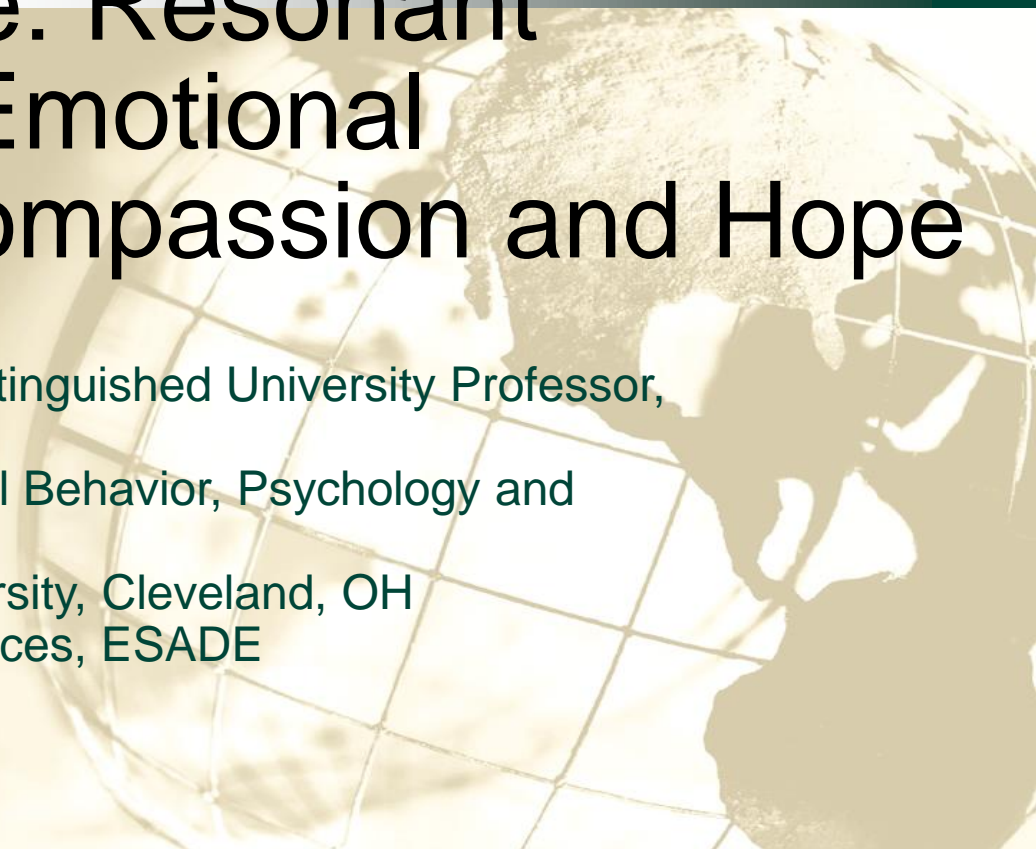


Effective Coaching for Sustained, Desired Change: Resonant Relationships, Emotional Intelligence, Compassion and Hope



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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

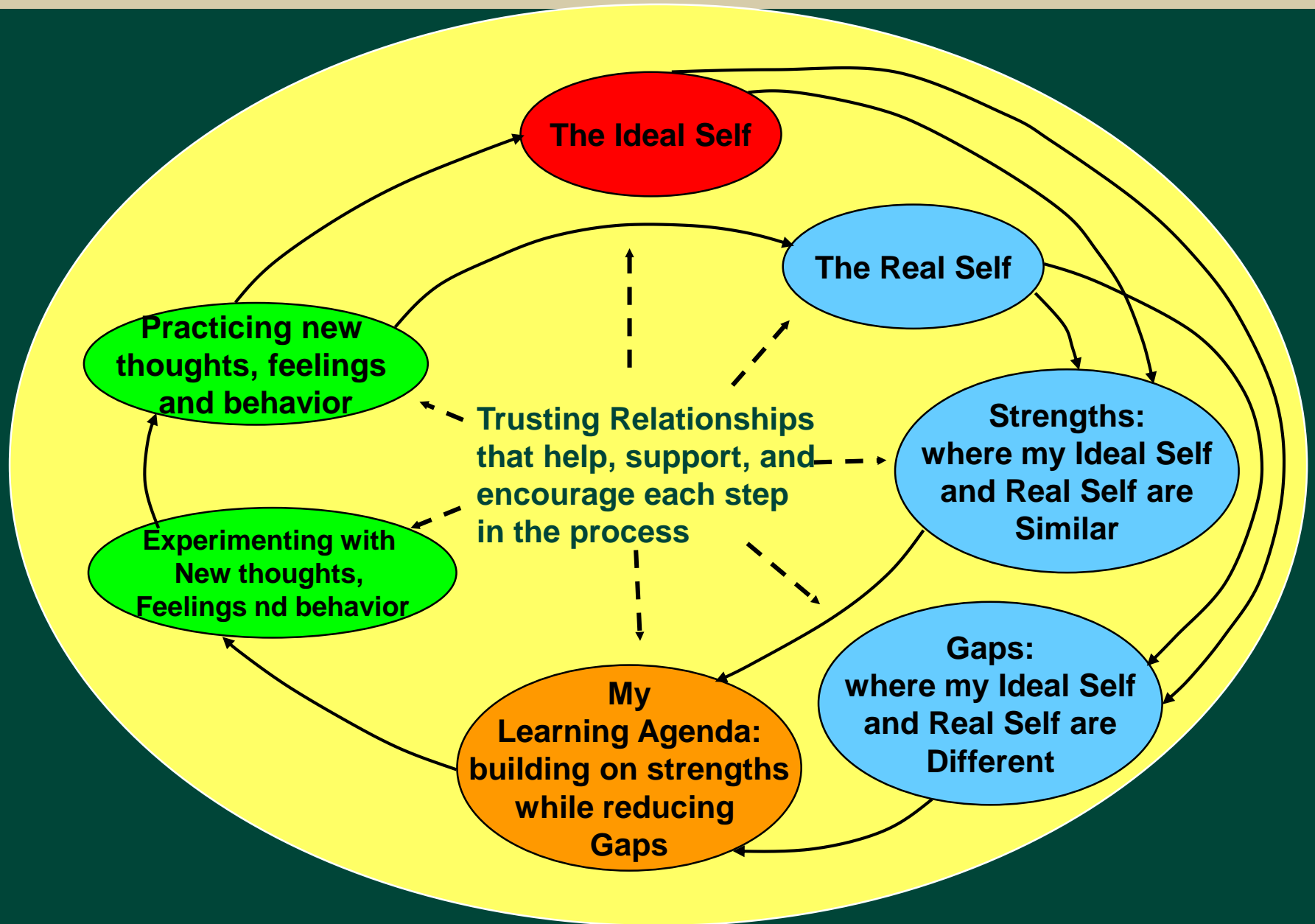
Requires openness, adaptability, tolerance for ambiguity, maybe a wakeup call - - - - consider the possibilities

Relationships Build Openness to Possibilities

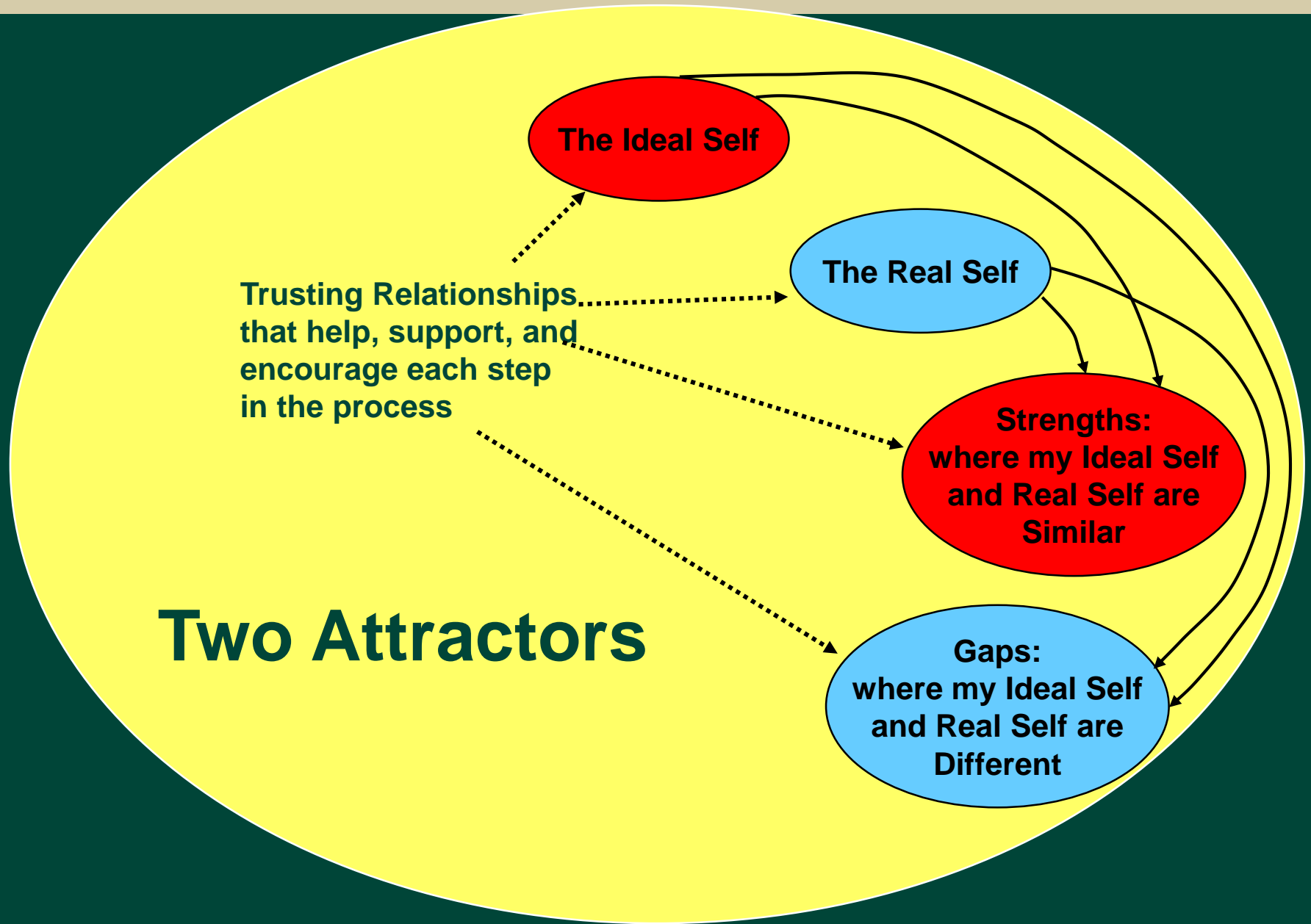
- ◆ Who helped you?
- ◆ Think back over your life and career
- ◆ Who were the people who helped you develop the most?
- ◆ What did they do and how did it make you feel?

Boyatzis' Intentional Change Theory

(1970, 1999, 2000, 2008)



Boyatzis' Intentional Change Theory (1970, 1999, 2000, 2008)



Two Attractors

Positive Emotional Attractor

Neuro-endocrine PNS Arousal
Affect Positive
Ideal Self Possibilities, dreams
optimism, hope
Real Self Strengths
Lrng Agenda Excited about trying
Experiment/
novelty, experiments,
Practice Practice to mastery
Relationships Resonant

Negative Emotional Attractor

SNS arousal
Negative
Problems, expectations,
pessimism, fear
Weaknesses
Should do, performance
improvement plan
Actions expected, things you
are supposed to do
Dissonant or annoying

Coaching with Compassion
(to the PEA)

vs

Coaching for Compliance
(to the NEA)

Common Sense
Not
Common Practice

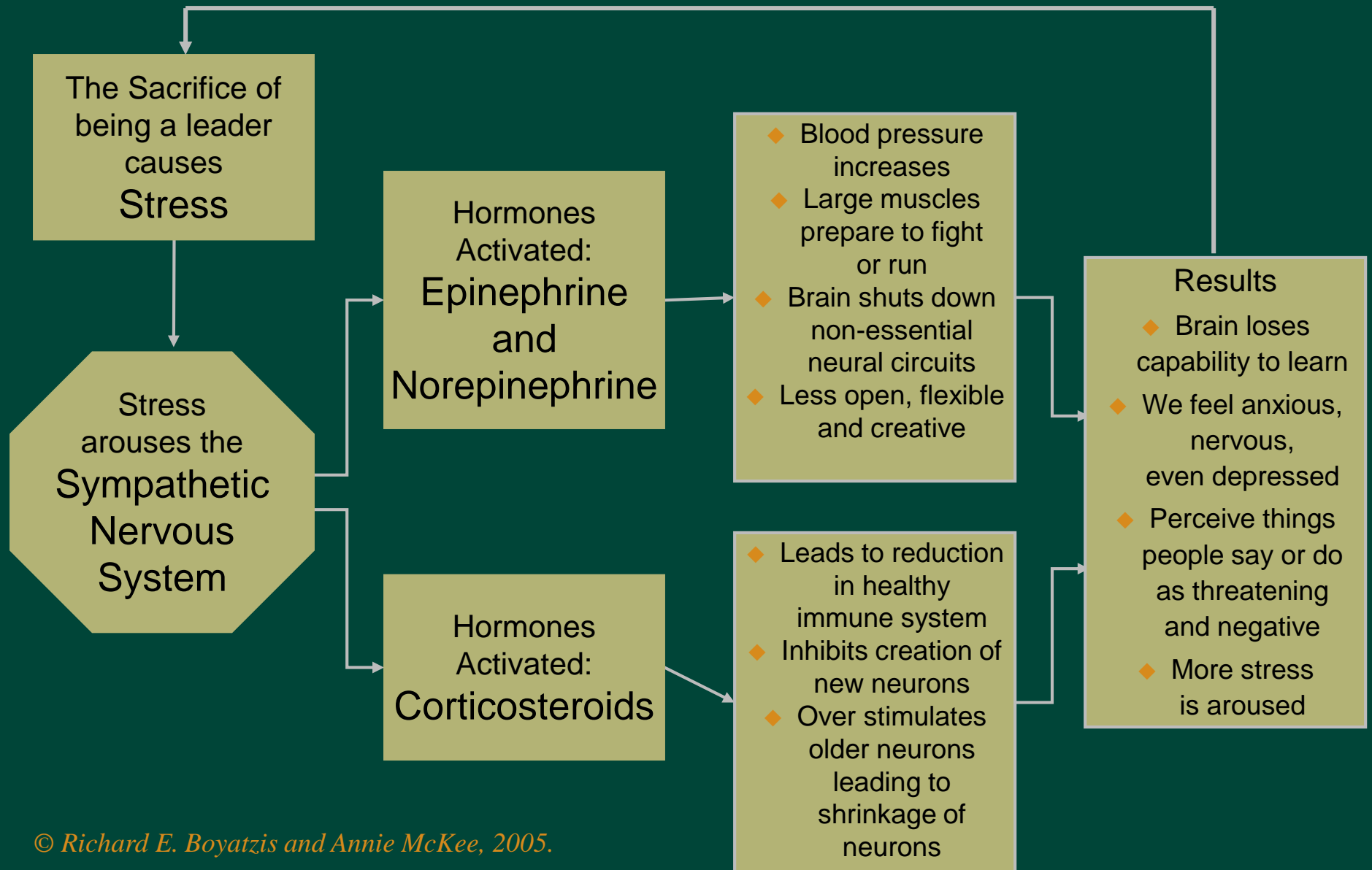
Emotions Are Contagious

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

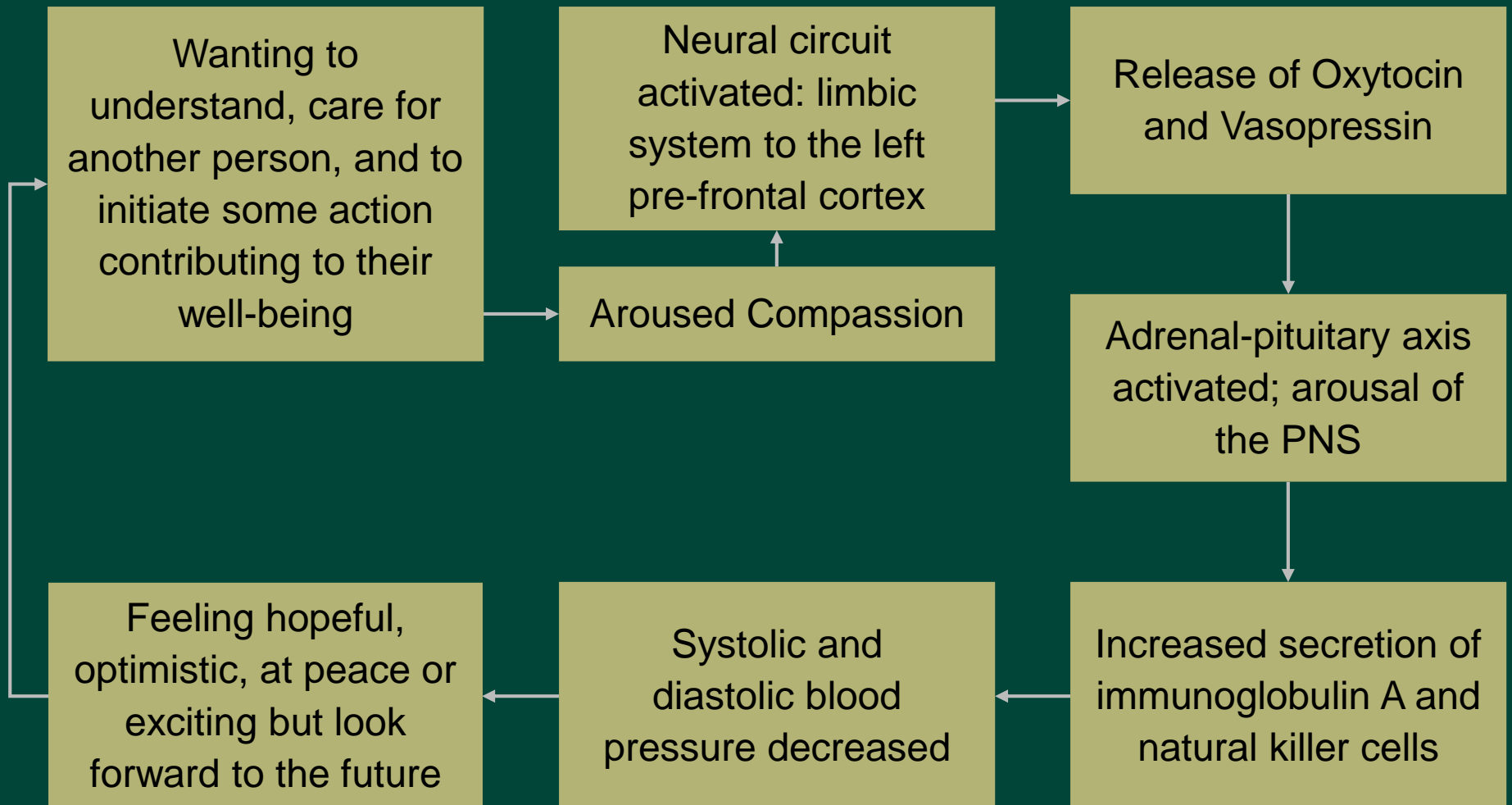


PEA is contagious so is the NEA

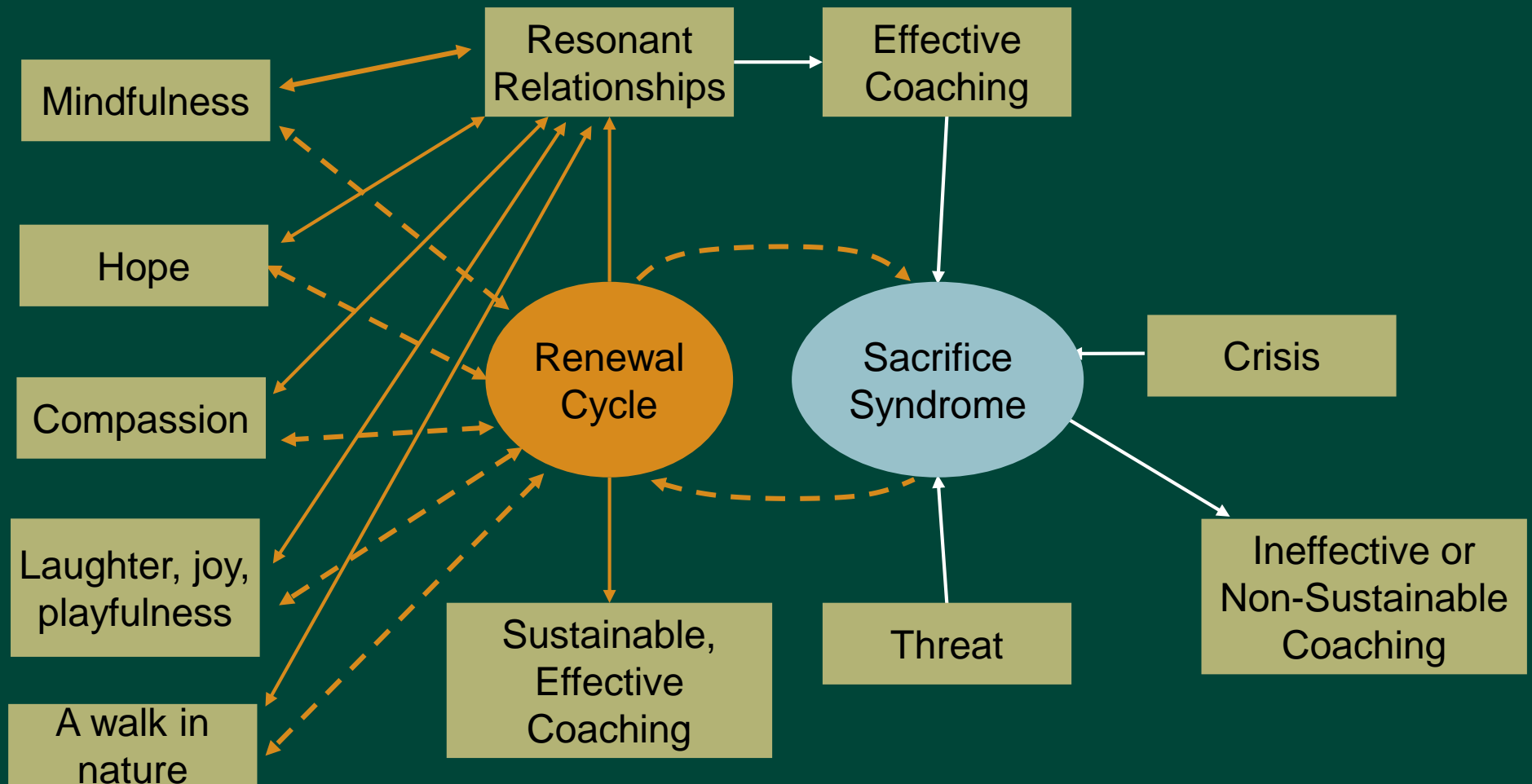
The Sacrifice Syndrome



Renewal: Engaging the Parasympathetic Nervous System



The Cycle of Sacrifice and Renewal



Coaching to the PEA (hope,
compassion and
mindfulness) matters the
most.

Anchoring coaching
in vision matters, not
just letting the coachee
decide the agenda.

Boyatzis' Intentional Change Theory (1970, 1999,2000,2005)

The diagram features a large yellow oval on a dark green background. At the top center of the oval is a smaller pink oval containing the text 'The Ideal Self'. A dotted arrow points from the text below towards this pink oval. The text below is arranged in three lines: 'Trusting Relationships that help, support, and encourage each step in the process', followed by 'The Motivation To Change: Finding their passion and dreams', and finally 'Breaking from the Ought Self'.

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

Parts of “Pedra Filosofal” by Antonio Gedeão

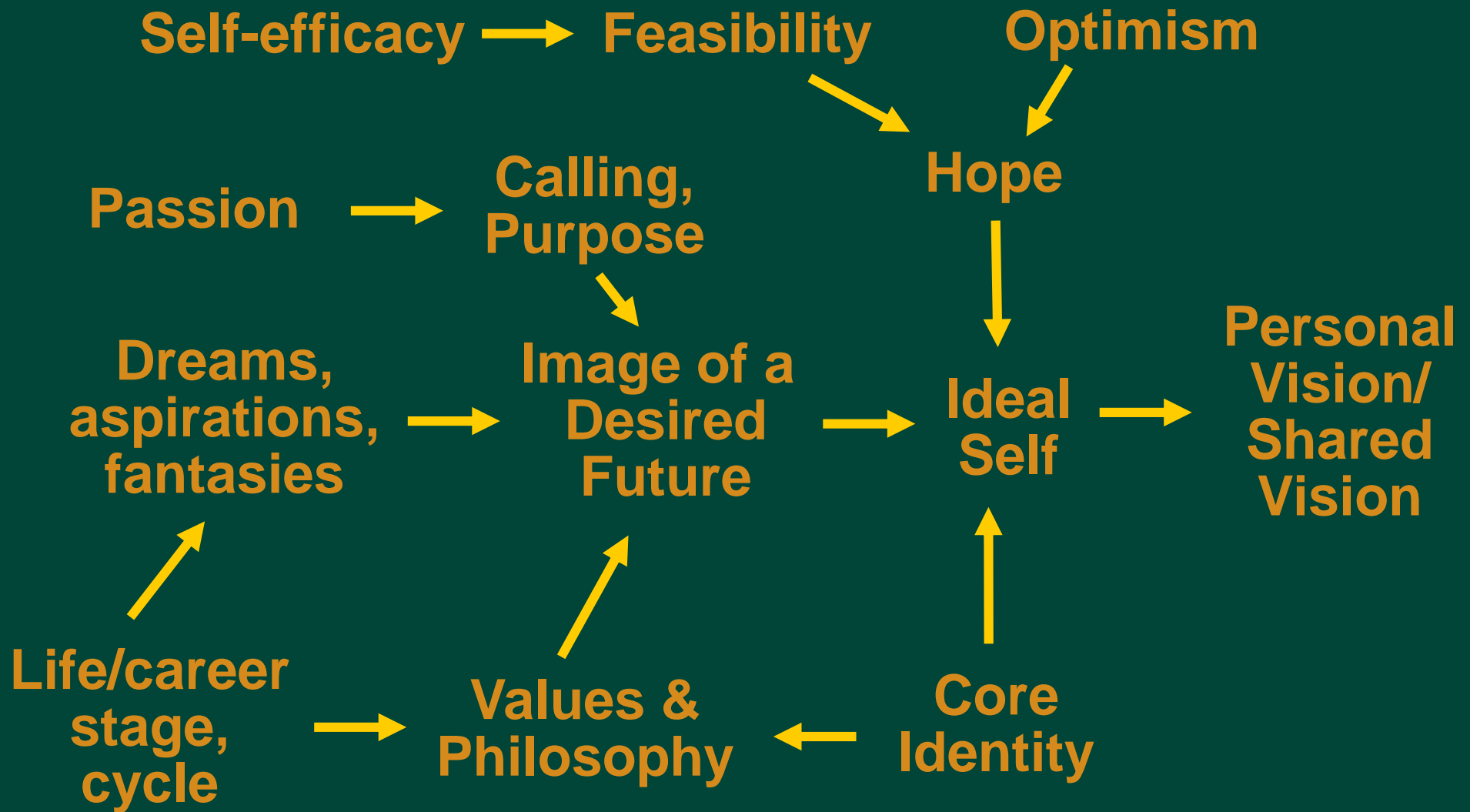
Eles não sabem que o sonho
é uma constante da vida ...

Eles não sabem que o sonho
é vinho, é espuma, é fermento,
bichinho álaçre 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

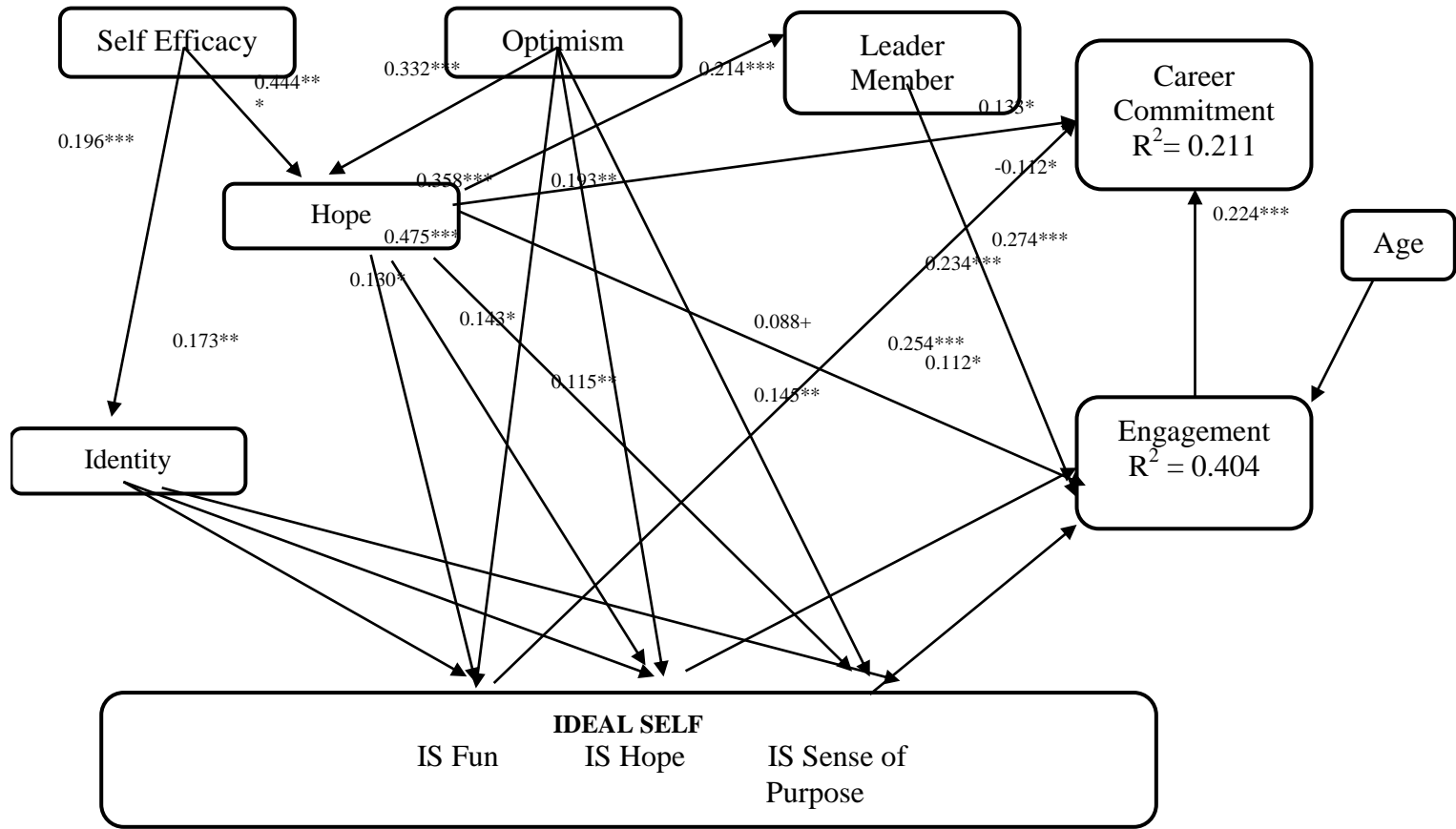


The Ideal Self as a Predictor of Career Commitment for Women Engineers

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



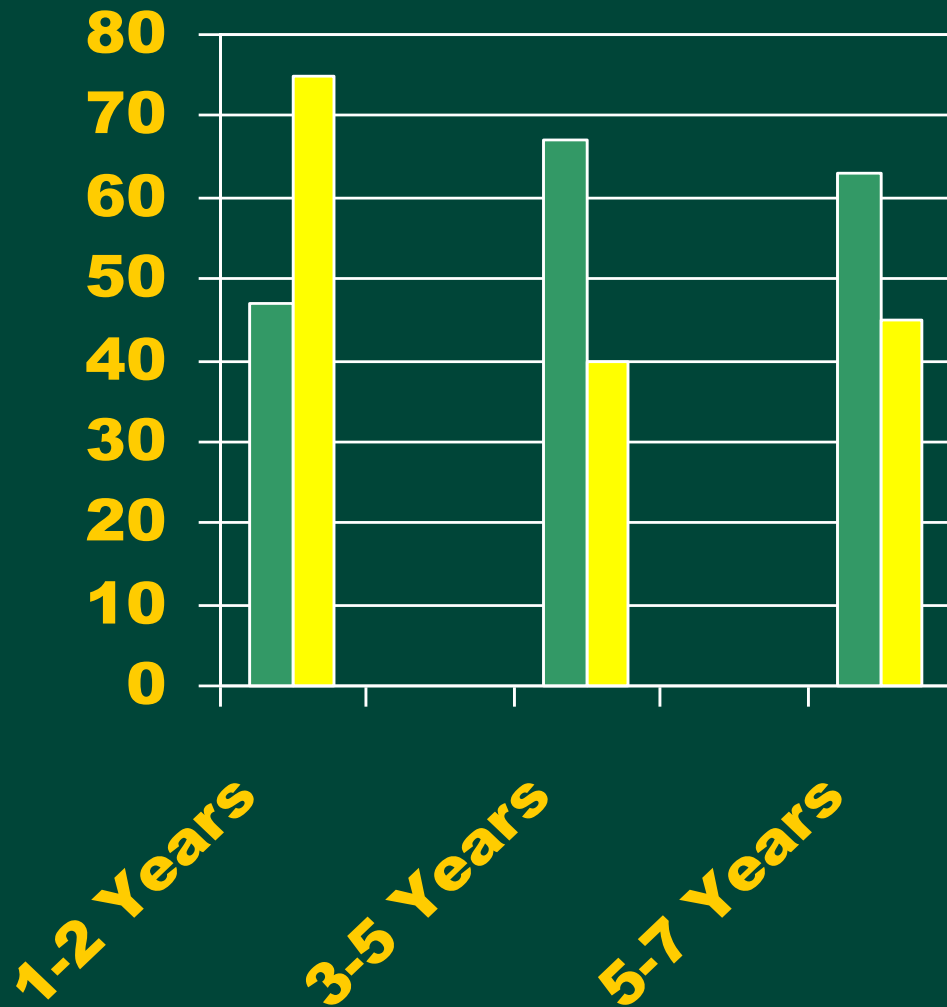
*p<0.05, **p<0.01, ***p<0.001, +p<0.10

Emotional Intelligence Can Be Developed

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



Emotional Intelligence Competencies

Social Intelligence Competencies

Understanding the world

Physical

Predicting and
Manipulating
objects

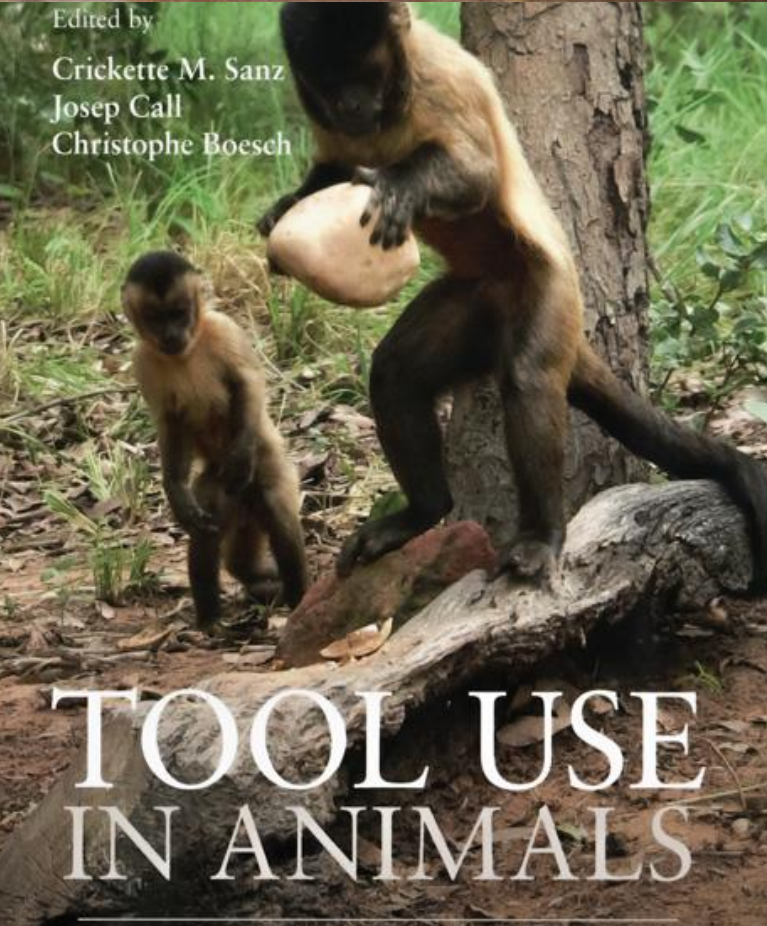
Phenomenal

Connecting to
and *understanding*
people

manipulating the physical world



Edited by
Crickette M. Sanz
Josep Call
Christophe Boesch

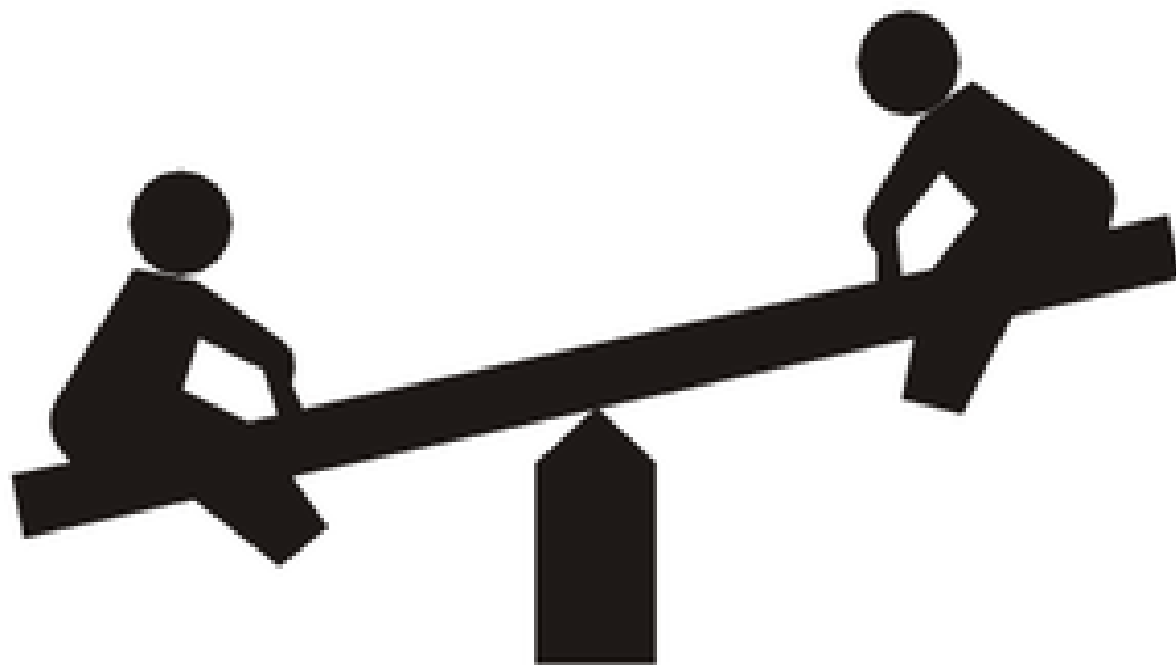


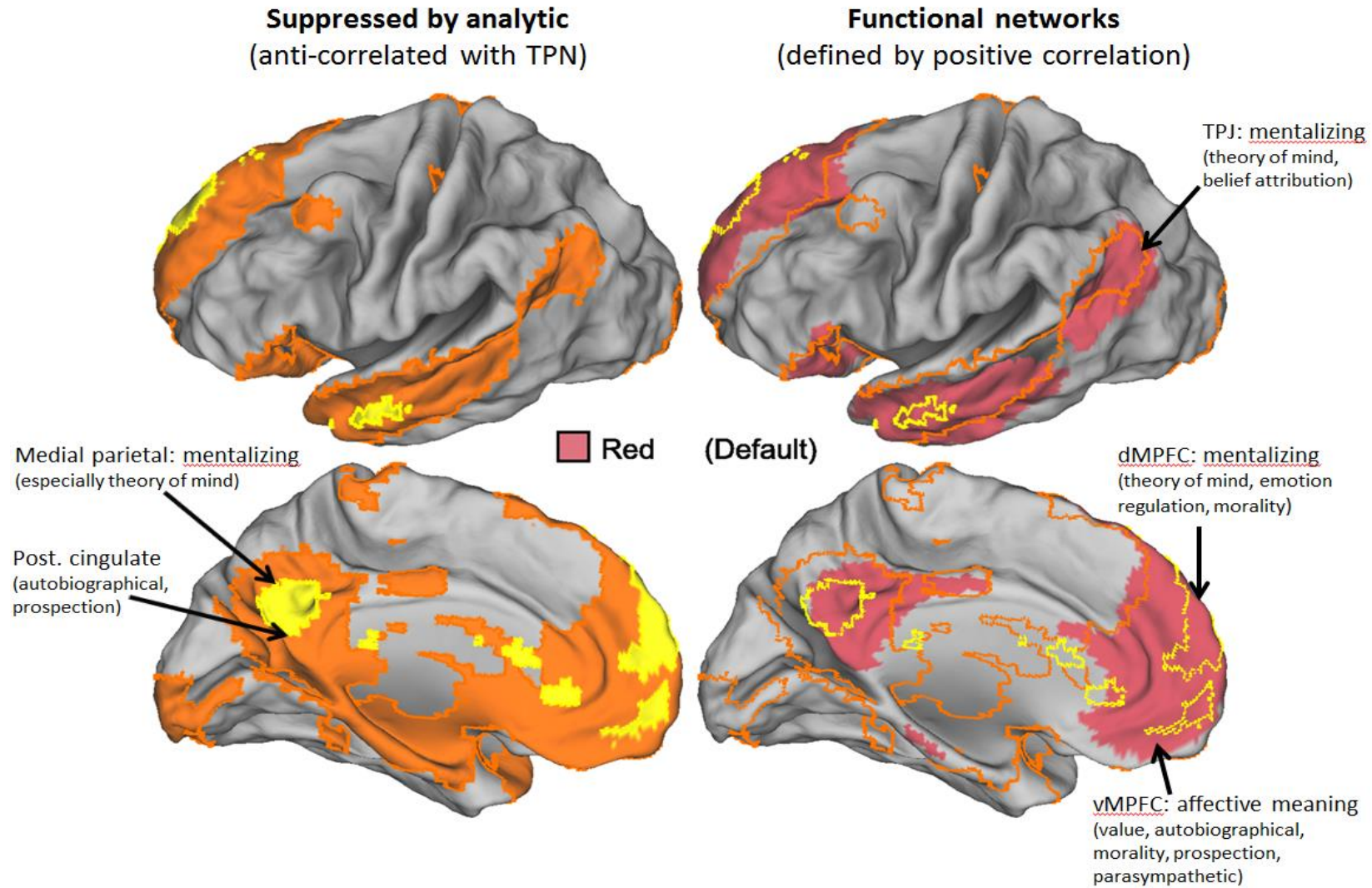
TOOL USE IN ANIMALS





See-saw

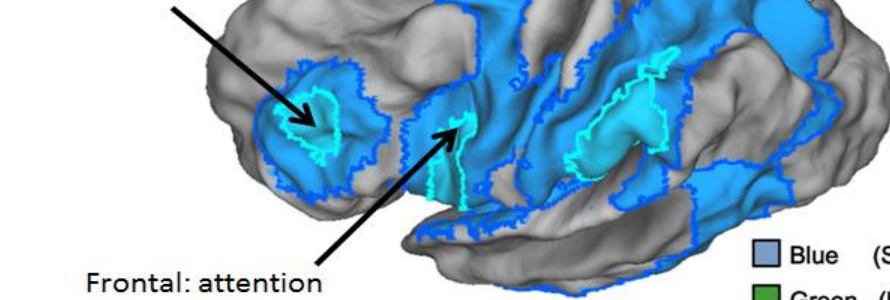




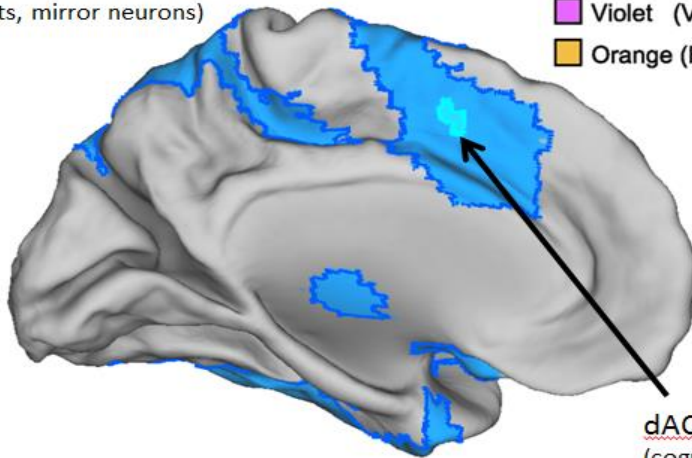
Suppressed by empathetic
(anti-correlated with DMN)

Functional networks
(defined by positive correlation)

Frontal: executive
(working memory,
problem solving)

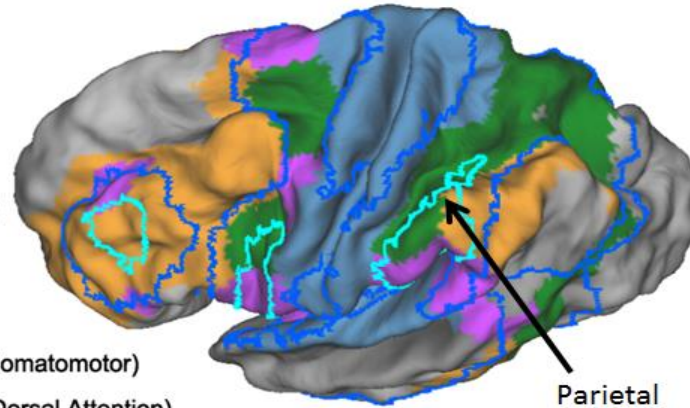


Frontal: attention
(focused attention, eye
movements, mirror neurons)

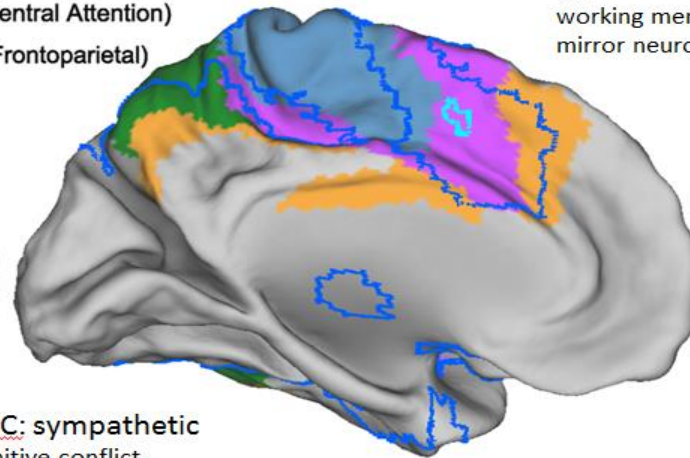


- Blue (Somatomotor)
- Green (Dorsal Attention)
- Violet (Ventral Attention)
- Orange (Frontoparietal)

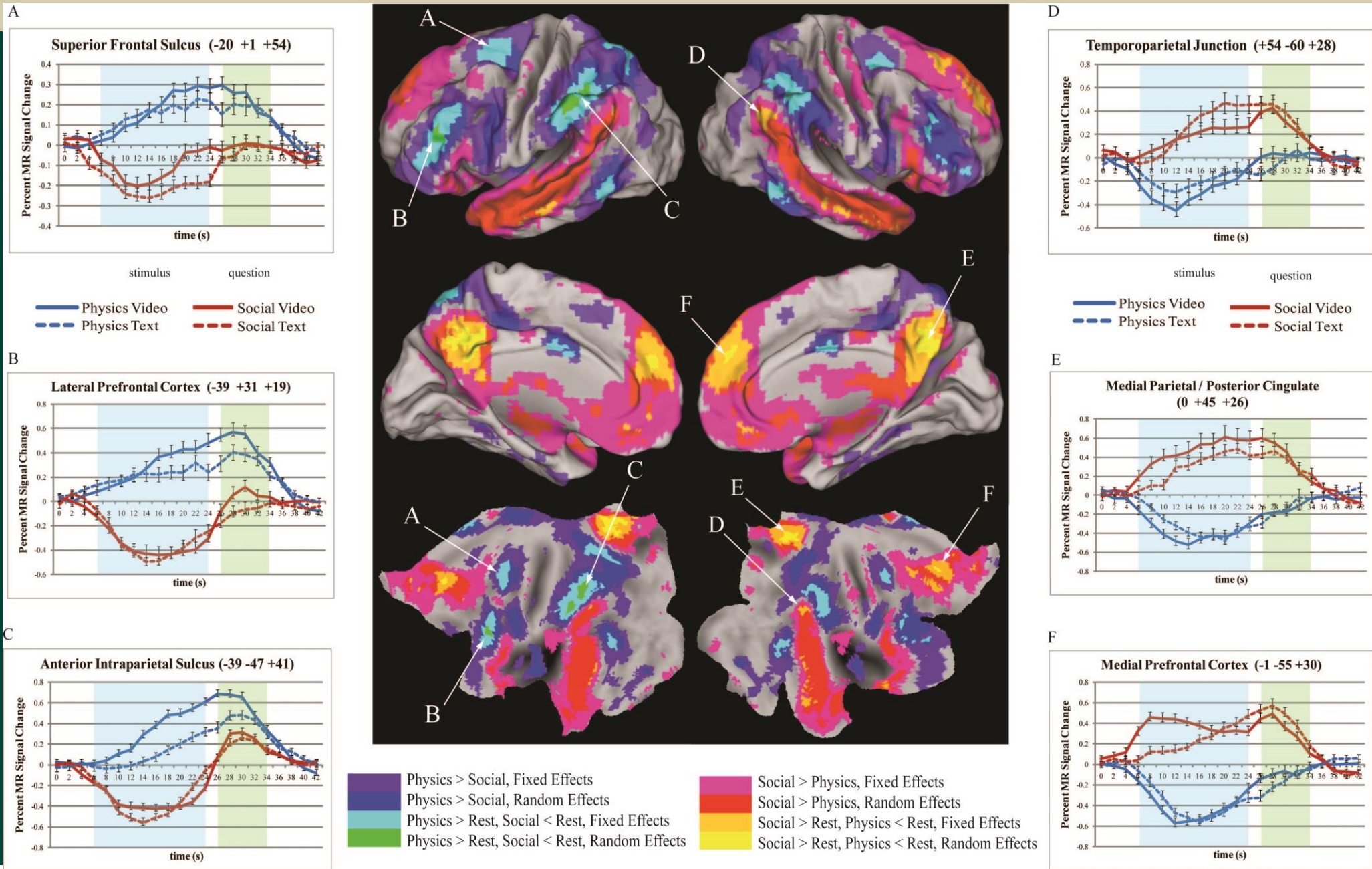
dACC: sympathetic
(cognitive conflict,
cognitive effort, arousal)



Parietal
(eye movements,
working memory,
mirror neuron system)



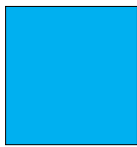
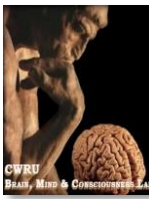
Jack, A.I., Dawson, A.J., Begany, K.L., Leckie, R.L., Barry, K.P., Ciccia, A.H., & Snyder, A.Z. (2012). fMRI reveals reciprocal inhibition between social and physical cognitive domains. *Neuroimage*, 66C, 385-401.



Coaching with Compassion to the PEA vs Coaching for Compliance to the NEA

Jack, A., Boyatzis, R.E., Khawaja, M., Passarelli, A., M. & Leckie, R. (2013). Visioning in the brain: an fMRI Study of inspirational coaching and Mentoring. *Social Neuroscience*. 8(4). 369-384.

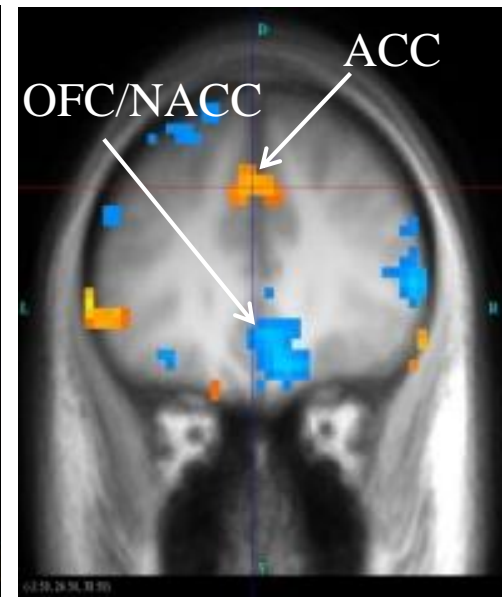
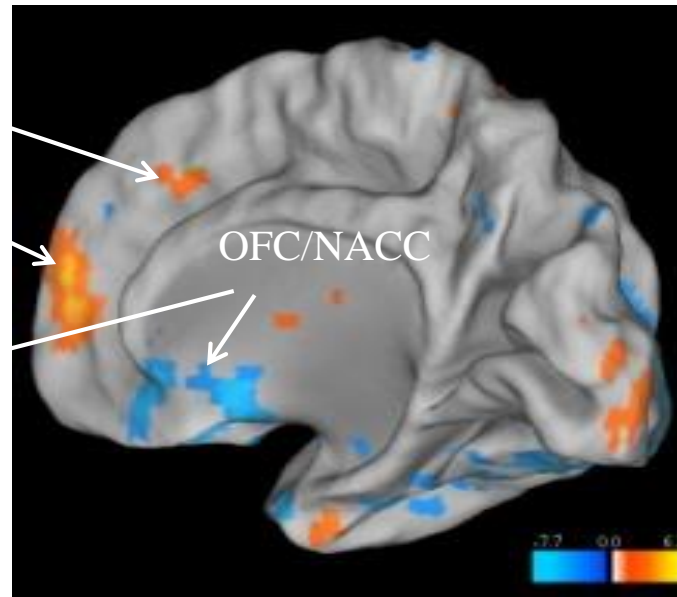
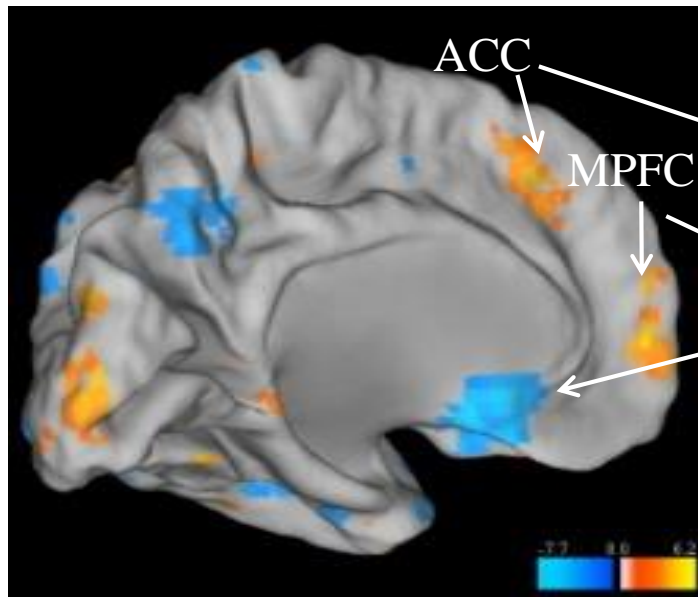
- ◆ Based on research done at the Brain, Mind, & Consciousness Lab, Case Western Reserve University, Professor Anthony Jack, Director and Principal Investigator on this study
- ◆ <http://tonyjack.org/>



Positive Emotional Attractor



Negative Emotional Attractor

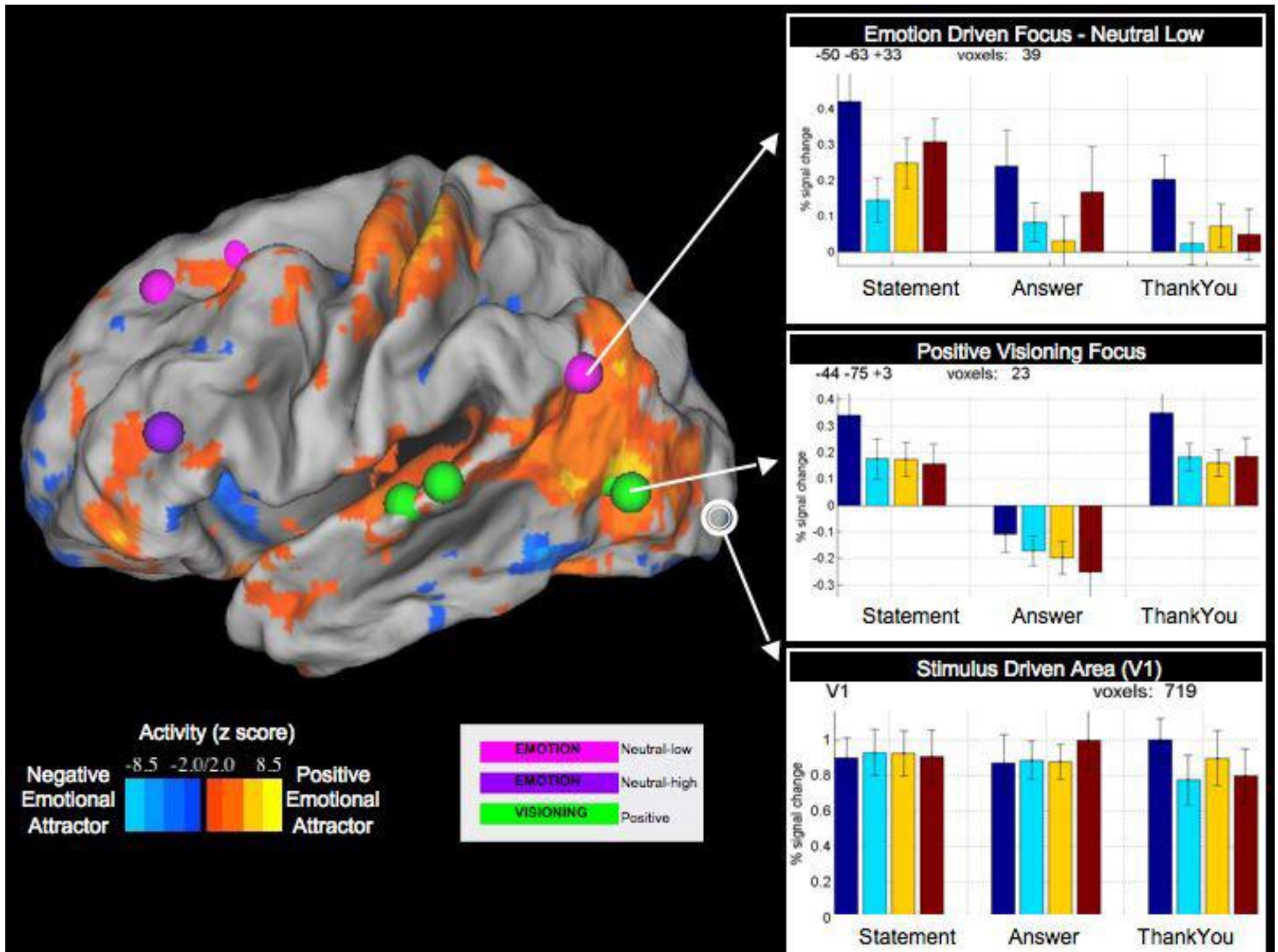


Conflict in the ACC

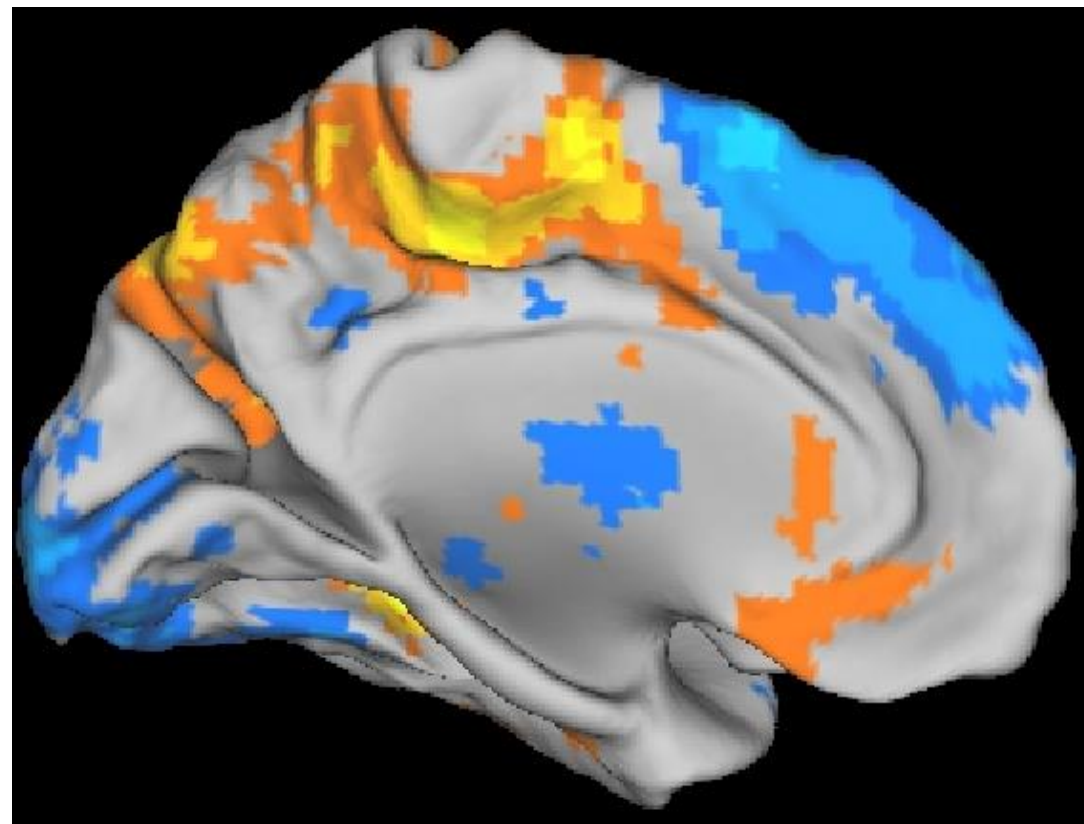
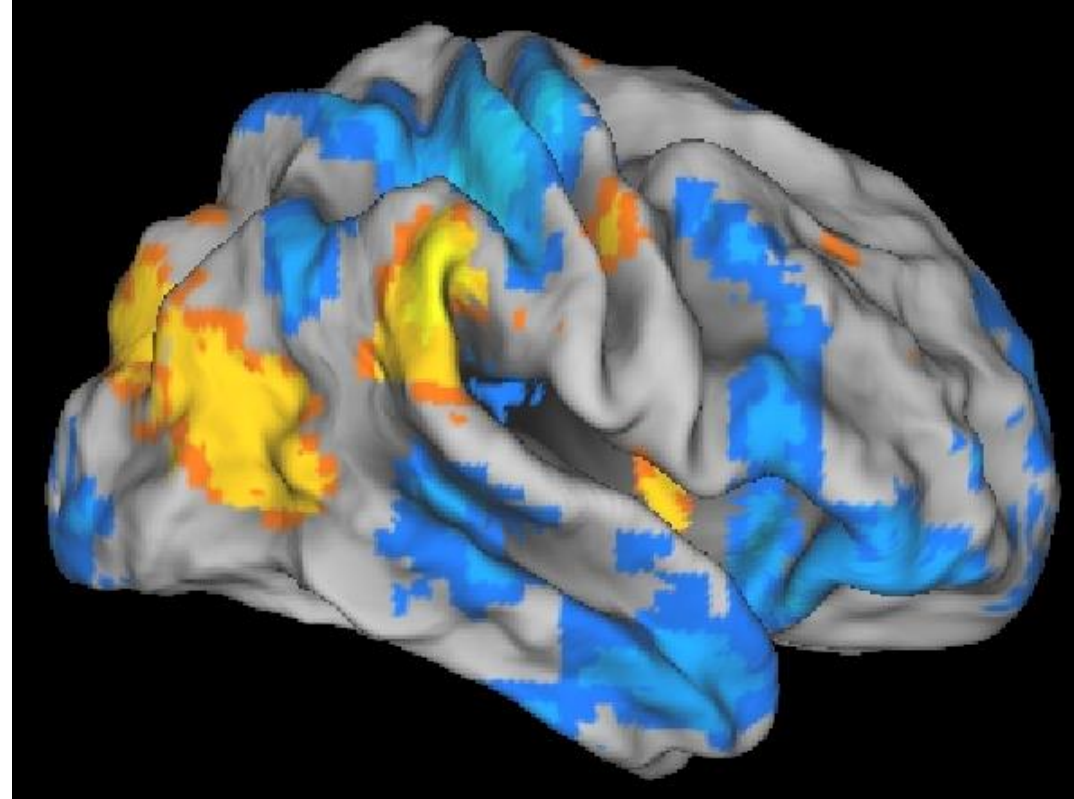
We found evidence of greater activity in the [anterior cingulate cortex](#) in the NEA as compared with the PEA condition. This region has been associated with cognitive conflict and both physical and social pain perception. It may reflect the greater conflict and emotional discomfort associated with the NEA condition.

Self-consciousness in the MPFC

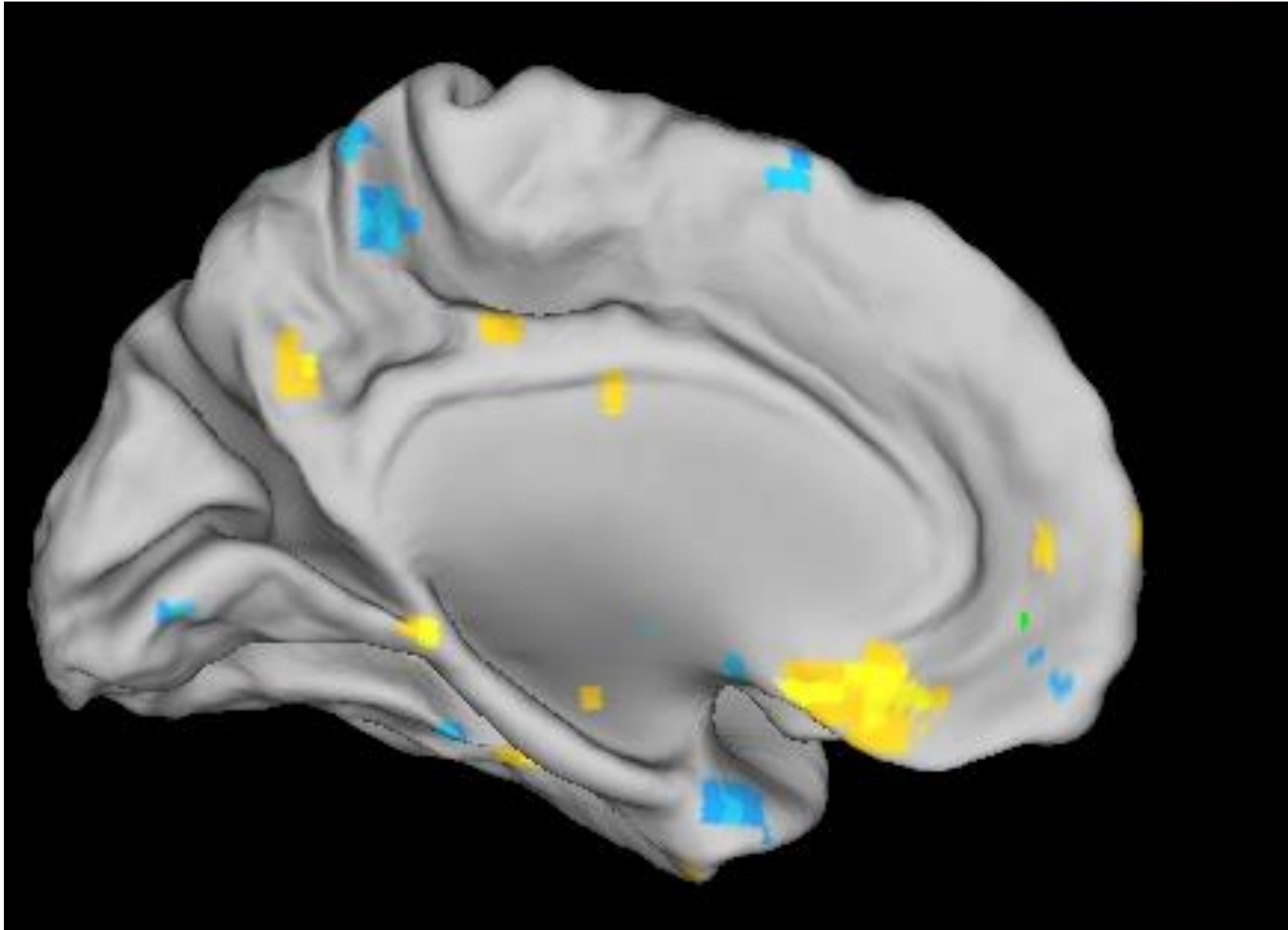
We found evidence of greater activity in the medial prefrontal cortex (MPFC) in the NEA as compared with the PEA condition. This region has been associated with theory of mind and with social cognition broadly construed including explicit thoughts about the self and how we are socially perceived by others. Activity in this area may reflect greater social self-consciousness evoked by the NEA as opposed to the PEA condition.



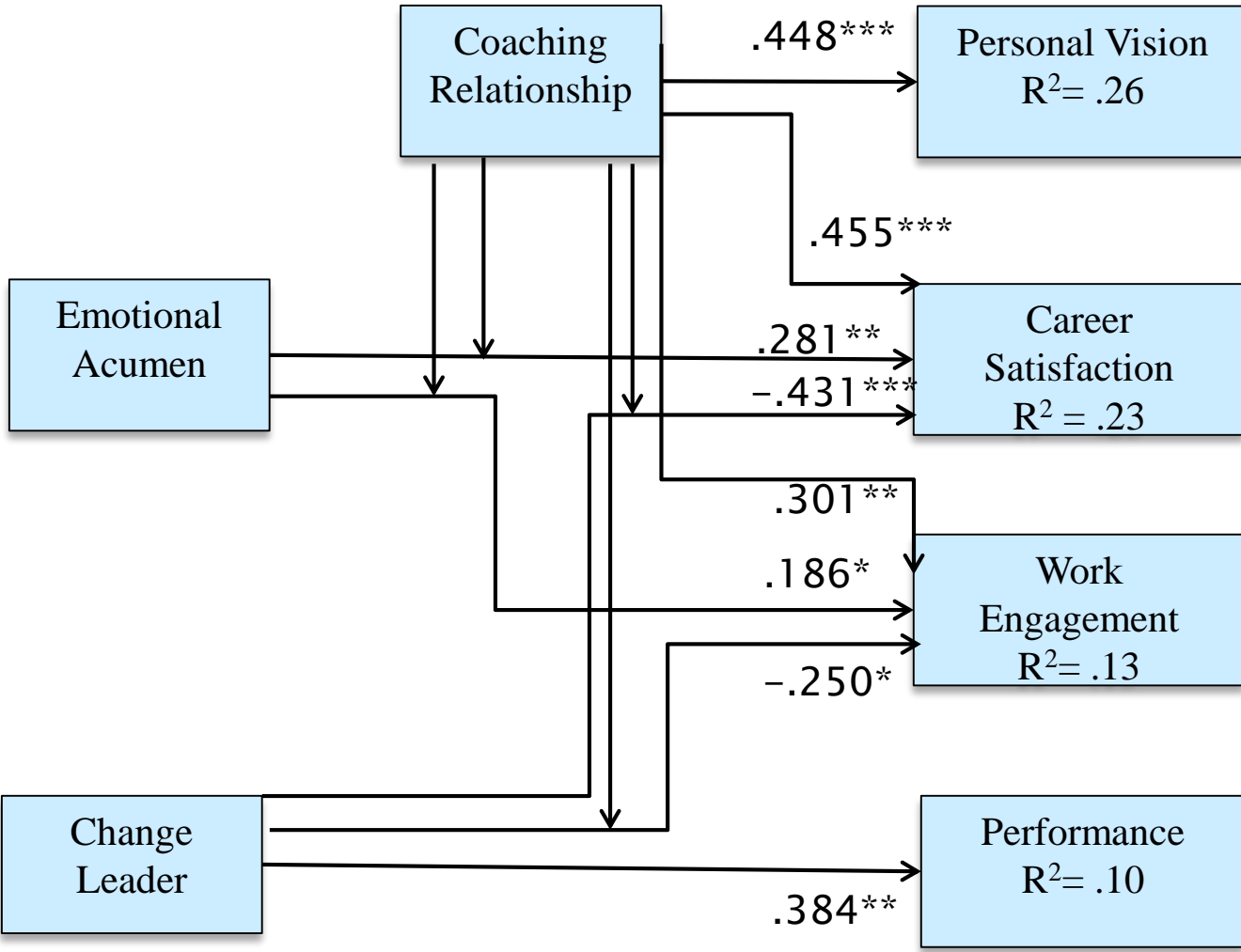
PEA-NEA
replicated
(50 rather
than 20
participants)



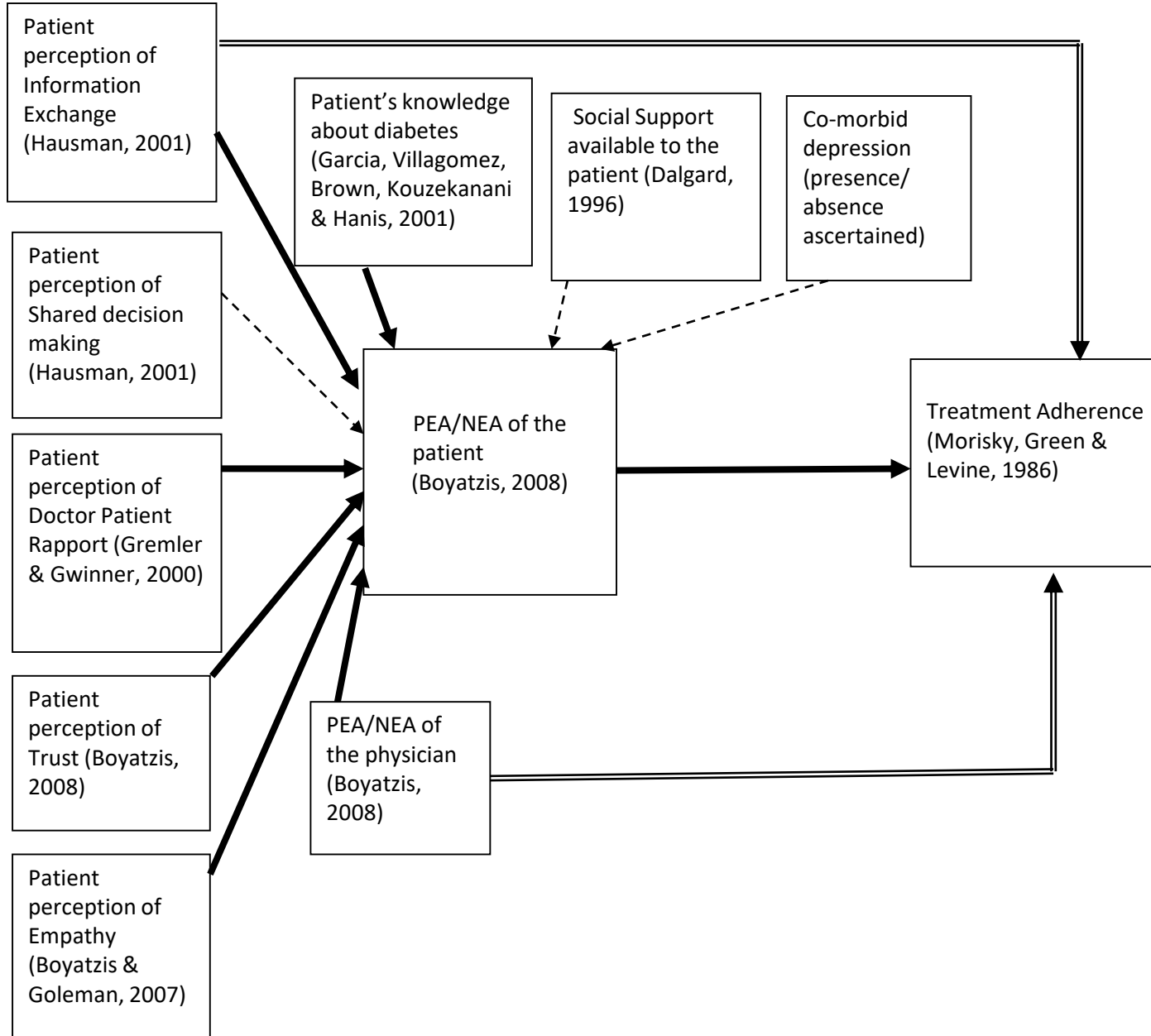
Dose-dependency of positive coaching (correlation n PEA sessions with PEA activity)



Ellen Van Oosten, The Impact of Emotional Intelligence and Executive Coaching on Leader Effectiveness, PhD Thesis, 2013, Structural Equation Model n=107



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



Emotional Intelligence
and quality of
relationships matter

Key Coaching Competencies of Coaches

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

Boyatzis, R.E., (2005) "Core competencies in coaching others to overcome dysfunctional behavior," to appear in Druskat, V., Mount, G., and Sala, F. (eds.) *Emotional Intelligence and Work Performance*. Erlbaum. 81-95. Adapted and reported from earlier work by Richard Boyatzis and James Burruss.

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 workers 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
- Institutionalizing mediocrity (Fallows, J. (1985). The case against credentialism. *Atlantic Monthly*, December, 49-67)

Comparison of Two Current Models of Coaching Competencies in Use

ICF Competency	Criteria 1	Criteria 2	Criteria 3
Ethics and standards	-	-	-
Establishing coaching agreement	-	-	-
Est. trust and intimacy	✓	-	✓
Coaching presence	-	-	-
Active listening	-	-	-
Powerful questioning	-	-	-
Direct communication	-	-	-
Creating awareness	-	-	-
Designing actions	-	-	-
Planning & goal setting	-	-	-
Managing progress & Accountability	-	-	-

WABC	Crit. 1	Crit. 2	Crit. 3
Self awareness & acknowledging strengths and weaknesses	✓	✓	✓
Self-mastery	-	-	-
Creating foundations for business coaching	-	-	-
Dev. Business coaching relationship	✓	✓	✓
Facilitating personal transformation	-	-	-
Professional development	-	-	-
Alignment	-	-	-
Leadership knowledge	-	-	-
Creating stakeholder relationships	-	-	-
Understanding OB and OD	-	-	-
Assessment	-	-	-
Respect & Knowledge of multicultural diversity	-	-	-

Summary

	ICF	WABC*
actual competencies	4	5
job tasks	2	4
style/role	2	1
threshold competency	1	2
skills	2	0

* 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