CHAPTER 14

Organization Development in Action: Values-Based Coaching

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As an internal corporate coach, I worked with a senior executive who was experiencing performance issues after a change in his role at the company. As our coaching progressed, he became clear he did not want to stay in the role or with the company. Being in touch with my personal values enabled me to support his decision-making process, while being clear I would not continue coaching him in his pursuit of jobs outside the company. Having done my own values-related work allowed me to honor his choice without any doubt about my own responsibilities and boundaries in the issue. (Coaching Client A)

As an external executive coach, I am cognizant of my values as they guide me toward which clients and systems to work with. I am able to be discerning about the issues, products, and companies I can support and make decisions quickly about who I will take on as a client. This acknowledgment of my own values has saved me, as well as active and potential clients and their companies, time, and effort in contracting, and has led to a satisfying coaching practice. As a result, I work with clients and causes that are most meaningful to me. (Coaching Client B)

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D.W. Jamieson et al. (eds.), *Enacting Values-Based Change*,
https://doi.org/10.1007/978-3-319-69590-7_14

Webster's online dictionary defines values as "beliefs of a person or social group in which they have an emotional investment" (http://www.webster-dictionary.org/definition/values).

Howard (2016) claims that "one's values are the set of everything one finds important" (p. 15), and goes on to say, "Don't confuse values with religion or morals. Values are to religion as animals are to mammals. Values is the larger category" (p. 16). As an operational definition, a value is a deeply held belief that serves to inform and guide actions. Values are also a connection among people and within groups, organizations, and societies that are integral to a culture.

We can deduce from these definitions that examining, identifying, and committing to a set of personal values is the deep, self-reflective work that seasons an organization development (OD) practitioner or a coach. Knowing and holding to these values enables decision-making, quick action, and a surety of direction that is not only important for the practitioner but can be an effective role model for clients and systems. Since values influence personal choices and preferences, values-in-action represent an authentic life lived. This self-reflection in action is the essence of "Self as Instrument," and as Jamieson et al. remind us, "Because OD work, and many other helping roles, require human interaction and relationships in their conduct, use of self will always be a critical factor in the effective execution of both help and change" (Jamieson, Auron, & Shechtman, 2010, p. 5). Values are key to the use of self, since they—and the exploration that clarifies them—are based on self-determination and self-reflection. The fact that values are chosen, and are individual preferences that are then acted upon, identifies them as a personal compass or direction in life.

Distinctions: Coaching and OD

Coaching—*all* coaching—is about change. Effective coaching facilitates an individual or group's ability to understand, strategize, and accomplish a specific change. Coaching is designed to elicit the motivation, learning, vision, action, and integration to effect successful, sustainable change (Bennett & Bush, 2014). Successful coaching with individuals and groups can positively impact change for an entire organization or system by addressing key issues and engaging stakeholders at every level (Axelrod, 2010; Bennett & Bush, 2014; Conner, 1992; Galpin, 1996; Kotter, 2007; Kotter & Cohen, 2002; Underhill, McAnally, & Koriath, 2007). Coaching

a corporate-merger steering team to honor and include the cultures of both companies can improve the effectiveness and sustainability of the merger (Bennett, 2000; Burke, 2008; Klein, 2007; Schein, 2010). Coaching a leader about envisioning the positive future for the organization can lead to a transformation in the culture or even the brand of the company. And coaching a team to consider the results of a stakeholder analysis can mean the difference between compliance and collaboration in adopting a change.

As noted above, both coaching and OD are "helping relationships" (Schein, 2009). In Schein's framework, both are to be considered formal (as opposed to informal) help sought from, and offered by, skilled practitioners. Building on the work of Lippett and Lippett (1986) and Storjohann (2006), it is possible to derive a continuum of helping relationships that includes coaching (see Fig. 14.1). "The coaching role is on the left side of the continuum, with the coach serving as an objective observer and process counselor in a non-directive, client-centered, process-oriented manner. The focus of the coach is to listen and be present, as compared to the more directive, helper-centered, expert-oriented roles on

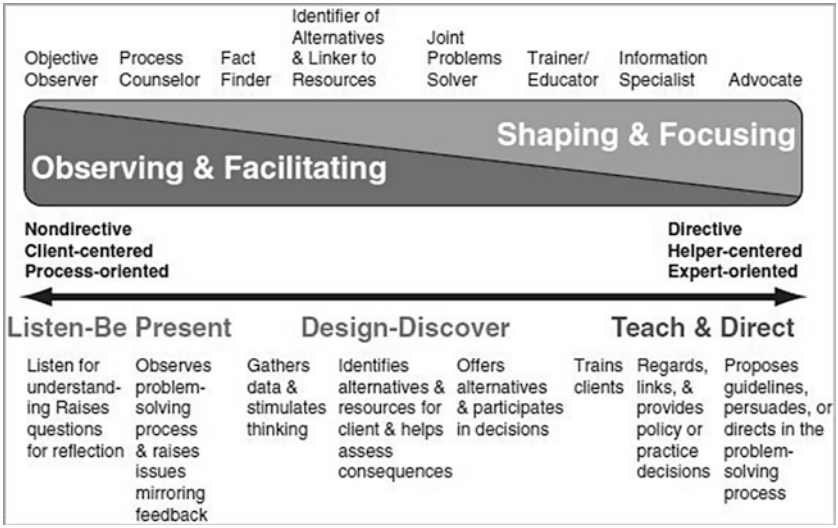

Fig. 14.1 Continuum of helping relationships. Used with permission from the authors (Bennett & Bush, 2014, p. 27)

the right side of the continuum" (Bennett & Bush, 2014, p. 27). As described in the Continuum of Helping Relationships, both OD and coaching are found in the "Observing and Facilitating" arena, which indicates that the values that influence both fields are similar.

Church, Burke, and Van Eynde (1994) assert "OD's focus is on process" (p. 6), as is the case with coaching (Bennett & Bush, 2014). Both fields emerged from a synthesis of other fields and disciplines from as early as the 1940s (Bennett & Bush, 2014; French, 1982; French & Bell, 1990; Greiner, 1980, Jamieson, Back, Kallick, & Kur, 1984; Margulies & Raia, 1990; Patten & Vaill, 1976; Sanzgiri & Gottleib, 1992; Warrick, 1984). Values inherent in OD include individual growth and development, democratizing organizations, systemic thinking, emphasis on group dynamics and processes. Church et al. (1994) claim "the humanistic roots of the field of OD do represent value added over other types of consultants and change agents" (p. 7). Sanzgiri and Gottlieb (1992) note "an explicit statement of the core values" of OD is essential for practitioners to have a common understanding of the "major philosophical framework for the practice of the field" (p. 67).

This philosophy is also the case with coaching, which has no agreed-upon set of values to provide such a philosophical framework. Several coaching organizations offer "codes of conduct" and "ethical guidelines" (American Psychology Association, Center for Credentialing and Education, European Mentoring and Coaching, International Coach Federation); however, these are largely behavioral, and there is no statement of the core values that underpin them. And, while these professional codes are important for the field, coaches also need to identify and examine their own personal values to deepen their understanding of what is being asked of them in the codes of ethics, and to ensure their personal values are being met in their practice—whether those values are implicit in codes of ethics or not. This distinction is the same as considering what is moral versus what is legal. A moral code is a higher, more personal declaration than simply following the law, or staying "legal." It implies having considered, and chosen, certain behaviors, usually based on one's beliefs. It implies personal introspection, reflection, and commitment, not just following an external set of prescriptions.

In each case, coaching and OD, practitioners work closely with individuals and groups who trust these practitioners to embody a set of values. A study of OD practitioners found that there are two primary value constructs underlying practitioners' work in organizations: "fostering

humanistic concerns such as empowerment, human dignity, and open communication, and focusing on the more traditional business issues, including organizational effectiveness, efficiency, and the bottom line" (Church et al., 1994, p. 34). However, there are also key distinctions between these forms of helping, as noted in the differences between coaching and OD consulting in Table 14.1.

Coaches typically utilize three functions in their work: assessment, observation, and conversation (V. Caesar, personal communication, May 4, 2006). This approach is also true of OD practitioners. In addition, both coaches and OD practitioners utilize their own impressions, experiences, and feelings in the process.

> Situations involving use of self are continuous in our lives as helping professionals. The greater our awareness of these situations, the better chance we have to effectively manage ourselves for the benefit of our clients or others. To the extent we are unaware when these situations occur, they go unmanaged and may potentially be unhelpful or do harm. We must see beyond our tools and techniques, as many times the only instrument we have is ourselves as we engage with our clients in dealing with their situations. (Jamieson et al., 2010, p. 4)

Table 14.1 Helping relationships

Components	OD consulting	Coaching
Person being helped	Client: individual, sponsors, and/or organization	Client: individual, team
Helper	Consultant	Coach or person using coaching process and skills
Focus of attention	Group, team, organizational system, or change project	Individual, group, team identities, effectiveness, and roles in change
Expertise	Content and/or process	Process and sometimes content knowledge/expertise
Formality	Formal, structured	Informal or formal; structured or unstructured
Remediation	Frequently	Infrequently
Assessment	Diagnostic	Awareness and progress
Frame of reference	Past, present, and/or future	Present and future
Terms	Contract	Contract or agreement
Credential	Not required	Not required
Remuneration	Sponsoring organization	Individual or organization

Adapted with permission of the authors (Bennett & Bush, 2014, p. 24)

This "Use of Self as Instrument" (Seashore, Mattare, Shawver, & Thompson, 2004), or "Reflection-in-Action" (Schon, 1983), is an important tool in both coaching and OD—especially for change. Frisch's (2008) definition of "use of self" is "a coach's thought or feeling reaction to a client that the coach is both aware of and will use, either directly or indirectly, in the service of the coaching" (p. 12). For White (2006), "use of self" is about the coach's self-insight, requiring the coach be thoughtful and self-reflective, as well as objectively self-critical. And Seashore et al. (2004) concur:

> The simplest way we know to talk about Use of Self is to link the concepts of *self-awareness, perceptions, choices,* and *actions* as the fundamental building blocks of our capacities to be effective agents of change, hopefully to make a better world and to develop our own potential for doing so to the fullest in the process. (p. 42)

While coaching can easily be viewed as a part of OD, the opposite is not true. There are many similarities between coaching and OD, and there are some marked distinctions. Coaching is characterized by a focus on working with individuals or teams to support or accomplish a change outcome. The focus of OD is on the organization or system. Cheung-Judge (2001) notes, "Although there are widely ranging definitions of OD, there is a surprisingly high level of agreement among practitioner theorists that the purpose of OD activities is to enhance organizational effectiveness" (p. 11). And even though OD practitioners deal with specific individuals in the implementation of their interventions, the individual is not the focus of the intervention. The focus on individuals in their roles as change agents allows coaching to have a potential effect on the entire system. Bennett & Bush (2014) note, "While coaching does not take place at the organizational level, individual and group coaching can positively impact change at this level" (p. 9).

The work of an OD consultant is to design and facilitate the process at a systems or organizational level, but coaching is much closer to the individuals and teams carrying out the change process. As coaching is applied to the different roles in a change process, fostering their focus and effectiveness, productivity, vision, action, and interdependent communication can flourish in support of the change. Coaching not only improves effectiveness of these roles, it often ensures a synergistic strategy is developed among them.

Coaching is directed toward helping clients by focusing on their agenda or goals. These may be categorized in one or more of the following categories: "performing (refining and/or improving performance), developing (gaining knowledge, awareness, skills, and behaviors), and transforming (going beyond current bounds or transmuting into a different state or stage)" (Bennett & Bush, 2014, p. 19). Table 14.2 outlines the three areas of focus for coaching work in organizations.

As is shown in Table 14.2, coaching interventions take place at the individual and group levels, to assure action, accountability, and alignment with the change goal. However, in considering the whole spectrum of opportunity and need in today's organizations, it becomes clear that coaching is not the only discipline that can be helpful. Coaching, OD, and other disciplines can work together to address the full spectrum, with OD interventions taking place at the systems level, often engaging large groups of stakeholders in visioning or strategic planning processes that help to identify changes needed. A multidisciplinary approach is required, and while coaching is an optimal intervention for change at all levels, it is not the *only* support helpful in managing change successfully. Most changes can benefit from the additional skills and support of other professionals such as change consultants, continuous improvement experts,

Table 14.2 Focus of change coaching

Focus	Examples
Performance	Applying knowledge and skills to achieve a desired result (e.g., sales)
	Acting on a plan, making decisions, and following through (accountability)
	Communicating, influencing others to change
Development	Gaining self-awareness of strengths
	Acquiring knowledge about a barrier to performance
	Developing a skill
	Creating a strategy and gaining stakeholder agreement
	Creating an action plan and building supportive relationships required to implement the course of action
	Moving to a new level of human development
Transformation	Shifting professional and career focus
	Developing a clear, compelling vision for a project or group
	Transitioning from one level of responsibility to another (e.g., supervisor to manager, or senior leader to executive)
	Focusing intentionally, creating a legacy and a desired future

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communications specialists, and project managers. While we advocate for the importance of the change-coaching role, it would be a mistake not to acknowledge the valuable contributions of others' perspectives (Bennett & Bush, 2014).

The use of coaching as a management consulting intervention is potentially challenging to the distinction between coaching and OD consulting, blurring the lines between "skill" and "identity." Both executive coaching and OD are relatively new disciplines, early in their development as professions. They share ambiguous social status, lack of clearly defined and agreed-upon professional standards or accreditation criteria, and low barriers to entry. A broad range of tasks are undertaken in the name of OD and change consulting, and many OD consultants incorporate or include a role as coach, particularly in organizational change interventions (Bennett & Bush, 2013).

To further complicate the distinction between OD and coaching, the latter is both a discipline and a set of skills. Many professions and disciplines employ coaching skills to reach the goals of their practice, but skills alone do not make these individuals coaches. Coaches are practitioners who employ coaching skills in service of their clients' agendas. They use tools and methods to help clients clarify what is wanted and then help clients form an action plan with accountability for the desired results. In contrast to other helping disciplines, such as teaching, mentoring, and consulting, coaching practitioners are neutral about the content of the desired results, and do not offer advice or counsel on the proposed outcome. Bennett & Bush (2014) note that coaching is about "helping the client deal with personal issues in the context of the organization. The coach has a responsibility to identify and intervene with the factors and issues most likely to derail and enhance the client's effectiveness" (p. 23). Coaching tends to emphasize causes closer to the client's domain of control rather than distal ones (Nelson & Hogan, 2009). Armed with data that indicate a pattern of behavior or feedback from multiple sources, the coach may use directive interventions targeted at improving skills or behaviors or may help the client acquire new ones (Bennett & Bush, 2014). This role can be seen partnering well with OD, as coaching supports the individual and group to enact a planned change most effectively at their respective levels.

Core Values Inherent in Coaching

While the underlying values of coaching align with those of OD, there are key differences in both what is espoused and what is practiced, which can also impact coach training and education (Bennett & Bush, 2014; Burnes & Cooke, 2012; Bennett, Campone, & Esgate, 2006; Fagenson-Eland, Ensher, & Burke, 2004; Graduate School Alliance for Executive Coaching, 2014; International Coach Federation, 2015; Jamieson & Gellermann, 2014; Milbrandt & Keister, 2014; Minahan & Norlin, 2013). A set of underlying core values that shape the practice of coaching can be derived using a model developed by Howard (2016) and The Executive Coaching Forum (2015). The first column of Table 14.3 identifies 7 of Howard's 16 values. The second column lists descriptors of the values. These core values

Table 14.3 A values framework for coaching

Value	Descriptors	Principles of coaching
Achievement	A Sense of Accomplishment, Ambition, Commerce, Mastery, Progress, Technical Competence	Results Orientation, Business Focus
Helping	Altruism, Benevolence, Contributing, Dedication, Empathy, Giving Support, Helpfulness, Nurturance, Offering Help, Service, Social Responsibility, Teaching	Integrity, Partnership
Independence	Adventure, Autonomy, Courage, Enterprising, Entrepreneurial, Exploration, Freedom, Impulsivity, Individuality, Progress, Resourcefulness, Self-determination, Self-direction, Self-reliance	Results Orientation, Judgment
Intellect	Artistic, Broad-Mindedness, Capability, Change, Creativity, Exploration, Imagination, Insight, Intellectual Creativity, Investigative, Learning, Logic, Progress, Resourcefulness, Teaching, Understanding, Universalism, Wisdom	Judgment, Competence, Systems Perspective
Justice	Broad-Mindedness, Conformity, Equality, Ethics, Honesty, Honor, Integrity, Positivity	Integrity, Systems Perspective
Relationships	Affiliation, Dedication, Empathy, Forgiveness, Loyalty, Nurturance, Politeness,	Partnership
Stability	Belongingness, Citizenship, Conventional, Dependence, Dependability, Harm Avoidance, Holistic Life, Loyalty, Order, Positivity, Realistic, Reliability, Responsibility, Safety, Security, Self-control, Self-management	Partnership, Integrity

of coaching align with six of the seven top-ranked global values identified by Howard. The only one not included in coaching is "health." The third column maps the principle of coaching as defined by The Executive Coaching Forum (2015).

Schein (2009) notes, "All relationships are governed by cultural rules that tell us how to behave in relation to each other so that social intercourse is safe and productive" (p. 9). This is especially important in formal helping relationships, since "in these cases, the help comes from professionals and is a more formal process that implies contracts, timetables, and the exchange of money or other valuables for services" (Schein, 2009, p. 8). This formality assumes rules, agreements, and guidelines both parties understand and act on. These guidelines range in formality from contracts and legal or regulatory mandates, to professional ethics and cultural norms. Underlying all these is a set of values that functions as a theoretical or intentional framework for each helping relationship. Unfortunately, these values are often ill defined and show up as ethics or codes of conduct. It is important for practitioners to be clear about the values their fields uphold and are based on, and to be clear about how their own personal values align with their respective fields.

In coaching, professional organizations such as International Coach Federation (ICF), Center for Credentialing & Education (CCE), and European Mentoring & Coaching Council (EMCC) identify and promote behavioral competencies for coaches. The ICF and CCE, for example, name one of their coaching competencies as "meeting ethical guidelines and practices." In addition, another thought-leading organization, Graduate School Alliance for Educating Coaches (GSAEC), offers a set of education program-level standards that include guidance related to values and ethical conduct (GSAEC, 2014). In a review of coaching competency frameworks, one can see that values are implied (Bennett & Bush, 2014). Table 14.4 provides examples of coaching competencies from selected professional coaching organizations and the implied values associated with the competencies. The values shown in this table are extracted from Howard and Howard (2016), as illustrated previously in Table 14.3.

Each of these competencies implies an underlying value that informs the practice and context of coaching itself. Much like in OD, these foundational values are not articulated, but they powerfully shape how the work is done (Cohen, 2005; Jamieson et al., 2010; Schein, 2009; Seashore et al., 2004).

Table 14.4 Coaching competencies, associated organization, and implied values

Competency	Professional organization	Value(s) implied
Establishing trust and intimacy with the client	International Coach Federation (ICF)	Helping Relationships Stability
Direct communication	International Coach Federation (ICF)	Intellect Justice Stability
Managing the contract	International Coach Federation (ICF)	Achievement Intellect Justice Stability
Fundamental coaching skills	Center for Credentialing and Education (CCE)	Achievement Helping Intellect Justice Stability
Commitment to self-development	European Mentoring and Coaching Council (EMCC)	Achievement Independence Intellect

Coaching and OD Values Dilemmas: What Would You Do?

Values underpin both ethics and competencies in coaching practice, and coaches as well as OD practitioners would do well to explore and identify their own values *and* the values of their clients—individual or system. To deepen an understanding of how values can play out in coaching, consider the following scenarios, which are based on real coaching situations. What follows utilizes the first person to make it easier for you to envision yourself in each of these described situations and to consider how you would handle these issues from a values-based perspective.

Scenario A

Situation

This is your first coaching assignment with a large, multinational corporation. The HR director has engaged you to support a manager who is launching the first leg of a new international product rollout. You are

excited to have this opportunity, which could grow into more assignments with this company. As you are coaching the client, you notice your own impatience with the pace she is setting and her "lack of vision" about how the rollout could be accomplished. You can see more potential and a larger platform for the product, and while your client says she appreciates your encouragement and ideas, she does not implement them. You find yourself getting frustrated with the client and the engagement and concerned that the HR director will think you are not a good coach—and not consider you for follow-on assignments.

Values Involved
Achievement, Intellect

Questions for Consideration

- Are you invested in the success of this project more than the client is? Why?
- What needs of your own are not being addressed in this engagement?
- Could any of your actions be considered "taking over" the project?

Recommended Action

- Review the role of coach and the fundamental coaching practices you have learned.
- Acknowledge your own wishes and desires—for the client and yourself—in this situation, and check to see which are in line with your role as a coach. It is important to be aware of your own reactions, fears, and limitations in the coaching engagement and do what is most useful for the client, rather than what you, as the coach, wish (White, 2006).
- Consider other ways to interact with the HR director apart from this coaching assignment—perhaps sending informational articles or podcasts that might be of interest, or offering to give a presentation on coaching for change. Ensure that you schedule a midpoint and final "check in" during the coaching engagement, which includes the coachee (the person being coached).
- Ensure that your actions and engagement with the client do not "cross the line" into giving advice, or becoming judgmental.
- Ask what is preventing her from implementing the ideas she has gotten from coaching and what might be in the way of completing her part of the project rollout.

- Ask the client how she has benefited from the coaching, what she would like to do differently, and how the coaching process could better support her goals.
- Take note of, and honor, your own experience with the client. Mary Beth O'Neill (2007), in her book *Executive Coaching with Backbone and Heart*, notes, "How you interact with the [client] and your internal reactions to her can be useful information" (pp. 33–34).

Scenario B

Situation
You are a manager using coaching skills within your own workgroup. Ray has come to you asking for career coaching, in the hopes of getting a different job. He has worked in your group, reporting to you, for more than four years, and you have consistently given him low performance ratings. Another year of poor performance could negatively impact the project and demoralize the whole team. Nothing you have tried with Ray—training, accountability, mentoring—has improved his job performance. You see the advantage in his changing jobs and his moving out of your group so you can hire someone new and (hopefully) better skilled. You also know many of his strengths and challenges first-hand, and you have a large network in the company through which you could help him explore other opportunities. However, as his manager, you do not want to dilute his focus on his current job by supporting other pursuits.

Values Involved
Achievement, Helping, Relationships

Questions for Consideration
- Are you fully on board with Ray's goal for coaching?
- Do you perceive a conflict with his coaching goal and your own (and your team's) success and well-being?
- Would you be able to coach Ray and still manage his performance as a supervisor should?
- Can you truly be a "neutral" coach for Ray in this circumstance? (Could you be neutral if he were your "star" team member?)
- What has prevented you from addressing Ray's poor performance? How can you effectively address his performance at this point while also providing career coaching?

Recommended Action

- Discuss the concerns about your dual role (manager and coach) with Ray, and the issues it would bring up if you coach him on career goals.
- Offer to coach his job performance so that he has the best chance of getting another opportunity.
- Ensure you have regular performance management discussions with Ray to make sure he understands how his performance compares to expectations and how this gap could affect his career opportunities.

Scenario C

Situation

You are coaching an executive who is leading a large-scale change project in the pharmaceutical industry. He has never led such an initiative and values your coaching highly. In that respect, he is calling on you above and beyond your contracted agreement, texting you several times a day for advice and moral support, inviting you to attend meetings with him and his team (to observe and coach him on how he is showing up as a leader), asking for Skype sessions on the weekend, and sending you drafts of his intended e-mails for your review before feeling confident in sending them. You want him and the project to succeed, so you have supported these requests, but they are starting to encroach on your personal time, and you are concerned he is relying on you too much.

Values Involved

Helping, Relationships, Stability, Independence

Questions for Consideration

- Is your coaching contract adequate for the work being done with the client? Do you need to recontract for additional time or other forms of support? Are you providing coaching or a combination of other support (consulting, project management, training, etc.)?
- Are the requests for extra support increasing or tapering off, over time?
- Are you holding your client as whole and resourceful in this engagement, or partnering with him to reinforce his neediness or insecurity?
- Does your client need additional forms of support (other than coaching)?

- Are you being drawn into additional helping because of your own needs (feeling needed, want to ensure the client is successful, wanting the client to see that you are helping). Reflect on what is going on in your own world that tempts you to offer more (or different work) than you have contracted for.

Recommended Actions

- Ensure that your coaching contract specifically addresses "extra" time and support if warranted: what is offered, how it is offered (paid vs gratis).
- Expect the client to become more self-sufficient and resourceful over time. For instance, help him connect with a mentor within the organization, take training classes, or create and rely on a work team for support.
- Model work-life balance and good self-care for your client by holding to your agreements and contract.
- Use your coaching to have the client focus on his own resources, exploration, creativity, progress, and ideas for problem-solving.
- If your client needs additional forms of support (other than coaching), help him identify his needs and get the appropriate support, rather than trying to provide it yourself.

Ongoing Dilemmas

The practices of coaching and OD separately and in combination present numerous dilemmas for the practitioner. These situations can be related to practitioner roles, agenda or goal ownership, coaching goal orientation, appropriateness of the intervention, assessing the benefits of coaching in the OD system, cultural differences, and human development differences between the client and coach. We describe each of these and present questions for practitioners to consider.

Practitioner Roles

Coaches and OD practitioners often play a variety of roles in client systems. The practitioners may be internal or external resources and may provide facilitation, change initiative consulting, strategic consulting services, and training, as well as coaching services. In addition, they may identify and ascribe to one or more professional organizations with well-defined codes

of ethics and professional competence standards. Examples include American Psychological Association, Association for Talent Development, International Coach Federation, Institute of Management Consultants, International Association of Facilitators, Organization Design Forum, and the Society for Human Resource Management. In some cases, the role of clinical psychologists may conflict with the role of coach.

Here are some questions to consider:

- Is my role as a coach clearly defined and made known to the client?
- How might my various roles intersect and conflict?
- How will I keep my roles separated, as necessary?
- When might it be more appropriate to have someone else fulfill a role with this client?

Coaching Goal Orientation

As noted previously, coaching typically focuses on one or more areas: performance, development, and transformation. Coaching clients may need, and want, to focus on more than one area and the coach is challenged to help them concentrate their attention in a sequence that maximizes the impact of coaching. A client's manager setting an agenda for coaching that differs from the client's goals can complicate this. One example is when the manager wants to develop an individual or improve their performance while the client wants to focus on finding a new job or making a career change.

Here are some questions to consider:

- What are my client's goals?
- What are the organization's (manager's) goals?
- How are those goals similar and different?
- Does my client recognize the similarities and differences?
- How can I help my client discern what is most important to them? To the organization? To their manager?
- How can I help my client reconcile differences with the organization and manager?

Appropriateness of the Intervention

Coaching may not be the ideal intervention in some situations. Examples include cases where challenges are more systemic and require

an organization- or team-level intervention and circumstances in which the intervention might be more effectively applied at the management level rather than the employee level.

Here are some questions to consider:

- Is intervention needed at the individual, team, or larger system/organization level?
- Is coaching the best solution now?
- How might coaching be combined with other inventions to optimize results?

Social Identities and Cultural Differences

The client and coach may have social identity and cultural differences that present challenges related to beliefs, experiences, and practices that impact the coaching relationship. In addition, the coach and client organization may have significant differences. Further, the client and their organization may have differences related to values and priorities.

Here are some questions to consider:

- What are the differences?
- How do the differences matter?
- What is the conversation I can have with my client about the differences?
- What can my client and I do to address the differences?
- How can I help my client address the differences with their organization?

Human Development Differences

Just as a coach or OD practitioner may not have a well-suited "chemistry" with a client, coaches and clients may not be developmentally balanced in a manner that will serve the client. Using Kegan's (1982) and Berger's (2012) adult development frameworks as an example, a client may be developmentally at a similar or different (more or less advanced) state than the coach. A developmental difference in which the coach is equal to or more advanced than the client can support an impactful coaching relationship. If, on the other hand, the client is more developmentally advanced than the coach, the relationship is likely to be impeded (Laske, 1999, 2003).

This situation presents a challenge for coaches to recognize and to address their strengths and limitations in client engagements.

Here are some questions to consider:

- How much am I capable of doing with this client?
- Am I the best coach for this person?
- How will I communicate my limitations to my client?
- How can I help my client get the help they need from a better-suited coach?

Challenges for the Field

When enacting values-based change, specific challenges may arise for the field of coaching that can be seen at the practitioner and organization levels, and for the discipline itself. Coaches must be aware of their own personal values in order to make informed and ethical choices about the clients with whom they work. This involves some reflection and exploration of one's personal values as well as inquiry into the values of the client *and* the client's organization. "Making certain that the coach is aware of, and can authentically accept, the client's values. If I am very low on materialism (I am) and I'm coaching a client who wants my help in living the life of luxury in spades and having everyone envy them, can I accept that and genuinely help that person for action plans?" (P. Howard, personal communication, April 21, 2017). Coaches should be clear about their own values—perhaps including them in proposals and on websites and social media—and use them in decision-making.

Being open about values and how they align with choices can be powerful role-modeling for coachees. Coaches can help make certain a client's goals are consonant with their values, and, if not, help the client figure out how to revise the goals so they benefit from the natural energy of living one's values. Coaches who are self-aware can leverage the power of "self as instrument" to support the coaching engagement:

> While potentially radical for both coach and client, revealing an inner experience of being with a client is an invitation for connection with the coach; a professional intimacy that can quickly establish or cement a foundation for collaboration. For both client and coach, use of self moments can be gratifying and productive in moving the coaching forward. (Frisch, 2008, p. 2)

Coaches need to explore and identify their own values and develop the reflective skills to be self-aware during coaching, ensuring they align to

those values. And as values can change over time, it is important for coaches to do the ongoing work to ensure they are clear about, and acting on, the values they espouse. Journaling, having a coach supervisor or mentor, as well as personal observation and critique are key tools in developing self-awareness. "Self-knowledge and technical expertise should be ongoing developmental exercises that constantly shape us, while we interact with others" (Seashore et al., 2004, p. 45).

Aligning to values also involves solid contracting skills with clients and their organizations. As Underhill et al. note, some clients may not be familiar with coaching and how it differs from consulting and therapy (Underhill et al., 2007). And clients must be made aware of what coaching entails, what to expect, and what will be required of them to be fully committed to the coaching process (Bush, 2005). It falls on the coach to do the explicit contracting work up front to ensure that coaching is both understood and deemed appropriate as an intervention for the client. While values may not be explicitly discussed, it is imperative the coach discern whether his values may be challenged in the engagement by the client and the organization. If there is a significant values conflict inherent in the engagement, the coach is better off not accepting the assignment. In cases where a values conflict emerges or becomes known during the coaching in progress, the coach should discuss it directly and openly with the client (and the organization, if applicable) to come to a mutually acceptable resolution for the duration of the engagement. This agreement may mean changing the scope or duration of the engagement, which would require recontracting. Any changes to the original contract should be in writing and signed by all parties.

Coaches should also rely on the supportive guidelines of their professional association(s) to ensure their values are in alignment with the association's competency and ethics codes. A good self-check is to review the association's guidelines at least once a year to ensure they are understood and they match and support your values as a coach. It is also important to engage in continuing education to broaden and improve your coaching knowledge and skills, including the fundamentals of listening, contracting, and ethics. If you are working with a coach mentor or supervisor, it is a good practice to have them review one or more of your coaching sessions (with the approval of the client) so you can get an objective opinion of your skills. It is also a good practice to inform your clients of the professional guidelines you uphold and ask them directly for their opinion of how you demonstrate the guidelines. This kind of feedback is imperative to hone your self-awareness and skills as a coach.

There is also an important role clients and their organizations/systems can play with regard to values in both OD and coaching. Many organizations have values statements, and those should be shared with potential practitioners, both coaching and OD. It is important for organizations or clients to help their helpers know what is expected to hold them accountable for those values, as well as to help deepen the understanding and action related to them. It is especially helpful in a change project to ensure the proposed actions pass the "values test" in the organization at every level. Direct communications about plans, strategy, and actions—and how they align with the organization's or leader's values—can strengthen understanding and buy-in about the change. And, while coaches can hold their clients accountable to their values, it is recommended for organizations to also do a "values check" periodically. An annual values audit is a good practice, whether as a simple survey or as a series of facilitated meetings, to ensure the organization's intentions are understood and members understand how the values apply to real-time situations in the workplace.

Last, for the field of coaching, the recommendation is to clarify and communicate the specific values that underpin expectations of professional demeanor and ethics. Ideally, the professional associations would come together and create a set of universal values for coaching. Discussions could be held about values and how they relate to, and inform, practice. Values-clarification workshops and assessment activities could be included in coach education, and the professional organizations could ensure the values were relevant and understood and adopted across the wide variety of coaching specialties that currently exist. The professional organizations could take ownership to ensure the agreed-upon values were adopted across the field.

Coach Training and Education

To fully support the importance of values in coaching, coach training and education organizations should include information about, learning experiences related to, and an assessment of ethical practices. These items can be incorporated in the curriculum in a variety of ways. In addition, students and practitioners should be encouraged to gain a thorough understanding of leading practices and adhere to the accepted norms of professional practice. To accomplish this, students and practitioners should consider actions such as the following:

- Know their strengths, how to apply them, and how to avoid potential overuse of these strengths.

- Know their weaknesses and potential areas for development and ways to develop them or use compensation strategies.
- Know the professional guidelines of coaching *and* OD, and consider how to apply them in each client situation.
- Develop a professional network of seasoned professionals or supervisors with whom to explore professional values and challenging client scenarios.
- Refresh their awareness of and commitment to professional codes of ethics on an annual basis.

In the GSAEC (2014), "Academic Standards for Graduate Programs in Executive and Organizational Coaching" establish programmatic components that include guiding principles for ethical conduct along with policies to put them into action; professional standards are embedded in the program and are explicit parts of the course of study; and, guidelines for the management of sensitive information, confidential relationships, and coaching boundaries are explicitly stated. With these components in mind, training and education programs should consider actions such as the following:

- Provide instruction on the principles of ethical behavior in professional relationships and the codes of conduct established by various coaching-related professional organizations.
- Offer values-clarification learning experiences to students.
- Encourage students to develop professional networks with colleagues and to be actively engaged in professional organizations such as ICF, EMCC, APA, and OD Network.
- Support students to earn coaching-related professional credentials which attest to their commitment to apply values and ethical practice.
- Present students with ethical dilemmas related to coaching and OD practices that help them understand and apply codes of ethics and ethical principles.
- Offer ongoing dialogue and discussion forums that emphasize the importance of values in coaching.
- Assess students' understanding and ability to apply ethical principles in a variety of client situations.

Developing an awareness of ethical practices is not enough. Practitioners and institutions must continue to develop the principles and codes of conduct, enhance understanding and application of these practices, and hold one another accountable.

Conclusion

Codes of ethics and codes of conduct are cultural and behavioral manifestations of values, and certified coaches are asked to follow them. What we suggest is that coaches also identify and examine their own personal values, to deepen their understanding of what is being asked in the code of ethics, and to ensure all their values are being met in their practice—whether those values are implicit in the code of ethics or not.

It is the same decision as choosing to be moral versus legal. A moral code is a higher, more personal declaration: to do the right thing rather than simply following the law. Establishing a personal code implies having considered and chosen one's behaviors, usually based on beliefs. And, having that code implies introspection and reflection and personal commitment, not just following an external set of prescriptions.

Values are the only internal, personal safeguard we have to ensure that we are being the professionals that we want to be, the *people* we want to be. Other forms of accountability are external: certifications, professional ethics, laws, and morals. They are dictated or handed down to practitioners who choose whether or not to obey them. Values are one's own creation, one's own investigation and commitment to the way we want to be in the world, to the way we want to live. They help practitioners navigate and choose which of the external mandates or structures they will recognize and participate in. They help practitioners, first and foremost, honor individuality, authenticity, and authority in one's life. Without reflecting on and choosing our own values, practitioners are simply adopting those of others. As coaches and OD practitioners, we cannot help others become independent thinkers and authentic human beings if we do not do the work ourselves. Explaining, articulating, and consistently reflecting on one's personal values represent the integration of the professional and personal perspectives, which can lead to a depth of presence and authenticity that both invites and inspires trust and rapport.

As the disciplines of coaching and OD continue to evolve, so should practitioners. Practitioners stand at the junction of these evolving professions. More work is required to mature the ethical parameters in such a changing context, and the responsibility for this work resides with scholars and practitioners.

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