Effective Coaching for Sustained, Desired Change: Resonant Relationships, Emotional Intelligence, Compassion and Hope

Richard E. Boyatzis, PhD, Distinguished University Professor, Professor, Departments of Organizational Behavior, Psychology and Cognitive Science, Case Western Reserve University, Cleveland, OH Department of Human Resources, ESADE richard.boyatzis@case.edu

GSEC Annual Conference
June 10, 2017
Helping to Inspire Development

Dyadic relationships
Helping relationships
Coaching relationships
Paid relationships (MD, teacher, professor, trainer, professional coach, etc.)
Mentoring relationships (informal, formal, clerics, etc.)
Peer relationships
Why Coach? Sustained Desired Change

Arouse, invoke, stimulate, provoke the desire to change or invest energy in maintaining a desired state, behavior, attitude, emotional state, perception, etc.

Invoke and motivate the energy and commitment to sustain such an effort over time and through changing circumstances

Requires openness, adaptability, tolerance for ambiguity, maybe a wakeup call - - - - consider the possibilities

Relationships Build Openness to Possibilities

- Who helped you?

- Think back over your life and career

- Who were the people who helped you develop the most?

- What did they do and how did it make you feel?
The Ideal Self

The Real Self

Gaps: where my Ideal Self and Real Self are Different

Strengths: where my Ideal Self and Real Self are Similar

My Learning Agenda: building on strengths while reducing Gaps

Practicing new thoughts, feelings and behavior

Experimenting with New thoughts, Feelings and behavior

My Learning Agenda: building on strengths while reducing Gaps

Trustling Relationships that help, support, and encourage each step in the process

Gaps: where my Ideal Self and Real Self are Different

Strengths: where my Ideal Self and Real Self are Similar

TReusting Relationships that help, support, and encourage each step in the process

Two Attractors

The Ideal Self

The Real Self

# Two Attractors

<table>
<thead>
<tr>
<th>Positive Emotional Attractor</th>
<th>Negative Emotional Attractor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neuro-endocrine</strong></td>
<td><strong>SNS arousal</strong></td>
</tr>
<tr>
<td><strong>Affect</strong></td>
<td><strong>Negative</strong></td>
</tr>
<tr>
<td><strong>Ideal Self</strong></td>
<td><strong>Problems, expectations,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>pessimism, fear</strong></td>
</tr>
<tr>
<td><strong>Real Self</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td><strong>Lrng Agenda</strong></td>
<td><strong>Should do, performance</strong></td>
</tr>
<tr>
<td><strong>Experiment/ Practice</strong></td>
<td><strong>improvement plan</strong></td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Actions expected, things you</strong></td>
</tr>
<tr>
<td></td>
<td><strong>are supposed to do</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dissonant or annoying</strong></td>
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</table>

Coaching with Compassion
(to the PEA)

vs

Coaching for Compliance
(to the NEA)
Common Sense
Not
Common Practice
Emotions Are Contagious

- The brain has an ‘open loop’ system
- We are ‘wired’ to pick up subtle clues from one another

PEA is contagious so is the NEA
The Sacrifice Syndrome

The Sacrifice of being a leader causes Stress

Stress arouses the Sympathetic Nervous System

Hormones Activated: Epinephrine and Norepinephrine
- Blood pressure increases
- Large muscles prepare to fight or run
- Brain shuts down non-essential neural circuits
- Less open, flexible and creative

Hormones Activated: Corticosteroids
- Leads to reduction in healthy immune system
- Inhibits creation of new neurons
- Over stimulates older neurons leading to shrinkage of neurons

Results
- Brain loses capability to learn
- We feel anxious, nervous, even depressed
- Perceive things people say or do as threatening and negative
- More stress is aroused

Renewal: Engaging the Parasympathetic Nervous System

Wanting to understand, care for another person, and to initiate some action contributing to their well-being

Neural circuit activated: limbic system to the left pre-frontal cortex

Aroused Compassion

Release of Oxytocin and Vasopressin

Adrenal-pituitary axis activated; arousal of the PNS

Feeling hopeful, optimistic, at peace or exciting but look forward to the future

Systolic and diastolic blood pressure decreased

Increased secretion of immunoglobulin A and natural killer cells

The Cycle of Sacrifice and Renewal

- Resonant Relationships
- Effective Coaching
- Sacrifice Syndrome
- Crisis
- Ineffective or Non-Sustainable Coaching

Steps:
1. Mindfulness
2. Hope
3. Compassion
4. Laughter, joy, playfulness
5. A walk in nature

Cycle:
- Resilience
- Effective Coaching
- Sustainable, Effective Coaching
- Threat

Coaching to the PEA (hope, compassion and mindfulness) matters the most.
Anchoring coaching in vision matters, not just letting the coachee decide the agenda.
The Ideal Self

Trusting Relationships that help, support, and encourage each step in the process

The Motivation To Change: Finding their passion and dreams

Breaking from the Ought Self
The Ideal Self …

Catching your dreams and engaging your passion

◆ The power of positive imaging and visioning
◆ Thinking in the Left Prefrontal Cortex
◆ But we often skip over formulating the Ideal Self image in development or education and become anesthetized to our own ideal and dreams
◆ We cannot inspire this passion in others without engaging it ourselves

Eles não sabem que o sonho
é uma constante da vida …
Eles não sabem que o sonho
é vinho, é espuma, é fermento,
bichinho álacre e sedento,
de focinho pontiagudo,
que fossa através de tudo
num perpétuo movimento
Eles não sabem que o sonho
é tela, é cor, é pincel …
Eles não sabem, nem sonham
que o sonho comanda a vida
o mundo pula e avança
como bola colorida
entre as mãos de uma criança
The Ideal Self

- Self-efficacy
- Feasibility
- Optimism
- Hope
- Ideal Self
- Personal Vision/Shared Vision

- Passion
- Calling, Purpose
- Image of a Desired Future

- Dreams, aspirations, fantasies
- Values & Philosophy

- Life/career stage, cycle
- Core Identity

The Ideal Self as a Predictor of Career Commitment for Women Engineers
Kathleen Buse

495 women with engineering degrees ranging in age from 21 to 60 responded to the survey
Figure 2: SEM Model with Ideal Self as Mediator

SELF EFFICACY
Optimism
Leader Member
Career Commitment
R² = 0.211
Engagement
R² = 0.404
Age

Hope

Identity

IDEAL SELF
IS Fun
IS Hope
IS Sense of Purpose

*p<0.05, **p<0.01, ***p<0.001, +p<0.10
Results from 32 longitudinal studies at the Weatherhead School of Management of 25-35 year old managers.

Comparable results with 4 longitudinal studies of 45-55 year old executives in an Executive Education program, and 2 longitudinal studies of 38-42 year old high potential managers.
Sustainable Percentage Improvement of EI/SI

1-2 Years
3-5 Years
5-7 Years

Emotional Intelligence Competencies
Social Intelligence Competencies

Understanding the world

Physical
Predicting and Manipulating objects

Phenomenal
Connecting to and understanding people
manipulating the physical world
See-saw
Coaching with Compassion to the PEA vs Coaching for Compliance to the NEA


- Based on research done at the Brain, Mind, & Consciousness Lab, Case Western Reserve University, Professor Anthony Jack, Director and Principal Investigator on this study
- [http://tonyjack.org/](http://tonyjack.org/)
We found evidence of greater activity in the anterior cingulate cortex in the NEA as compared with the PEA condition. This region has been associated with cognitive conflict and both physical and social pain perception. It may reflect the greater conflict and emotional discomfort associated with the NEA condition.

We found evidence of greater activity in the medial prefrontal cortex (MPFC) in the NEA as compared with the PEA condition. This region has been associated with theory of mind and with social cognition broadly construed including explicit thoughts about the self and how we are socially perceived by others. Activity in this area may reflect greater social self-consciousness evoked by the NEA as opposed to the PEA condition.
PEA-NEA replicated (50 rather than 20 participants)
Dose-dependency of positive coaching (correlation n PEA sessions with PEA activity)
Masud Khawaja, M.D. PhD Thesis, *The Mediating Role of Positive and Negative Emotional Attractors Between Psychosocial Correlates of Doctor-Patient Relationship and Treatment Adherence in Type 2 Diabetes*, Case Western Reserve University, August, 2010; Physicians n = 25, patients n = 375, from 5 hospitals in Karachi, Pakistan

© Khawaja, 2010.
Emotional Intelligence and quality of relationships matter
Key Coaching Competencies of Coaches

• Emotional Intelligence: Emotional Self-Awareness
• Social Intelligence: Empathy
• Cognitive Intelligence: Pattern Recognition

The Impact of Shared Vision

Successful mergers and acquisitions (Clayton, 2009)
Family business financial success over time (Neff, 2011)
Family business development of next generation leaders (Miller, 2014)
Daughter succession in family businesses (Overbeke, 2009)
Higher engagement of knowledge works in teams (Mahon, 2010)
Effectiveness of physician leaders (Quinn, 2013)
Effectiveness of IT managers (Pittenger, 2012)
Coaches improving leader performance (Van Oosten, 2013)
Increased treatment adherence of Type II Diabetics (Khawaja, 2010)
Increased corporate social responsibility (Thornton, 2013)
Competencies of Coaches

- To date, no empirical study showing a full set of competencies of coaches that yield positive change in a coachee’s ideal self (i.e., personal vision), real self (i.e., their behavior), or the quality of the coaching relationship.

- According to one of the foundational research studies on competencies that created the competency movement in HRM, Boyatzis (1982), a competency must be:
  1) empirically tested (i.e., validated) against performance or a desired outcome variable;
  2) it must specific behavior of a person; and
  3) it must distinguish outstanding or superior performers from average and poor performers in the research.
Threats of Common Practices

- Wasted effort chasing the wrong behavior or competencies, often ones that are popular or perceived to be relevant according to the current culture or attitudes (i.e., fads), or chasing job tasks or perceived role consistent actions (i.e., creating conformity)
- Excluding groups based on value prejudices
## Comparison of Two Current Models of Coaching Competencies in Use

<table>
<thead>
<tr>
<th>ICF Competency</th>
<th>Criteria 1</th>
<th>Criteria 2</th>
<th>Criteria 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and standards</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Establishing coaching agreement</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Est. trust and intimacy</td>
<td>✓</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Coaching presence</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Active listening</td>
<td>-</td>
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<tr>
<td>Powerful questioning</td>
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<tr>
<td>Direct communication</td>
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<td>-</td>
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<tr>
<td>Creating awareness</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Designing actions</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Planning &amp; gal setting</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Managing progress &amp; Accountability</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- indicates not applicable
✓ indicates applicable
<table>
<thead>
<tr>
<th>WABC</th>
<th>Crit. 1</th>
<th>Crit. 2</th>
<th>Crit. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness &amp; acknowledging strengths and weaknesses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Creating foundations for business coaching</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dev. Business coaching relationship</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facilitating personal transformation</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Professional development</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Alignment</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Leadership knowledge</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Creating stakeholder relationships</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Understanding OB and OD</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assessment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Respect &amp; Knowledge of multicultural diversity</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tbody>
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### Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>ICF</th>
<th>WABC*</th>
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<tbody>
<tr>
<td>actual competencies</td>
<td>4</td>
<td>5</td>
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<tr>
<td>job tasks</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>style/role</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>threshold competency</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>skills</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

* Many of the listed so called competencies included numerous elements, some of which might have been actual competencies, but others were tasks or skills. Here they were classified as to the greatest number.
Coaching Competencies Will Predict Impact

But they have to be *actual competencies*, not:

a) Job tasks (fix with job expectations/descriptions)
b) Skills (too micro in screening or development)
c) Style/role (not behavioral or conformity oriented, like the battle between Rogerian, Gestalt, rational emotive therapy and CBG – the real differences were only values not outcomes)
d) Delphi, attitude or value based (cultural compatibility is often based on non-performance related prejudices and results in the opposite of what was intended – only engineers can be executives in technical companies)
FREE MOOC: Inspiring Leadership Through Emotional Intelligence
565,000 enrollees from 215 countries
Other MOOCS in the Leadership Series: Women in Leadership by Professor Diana Bilimoria;
Conversations that Inspire: Coaching launching October 5 with over 45,000 enrolled

https://www.coursera.org/learn/emotional-intelligence-leadership/
https://www.coursera.org/learn/leadership-coaching
https://www.coursera.org/learn/women-in-leadership/
Living Your Passion – Inspiring Others

We Do Not Want to Be Bored or Live Routine Lives – Nor Do Those Working With Us

It Is a Waste of Human Talent, Spirit, and Potential

Remember the Moment