

# NOTES

## INTRODUCTION

1. R. R. Kilburg, “Trudging towards Dodoville: Conceptual approaches and cases studies in executive coaching,” *Consulting Psychology Journal: Practice and Research*, 56(4) (2004): 204.
2. R. L. Lowman, “Executive coaching: The road to Dodoville needs paving with more good assumptions,” *Consulting Psychology Journal: Practice and Research*, 57(1) (2005): 90–96.
3. As throughout this book, “senior business leader” refers to executives in top corporate level roles or to those who are carrying responsibilities of that magnitude.
4. S. Ennis, L. R. Stern, N. Yahanda, M. Vitti, J. Otto, and W. Hodgetts, *The Executive Coaching Handbook*. Wellesley, MA: The Executive Coaching Forum, 2003 (<http://www.executive-coachingforum.com>). This work offers a general definition of “executive coaching”: “Executive coaching is an experiential, individualized, leadership development process that builds a leader’s capability to achieve short- and long-term organizational goals. It is conducted through one-on-one interactions, driven by data from multiple perspectives, and based on mutual trust and respect. The organization, an executive, and the executive coach work in partnership to achieve maximum learning and impact.”
5. T. Irwin, *Derailed: Five Lessons Learned from Catastrophic Failures of Leadership*. Nashville: Thomas Nelson, 2009.
6. K. M. Wasylyshyn, “Behind the door: Keeping business leaders focused on how they lead,” *Consulting Psychology Journal: Practice and Research*, 60 (Winter 2008): 314–330.
7. V. Hart, J. Blattner, and S. Leipsic, “Coaching versus therapy: A perspective,” *Consulting Psychology Journal: Practice and Research*, 53 (2001): 229–237.

8. I am indebted to my friend and colleague Paul Koprowski, who, based on his brilliant work with entrepreneurial business owners, helped me see what I was too close to see in my work with senior business leaders: the significance of the coach and/or trusted advisor's committed, astute, and humane *presence* in which all can be said, considered, understood, and even resolved absent concerns about reproach or weakness.
9. R. R. Kilburg, "When shadows fall: Using psychodynamic approaches in executive coaching," *Consulting Psychology Journal: Practice and Research*, 56(4) (2004): 246–268.
10. T. J. Saporito, "Business-linked executive development: Coaching senior executives," *Consulting Psychology Journal: Practice and Research*, 48 (1996): 96–103.
11. K. M. Wasylshyn, "Coaching the superkeepers," in L. A. Berger and D. R. Berger (eds.), *The Talent Management Handbook: Creating Organizational Excellence through Identifying Developing and Positioning Your Best People*, Chapter 29. New York: McGraw-Hill, 2003.
12. J. Quick and D. Nelson, "Leadership development: On the cutting edge," *Consulting Psychology Journal: Practice and Research*, 60(4) (2008): 296.
13. These leadership competencies include: (1) setting strategy, (2) business acumen, (3) people management, (4) innovation management, and (5) driving business results.
14. These emotional resources include: (1) self-awareness, (2) self-control, (3) psychological resilience, (4) attunement to others, (5) passion, and (6) grit.
15. A. L. Duckworth, C. Peterson, M. D. Matthews, and D. R. Kelly, "Grit: Perseverance and passion for long-term goals," *Journal of Personality and Social Psychology*, 92 (2007): 1087–1101.

#### I THE RELENTLESS CHAMPION

1. D. Coutu and C. Kauffman, "What can coaches do for you?" *Harvard Business Review Research Report*, 2009, p. 93.
2. E. H. Erikson, *Childhood and Society*. New York: W.W. Norton & Company, 1950.
3. A written report was given to Ted. This report represented the major themes identified through "live" or telephonic interviews with the 17 people in his 360 data-gathering sample.

4. Given my coaching model, I would “touch base” with both Ted’s boss and his HR partner before every meeting with Ted so that I was as current as possible on his progress or lack of same. The HR partner was particularly communicative and became a remarkably strong collaborator providing an ongoing flow of valuable collateral information. At my suggestion, she also reinforced action steps that Ted could take to support his coaching progress.
5. R. E. Kaplan and R. B. Kaiser, “Developing versatile leadership,” *MIT Sloan Management Review*, 44(4) (Summer 2003): 19–26.
6. M. Mikulincer and P. R. Shaver, *Attachment in Adulthood: Structure, Dynamics, and Change*. New York: Guilford Press, 2007.
7. L. Horowitz, S. Rosenberg, and K. Bartholomew, “Interpersonal problems, attachment styles, and outcome in brief dynamic psychotherapy,” *Journal of Consulting and Clinical Psychology*, 61(4) (1993): 549–560.
8. M. Maccoby, “Narcissistic leaders: The incredible pros, the inevitable cons,” *Harvard Business Review* (2000, January–February): 69–77.
9. See chapter 10 for a discussion of the conceptualization of “trusted advisor.”
10. R. R. Kilburg, “When shadows fall: Using psychodynamic approaches in executive coaching,” in R. R. Kilburg and R. C. Diedrich (eds.), *The Wisdom of Coaching: Essential Papers in Consulting Psychology for a World of Change* (p. 187). Washington, DC: American Psychological Association, 2004.
11. F. S. Perls, *The Gestalt Approach and Eyewitness to Therapy*. Palo Alto, California Science and Behavior Books, 1973; New York: Bantam Books, 1976.
12. C. K. Germer, *The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions*. New York: Guilford Press, 2009.
13. K. M. Wasylshyn, *Behind the Executive Door: Unexpected Lessons for Managing Your Boss and Career*. New York: Springer, 2011.

## 2 DESTINED TO LEAD

1. T. Saporito and P. Winum, RHR Executive Insight newsletter, 28(1) (2012): 2.

2. The corporate Head of Human Resources (HR) at the time was a business person rotating through that role. He proved to be a helpful source of collateral information throughout the coaching as was another member of the CEO's staff who was also a longtime employee of the company.
3. The author uses the more apt term "work-family integration" instead of the popular "work-family balance" terminology. For top talent individuals, work-family balance—if considered literally as a balance between the two domains of work and family—is an impossible objective to achieve. On the other hand, everyone should strive to find her/his version of work-family integration.
4. The data-gathering for this case, as well as for the seven others in this book, was based on a multitrait-multimethod (MTMM) approach. A. H. Church and C. T. Rotolo, "How are top companies assessing their high-potentials and senior executives? A talent management benchmark study," *Consulting Psychology Journal: Practice and Research*, 65(3) (2013): 199–223.
5. Kathryn sent this email separately to the people in her 360 sample: "I am writing to invite you to meet with my executive coach, Dr. Karol M. Wasylyshyn. We are focusing on ways I can be even more effective as a leader and this organization-based feedback will be helpful. This confidential one-hour conversation with Karol will occur either 'live' or by phone, and I thank you in advance for your candid participation."
6. Erik H. Erikson, *Childhood and Society*. New York, NY: W. W. Norton & Company, 1950.
7. K. M. Wasylyshyn, H. Shorey, and J. Chaffin, "Patterns of leadership behaviour: Implications for successful executive coaching outcomes," *The Coaching Psychologist*, 8(2) (2012): 78–85.
8. M. Maccoby, "Narcissistic leaders: *The incredible pros, the inevitable cons*," *Harvard Business Review* (2000, January–February): 69–77.
9. The psychometric battery consisted of; the Myers-Briggs Type Indicator, Watson-Glaser Critical Thinking Appraisal, Life Styles Inventory I, Revised NEO Personality Inventory (NEO PI-R), and the BarOn Emotional Quotient Inventory (EQi).
10. Whenever I gather 360 data, the interview protocol is customized so as to elicit the most targeted input possible, that is, maximum "grist for the coaching mill." Further, these interviews typically last one hour and are conducted face-to-face whenever possible.

11. R. R. Kilburg, “When shadows fall: Using psychodynamic approaches in executive coaching,” *Consulting Psychology Journal: Practice and Research*, 56(4) (2004): 249.
12. D. Goleman, R. Boyatzis, and A. McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Press, 2002.
13. D. Goleman, “What makes a leader?” *Harvard Business Review* (1998): 93–102.
14. J. Kabat-Zinn, *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. New York: Hyperion, 1994.
15. K. M. Wasylshyn, *Behind the Executive Door: Unexpected Lessons for Managing Your Boss* (p. 4). New York: Springer, 2011.
16. R. E. Kaplan and R. B. Kaiser, “Developing versatile leadership,” *MIT Sloan Management Review*, 44(4) (Summer 2003): 19.
17. M. W. McCall, M. Lombardo, and A. Morrison, *The Lessons of Experience: How Successful Executives Develop on the Job*. Lexington, MA: Lexington Books, 1988.
18. J. A. Sonnenfeld, *The Hero’s Farewell: What Happens When CEOs Retire* (p. 3). New York: Oxford University Press, 1988.
19. From RHR Executive Insight newsletter, (2012), *Volume 23, Number 2*.
20. While circumspection is one of my inherent traits, this had been reinforced strongly by the psychoanalytic theoretical orientation of my graduate training in clinical psychology.
21. Kaplan and Kaiser, “Developing versatile leadership,” 19–26.
22. Wasylshyn, *Behind the Executive Door*.
23. H. Ibarra, R. Ely, and D. Kolb, “Women rising: The unseen barriers,” *Harvard Business Review* (2013, September): 59–64.
24. Saporito and Winum, RHR Executive Insight newsletter, 1–2.

### 3 THE RECOVERING PERFECTIONIST

1. Originally named Leadership 2000 when it was implemented in the late 1980s, it was renamed Leadership 3000 at the outset of 2000.
2. K. M. Wasylshyn, “Chapter 20: Developing top talent: Guiding principles, methodology and practice considerations,” in L. A. Berger and D. R. Berger (eds.), *The Talent Management Handbook*, second edition. New York: McGraw-Hill, 2011.

3. This was in contrast to most other business organizations. According to this company's HR leader, "Too many companies are caught in a pattern of leadership development du jour and this constant change in competencies and models does more to confuse than to truly engage people in their ongoing development. It's not about the models: it's about the quality of the relationships among the people charged with developing high potential talent."
4. Participants in these phases were considered to be members of the participant's ongoing development "brain trust." The members were the CEO, a participant's boss, the HR leader, and the consulting psychologist.
5. The psychometric battery consisted of the Myers-Briggs Type Indicator, Watson-Glaser Critical Thinking Appraisal, Revised NEO Personality Inventory (NEO PI-R), Rorschach Ink Blots, Guilford-Zimmerman Temperament Survey, Personality Research Form-E, the Herrmann Brain Dominance Instrument and the Operationalizing EQ Inventory (author-created).
6. D. J. Levinson, *The Seasons of a Man's Life*. New York: Ballantine Books, 1978.
7. D. Stoop, *Hope for the Perfectionist*. Nashville: Thomas Nelson Publishing, 1987.
8. A. M. Grant, "Rethinking the extraverted sales ideal: The ambivert advantage," *Psychological Science*. Published online April 8, 2013, <http://pss.sagepub.com/content/early/2013/04/08/0956797612463706>, 1–7. DOI: 10.1177/0956797612463706.
9. This comment was consistent with information I had read about the American/French difference. Specifically, when it comes to the concept of a business partnership, Americans tend to be objective-oriented, see process and rules as binding the partnership, and it is not equated with friendship. The French business person is relationship-oriented, believes trust and engagement bind a partnership, and tend to equate partnership and friendship.
10. D. Whyte, *The Heart Aroused: Poetry and the Preservation of the Soul in Corporate America* (p. 207). New York: Doubleday, 1994.
11. The Visual Leadership Metaphor® (VLM) is a technique created specifically to assess the progress of a coaching engagement. The executive's language is given to an artist who draws the imagery. This sequence of three images (current, transitional, and future leadership states) is then laminated on a sheet

of paper with the imagery on one side and the language on the back. One copy is given to the executive and the other is kept in his or her file. It is referred to frequently throughout the coaching with the coach's question, "Which frame are you in now?" The goal is for the executive to feel he or she has reached frame 3 by the end of the coaching. Executives are encouraged to keep their VLMs in a visible place as a reminder of their coaching goals.

12. K. M. Wasylshyn, *Behind the Executive Door: Unexpected Lessons for Managing Your Boss and Career*. New York: Springer, 2011.

#### 4 THE DUALITY WITHIN

1. In my executive coaching model, I strive to establish and maintain a close working partnership with the boss and HR professional. I believe the quality of the coaching work will be enriched by the steady flow of collateral information from the boss and HR partner. Often there is also "secondary gain" for them and their development through the discussions of how to help the coached executive evolve as a leader.
2. This warranted careful attention in that senior executives here, unfamiliar with current leadership development tools, could have a reflexive cynical response.
3. A. Olson, "The theory of self-actualization: Mental illness, creativity and art," *Psychology Today* blog series Theory and Psychopathology, August 13, 2013. Retrieved from <http://www.psychologytoday.com/blog/theory-and-psychopathology/201308/the-theory-self-actualization>.
4. Not every initial client meeting concludes this way. Often executives indicate—and I encourage—time to reflect on the discussion before making a decision to commence coaching.
5. D. B. Peterson, "Coaching and mentoring programs," in K. Kraiger (ed.), *Creating, Implementing, and Managing Effective Training and Development*. San Francisco: Jossey-Bass, 2002.
6. In addition to this half day, my Office Manager worked closely with Rachael's Administrative Assistant to set all the monthly coaching appointments. While there are the inevitable changes that need to be made, we have found this is the best way to ensure coaching traction (frequency of meetings).
7. The Visual Leadership Metaphor® (VLM): The VLM language is given to an artist who draws the visual tool—pictures on the front, client's words on the back. A laminated copy of the VLM

is given to the client as a reminder of the coaching journey to be made. I keep one in his or her file and often begin a coaching meeting with the question, *Where are you in your effort to get to frame 3 in this coaching?* Of note is the fact that many clients who complete coaching and retain me thereafter as a *trusted advisor* create a new VLM in which frame 1 is frame 3 from their first VLM.

8. I would have preferred more time, but this was what I could negotiate. It is not unusual for a coaching engagement to be extended—especially when progress is noted, and the coach presents a strong rationale for further work to be accomplished.
9. Typically the data-gathering phase includes (1) an agenda-setting meeting in which my client and I meet with the boss and HR partner, and (2) my gathering 360 feedback from the organization. However, given the contextual factors described earlier, the initial data-gathering was limited to conversations with human resources, the psychological measures, and the life history.
10. The psychometric battery consisted of: the Myers-Briggs Type Indicator, Watson-Glaser Critical Thinking Appraisal, Life Styles Inventory I, Revised NEO Personality Inventory (NEO PI-R), and the BarOn Emotional Quotient Inventory (EQi).
11. This life history taking was based on Erik Erikson's eight life stages and the psycho/social tasks to be accomplished in each stage.
12. K. M. Wasylshyn, H. Shorey, and J. Chaffin, "Patterns of leadership behaviour: Implications for successful executive coaching outcomes," *The Coaching Psychologist*, 8(2) (2012): 77.
13. Amy Chua, *Battle Hymn of the Tiger Mother*. New York: The Penguin Press, 2010.
14. K. M. Wasylshyn, *Behind the Executive Door: Unexpected Lessons for Managing Your Boss and Career*. New York: Springer, 2011.
15. D. Goleman, R. Boyatzis, and A. McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Press, 2002.
16. D. Goleman, "What makes a leader?" *Harvard Business Review*, 76 (1998, November–December): 93–102.
17. M. Maccoby, "Narcissistic leaders: The incredible pros, the inevitable cons," *Harvard Business Review* (2000, January–February): 69–77.
18. B. Peltier, *The Psychology of Executive Coaching: Theory and Application*, second edition. New York: Routledge Taylor & Francis Group, 2010.



19. Unfortunately, due to an illness for which he was hospitalized, this conversation never occurred. The author's follow-up efforts to communicate with him by email went unanswered. My HR contact said Rachael's coaching was "probably not a priority for him."
20. We did not yet know if the deal would be completed. Her boss was aware of the potential deal but few others were—so in this I maintained confidentiality—until the time was right for a debriefing with HR.

5 THE DEMON SLAYER: CONQUERING A DARK SIDE OF DEFERENCE

1. K. M. Wasylyshyn, "Developing top talent: Guiding principles, methodology and practice considerations," in L. A. Berger and D. R. Berger (eds.), *The Talent Management Handbook*, second edition. New York: McGraw-Hill, 2011, Chapter 20.
2. My conceptualization of "trusted advisor" can be found in chapter 10 of this book.
3. This work became well-established in the company and when year 2000 arrived, it was renamed *Leadership 3000*.
4. K. M. Wasylyshyn, "Coaching the superkeepers," in L. A. Berger and D. R. Berger (eds.), *The Talent Management Handbook: Creating Organizational Excellence through Identifying Developing and Positioning Your Best People* (p. 322). New York: McGraw-Hill, 2003, Chapter 29.
5. Having read the 2010 work of Peter Cappelli, Harbir Singh, Jitendra Singh, and Michael Useem (2010), "Leadership lessons from India," *Harvard Business Review*, 90–97. I realized the prescient nature of my HR colleague's guidance. In reflecting on Ravid's career years later, I recognized that his commitment to community service (social mission), investing in employee learning and development, discovering innovations through a company's value chains, and driving company growth through identifying and meeting the needs of long-term customers were similar to that of other Indian business executives.
6. The psychometric battery consisted of the Myers-Briggs Type Indicator, Watson-Glaser Critical Thinking Appraisal, Revised NEO Personality Inventory (NEO PI-R), Rorschach Ink Blots, Guilford-Zimmerman Temperament Survey, Personality Research Form-E, the Herrmann Brain Dominance Instrument and the Operationalizing EQ Inventory (author-created).
7. These interviews were conducted by the author either face-to-face or telephonically. Through the duration of *Leadership*

3000, she interviewed over one thousand employees of the company.

8. A. M. Grant, "Rethinking the extraverted sales ideal: The ambivert advantage," *Psychological Science*. Published online April 8, 2013, p. 1, <http://pss.sagepub.com/content/early/2013/04/08/0956797612463706>, 1–7. DOI: 10.1177/0956797612463706.
9. The active participation of the CEO in these action-planning meetings is notable and indicative of the company's commitment to the "conveyance of wisdom" principle—a principle that contributed significantly to the value proposition of Leadership 3000.
10. D. Goleman, *Emotional Intelligence*. New York: Bantam Books, 1996; *Working with Emotional Intelligence*. New York: Bantam Books, 1998; "What Makes a Leader?" *Harvard Business Review* (1998, November–December), 93–102.
11. The rationale for the company-sponsored and optional Spousal Module was that there could be value in an executive couple exploring the work-family integration issue. Its major potential was in helping the couple manage the relentless tension between career and personal priorities thus minimizing the executive's being distracted by these inevitable concerns. Thus far, the author has been able to influence only this company and one other about the contribution of the Spousal Module to an executive's development. This may well be a fruitful research topic.
12. M. Kerr and M. Bowen, *Family Evaluation: An Approach Based on Bowen Theory*. New York: W.W. Norton & Company, 1988.
13. T. J. Saporito, "Business-linked executive development: Coaching senior executives," *Consulting Psychology Journal: Practice and Research*, 48 (1996): 96–103.
14. D. Keltner, J. Marsh, and J. A. Smith, *The Compassionate Instinct: The Science of Human Goodness*. New York: W.W. Norton & Co., 2010.

#### 6 A MIDLIFE REINVENTION

1. The psychometric battery consisted of the Myers-Briggs Type Indicator, Watson-Glaser Critical Thinking Appraisal, Life Styles Inventory 1, Revised NEO Personality Inventory (NEO PI-R), and the BarOn Emotional Quotient Inventory (EQi).
2. Given my coaching model, Max would own whatever data got generated in the coaching, and he was free to choose how he

might share this material with others. What I would share with the company included the areas we agreed to focus on in the coaching, updates on Max's progress, and my thoughts on how the boss and HR partner could help accelerate Max's ongoing progress in the coaching.

3. This case illustrates the advantage of a long-term relationship with a business organization. Specifically, each new coaching or other consulting engagement builds on the work that has preceded it. Armed with deep knowledge of a company's culture and of its senior executives, the consultant can get rapid traction, and the work is inevitably enriched by previous experiences there. A caution, of course, is to manage the credibility that comes with an established track record in one organization whilst also maintaining necessary confidentiality about all work that has occurred before a new engagement.
4. In my coaching model, I refer to the coached executive as the "client" and the paying organization as the "sponsor." All of my engagements are "sponsored" by a business organization.
5. H. Littman-Ovadia and D. Nir, "Looking forward to tomorrow: The buffering effect of a daily optimism intervention," *The Journal of Positive Psychology*, published online October 2013.
6. In the Driving Force exercise, the client is asked to draw a circle and write in the middle of it whatever is the most pressing need he or she has at that time. In Max's case, it was staying focused on his top business objectives for the year. Whenever one is asked to become involved in something, he or she must challenge the self with this question: "Does this support or detract from my staying with my current driving force?" If the request is a distraction, the individual must say "no" and perhaps offer an idea about whom else might be helpful with the rejected request.
7. K. M. Wasylyshyn, "Behind the door: Keeping business leaders focused on how they lead," *Consulting Psychology Journal: Practice and Research*, 60 (Winter 2008): 314–330.
8. Years later, I asked Max if we had missed an important path in our work by not pursuing the race factor. He replied, "Absolutely not. If I had been on the couch, then we could have gone there, but I was in the chair and by this time in my life, I had learned to deal with it." While I wasn't convinced, his response reminded me of the fact that consultants who are trained clinically must stay alert about the boundaries of their consulting contracts and not veer into directions for which there is no contract.

9. The Coaching Report Card is another tool used to gauge progress in coaching. At each meeting, the client grades him or herself in each of the areas being worked on in the coaching. The coach also invites the HR partner to grade the executive as a way of assessing her client's objectivity regarding progress.

#### 7 FIGHTING THE FORCE OF OLD HABITS

1. K. M. Wasylyshyn, "Behind the door: Keeping business leaders focused on how they lead," *Consulting Psychology Journal: Practice and Research*, 60 (Winter 2008): 314–330.
2. K. M. Wasylyshyn, *Behind the Executive Door: Unexpected Lessons for Managing Your Boss and Career*. New York: Springer, 2011.
3. The psychometric battery consisted of the Myers-Briggs Type Indicator, Watson-Glaser Critical Thinking Appraisal, Life Styles Inventory 1, Revised NEO Personality Inventory (NEO PI-R), and the BarOn Emotional Quotient Inventory (EQi).
4. The Visual Leadership Metaphor® (VLM) is a technique created specifically to assess the progress of a coaching engagement. The executive's language is given to an artist who draws the imagery. This sequence of three images (current, transitional, and future leadership states) is then laminated on a sheet of paper with the imagery on one side and the language on the back. One copy is given to the executive and the other is kept in his or her file. It is referred to frequently throughout the coaching with the coach's question, "Which frame are you in now?" The goal is for the executive to reach frame 3 by the end of the coaching. The coached executive is encouraged to keep his or her VLM in a visible place as a reminder of the desired progress to be made in the coaching.
5. D. Goleman, R. Boyatzis, and A. McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence* (p. ix). Boston: Harvard Business School Press, 2002.
6. Whenever I gather 360 data, I work with my client to customize an interview protocol that will draw data that relate specifically to the issues we are working on in the coaching. I also review the sample of participants with the boss and/or my HR partner to ensure it is representative versus just members of my client's "fan club."
7. Wasylyshyn, "Behind the door," 314–330.
8. M. W. McCall, M. M. Lombardo, and A. M. Morrison, *The Lessons of Experience: How Successful Executives Develop on the Job*. New York, NY: The Free Press, 1988.

9. B. Concannon, Personal communication with CEO candidate, July 25, 2007, Haemonetics, Braintree, MA.
10. E. Berne, *Games People Play: The Basic Handbook of Transactional Analysis*. New York: Ballantine Books, 1996.

#### 8 THE RELUCTANT PRESIDENT

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1. Psychometric battery consisted of Watson-Glaser Critical Thinking Appraisal, Myers-Briggs Type Indicator, the Life Styles Inventory, the NEO PI-R, and the BarOn Emotional Quotient Inventory.

#### 9 THE RELUCTANT PRESIDENT REVISITED

1. Frank's initial coaching focused on three strengths to leverage: (1) business development ability, (2) leadership potential, and (3) relationship with the CEO. In addition the two development areas were: (1) internal (firm-wide) relationship-building, and (2) people management.
2. K. M. Wasylyshyn, *Standing on Marbles: Three Leader Types in Verse and Imagery* (pp. 84–85). Philadelphia: TrueNorth Press, 2011.
3. The psychological defense of splitting is used here as an indicator of the instability of John's relationships. As with Frank, he was capable of suddenly turning on people or of radically changing his view on them. To a significant degree this was based on the extent to which they gratified his needs—or not.
4. J. Baldoni, "Employee reciprocity," *Bloomberg Businessweek*, November 30, 2010. Retrieved December 2013, [http://www.businessweek.com/managing/content/nov2010/ca20101122\\_272375.htm](http://www.businessweek.com/managing/content/nov2010/ca20101122_272375.htm).
5. I believe in the value of long-term relationships between senior executives and their trusted advisors. As I have written (see chapter 10), "While some may argue that long-term relationships of this nature foster dependency, my experiences underscore something quite different. Specifically, the enduring trust, mutual respect, and committed presence of an objective outsider who, in my case, has a dual background in business

and clinical training in psychology, provides the executive with an additional resource for leading effectively.”

6. In the initial engagement the author, a licensed psychologist, had to walk the ethical line between being paid by a company to aid in the development of a top executive, and then eventually be able to support this executive’s decision to leave the company. Embedded in this ethical challenge and the steps she took to manage it were the fertile seeds of the deepened trust that fostered the long-standing trusted advisor relationship with Frank.

10 FROM EXECUTIVE COACH TO TRUSTED ADVISOR

1. Rachel’s case (chapter 4) did not evolve into a long-term relationship. This was a first engagement in her company and a time-frame limitation had been negotiated at the outset of the work.
2. D. H. Maister, C. H. Green, and R. M. Galford, *The Trusted Advisor*. New York: Free Press, 2000.
3. J. Sheth, *Clients for Life: Becoming a Trusted Advisor*. Program presented at the Society of Consulting Psychologist, February 2003, Div. 13, Scottsdale, AZ.
4. A. Freedman and J. Perry, “Executive consulting under pressure: A case study,” *Consulting Psychology Journal: Practice and Research*, 62(3) (2010, September): 189–202.
5. T. J. Saporito, “Business-linked executive development: Coaching senior executives,” *Consulting Psychology Journal: Practice and Research*, 48 (1996): 96–103.
6. In my experience, compensation of the trusted advisor is always paid by the business organization.
7. This was the central point in an important conversation shared on February 12, 2013, with one of the most prolific researchers, writers, and practitioners in the field of executive coaching, my friend and colleague Dick Kilburg.
8. B. Brown, *TEDx talk The Power of Vulnerability*, June 2010. Retrieved from [http://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability.html](http://www.ted.com/talks/brene_brown_on_vulnerability.html).
9. R. Josselson, *The Space between Us: Exploring the Dimensions of Human Relationships* (p. 15). Thousand Oaks, CA: Sage Publications, 1996.
10. B. L. Fredrickson, “Positive emotions and upward spirals in organizations,” in K. Cameron, J. Dutton, and R. Quinn (eds.), *Positive Organizational Scholarship*. San Francisco: Berrett-Koehler Publishers, Inc., 2003, p. 163.

11. M. E. P. Seligman, *Learned Optimism: How to Change Your Mind and Your Life*. New York: Vintage Books, 2006.
12. R. Hanson, *Hardwiring Happiness: The New Brain Science for Contentment, Calm and Confidence*. New York: Crown Publishing Group, 2013.
13. T. Brach, *Radical Acceptance: Embracing Your Life with the Heart of a Buddha*. New York: Bantam Books, 2003.
14. D. L. Cooperrider, D. K. Whitney, and J. M. Stavros, *Appreciative Inquiry Handbook: For Leaders of Change*. Brunswick, OH: Crown Custom Pub, 2008.
15. E. H. Erikson, *Childhood and Society*. New York: W.W. Norton & Company, 1950.
16. K. M. Wasylshyn, *Behind the Executive Door: Unexpected Lessons for Managing Your Boss and Career* (p. 13). New York: Springer, 2011.
17. I have accepted invitations to weddings and other celebratory events. Observations made at such events have been another source of insight about my clients.
18. Josselson, *The Space between Us*.
19. *Ibid.*, p. 111.

## II CLIENT AND COACH VIEWS COMPARED

1. J. H. Stevens, Jr., “Executive coaching from the executive perspective,” in R. R. Killburg and R. C. Diedrich (eds.), *The WISDOM of coaching: Essential Papers in Consulting Psychology for a World of Change* (p. 414). Washington: American Psychological Association, 2007, Chapter 39.

## CODA: AS TO THE FUTURE . . .

1. International Coach Federation, Global Coaching Study—Executive Summary, February 2012. <http://www.coachfederation.org/coachingstudy2012>.
2. These executives made numerous comments in their *executive reflections* on the long-term nature of the relationship with the author who had become their *trusted advisor*. These comments included: (1) Having a trusted advisor (for over seven years), someone who—no matter what the issue—is there to reflect, walk all the way around the issue with you, to challenge . . . this is invaluable; (2) the results of this development work (for a number of senior leaders), tabulated over 20 years, showed marked improvement in the ten areas (competencies)

- and our business results showed we were in the top ranks when compared to industry peers; and (3) Karol's efforts (over three years) were key to our continuing to operate effectively as a company, and for me to maintain my sanity (working for a dysfunctional boss).
3. Talented executives who failed in recent years primarily for problematic leadership style issues include Jill Abramson (The New York Times), Dennis Kozlowski (Tyco Int'l. Ltd), Mark V. Hurd (Hewlett-Packard Company), Stephen P. MacMillan (Stryker Corp.), Edward C. Forst (Goldman Sachs), and Al Dunlap (Scott Paper and Sunbeam).
  4. In R. R. Kilburg and R. C. Diedrich (eds.), *The Wisdom of Coaching: Essential Papers in consulting psychology for a World of Change*. Washington, DC: American Psychological Association, 2007, pp. 185–205.
  5. As with any nascent field, collegial discussions and debates are necessary to inform sound practice principles and research. Ongoing topics of focus within the field of executive coaching include: its definition, how it differentiates itself from other popularized forms of coaching such as “life coaching,” essential coaching competencies, coaching credentials or certifications, and the relevant merits of various coaching models.
  6. K. M. Wasylshyn, “Executive coaching: An outcome study,” *Consulting Psychology Journal: Practice and Research*, 55 (Spring 2003): 94–106.
  7. As indicated at the outset of this chapter, inevitably there are gifted leaders who are vulnerable for failure given certain flaws in how they lead. They could well benefit from the objective, steady, and courageous input of an executive coach/trusted advisor. However, whether or not they would seek and/or accept such assistance is the challenge.
  8. Even when working with the most senior business leaders, the author has maintained collaborative partnerships with their HR professionals and bosses. When her clients have been CEOs, rather than her having a boss partner, she has often had ongoing interactions with board members who proved to be valuable sources of collateral information.
  9. I refer to this as total brain leadership (TBL).
  10. In this third wave of *essential* coaching/advising, the delivery of *developmental* coaching continues with individuals at lower organizational levels, and successful work can be accomplished in shorter-term coaching models. However, the author advises



against companies investing in coaching that is primarily *remedial* in nature. These instances are fraught with peril that does not bode well for the cost-effective and credible use of executive coaching. For example, there may be managerial abdication, i.e., a boss is expecting that the coach will deliver negative feedback to an individual who has already lost major credibility in the company—these coaching referrals rarely work out well. Further, in *remedial* circumstances, the coaching is usually too-little-too-late given long-standing performance issues, damaged relationships, or the individual may just be in the wrong role with no other job option in the company. Finally, in these situations, prospective coaching clients typically lack the necessary intention to participate in a manner that would enable them to benefit from coaching.

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