and relationships conducive to learning, thinking systemically, providing

effective feedback, modeling the power of appreciation, and providing encouragement and support as well as catalytic challenges. This represents a shift in perspective, and involves learning new 'rules of the game' (Taylor, 2004), something that usually cannot be achieved by sending people to training programs. It requires real time learning in the form of personal reflection on choices and actions over time, in a context of trust.

### *Social Benefits and Organizational Impact of Leadership Coaching*

Coaching powerfully supports leaders' capabilities to identify critical priorities, more frequently "walk the talk", and to bring awareness, authenticity, effectiveness and maturity to their leadership practice. As organizations comprise a critical mass of individuals who are consciously and continuously developing this aspect of themselves, the basic quality of working life changes for everyone. One of the world's leading executive coaches and coach educators, Marshall Goldsmith (2005), stated that, as an example, he was able trace the impact of one of his 70 leading executive client's achievements through coaching, to beneficial change among 200 other managers in the organization. Goldsmith contends that coaching is not really about the leaders, but about all members of the organization and those whom it serves. "Coaching provides a peerless opportunity to nurture the most benevolent forces within the organization and to encourage the most humane instincts of its leaders" (Bentley and Kohn-Bentley, 2002, ix). It is a way of catalyzing the development of critical competencies that ripple out even beyond the boundaries of the organization into our wider social world of families and communities.

## **DESCRIPTION OF THE PROPOSED PROGRAM**

### *Unique Orientation of the Proposed CLC, Distinguishing it From Other Coach Training Programs*

#### *1. Fostering Reflective Practice for Change Leaders*

Within the broad spectrum of coaching practices (including personal coaching, career coaching, and so on), the proposed CLC falls within the domain of organizational coaching - that is, coaching oriented to fostering improvements in organizations through the work of their members. Within that domain, this program is oriented to coaching leaders, people who are in positions of influence in decision-making and who have the responsibility to foster and enhance the contributions and productivity of other employees. Increasingly, these people are found throughout the organization, not just 'at the top' - hence the name, "Leadership Coaching" and not "Executive Coaching". A further refinement in the focus of the proposed CLC is that it emphasizes coaching leaders in a context of change. Further, it fosters leadership coaching for reflective practice, that is, coaching that enables leaders to develop their capabilities to learn continuously through practice and to develop this leadership capacity in others.

## *2. An Appreciative Approach*

A foundational element of the theory and practice of this program is an appreciative perspective, "a willingness to engage in dialogue with another person from an assumption of mutual respect and mutual search for discovery of distinctive competencies and strengths" (Bergquist, 2004). The appreciative approach in working with organizations and leaders has demonstrated its power to release energy in a constructive forward direction, a vast improvement over past tendencies to focus primarily on 'what went wrong' and to get bogged down in the analysis of problems.

## *3. Cross Sectoral Education*

The CLC is coaching education designed to enable leaders to address challenges that cut across sectors - public service, business, health, education and community-serving workplaces, in a world of change and turbulence.

## *4. International Leaders in Coach Education*

The proposal has also been formulated in ways, not only to promote continuing professional learning, but also to build connections to an international network of experienced and innovative coaches and coach educators. This will be accomplished by including at least one internationally recognized coach educator and other published and experienced faculty members for each cohort, and through opportunities for continuing professional development for which graduates of the program will be eligible.

### *Program Objectives*

The program is designed:

- to educate men and women who have or wish to become coaches or improve their coaching of leaders in organizations; and/or who want to practice coaching as an aspect of being an organizational leader, manager or supervisor;
- to provide participants with an excellent foundational education in this rapidly growing professional practice;
- to be relevant to people dealing with 21st century organizational realities of continuous change, turbulence and complexity; and
- to reflect an appreciative approach and values optimizing the learning, experience and contributions to improving the quality of work and community life.

### *Program Design Principles*

- Integration of theory and practice - to provide both conceptual and practical learning in face-to-face sessions, and incorporating a supervised/coached practicum;

- Incorporation of core domains of professional workplace coaching practice oriented to a leadership and organizational change perspective;
- Learner-oriented teaching approach - fostering responsible participation and continuous learning; and
- Cohort-based design, fostering collaborative learning and networking.

### *Admission Requirements*

- A minimum of three years of work experience in the human side of organizations (e.g., management, supervision, training, consultation) in any workplace sector;
- Stated objectives for learning consonant with the instructional goals of the program;
- An interest in and appreciation for coaching and leadership as an influential partnership (distinct from coaches and leaders as experts).

### *Program Components*

The Certificate in Leadership Coaching is proposed as a weave of different learning activities (group learning sessions, conceptual learning, practice, one-on-one coaching, teleconference sessions, written and interactive reflection) designed to catalyze learning relevant to the practitioner.

#### *• Group Learning Sessions*

##### Introduction and Reflective Coaching (3 days)

This session provides the foundational constructs and approaches of reflective coaching in an appreciative approach. It also orients participants to the professional practice of coaching including: the history and emerging significance of coaching in organizations; distinctions between coaching and other professional services; and different types of coaching. Participants will engage actively in the practice using specific reflective coaching strategies.

##### The Leadership Coaching Relationship (3 days)

In this session participants will learn the key elements in establishing a good coaching relationship. Participants will explore ways of augmenting and maintaining self-awareness and professional clarity, including their understanding of leadership, and their values and goals for their coaching practice. The session will examine the practices of contracting, initial data gathering and coaching relationship-building, and include an examination of ethical principles and guidelines.

### Instrumented and Observational Coaching (3 days)

This learning group session introduces the use of instruments of style, type and preference in coaching. It examines types of instruments and their appropriate application in appreciative coaching in organizations. Participants will also explore different forms of observational coaching in the classroom context and their application in a coaching practice.

### Integrative Session and Practice Planning (2 days)

In this session participants will review their learning through the course work and practicum, focusing on salient themes and challenges. It will assist participants to prepare for ongoing professional learning and to plan for their coaching practices, including marketing and networking.

#### • *Coaching Practicum*

The coaching practicum will begin with the second group learning session and run concurrently with other sessions. Participants will work with one or several people who choose to be coached (a minimum of 20 coaching hours) in organizational settings. Goals for the coaching activity will be identified by the client in dialogue with their coach.

Other components of the program in relation to the practicum are:

- two half days in association with learning sessions for practicum preparation and management;
- at least two one-on-one coaching-the-coach sessions;
- a minimum of five teleconference sessions as practicum clinics;
- submission of a final Case Report – analysis of and reflection on the Coaching Practicum experience.

### **OPERATING PRINCIPLES**

1. The courses will be scheduled over 8 months, with a 24-month limit on program completion
2. A maximum of 21 students will be admitted to each cohort
3. Admission requirements include a minimum of three years work experience in the human side of organizations (ie: HRD, training, career coaching, organization development, etc.). Admissions decisions will be the sole responsibility of the program co-directors and staff (no demand on the OISE/UT registrar's office).

4. The program will be offered initially in the OISE/UT location, with the possibility of offering it at other locations outside of the OISE/UT facility.
5. Staffing will consist of two academic core faculty members (Dr. William Bergquist and Dr. Marilyn Taylor (bios follow), as well as additional faculty members as required; two administrative staff as Co-directors (Dr. Marilyn Laiken, OISE/UT Director of Workplace Learning Certificate Programs, and Dr. Marilyn Taylor, Academic Program Director), and two office managers, Rita McDowall (Program Manager) and a Program Administrator to be hired.
6. The CLC program will remain the property of OISE/UT; within the collaboration, CIREHS retains intellectual property rights to all program and learning session designs and all program materials provided through CIREHS.

## **PROGRAM EVALUATION**

The program will be evaluated regularly by its participants, after every module and at the conclusion of the program as a whole, with a combination of quantitative and qualitative data collection approaches.

After three years of operation, the program will undergo a more extensive evaluation process, that will include follow-up surveys with past participants to assess the impact of the learning on their day-to-day practice, as well as provide directions for continuous program improvement. It is proposed that a review report be submitted to the AAP at this three-year juncture.

## **MARKET RESEARCH**

### *Demand for Leadership Coaching in Organizations and Leadership Coaching Education*

Coaching is a recent and rapidly growing professional field generated by the current turbulence and complexity of life and work. The Wall Street Journal (2002) several years ago estimated there to be more than 25,000 coaches worldwide. In particular, organizational coaching, including executive or leadership coaching, has grown exponentially through the 1990's and into this decade of globalization and unpredictable change. While this trend has been evident, especially in the United States, in a recent feature in the Globe and Mail (2005), Jack McPhail of Korn/Ferry International, observed that in Canada in the last five years, coaching "has become an acknowledged career development tool" for organizational leaders.

Most professional coach training programs are located in the United States, and are organized outside of the university context. However, opportunities for people to acquire coaching education are beginning to arise in Canada. According to a search of the AUCC university program directory, there are no university-based leadership coaching education programs currently in Ontario. So, at this moment, OISE/UT has an unprecedented opportunity to establish the first such program.



CIREHS, in collaboration with the Professional School of Psychology in Sacramento, CA, has offered three coach training programs, entitled, "Executive Coaching: An Appreciative Approach", in Ottawa and Montreal during the past three years. These programs drew participants from the London and Toronto regions, and recently there have been a number of inquiries by others for the program. Communication by CIREHS with the Human Resources Professionals Association of Ontario suggests that there is strong interest in the provision of leadership coach training for the Human Resource Development sector.

At OISE/UT, graduate students have been consistently inquiring about learning opportunities in leadership coaching. Since training and coaching are often complementary activities, it is anticipated that there will be considerable interest among the graduates of the current OISE/UT Certificate in Adult Training and Development. We would plan to access our data base of twelve years to advertise the proposed new certificate program to past participants.

#### *How the Proposed Program Compares With Existing Professional Coach Training Programs Available in Ontario*

There are two well-established programs in Ontario that are operated outside of the university context -The Adler School of Professional Coaching in Toronto (part of the Adler School of Graduate Studies that offers an MA in Counselling Psychology through the Adler Institute in Chicago) and Integral Coaching Canada, in Ottawa (formerly New Ventures North, related to New Ventures West in California).

##### \* Adler School of Professional Coaching

The Adler program is a much longer and more expensive program than the proposed CLC and is addressed more broadly to coaching individuals in a wide range of life circumstances. While it includes a course on "The Coaching Conversation in the Context of Work", the program is not oriented specifically to workplace leadership coaching.

##### \* Integral Coaching Canada

This program is also more extensive and expensive than the proposed CLC, with the cost for completing a certificate being more than twice that which we propose. The program is oriented to intensive personal development that could be applied in a wide variety of life contexts, not specifically to leadership coaching in workplace contexts.

##### \* Executive Coaching Certificate, Royal Roads University

According to AUCC's directory of university programs, this is the only executive or leadership coaching certificate available from a Canadian university. Although it does have a similar focus on executive or leadership coaching as the proposed CLC, the latter would have an emphasis on leadership in the context of organizational change,

distinguishing it from the Royal Roads University program. The nine-month RRU program could potentially serve people in Ontario, since it is offered in an intensive residential format followed by on-line courses, but would require costly travel to BC and accommodation for two residency sessions. Finally, this west coast program charges a slightly higher program fee than we are proposing.

## **BENEFITS of the CLC for OISE/UT**

### *Continuing Education and Research*

1. CLC will provide a high quality complementary program to the Certificate in Adult Training and Development. The Coaching Certificate is likely to meet the educational needs and interests of current certificate graduates for an effective leadership development strategy as a complement to training;
2. A continuing education opportunity for degree students relevant to their career interests in adult education, workplace and organizational learning, about which many have already inquired;
3. An innovative program offering that would attract new students to OISE/UT, some of whom would likely become interested in degree programs at the Institute;
4. The presence of coaching education at OISE/UT would create opportunities for research in coaching practice and its relevance to organizational learning and leadership development.

## **CORE FACULTY AND DIRECTORS' PROFILES**

### *Core Faculty*

#### **William Bergquist, Ph.D. (Proposed Core Faculty)**

Dr. Bergquist is an international coach, consultant and professor in the fields of psychology, management and public administration. He has authored more than 35 books, and is widely known for his scholarship and publications in higher education, organizational theory, and leadership coaching. His book, *The Postmodern Organization*, has been identified as one of the 50 classics in organizational theory and has been translated into both Italian and Mandarin. His book, *The Vitality of Senior Faculty* (with Carole Bland) received the annual research award in 1998 from the American Educational Research Association. *The Four Cultures of the Academy: Designing Undergraduate Education* (with Gould and Greenberg), and *A Handbook for Faculty Development* (three volumes, with Steven Phillips) have been widely acknowledged and cited as seminal publications in the field of higher education.

Dr. Bergquist created the coach training design that is the forerunner to the one proposed for the OISE/UT Certificate in Leadership Coaching. His program has been offered in a graduate school setting as well as in public service and private enterprise organizations. He is co-founder and co-editor of one of the first international journals on leadership and organizational coaching, the *International Journal of Coaching in Organizations*. He is a senior consultant and researcher in higher education, and has designed and conducted leadership coach training in university and workplace settings for the past seven years.

Dr. Bergquist is owner and president of the Professional School of Psychology, located in Sacramento, California. It offers Masters and Doctoral degrees in both clinical and organizational psychology to mature, accomplished adults. PSP also serves as parent organization to The Coaching Alliance - a multi-program initiative that provides training, coaching, consulting, and research services throughout the world, as well as publishing *Executive Coaching: An Appreciative Approach* and *Organizational Coaching: Resource Book*, 2005. Dr. Bergquist is also co-founder and co-executive editor of a quarterly journal, the *International Journal of Coaching in Organizations*, and co-founder and Executive Committee member of the International Consortium for Coaching in Organizations.

#### **Marilyn Taylor, Ph.D. (Proposed Core faculty and Co-director)**

As an innovator in higher education, Dr. Taylor is Professor Emeritus of Concordia University in Montréal where she has fostered the integration of practice and theory in learning-oriented approaches to leadership development and organization change.

Dr. Taylor was a primary architect of Concordia University's M.A. in Human Systems Intervention, a leadership education program that fully integrated practice and theory. In course work as well as the thesis equivalent M.A. Project, Dr. Taylor introduced in practice the role of a professor as coach. This role shift was not only appropriate for mature learners in the program who had leadership experience in private enterprise, public service and community organizations, it was essential in delivering a thorough understanding and capability for self-management in learning and leadership. It also contributed to learners' development as reflective practitioners, and was powerful as a model for coaching clients and employees. More recently, Dr. Taylor brought the coaching model to learning in higher education as part of her work with doctoral students in organizational psychology at the Professional School of Psychology in Sacramento, CA. There she led development of the Learning Conspectus - a dynamic and proactive self-managed learning process that integrates the practice (the traditional internship) with the theory (the traditional comprehensive exams).

Dr. Taylor has researched and published on adult learning, leadership education, organization change and leadership coaching. Recent publications include: "Sustainable learning organization development: Participative design and executive coaching" in *The International Journal of Knowledge, Culture and Change Management*; "The evolution of leadership coaching in the context of organizational change" in the *International Journal of Coaching in Organization*; and "Critical challenges of the learning red zone:

Senior managers in empowering organizational change” in *The Innovation Journal*. She recently co-edited *Learning toward an ecological consciousness: Selected transformative practices*, published by Palgrave Macmillan. She is a member of the editorial board for IJCO and has co-edited an issue of the journal.

Dr. Taylor is a co-founder of the Canadian Institute for Research and Education in Human Systems (CIREHS). The Institute has partnered with PSP in offering executive coach training in Ottawa and Montreal. CIREHS has initiated a leadership research project, involving leaders in Ottawa, Montréal and Toronto (to begin with) across private enterprise, public service and community sectors, aimed at promoting a public dialogue on Leadership for the 21<sup>st</sup> Century in Canada.

Dr. Taylor is Principal of Essensia Coaching and Consulting through which she coaches organizational leaders acquiring or transforming their approach to management or leadership - largely senior managers in municipal government.

#### ***Additional Instructional Staff Selection Criteria***

All instructors in the program will meet the following criteria:

- \* A relevant graduate degree;
- \* Coaching training oriented to enabling reflective practice in leadership;
- \* A minimum of eight years experience in organizations as a leader, manager, consultant and/or coach oriented to the development in others of leadership and responsible participation;
- \* Significant experience as a coach to organizational leaders/managers;
- \* Successful teaching and/or training experience;
- \* Professional values and interests related to leadership and learning, consonant with those inherent in the program objectives and curriculum.

#### **Marilyn Laiken, Ph.D. (Proposed Co-director)**

Marilyn Laiken is an Associate Professor of Adult Education in Workplace Learning and Change at OISE/UT, and Director of the OISE/UT Certificate Program in Adult Training and Development. Marilyn combines an interest in adult education and organizational change through research, teaching and field development in such areas as organizational learning and change, system redesign, work team development, participative leadership, and experiential, transformative adult education. She speaks internationally and has published widely in all of these areas. Her book, *The Anatomy of High Performing Teams: A Leader's Handbook* has supported team leaders and members across sectors since 1991, and her most recent book, *An Adult Educator's Resource Manual*, is forthcoming. Marilyn has been honored with the prestigious OCUFA award for

“Excellence in Teaching”, and the Canadian Society for Training and Development President’s Award for her contributions to the field of Adult Education.

Dr. Laiken is co-founder of the OISE/UT Certificate in Adult Training and Development, and has served in the role of Director for the past three years. This program provides an administrative model for the proposed OISE/UT Certificate in Leadership Coaching.

The Certificate Program is in its twelfth year of successful operation, as a skills-based complement to the graduate courses offered in AECD. It has a broad focus on the theory and practice of effective adult teaching, including practical skills in needs analysis, design, presentation, facilitation and training evaluation. The modules are led by some of Canada’s most skillful facilitators, with wide experience across the public, private and not-for-profit sectors. Participants often follow this program with an application to the Master’s degrees in AECD, and sometimes our graduate students participate in both programs simultaneously. The program accommodates 75 students a year in three offerings of five three-day modules each, and includes a supervised field-based practicum. In addition, we have recently added an optional three-day module on e-learning, plus an interactive on-line pre-work module that accommodates 20 students per session, at least twice a year. The program has waiting lists for every module, and is marketed mainly by word of mouth, based on its reputation for superb quality in teaching, content and responsiveness to our learners. It attracts adult educators, trainers, facilitators, leaders and managers from across workplace sectors, who are in the business of helping adults to learn.

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