International Journal of Organizational Innovation

SUPPORTING CHANGE LEADERS WITH EXECUTIVE COACHING

Phyllis L. MacIntyre
Assistant Professor, Fairleigh Dickinson University, USA
Email: pmacinty@fdu.edu

Abstract

Executive coaching is a leadership development tool that facilitates leading organizational change. As a goal-oriented process, with evidenced based research, executive coaching helps develop leaders quicker by engaging them in a conversational model. An effective executive coach designs the coaching sessions to model interactive skills, to transition through personal and organizational change, and to strengthen relationships within an organization. Although costly for organizations the clients acquire valuable competencies to guide others through change.

Introduction

As the third decade of the new millennium approaches, countries around the globe face significant political, technological, social and economic change. In these countries, the demand for innovative, creative leaders is relentless and remedies are essential to enable organizational leaders and their followers in the accomplishment of successful transitions. The practice of executive coaching gained prominence in the 1990s and by the second decade of this century achieved, evidence-based research on process, structure, and outcomes continue to support its efficacy. By way of introducing the topic, one needs to address the perennial question:

"what is leadership?" In a meta-analysis by Dunst et al (2018), the authors suggested that the common definition of leadership changed little in the last two decades. Leadership is a process; and suggest we look to the expanded definition that addresses the nature of the relationship between leaders and followers: "Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect the shared purposes" (Daft, 2015, p. 5). The nursing profession was the first to embrace leadership development (MacIntyre, 2014); and the profession continues to advance leadership through teaching and learning (AbuAlRub & Nasrallah, 2017).

Literature Review

Sources for this paper included books, dissertations and research papers, and peer-reviewed journal articles. Ten books published between 2005 and 2016, provided source material on global talent management, leadership coaching, and executive coaching. The research included four dissertations and research papers on executive coaching for leadership development, with one dissertation on the leadership development of a sample of professional women engineers, Thirty-three peer-reviewed journal articles revealed the abundance of research on leadership development beginning with Stogdill (1950), and the evolution of executive coaching from 2001 to 2017.

Executive Coaching

Executive coaching is a process for leaders to engage followers in developing their potential in a desired field of practice within an organizational context. Often the purpose is to help leaders design and implement change management projects (Cox, Bachkirova & Clutterbuck, 2017; Grant, 2014). Although executive coaching initially included clients who presented behavioral problems for the organization, it is recognized as valuable developmental tool at all levels of management (Joo, Susko & McLean, 2012). Applications vary from succession planning for top leaders to individualized learning at all levels of an organization; and unique to executive coaching is a one-to-one exchange between a trained executive coach and a client in a

conversational tone. Through executive coaching a manager learns how to give and receive feedback, thus enabling the manager engage followers in the performance management and the competency based systems of an organization. Coaching looks easy; however, it requires a unique blend of emotional intelligence, career transitions, and organizational change.

The practice of executive coaching (EC) is a principal form of leadership development by organizations in business, government, and health (Taylor & Crabb, 2017). According to Cox, Bachkirova & Clutterbuck (2017), the purpose of executive coaching is one of helping individuals to achieve organizational change. EC draws upon a multidisciplinary background, including adult learning, coaching psychology (O'Brien, 2016), and psychotherapy approaches (De Vries, 2017; Hunt & Weintraub (2017) claimed executive coaching was a developmental intervention, focused on high potential managers with the intent of improving leadership and communication skills. A vital aspect of executive coaching is to provide a learning mechanism that supports alignment of individual development with the strategic vision and objectives of the organization. As a result, it develops the leader's ability to effectively encourage, inspire, and motivate his or her stakeholders. A study by Salicru (2017) revealed that executive coaching utilizes feedback from associates, stakeholders, colleagues, and partners to accurately identify the obstacles to individual and organizational success.

While focusing on executive coaching as a form of leadership development, this paper supports the argument that executive coaching helps to strengthen interpersonal skills and relationship building. Current definitions of leadership support the importance of relationship building and the leader's ability to influence the follower without reliance on legitimate or formal power (Daft, 2014). Avolio's (2012) description of the full-range leadership model provides a spectrum of leadership styles portraying the communication spectrum between the leader and follower. The relationship strengthens as the leader move from the telling nature of a passive leader to the transformational leadership modes of interaction. The spectrum of leadership styles provided a useful starting point for evaluating the coaching client's to self-assess her leadership style.

The practice of executive coaching (EC) was a principal form of leadership development in business, government, and health organizations (Taylor & Crabb, 2017). According to Cox, Bachkirova & Clutterbuck (2017), the purpose of EC was one of helping individuals in learning and achieving organizational change. The development of EC drew upon a multi-disciplinary background, including adult learning, coaching psychology (O'Brien, 2016), and psychotherapy approaches (Kets de Vries, 2014). Hunt & Weintraub (2017) claimed executive coaching was a developmental intervention; initially, EC focused on high potential managers with the intent of improving leadership and communication skills. A vital aspect of executive coaching became alignment of outcomes with the strategic vision and objectives of the organization (Hunt & Weintraub, 2017). The intent was improvement of the leader's ability to effectively encourage, inspire, and motivate his or her stakeholders. A study by Salicru (2017) revealed that executive coaching utilized feedback from associates, stakeholders, colleagues, and partners to accurately identify the obstacles to individual and organizational success. With this understanding, a product of executive coaching was a roadmap for excellence in leadership.

Why Executive Coaching?

Ariss (2014) suggested use of EC as part of a talent management approach, where the efficacy of a succession pipeline of leaders was a significant differentiator of the company's future growth. In this organizational context, the Human Resource professionals collaborated with executives to design developmental initiatives for managers at all levels. Stephenson (2000) further supported executive coaching as an essential way to address the power and political actions that emerge in designing programs for leadership and talent development. Nauert (2014) identified three core stages of leadership development: readiness, willingness, and the ability to lead. Executive coaching evolved as a component of talent and leadership development, preparing future leaders with the motivation, the resources, and the tools they required to succeed. In contrast to the traditional classroom training, the outcome of executive coaching is a sharper

377

insight to workplace situations and the need for behavioral change. During executive coaching leaders reflect upon their actions, practice new behaviors and to think contextually by exploring a wider range of options and the implications for organizational development; the outcome of executive coaching is more resilient leaders who learned the ability to change their behavior (Visser, 2010). Correia, Santos, and Passmore (2016) proposed a conceptual framework of three mechanisms to describe what happens during the coaching process; these included projection of future self, perspective taking, and confirmation of past behavior patterns. The research included data collection from 10 participants, four coaches, and five clients through a total of thirty interviews. Projection of future self involved the leader in articulating a vision of success; that is, describing what the organization will look like after accomplishing the goals and objectives of a specific set of strategies. Through executive coaching, the client selected actions and strategies useful in leading the organizational change. In the second mechanism of perspective taking, the client examined the beliefs through reconstructing and reframing, and changing them to achieve an effective perspective. For example, a client gained understanding that self-awareness made it possible to review one's assumptions, those leading to present actions. By rethinking one's assumptions, the client reflected on herself, and shifted to assessing assumptions with respect to the present organizational context. Therefore, the coaching client proceeded with actions that had a more relevant and sus-

tainable impact on the organization. The third mechanism is confirmation of Past/Present Self: The client acquired recognition of his past patterns of behavior, even as far back as childhood. De Vries (2014, 2016) applied a psychodynamic approach, with the possibility of the client surfacing the historical actions and beliefs that hindered his leadership development.

Before focusing on the three dimensions, Correia et al (2016) mentioned other considerations like understanding the aim of coaching interventions, the timing of specific sessions, and the overall coaching process. Phillips & Ball (2008) suggested questions for leaders to pose before establishing an organization-wide executive coaching program:

- What do you want executive coaching and why is it important to the organization?
- What leadership or managerial alternatives do you need to explore?
- What structures serve you best in moving your organization and leadership forward?
- Who or what are your support system?
- How will you know that the executive coaching has been successful?

Correia et al (2016) and Santos & Passmore (2016) thought the structure of the executive coaching session was a fundamental and positive attribute to consider. The design of the structure

promoted a conversational mode between the coach and client; and the design enabled the coach to model interactive skills to the client (Bush, 2005; Grant, 2001; Gyllensten & Palmer, 2005). Olson (2014) argued for an integration of executive coaching and mentoring to provide a systematic tool for leadership development in an organizational context. According to Passmore (2010), executive coaching for leadership development involved transferring adult learning, building a leader's self-awareness, enhancing skills and motivation to grow, and strengthening of one's self-concept. Olsen (2014) identified seven domains to achieve an integration of executive coaching and mentoring, these included the following:

1. Insight from reflection and Meta-Learning: Olson argued that both executive coaching and mentoring nurture learning from experiences as well as reflection on the learning. As a result, the leader gains the skills and the capability to plan for personal and professional growth. Executive coaching was vital as a learning ground for leaders to replicate the ideas for both personal and organizational success.

2. Working with the Whole Person: Leaders addressed personal issues in executive coaching; such as, self-concept, emotions, relationships, and wellness. Executive coaches strived for a holistic approach, balancing the client's work and life, while aiming for performance improvement in the organization. Clawson (2010) pinpointed the dilemma for an executive coach, whose humanistic approach resonated more in favor of the client's needs than those of the organization. To sustain executive coaching as part of a leadership development program, this required champions form the board of governance and the senior leaders in the organization.

3. Culture: Leaders focused on building an organizational culture that champions change; in the executive coaching, leaders learned to reflect on his or her approaches to situations. Thus, executive coaching helped clients to more effectively lead change in the organization.

4. Deep Listening, Beyond Words: Executive coaches taught leaders and managers the value of listening to their followers. As a result, it was possible for the clients to create maps of the strategies that brought positive transformation to the organization.

5. Emotional Intelligence: Leadership draws heavily upon the soft skills; such as interpersonal actions, teamwork, and envisioning a future. Without emotional intelligence, the leader will not be able to inspire followers to share their goals; and to follow the leader into an ambiguous, uncertain future.

6. Goal Orientation: Executive coaching had a goal orientation; and this motivated leaders to explore issues instead of the natural, immediate approach to do problem solving (Visser, 2010). With a goal orientation, the leader and the follower were better able to move collaboratively towards more sustainable actions for the organization.

7. Systemic thinking and Team Development: Olsen (2008) and Griffin, Neal, & Parker (2007) stressed the growth of open systems increased the complexity of organizations. Executive coaching interventions enabled leaders to apply systemic thinking to the range of issues facing the organization. Integration of executive coaching and mentorship programs encouraged managers to lead change and improve performance improvement.

Rekalde, Landeta, Fernandez-Ferrain & Albizu (2017) explored executive coaching as a communicational, behavioral, patterned, and systemic approach to leadership development. The authors matched managerial abilities to the competencies defined by the organization and found executive coaching was a way for the leaders to explore the actions and behavior in relation to the competencies. They claimed executive coaching provided the leaders with a practice field for administrative and leadership behaviors; and thus a way of strengthening their capacity to lead.

Costs and Benefits of Executive Coaching

Grant (2010) explored the correlation between workplace coaching skills and the perceived costs and benefits of adopting executive coaching skills. The research included ninety-nine executives from diverse occupations. While examining the executive coaching process, the researcher discovered that individuals had lower self-efficacy and lowered coaching skills in the early stages of the executive coaching process. Even though the cost of conducting executing coaching programs was higher for organizations, the benefits emerged within the first six months. This suggested the importance of support from governance and leaders at all levels to promote acquisition of coaching skills throughout the organization.

Shaping Leader Identity

After teaching leadership for many years, it's evident that literature on the definition of leadership is plentiful to theory will continue to grow. By the end of the twentieth century, the realities of globalization imposed new paradigms in management and leadership education. The stability of the mid-century gave way to changing political, social, and economic conditions, with technology the key driver to the speed of change. By the end of the first decade of the new millennium, the language of strategic planning embraced terms like 'globality' (2008), applied in an effort to capture a new appreciation for entrepreneurs, in contrast to the out-dated business focus

on the corporation. Entrepreneurs take risks and bring innovation into an economy; and their willingness to take a chance on the future benefits numerous stakeholders. Within corporations, lively activity is underway to stimulate entrepreneurial approaches. In many countries, migrants are entrepreneurs as they leverage the business possibilities between countries, increasing cultural diversity and leadership capacity (Guenther & Didion, 2014). The purpose of this paper is to to conceptualize the leader identity with a model that furthers leadership development.

Leader and Follower Identity

Lord and Brown (2003) introduced leadership identity and a follower centered leadership, which shifted the historical mindset away from only considering the leader to one consistent with open systems thinking. Their intention was to clarify the contrast between the historical definitions of trait-based leadership to the recognition of an organizational leader as part of an open system. This open systems' mindset frames leadership roles in the context of interactions between leaders and followers; addresses the goal orientation of executive coaching. In Canadian government the opposite took place as Prime Ministers created a leader-centered style beginning in the 1990s (Bernier, Brownsey & Howlett, 2005).

Work/Life Balance

Grant, Studholme, Verma, Kirkwood, Paton, and O'Connor (2017) conducted mixed methods research involving thirty-one professional leader. Their aim was to evaluate the impact of leadership coaching within an Australian healthcare setting. Participations identified improvements in their solution-focused thinking, perspective-taking capacity, leader self-efficacy, tolerance for ambiguity, self-insight, and resilience. Participants and their followers reported a significant reduction in their stress and anxiety levels and a better work/life balance. More importantly, the research revealed that the benefits of executive coaching transferred from the individual's workplace to their home. For example, most of the participants used the insights gained through executive coaching to positively impact their personal lives. According to O'Neil, Hopkins, and Bilimoria (2015), challenging organizational contexts, career/life stages concerns, and work-life integration are some of the significant issues that affect women's leadership development. Executive coaching facilitated the women's leadership development; they acquired self-confidence, a sense of authenticity, and increased self-efficacy. This helped the women leaders to take on all the odds against their success as leaders. Bariiers to women's success includes a lack of female role models, the implicit attitudes that boys are better than girls in the sciences and engineering, the age-related concerns women face, and the prevent gender biases (Jackson, Hillard & Schneider, 2014;Shapiro & Williams, 2012; and Valenti, Masmick, Cox & Osman, 2016).

Conclusions

Executive coaching is a tool to accelerate the leadership development within an organizational content As the third decade of the new millennium approaches, the demand for leaders is unabated, particularly in Canada where birth rates failed to supply adequate talent; yet the economy requires creative, innovative leaders in all domains of business, health, post-secondary education, and for research and development. Canada tends to follow the lead of the United Kingdom, where the government committees studied ways of replenishing England's need for nuclear engineers. In report by the House of Commons' committee, they stated that England needed to embraced the diversity of American society and endeavored to follow the lead of the United Kingdom, when it needed to "grow its own" supply of nuclear engineers (House of Commons, 2009, p. 451). Canada's overreliance on immigration of talent is dubious, given that political and social factors change quickly, as they have in the US and in European countries. This recommendation of this paper is utilization of a leadership development tool known as Executive Coaching.

References

Ariss, A. A. (2014). G*lobal talent management: Challenges, strategies, and opportunities*. Cham, CT: Springer.

AbuAlRub, R.F. and Nasrallah, M.A. (2017). Leadership behaviors, organizational culture and intention to stay amongst Jordanian nurses. *International Nursing Review* 64, 520–527.

Axelrod, R. H. (2017). Leadership and self-confidence. In J. Marques & S. Dhiman (Eds.), *Leadership Today*. Cham, Switzerland: Springer.

Bass, B.M. & Avolio, B.J. (1994). Shatter the Glass Ceiling: Women May Make Men Better Managers. *Human Resource Management*, 33(4), 549-560.

Ben-Hador, Batia. (2016). Coaching executives as tacit performance evaluation: A multiple case study. *Journal of Management Development,* 35(1), 75-88. doi.org/10.1108/JMD-08-2014-0091

Bernier, L., Brownsey, K., & Howlett, M. (2005). *Executive Styles in Canada: Cabinet Structures and Leadership Practices in Canadian Government*. Edited by D. Savoie. Toronto, ONT. The Institute of Public Administration of Canada.

Boyce, L.A. & Hernez-Broome, G. (2011). Introduction: state of executive coaching: framing leadership coaching issues. In G. Hernez-Broome & L.A. Boyce (eds.), *Advancing executive coaching. Setting the course for successful leadership coaching* (xliii–lxi). San Francisco, CA. John Wiley & Sons

Bozer, G, Sarros, J.C & Santora, J.C (2013). The role of coachee characteristics in executive coaching for effective sustainability. *Journal of Management Development*, 32 (3), 277-294. https://doi.org/10.1108/0262171131 1318319

Bush, M. (2005). Client perception of effectiveness in coaching. *Dissertation Abstract International Section A: Humanities & Social Science*, 66(4A), 1417.

Carrara GLR, Bernardes A, Balsanelli AP, Camelo SHH, Gabriel CS, Zanetti ACB. (2017). Use of instruments to evaluate leadership in nursing and health services. *Rev Gaúcha Enferm*. 38(3):e2016-0060. doi: http://dx.doi.org/10.1590/1983-1447.2017.03.2016-0060.

Correia, M. C., dos Santos, N. R., & Passmore, J. (2016). Understanding the Coach-Coachee-Client relationship: A conceptual framework for executive coaching. *International Coaching Psychology Review, 11*(1), 6-23

Cox, E., Bachkirova, T., & Clutterbuck, D. (2017). *The complete handbook of coaching*. Los Angeles, CA. SAGE

Daft, R.L. (2015). *The Leadership Experience 6E.* Stamford, CT. Cengage Learning.

De Vries, M.F.R. (2017, Dec 4). *Faculty Research Working Paper: Psychodynamic Approach.* INSEAD School of Business.

Dunst, C.J., Bruder, M.B., Deborah W. Hamby, D.W., Howse, R., and Wilkie, H. (2018). Meta-Analysis of the Relationships Between Different Leadership Practices and Organizational, Teaming, Leader, and Employee Outcomes. *Journal of International Education and Leadership* 8(2), 1-45.

Dunst,C.J., Raab, M. & Hamby, D.W. (2018). Effects of contrasting approaches to the response-contingent learning of young children with significant developmental delays on parents' social-affective behavior. *International Journal of Child Care and Education Policy 12(12), 1-15.*

Grant, A.M. (2001). Towards a psychology of coaching: the impact of coaching on metacognition, mental health and goal-attainment. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, June, 63(12), 6094.

Grant, A. M. (2010). It Takes Time: A Stages of Change Perspective on the Adoption of Workplace Coaching Skills. *Journal of Change Management*, 10(1), 61-77

Grant, A.M. (2011). Is it time to Re-GRoW the GRoW model? Issues related to teaching coaching session

structures. *The Coaching Psychologist*, 7(2), 118–126

Grant, A.M. Ingrid Studholme, I. Verma,R., Kirkwood, L. Paton,B. O'Connor,S.,(2017). The impact of leadership coaching in an Australian healthcare setting. *Journal of Health Organization and Management*, 31(2), 237-252. doi.org/10.1108/JHOM-09-2016-0187.

Jackson, S.M., Hillard, A.L., & Schneider, T.R. (2014). Using implicit bias training to improve attitudes toward women in STEM. *Social Psychology Education* 17, 419-438.

Kathrine A. M. (2018). Organisational coaching: integrating motivational interviewing and mindfulness with cognitive behavioural coaching. *Coaching: An International Journal of Theory, Research and Practice* 1, 1-14.

Kelimeler, A. (2017, March). Student Leadership Practices Inventory: Adaptation for Turkish culture, language validity and examination of factor analysis. *International Journal of Eurasia Social Sciences* 8(8) 26, 303-317.

Griffin, M.A., Neal, A. and Parker, S.K. (2007). A new model of work role performance: positive behavior in uncertain and interdependent contexts, *Academy of Management Journal*, Vol. 50 No. 2, pp. 327-347

Gyllensten, K. & Palmer, s. (2007). The coaching relationship: An interpretative phenomenological analysis. *International Coaching Psychology Review*, 2(2), 168–177

Hunt, J. M., & Weintraub, J. R. (2017). *The coaching manager: Developing top talent in business*. Thousand Oaks, California: SAGE Publications, Inc

Jones, D. (2017). *Leadership material: How personal experience shapes executive presence*. London; Boston, Ma: Nicholas Brealey Publishing

Lawrence, P. (2017). Managerial coaching – A literature review. *International Journal of Evidence Based coaching and Mentoring 15(2),* 43-69.

Lord, R.G. & Brown, D.J. (2003). *Leadership Processes and Follower Self-identity.* Mahwah, NJ. Lawrence Erlbaum Associates, Inc., Publishers.

Lord, R.G, Day, D.V., Zaccaro, S.J., & Avolio, B.J. (2017). Leadership in Applied Psychology: Three Waves of Theory and Research. *Journal of Applied Psychology,* 102(3), 434-451. doi:10.1037/ap10000089

MacIntyre, P.L. (2014). *A Quantitative Correlational Research Study of Leadership Development for Women Engineers*. Ann Arbor, MI: ProQuest Dissertation Publication

O'Brian, A. (2016, Nov). Where we have been, where we are now, and where we might be heading: Where next for the coaching relationship? *The Danish Journal of Coaching Psychology: Special Issue.* http://dx.doi.org/10.5278/ojs.cp.v5il.1686.

O'Neil, D., Hopkins, M. and Bilimoria, D. (2015). A Framework for Developing Women Leaders. *The Journal of Applied Behavioral Science*, 51(2), pp.253-276

Olson, P O (2008). A review of assumptions in executive coaching. *The Coaching Psychologist*, Vol. 4, No. 3; 151-159

Olson, P. (2014). Seven domains for leadership mentoring and executive coaching: A reflective paper. *Coaching Psychology* 3(1) [Online] dx.doi.org/10.5278/ojs.cp.v3i1.665 [Accessed 31 Aug. 2018].

Passmore, J (ed) (2010). *Leadership Coaching. Working with leaders to develop elite performance*. London: Kogan Page

Pearce, C. L., & Sims, H. P., Jr. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. *Group Dynamics Theory, Research and Practice* 6, 172-199.

Phillips S.D., Ball F. (2008) Executive Coaching for Leadership Development: Five Questions to Guide Your Program Design. In: Wahl C., Scriber C., Bloomfield B. (eds) *On Becoming a Leadership Coach*. Palgrave Macmillan, New York.

Posner, B.Z. (2016, November). Investigating the Reliability and Validity of the Leadership Practices Inventory®. *Administrative Sciences* 2076-3387.

Rekalde, I Landeta, J Albizu, E, Fernandez-Ferrin, P (2017) .Is executive coaching more effective than other management training and development methods? *Management Decision*, 55 (10), 2149-2162, doi:org/10.1108/MD-10-2016-0688

Salicru, S. (2017). *Leadership results: How to create adaptive leaders and high-performing organisations for an uncertain world*. Milton, Qld. John Wiley and Sons Australia, Ltd

Shapiro, J.R. & Williams, A.M. (2012). The Role of Steroetype Threats in Undermining Girls' and Women's Performance and Interest in STEM Fields. *Sex Roles* 66, 175-183.

Simons, T., Friedman, R., Liu, L. A., & McLean Parks, J. (2007). Racial differences in sensitivity to behavioral integrity: Attitudinal consequences, in-group effects, and "trickle down" among black and non-black employees. *Journal of Applied Psy-*

chology, 92, 650-665.
doi:10.1037/0021-9010.92.3.650

Stephenson, P. (2000). *Executive coaching: Lead, develop, retain motivated talented people*. French's Forest, NSW: Pearson Education Australia.

Stogdill, R.M. (1950). Leadership Membership, Organization. *Psychological Bulletin,* 47, 1-14.

Taylor, M., & Crabb, S. (2017). *Business coaching & mentoring*. Hoboken, NJ: Dummies, Wiley Brand

Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. Educational Management Administration & Leadership, 44(1), 146-164.
doi:10.1177/1741143214558576

Valenti, S.S., Masnick, A.M., Cox, B.D. & Osman, C.J. (2016). *Science Education International*, 27(1), 40-58.

Wang, G., Oh, I.-S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & Organization Management, 36*(2), 223-270.
doi:10.1177/1059601111401017

Winston, B. E., & Patterson, K. (2006). An integrative definition of leadership. *International Journal of Leadership Studies, 1*(2), 6-66.

Yammarino, F. J., Dionne, S. D., Schriesheim, C. A., & Dansereau, F. (2008). Authentic leadership and positive organizational behavior: A meso, multi-level perspective, *Leadership Quarterly, 19*(6), 693-707.
doi:10.1016/j.leaqua.2008.09.004

Visser, M (2010). Relating in executive coaching: a behavioural systems approach. *Journal of Management Development,* 29(10), 891-901.
doi.org/10.1108/026217110110842 13