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Leadership development in a multigenerational workplace: an exploratory study

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LEADERSHIP DEVELOPMENT IN A MULTIGENERATIONAL WORKPLACE:

AN EXPLORATORY STUDY

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by

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DOCTOR OF EDUCATION

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DEDICATION

To Dad, for teaching me the value of hard, honest work.

And to Mom, for always believing in me.

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ABSTRACT

The boundaries within our workplace continue to disappear and employees at all levels are impacted by the cultural and technological differences among generations. The gaps in values, beliefs, life experiences and attitudes are increasing. Leadership is essential in bridging these gaps to achieve top performance and operational excellence. There is no single strategy to provide support for developing leaders, each business must implement what works for them. Executive coaching, as an increasingly popular leader development strategy, seems to maximize employee engagement while fostering collaboration and teamwork.

This exploratory research study explores how executive coaches are preparing leaders to succeed in managing the multigenerational workplace. Through a virtual interview process, the researcher explores the experiences, discussions and perceptions of 88 executive coaches about different generational cohorts, as it relates to leadership development and the workplace.

Most of the coaches responding to the survey belong to the Baby Boomer generation (72%, $n = 55$), followed by Generation X (19%, $n = 14$) and Traditionalists (9%, $n = 7$). The respondents claim to have coached on average 105 individuals during the last five years. The vast majority of them hold an executive coaching credential (72%, $n = 55$).

Through a rigorous textual analysis process five themes emerged from the data: (a) developmental assignments, (b) feedback processes, (c) formal programs, (d) self-development assignments, and (e) developmental relationship assignments. The information gathered provides a better understanding of these best practices as well as areas of opportunity in developing leaders in a multigenerational setting.

These findings suggest that although executive coaches are aware of the need their clients have for being prepared to successfully lead a multigenerational workplace; executive coaches

still need to develop ways to tailor their specific coaching approaches considering the growing

impact of the multigenerational workplace phenomena. In addition, findings suggest the need for

organizations to have a clear strategy for addressing the multigenerational workplace phenomena

and that in doing so, they can start by implementing effective leader development programs.

Chapter I: Introduction

Paula Ketter stated in her editor's note for the March 2013 edition of the *American Society of Training and Development Journal*: "The workplace has changed tremendously during the past 70 years, but the need to develop strong, capable leaders to succeed in this fast-paced work environment has remained constant" (p. 10). I could not agree more with Ketter's words. There are several variables that have dramatically changed our lives in the workplace. Among them: technology's great impact in process automation and its influence on not only the way we access or process information but also the pace in which information is shared throughout the world. These developments have redefined the way we communicate and work together. What has also resulted in tremendous change in the workplace is the workforce, composed of a generational mix, reflecting significant cultural and technological differences. Although the need for capable leaders has not changed in 70 years, generational differences seem to have a direct impact in the way we work and develop our leaders today (Arsenault, 2004).

As discussed in *Generations at Work* (Zemke, Raines, & Filipczak, 2000), there is as yet no recollection of a time in history where four different generations with such diversity have been asked to work together. Their interactions are already causing issues in the workplace: "It is a problem of values, ambitions, views, mind-sets, demographics, and generations in conflict" (Zemke et al., 2000, p. 9). But why does this matter? Why should we pay more attention to this problem? Why should now be different from before? After all, different generations have been asked to work together in the past and we have managed to survive.

It matters because, as Zemke et al. (2000) have written:

the once "natural" flow of resources, power and responsibilities from older to younger arms has been dislocated by changes in life expectancy, increases in longevity and health,

and disruption of a century-old trend toward negative population growth, as well as changes in lifestyle, technology, and knowledge base. A world that once seemed linear is no longer. Life for every generation has become increasingly nonlinear, unpredictable, and unchartable. (p. 9)

The negative growth population is not a new issue; it was first brought to management's attention by management guru, Peter Drucker (1998), who since 1998 has identified how the dominant factor for businesses in the future was not going to be economics or technology but rather demographics.

Looking at the census data of developed countries, birth rates are at a record low. This demographic change is causing a shortage of knowledge workers and is creating new workplace dynamics such as older workers having younger bosses, contradicting the old paradigm of having managers that were older and more experienced than their subordinates (Collins, Hair, & Rocco, 2009). The multigenerational workplace is taking a big toll on most organizations today and will continue to do so until we find ways to reshape our organizations in a manner that bridges the gaps in values, ambitions, views, and mind-sets among the different generations in the workplace (Strauss & Howe, 1991; Zemke et al., 2000).

In *Generations,* Strauss and Howe (1991) stated that the main stress in cross-generational relationships resides in the expectation that people of different generations have regarding thinking and behaving in similar ways as their peers. The idea of expecting similar patterns of thoughts and behavior in different generations clearly presents a challenge in developing managers able to lead cross-generationally.

Although there are six generations of people living in today's world, due to their working age, only four are part of today's workplace. The four generations in conflict that comprise

today's workplace are best defined in *When Generations Collide*: *Who They Are, Why They Clash, How to Solve the Generational Puzzle at Work* (Lancaster & Stillman, 2002). This book provides the reader not only with a thorough understanding of the multigenerational workplace but also presents strategies for recruiting, developing and rewarding the different generations.

Understanding the differences and similarities among each generation's culture is the first step towards identifying mechanisms to reshape our organizations and develop leaders. To enhance workplace productivity, we need to learn how to leverage the similarities and integrate the differences between generations. This understanding can help redefine the new rules of interaction among the generational cohorts necessary for maximum organizational efficiency and effectiveness in the workplace. This understanding would help develop leaders in a multigenerational workplace.

Arsenault (2004) pointed out the importance of being savvy about generational differences in this century. He underlined how this understanding is essential and more important than ever before due to factors increasing collaboration among generations. Among such factors, he mentioned the rise of new *horizontal* and *boundaryless* structures versus vertical and bureaucratic ones; the increase in globalization; the emergence of new technologies and the current information-friendly atmosphere.

Because each day our workplace has fewer boundaries, employees at all levels are impacted by the cultural and technological differences among generations. All of us involved in today's workplace will need to adapt to the increased complexity of styles, values, and attitudes, though perhaps the most critical group will be those selected to lead and manage the employees and the general performance of the organizations. Leaders have always been in charge of solving new problems that arise in our organizations to achieve top performance. Leaders in our

organizations have the responsibility to create new approaches and imagine possibilities (Zaleznik, 2004).

Since not all leaders are born, most of them need to be developed and in order to achieve top performance, organizations must incorporate development programs to help leaders deal with the complexities of the multigenerational workplace. More and more, leaders are faced with embracing the diversity of the workforce. How leaders are developed in our organizations will play a key role in the success of our industries and a key to the success of this development will be awareness of generational diversity.

Leadership development has never been easy because each society and organization has to find a unique answer to leadership development; there is no quick fix, no short route, no one ideal way to solve the need for developing capable leaders that can succeed in today's fast-paced work environment (Ketter, 2013; Zaleznik, 2004). Other researches have supported the idea that leadership development plays a key role in the learning and development component of any professional organization (Reddy & Srinivasan, 2015). Organizations need to make sure they have leaders with the capacity to solve unexpected, complex, and ill-defined future challenges if they want to succeed in a global competitive environment (Day, Fleenor, Atwater, Sturm, & McKee, 2014; Dongen, 2014).

Due to the fast pace of our businesses and a lack of both human and economic resources dedicated to train and develop the human capital within the organization, many companies have not spent the time or the resources needed to design leadership development programs that help their managers become the type of leaders their organization needs. Leadership development is a dynamic process, involving different individuals across all organizational levels, inside and

outside the organization, in order to build and increase the collective capacity of individuals to lead among their team members (Reddy & Srinivasan, 2015).

Too often we see great individual contributors fail to lead among team members when being promoted into managerial positions that require solid leadership skills. It is at this juncture that human resources, the newly appointed manager, or that individual's supervisor solicit outside assistance in leadership development. Such programs, commonly known as *executive coaching engagements,* have become increasingly popular in both large corporations and self-aware individuals. Executive coaching has become a popular strategy in leadership development. Its popularity stems from the fact that training alone, in many cases, produces results that are insufficient to develop leaders when the organization requires personnel to undergo a shift in perceptions, attitudes, outcomes, and new ways of thinking and acting (Carey, Philippon, & Cummings, 2011).

According to Kauffman and Coutu (2009), an executive coaching engagement must be confidential, individually tailored, and designed to meet the needs of the organization and the executive being coached. In their *Harvard Business Review* research report, the authors concluded that an executive coaching engagement is about enhancing the performance of executives. The executive's organization, represented by either human resources or the executive's boss, is actively involved in the objectives of the assignment.

Executive coaching deals with understanding the self in order to understand others. Smith and Berg (1987) wrote, "How we understand ourselves and how we choose to interact with others depends on our own particular frames and the ones others are using" (Introduction, para. 2).

If we are to achieve organizational effectiveness, executive coaches need to understand what makes sense to each generational cohort. They can then use this knowledge to help executives reframe meaning when it comes to different generations and understand that despite their differences, organizations need to find a common language to allow their leaders to work together to achieve a common purpose.

Executive coaches are increasingly being challenged by the impact the multigenerational workplace has in their leadership development engagements. They can no longer ignore the fact that the generational mix has changed; therefore, they need to start tailoring their coaching engagements to address the differences in generational cultures and how to lead in a multigenerational workplace.

Purpose of Research

The purpose of this exploratory study is to explore how executive coaches are preparing leaders to succeed in managing the multigenerational workplace. At this stage of the research the multigenerational workplace is defined as the business workforce comprising employees from four different generations: Traditionalists, Baby Boomers, Gen X, and Millennials. Each generation shares a separate set of experiences and events that have forged their unique mind-set or culture. Executive coaches hired by U.S. based organizations to develop their leadership teams are uniquely exposed to the challenges faced by these leaders working with the complex generational diversity of today's organizations. A virtual interview process will be used to explore the perceptions, strategies, and success stories of these coaches.

Research Questions

The central guiding research question of this exploratory study is "How are executive coaches preparing current and future leaders for working with a multigenerational workplace?"

Sub-questions include:

1. What are the experiences of executive coaches with individuals from different generational groups?

2. What are the experiences of executive coaches regarding discussions for managing the multi-generational workplace?

3. What do executive coaches perceive as being effective in developing executive capacity to lead a multigenerational workplace?

Delimitations of the Study

This exploratory study will rely on the experiences and perceptions of executive coaches working in the United States who serve organizations in need of developing leaders. These organizations hire executive coaches as part of a leadership development strategy within their company.

Executive coaching program delimitation. This study will only consider executive coaches who are hired by organizations for *individual leadership development.* The following types of coaching efforts are not part of this study: executive transition or career coaching programs, defined as those designed to help executives in their next professional career opportunity; life coaching programs, defined as those that deal with personal rather than business related issues; any other type of coaching program that is not company sponsored; and managerial coaching programs, defined as those in-house development programs where the manager or boss is responsible for mentoring the executive.

Geographical area delimitation. This study will include coaches from at least five states: California, specifically the Southern California area; Texas, specifically the cities of Houston and Dallas; and the Tri-State Area known as New York, New Jersey, and Connecticut.

Conceptual Foundation

The theoretical framework for this study is based on leadership development practices, specifically the strategy involving an executive coach. Developing leaders through executive coaching is one of the dominant methodologies at the moment (MacKie, 2014). Since the purpose of the research focuses on preparing leaders to manage and lead within the cross generational complexities in today's organizations, conceptual and theoretical notions about variations in the values, ambitions, views, and mind-sets of different generations will be explored.

Leadership development. Peter Vaill (1996), described by the *Training and Development Journal* in 1985, as one of the top ten organization development specialists in the United States, proposed that a problem faced by leaders is one of continual learning under constantly changing conditions. How leaders continually learn, of course, varies by individuals and also is influenced by the organizations in which they work. Leadership development defined as an interpersonal approach to enhance leadership capacity involves long-term developmental interventions that involve mapping and understanding change patterns of individuals' behaviors in order to handle current and future business challenges (Day et al., 2014; Dongen, 2014).

Executive coaching. The executive coaching industry currently generates $1.9 billion dollars in annual revenues of which 35% is in North America and a 42% in Western Europe. Despite challenging economic times, the executive coaching industry continues to grow as organizational experts recognize the value it provides in better preparing leaders to meet future business challenges (PricewaterhouseCoopers, 2011).

The International Coach Federation defined coaching "as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and

professional potential. The coaching process helps clients dramatically improve their outlook on work and life, while improving their leadership skills and unlocking their potential" (International Coach Federation, 2014, para. 1). Coaching is a change methodology that uses a collaborative approach through a trusting relationship established between a coach and a coachee in order to address together the different challenges the leader might be experiencing (Grant, Passmore, Cavanagh, & Parker, 2010).

Definitions

Leader. A person with integrity, passion and a guiding vision capable of mobilizing others to solve current and future organizational problems (W. G. Bennis, 2009; Kouzes & Posner, 1987).

Leadership. A process involving influencing others to achieve common goals (Northouse, 2004).

Leadership development. "Structured process to develop strong leaders" (Dongen, 2014, p. 6).

Coach. A consultant in charge of helping an individual (coachee) improve or enhance different skills (Orenstein, 2002).

Coachee. The individual being coached (Orenstein, 2002).

Coaching. "The art and science of facilitating self-directed change" (Hicks & McCracken, 2012, p. 62).

Executive coaching. Coaching of individuals within an organization that have a level of responsibility to affect a significant number of internal and external business variables and stakeholders (Blackman-Sheppard, 2004).

Multigenerations

The need to get along (social contact), the need to get ahead (status), and the need to make meaning (structure) are three distinctive human motives that are present at any organization's workplace and to some extent they are defined by our business leaders (Hogan, 2007). If we pay close attention to these motives, they are all at the root of conflicts resulting from different cultures and viewpoints among the different generations. These motives must be taken into consideration when leading in a multigenerational workplace.

Executive coaches must create leadership development programs that are able to help managers lead cross-generationally. In order to take any action regarding the multigenerational workplace, it is important to understand the similarities and differences of the four generations that comprise and must collaborate in leading today's multigenerational workplace: Traditionalists, Baby Boomers, Generation X, and Millennials.

Here are definitions of these terms:

Baby Boomer. A person born between 1946 and 1964. They are competitive, political, and hardworking. They are known to be workaholics and value relationship building, getting ahead, special rewards, office perks, and corporate titles. This generation embodies what we know as The American Dream (Kyles, 2005).

Generation X. A person born between 1965 and 1979. Gen Xers are considered the most challenging generation to manage. They are individualistic, disloyal, and technologically savvy. They dislike corporate politics, titles, and organizational hierarchies perhaps because they entered the job market on a period of economic recession and massive layoffs. With a strong belief of work-life balance, this generation not only values but also requires an autonomous work environment that allows them to learn (Kyles, 2005).

Millennial (aka Gen Y, Nexter). A person born, between 1980 and 1999. They are technologically savvy, purposed and multitasking. In their professional careers they look for purpose and fulfillment in their jobs with an opportunity to serve society as well. They would be disloyal if internally they felt they are not valued or they do not see their contribution (Kyles, 2005).

Traditionalist (aka Matures, Silents, Veterans, Pre-Boomers). A person born between 1900 and 1945. They came of age during the Great Depression and World War II. Their values include integrity, respect for authority, and delayed gratification. They are loyal, consistent, and conforming (Kyles, 2005).

Study Significance

Organizations that want to succeed constantly need to reshape their strategies to cope with the challenges that the competitive environment and the world throw at them. Designing organizations with such capacity to adapt, solve ill-defined problems, and succeed in changing conditions is a leadership task.

This study is of particular value to the leaders of our organizations as well as anyone interested in thriving in the changes the workplace is currently experiencing and solving the future problems generated by multiple generations working together.

Generations have always collided; however, the gaps among them in values, beliefs, life experiences, and attitudes towards the workplace are wider than ever before (Lancaster & Stillman, 2002). Understanding more about how to bridge the gaps among generational cohorts and being able to utilize their unique differences would help organizations foster the team work needed to maintain and increase their creative strength. Developing leaders capable of such task is essential for organization success.

As discussed before, executive coaching is one of the most popular strategies for leadership development in the modern organization. The importance of using executive coaches as the data collection strategy allows us to obtain an impartial and external view of how organizations, through their leaders, are dealing with the multigenerational workplace. Executive coaches, as external professionals to organizations, provide valuable observations of how human resource personnel and internal executives are dealing with the issue of the multigenerational workplace in their organizations.

Much has been written about leadership development and the multigenerational workplace, but the gap in the literature that I am hoping to fill is in the way executive coaches can contribute to organizations, by taking into consideration the multigenerational workplace phenomena within their coaching engagements. This contribution can add value to internal and external leadership development programs by understanding what is currently being employed and what is lacking attention. The findings of this study can strengthen the results achieved by executive coaches. These insights will also help build leaders who capitalize on diversity to build stronger organizations.

Chapter Summary

The demographic changes occurring in today's organizations are clear and unquestionable. In the next 15 years, the last of the Baby Boomers will retire from the workplace and leave the reins of today´s modern institutions to the next generations. Baby Boomers have created or shaped most of the organizations we see today (Lancaster & Stillman, 2002). These organizations are the product of a generation whose set of values and views contrast with those of younger generations. Each generation has a particular influence in the workplace. This exploratory study will present unique findings regarding how the multigenerational workplace

phenomena is currently being experienced and handled by the leaders of different organizations in the United States through the experiences of different executive coaches. To achieve these objectives, we need to understand the motives that play every day in our organizations by the different generations as well as the function of executive coaching as a leadership development strategy within organizations. Our leaders need to be equipped with tools that allow them to lead and manage generations with conflicting values, ambitions, views, and mindsets as described in *Generations at Work* (Zemke et al., 2000).

In the next chapter, the literature of the multigenerational workplace and leadership development is presented to understand the depth of these topics. A link will be established between the executive coaching profession and its task of creating new leadership development programs capable of helping executives lead in a multigenerational workplace.

Chapter II: Review of the Literature

The objective of this literature review is to form a strong knowledge base by surveying, critiquing, and reviewing the writings of peer-reviewed scholars as well as book authors and other relevant reports regarding the theoretical frameworks of the multigenerational workplace and leadership development.

Because of the significant amount of literature in these topics and due to the main focus of this particular research endeavor, when discussing generations in the workplace, the emphasis will be limited in our main review to the four generations currently working together, and when evaluating leadership development strategies, attention mainly will go to the strategy involving an executive coach.

This literature review begins by exploring the concept of the multigenerational workplace. Much has been written about the topic of generations; however, a general understanding of the current workplace; general cohort theory; and differences and similarities in values, attitudes, and beliefs among the four generations in the workplace will provide a solid analytical structure to help us understand what is currently known regarding this topic. In addition, it will set the stage to view leadership development practices through the lens of the multigenerational phenomena.

A simple Google search of *leadership development* yields more than 112 million results. Because it would be impossible to cover all that has been written or is known regarding this topic in this review, having a clear definition of what it entails and narrowing the focus of the literature review into the different strategies used by organizations to implement leadership development programs will organize this search in an efficient way in order to achieve our research purpose.

Finally, since executive coaches is the population interviewed for this research project, a clear understanding between executive coaching and its link to leadership development would be of great help in the design of this exploratory study.

The Multigenerational Workplace

Our perceptions of reality, the models against which we measure the observed world, change discontinuously, like the earthquakes which redistribute the stresses built up at the surface of the earth. (Roeber, 1973, p. 1)

The workplace with its own unique and dynamic organizational characteristics is already a complex entity. Work in any field starts and ends with people and people bring to the workplace a set of values, attitudes, beliefs, and expectations that when intertwined with those pre-established in the workplace as well as the diversity of opinions held among all people in the workplace constitute, at one end of the spectrum, a source for potential conflict if unmanaged, and at the other end, of great creativity if harnessed.

In this dissertation, another factor is considered: the increasing multigenerational diversity of workplaces. Never before has the workplace been posed with the challenge of accommodating four different generations with such diversity at a time in our modern history where technology has dramatically impacted not only the workplace but also our entire lives (Lancaster & Stillman, 2002; Meister & Willyerd, 2010; Zemke et al., 2000). If businesses want to succeed in today's complex environment, managers must understand the general characteristics of the demographics of their workplace in order to harness creativity, diminish conflict, attract, develop and retain valuable employees.

The workplace of the future, or the *2020 workplace* as defined by Meister and Willyerd (2010), is "an organizational environment that provides an intensely personalized, social experience to attract, develop, and engage employees across all generations and geographies" (Introduction, para. 4). According to Meister and Willyerd, for organizations to strive and be competitive the cornerstone of the 2020 workplace will be the implementation of human resource practices based on the organization's values. The authors underline how learning and development, talent management, and leadership practices need to be reimagined by including social web tools. They stress that the models known to us regarding these topics need to change to adapt to the new reality.

Social media is currently an important aspect to consider when reimagining leadership development practices; however, "creating an environment that is collaborative, authentic, personalized, innovative, and social requires leaders whose management behaviors create and reinforce that environment" (Meister & Willyerd, 2010, para. 1). This is where the importance of implementing strategies to develop leaders capable of handling a changing workplace and understanding the characteristics of the workplace in terms of its demographics becomes a relevant issue.

According to a recent study conducted by Gallup (2013), a total of 70% of the American workforce is not engaged at work and 20% of the total workforce is actively disengaged. Gallup attributed these phenomena to leadership ("State of"). To be effective, leadership development strategies must help our leaders devise ways to keep employees from different generational cohorts engaged in their job.

Leading, managing, and engaging an employee is not only a difficult job but also seems to be a managerial task full of strange and unique dilemmas. Managers in organizations usually

face challenges that arise from (a) having the wrong person in a job, (b) a poor organization design that gives space to inefficiencies due to the lack or excess of control, (c) subordinate's learning curve and lack of subordinate's continuous learning, (d) poor teamwork, (e) lack of purpose and focus on important topics, (f) inability to handle difficult conversations, (g) lack of creativity, (h) poor communication, and (i) an inappropriate management philosophy, among others (Francis & Woodcock, 1975).

As mentioned before, work starts and ends with people, yet in order for people to perform their duties and deliver the strategy proposed by the business, the design of the organization must be thought about in a way that enables the right selection, training, and development of its personnel (Galbraith & Nathanson, 1978). Gailbraith and Nathanson (1978) stated that "an organization has a variety of structural forms and organizational processes to choose from when implementing a chosen strategy" (p. 1). Two decades before that, Gusfield (1957) presciently argued, "Conflicts of power and policy between age-groups are a common feature of many organizational structures" (p. 323). If we want our businesses to succeed, when designing an organization we must choose the structural form that makes the difference in what we want to achieve; by doing so we would allow a desired culture to form. This dissertation argues that considering multigenerational factors is paramount to designing effective organizational strategies in our current workplaces. Specifically, because each generation brings its own values and beliefs, today's organization must design processes capable of attracting, developing, and retaining valuable talent of different generational cohorts in order to maximize teamwork within the workplace structure and achieve the business strategic intent.

Generational Cohort Theory

The concept of cohort and generation seems to be used interchangeably or in tandem to varying degrees in the literature even though there is a distinction between both terms. Markert (2004), for example, explained how a generation sometimes can be comprised of different cohorts to fine tune its homogeneous distinctions and how sometimes a cohort can be used to group different generations that share some sort of bond. As explained by Markert (2004) and Berkowitz and Schewe (2011), a generational cohort can be identified by a shared historical journey and how such a framework has shaped individuals' mindsets in a way that affects their preferences, attitudes, and behaviors. Berkowitz and Schewe wrote, "Generational cohorts focus on cataclysmic events that produce a change in the value structure of society" (p. 191). As noted by the Pew Research Center (2015), "an individual's age is one of the most common predictors of differences in attitudes and behaviors" (p. 1). Age cohorts, specifically generational cohorts, help us understand how formative experiences shape a group's mindset.

The practical implication of the generation phenomena has made it an indispensable and important guide in understanding and studying an aggregate of individuals with a shared social structure and historical context (Mannheim, 1970). Arsenault (2004) encouraged us to appreciate the information that generational differences can provide, as he pointed out that the traditional belief that people change their values, attitudes, and preferences as a function of age is an erroneous one. From marketers and politicians to religious organizations the study of generations is becoming a valuable asset.

Understanding the events that have shaped the preferences, attitudes, and behaviors of different generations can help us create leadership development experiences targeted at each group within an organization. Understanding the mindset of each generation would help us

understand what each cohort values. Such understanding can help us design a structure to foster a desired organizational culture that makes it easier to execute strategy.

Having a clear understanding of generational information, as discussed by Zemke et al. (2000), is not only valuable but also can help us understand the assumptions that guide the general attitudes displayed by an individual in addition to its unique personality traits.

Generations in the Workplace

Gursoy, Maier, & Chi (2008) wrote, "In the past, multiple generations had worked in the same organization, but they were usually separated from each other by virtue of their job descriptions and system hierarchy" (p. 448). Although multiple generations coexisted within the same workplace—the top-down approach of the bureaucratic organization—the slow growth in technology and the worker demographics of the past did not generate a business need for generations to work together.

Today, for the first time in modern history, the workplace has a total of four generations working together: Traditionalists, Baby Boomers, Generation X and Millenials. (Burke, 2004; Hahn, 2011; Hansen & Leuty, 2012; Kyles, 2005; Lancaster & Stillman, 2002; Liotta, 2011; Schoch, 2012; Zemke et al., 2000).

Generational mixing, a phenomenon that was not common in the past, today has become the subject of study of multiple researchers for a wide variety of purposes including the rapid changes in technology, the demise of the bureaucratic organization, changes in worker demographics, among others. Today people are convinced that taking into account generational information does make a significant difference in our daily business decisions. As an example of the importance of this phenomena, a report by the American Association of Retired People (AARP) concluded that "three important trends make it crucial that organizations become

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successful at addressing intergenerational dynamics: competition for talent is escalating; more generations are working side-by-side and productivity and business results are linked to work environment" (as cited in Murphy & Raines, 2007, pp. 2-3).

Of unique importance to this research study is the impact that multiple generations in the workplace have on leadership development strategies. Knowing more about the unique characteristics of multiple generations and having a clear definition on each generation can help us understand the impact such characteristics have when different generations work together to achieve a common purpose. This information, if taken into consideration, can change the way we design our leadership development programs.

In reviewing the literature, it is important to note that researchers have slight differences when categorizing the generations regarding their birth years. Also different researchers in the literature might have different names for the same generational cohort. Despite these minor differences, there seems to be consensus when it comes to describing the key concepts that define and shape each generation as well as the usefulness of generational information in our business settings. Before describing each generation in greater detail, Table 1 defines the different generations in today's workplace.

Erickson (2010) wrote, "What we see and hear—and the conclusions we draw—influence for our lifetimes what we value, how we measure success, whom we trust, and the priorities we set for our own lives, including the role work will play within it" (p. 3). The concept of understanding how our mindsets are shaped is extremely important when designing leadership development programs that can adapt and change as new generations enter the workplace. Today it is not only important to reflect upon the events that shaped each generation, it becomes rather a leader's imperative to clearly understand such events as well as the generational differences and

similarities among their subordinates in order to foster collaboration and achieve the business

strategy. The following sections will describe unique traits of each of the four generations in

today's workplace.

Table 1

Generations Defined

	Traditionalist	Baby Boomers	Generation X	Millennials
Also known as *1	Builders, Matures, Industrialists, Depression Babies, Radio Babies, GI Joe Generation, Greatest Generation	Boomers, Vietnam Generation, Me Generation	Gen X, Baby Busters, Twenty-somethings, Thirteenth Generation, Post Boomers	Generation Y, Internet Generation, Echo Boomers, Boomlet, Nexters, Nintendo Generation, Sunshine Generation, Digital Generation
Birth Years *2	1900-1945	1946-1964	1965-1980	1981-1999
Characteristics *3	Loyal, consistent, conforming	Competitive, political, hardworking	Individualistic, disloyal, Techno literate	Techno literate, purposed, multitasking
Career Goal *4 Leadership Style	Legacy Command-and-control, Executive decision making *5	Stellar career Collegial, consensus, soft skills patrons *5	Portable career Egalitarian, fair, competent leaders, thrive on change, used to challenge and being challenged *5	Parallel careers Foster teamwork and sense of community, transparency *6
Key Word Descriptor *5 Clash Point *5	Loyal Chain of command	Optimistic Change of command	Skeptical Self-command	Realistic Don't command-collaborate
Iconic Technology *7	Radio, Telephone, Electricity, Silver Screen	Television	Personal Computer Video Games	Cell phones, Internet, Texting, Reality Television, Social Media
Historical Events *7	D-Day, Cold War, Manhattan Project, 1929 Stock Market Crash, WW2, Great Depression, Korean War	The Ed Sullivan Show, Watergate, Women's Rights, US walks on Moon, JFK and MLK assassinations, Vietnam	Crack, AIDS, Desert Storm, Berlin Wall Falls	9/11, Columbine, Oklahoma Bombing, Katrina

Note. The data in this table are adapted from the following:
*1 (Murphy & Raines, 2007, pp. 9, 10,12,13)
*2 (Lancaster & Stillman, 2002, Chapter 2, "Ageless Thinking," para. 2)
*3 (Kyles, 2005, p. 54)
*4 (Lancaster & Stillman, 2002, Chapter 5, "Clashpoint Around Career Goals," para. 1)
*5 (Zemke et al., 2000)
*6 (PricewaterhouseCoopers, 2013)
*7 (Liotta, 2011, Chapter 3, "Generational Snapshots," para. 2, 5, 10, 20, 32)

Traditionalists. Traditionalists are the oldest generation currently in the workplace. Most

of the ones still living have already retired and the rest are exiting the workplace giving space to

Millennials, the youngest generation that is still populating the workplace. Born between "1900 and 1945" (Kyles, 2005, p. 54), researchers seem to agree that the Great Depression and World War II are two of the most significant historical events that shaped this generation mindset (Hahn, 2011; Hansen & Leuty, 2012; Lyons, Duxbury, & Higgins, 2007; Schoch, 2012).

Traditionalists' core values include among others: hard work, respect for authority, patience, adherence to rules, and honor (Zemke et al., 2000). Conservative by nature not only in dress but also language, Traditionalists came of age under a strong sense of commitment to family, community, and country. They built the infrastructure of American businesses, made personal sacrifices for the common good, and those who remain in the workplace continue to be valuable employees due to their strong work ethic, discipline, and stability (Murphy & Raines, 2007).

Baby Boomers. Individuals in the Baby Boomer generation started to approach retirement not long ago. This is the first generation that would stay the longest in the workplace due to the recent demographic changes impacting business and commerce on a global scale. Many believe that Baby Boomers established some of the organizational parameters and practices that now seem outdated and obsolete by the following generations. Traditionalists might have built the infrastructure for today's businesses, but Baby Boomers brought the processes and policies to take those businesses to the next level.

Boomers insisted on influencing the direction of organizations by voicing their concerns, being involved in decision-making, and by being committed to make things happen even if it meant working long hours and weekends (Murphy & Raines, 2007). Born between "1946 and 1964" (Kyles, 2005, p. 54), researchers seem to agree that their formative years are marked by an era in America of great economic prosperity (Hahn, 2011; Hansen & Leuty, 2012; Lyons et al.,

2007). Baby Boomer's core values are optimism, achievement, work, and personal gratification (Zemke et al., 2000).

Boomers seem to be the generation that is going to redefine what retirement means as they exit: deciding to stay longer than accustomed at their jobs and to re-enter the workplace or start new businesses by reinventing their professional selves in the next years (Murphy & Raines, 2007).

Generation X. Generation X is the neglected middle child of the workplace since more attention has been paid to both the previous and proceeding generations perhaps because they are outnumbered by both of them. Born between "1965 and 1979" (Kyles, 2005, p. 54), researchers seem to agree that the exponential growth in media and technology have shaped and influence this generation collective psyche (Hahn, 2011; Hansen & Leuty, 2012). Known as *latchkey kids* due to the changing role of women around the world, they had to learn to take care of themselves. As they were growing up, divorce rates spiked forcing them to learn to thrive in the midst of chaos and cope with constant change (Murphy & Raines, 2007).

Generation X values: diversity, technology, informality, and work-life balance. They are considered pragmatic global thinkers who tend to rely more in themselves and less on the institutions that have repetitively failed them (Zemke et al., 2000). Erickson (2010) attributed as well the value that Generation X places on self-reliance to the distrust they have towards institutions and adds how self-reliance has made Generation X capable of dealing with resilience, whatever situation presents to them.

Millennials. Millennials are entering the workplace and making organizations rethink the way their policies, processes, and structures are designed to attract, develop, and retain this new talent. In the years to come, Millennials will occupy many important jobs and make important

decisions that may reshape the organizations they did not design and whose operational models did not consider ways to deal with them.

Born between 1980 and 1999 (Kyles, 2005), researchers seem to agree that technology, instant communication, social networking, and terrorism seem to be an integral part of what this generation has experienced in their formative years. (Hahn, 2011; Schoch, 2012).

Millennial values include: confidence, sociability, civic duty. and morality. They share optimism and achievement with the Baby Boomers and diversity with Generation X (Zemke et al., 2000). In their formative years, Millennials were required to do volunteer work at school as part of their curriculum, shaping their mindset into one that would exhibit high levels of responsibility towards social matters and great concern for their communities (Erickson, 2010).

As opposed to Generation X, whose members learned to take care of themselves due to the lack of supervision by their parents, each step in the upbringing of Millennials has been guided, supported, directed, coached, and protected by their parents. Openness to diversity and need of customization seem to be unique characteristics exhibited by Millennials (Tulgan, 2009).

A general understanding of the workplace and the four generations described in this chapter is imperative for this literature review. Starting the literature review by having some knowledge on the multigenerational perspective allows an appropriately narrow focus and the right lens when surveying the literature on the topic of *leadership development.*

Leadership Development

McCall (1992) wrote, "Traditional sources of competitive advantage are losing their edge….Leadership, on the other hand, is a potentially renewable resource that is not easily copied or stolen by other corporations" (p. 26).

In the March 15, 2016 edition of *Fortune Magazine*, the editor, Alan Murray, cited his colleague Geoff Colvin to remind us what has become an increasingly important mantra for businesses: "today, human capital is the most valuable capital in every company, no matter what industry it is in" (Murray, 2016, p. 14). As he introduced the 19th annual Best Companies to Work For list, he also commented on how purpose and leadership are respectively close and critical to culture, which at the end is what defines great workplaces (Murray, 2016).

A great workplace culture, however, does not happen by accident. Leaders have the responsibility of creating purpose for their businesses, that is, they are responsible for creating the vision of what is possible and then defining the strategy to achieve the vision. Great leaders create great workplace cultures and although some great leaders are borne, there is no argument against the fact that businesses must develop the rest if they want to thrive in today's constant changing business conditions, one of them being the multigenerational workplace.

Without a good base of leaders capable of solving tomorrow's problems and generating new and creative products and services, an organization has a much greater chance to fail. According to W. Bennis (1999), "the key to future competitive advantage will be the organization's capacity to create the social architecture capable of generating intellectual capital. And leadership is key to realizing the full potential of intellectual capital" (p. 18).

When we think about leadership development in our companies we must take into consideration what the future of work would look like and always remember three critical aspects that seem to be essential today and will be in the future: (a) a clear accelerating pace of change, (b) talent as the most important factor for competitiveness, and (c) the idea that the skills and capabilities to handle new problems do not exist today (Elliot & McCusker, 2010).

These three aspects alone could make the case for need of leadership development programs in our companies.

The next section of the literature review will define several important concepts that surround the topic of leadership development. After presenting conceptual definitions, I will address what different authors recommend in terms of leadership development processes and methods and conclude by delving into the literature of executive coaching as a strategy for developing leaders. Whenever possible, the lens of the multigenerational workplace will be presented within the context of leadership development and executive coaching in order to connect the three topics of our research.

Leadership Development Concepts and Definitions

Leadership and management. When it comes to effectiveness and efficiency in the workplace, the first distinction anyone must learn is the difference between two important concepts: leadership and management. Leadership and management are not only interconnected but also they complement each other when pursuing business objectives (Glamuzina, 2015; Northouse, 2004).

Northouse (2004) noted, "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 7). For Kouzes and Posner (1987), leadership is not about personality but is rather about behavior. In their book, *The Leadership Challenge*, they identified *five practices of exemplary leadership* that have stood the test of time and have become a model to guide executives in the practice of leadership: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act and

(e) encourage the heart. For each of Kouzes and Posner five practices we can observe the primary function of leadership as explained by Kotter (1990): produce change and set direction (vision and strategy).

In trying to explain what leadership should look like, Blanchard and Miller (2007) popularized the concept of *servant leadership*. They proposed the following five practices and turned them into a model for leaders to develop and deploy leadership: (a) see the future, (b) engage and develop others, (c) reinvent continuously, (d) value results and relationships, and (e) embody the values. Blanchard and Miller (2007) identified two important concepts as a result of their research that seem to be clear obstacles for their servant leadership model: (a) lack of knowledge and skill, and (b) focus on self instead of others. The first obstacle, lack of knowledge and skill, is not only an impediment particular to their leadership model but is a clear obstacle for any other leadership model as well. Leaders cannot thrive if they do not have the knowledge and skills needed. Because "leadership has been traditionally conceptualized as an individual-level skill" (Day, 2000, p. 583), focusing on developing leaders through company wide leadership development programs, is an essential task for businesses that want to thrive and compete in this day in age.

Leading differs from management: "management was created as a way to reduce chaos in organizations, to make them run more effectively and efficiently" (Northouse, 2004, p. 12). As explained by Kotter (1990), management is about planning, a deductive process designed to produce orderly results in a consistent way.

In his book, *The Principles of Scientific Management*, Taylor (1911/1967) explained how the main objective of management is to secure the maximum prosperity for both the employer and employee. Known as the father of scientific management, Frederick Winslow Taylor,

explained how maximum prosperity only exists as a result of maximum productivity; for such reason, the most important objective of businesses and employees should be the training and development of each individual in order for them to achieve their highest potential.

In 1916, Henry Fayol identified the four primary functions of management that are still representative of the field today: planning, organizing, staffing and controlling (as cited in Northouse, 2004).

To clarify the difference between leaders and managers, Field Marshall Sir William Slim, leader of the 14th British Army, during World War II stated: "Managers are necessary; leaders are essential….Leadership is of the spirit, compounded of personality and vision….Management is of the mind, more a matter of accurate calculation, statistics, methods, timetables, and routine" (as cited in W. Bennis, 1991, p. 167).

According to Zaleznik (2004) "managers maintain the balance of operations, leaders create new approaches and imagine new areas to explore" (p. 167). Key differences between a leader and a manager are placed side by side in Table 2 to point out not only what sets leaders and managers apart but also why they are a necessary complement to each other when pursuing business objectives.

We cannot talk about leadership without taking into consideration the issue of values. And when we make a conscious decision to talk about values we need to explore their impact and practice across different generational cohorts. Different studies have been conducted to research the topic of generational values and even though these studies have found similarities and differences in values across generations; research pays special attention to the impact the differences have in the workplace (Ahn & Ettner, 2014). One of these particular studies

concluded, "that managers in different generational cohorts do differ in valued leadership attributes and in their behaviors" (Sessa, Kabacoff, Deal, & Brown, 2007, p. 70).

Table 2

The Differences Between a Leader and a Manager

Leader	Manager
Innovates	Administers
Is an original	Is a copy
Develops	Maintains
Focuses on people	Focuses on systems and structure
Inspires trust	Relies on control
Long-range perspective	Short-range view
Asks: what and why	Asks: how and when
Has his eye on the horizon	Has his eye on the bottom line
Originates	Imitates
Challenges	Accepts the status quo
Is his own person	Is the classic good soldier
Does the right thing	Does things right

Note. The data in this table is adapted from (W. Bennis, 1991, pp. 166-167)

Since leadership and management are two different concepts and as the differences in valued leadership attributes across generations become more clear, it is important that when designing leadership development programs, we factor these ideas into such designs and review how each one plays their part in achieving the overarching strategic goals of the company.

Leadership development and leader development. After defining the key differences between leadership and management and as we continue our survey of the literature we find that there is another important distinction to make. This time the distinction is between *leadership development* and *leader development*—two terms that at first might seem similar, but as we look closer we would find fundamental variances in their nature.

While leadership development focuses on the interpersonal aspect of leadership or the process of expanding its capacity across the organization, leader development focuses on the

intrapersonal side or within an individual leader (Day et al., 2014). According to Van Velsor, McCauley, and Ruderman (2010), leader development is just one aspect of the leadership development process within an organization. Reddy and Srinivasan (2015) further commented on the differences: "Leader development is a necessary but not sufficient condition for leadership" (p. 45).

Leadership development has a clear emphasis in developing the skills that enhance the social capital of an organization through a relational approach built on commitments, mutual respect, and trust. The leadership skill set to establish within the organization is twofold: first, social awareness, including empathy, service orientation, and political awareness; and second, social skills, which include building bonds, team orientation, change catalyst and conflict management (Day, 2000).

According to Cacioppe (1998), there seems to be a set of activities in leadership development programs that for the past 40 years has been used widely and has proven to be successful for businesses. Based on the work of Vicere and his own experience, Cacioppe (1998) proposed "an integrated model and approach for the design of effective leadership development programs" (p. 45), consisting of seven steps: (1) articulate strategic imperatives, (2) set objectives for development, (3) identify appropriate methods and approaches, (4) select providers and design learning programs, (5) evaluation of program delivery, (6) integrate with human resource systems, and (7) evaluation of strategic imperatives, objectives and human resource systems.

Almost 10 years later, Leskiw and Singh (2007) concluded through their research that even though there are many different models and views of what constitutes leadership development in the literature, there seems to be six important areas that can be consolidated into

a step-by-step model for creating successful leadership development programs: (1) needs

assessment, (2) audience selection, (3) supporting infrastructure, (4) learning system, (5)

evaluation system, and (6) continuous improvement and reward system.

Table 3 provides a side-by-side comparison that clearly shows consistency in the research

behind these two models for leadership development programs. Based on these authors research

and for the purpose of our study, a simplified model is proposed and explained.

Table 3

Leadership Development (LD) Model Comparison and Proposal

Proposed LD Model	Cacioppe (1998)	Leskiw and Singh (2007)
1) Set Leadership Agenda	1) Articulate strategic imperatives	1) Needs assessment
2) Conduct Gap Analysis	2) Set objectives for development	2) Audience selection
3) Design Learning System	3) Identify appropriate methods and approaches	3) Supporting infrastructure
	4) Select providers & design learning programs	4) Learning system
4) Evaluate	5) Evaluation of program delivery	5) Evaluation system
	6) Integrate with Human Resource Systems	6) Continuous improvement and
5) Reward	7) Evaluation of Strategic Imperatives, Objectives and Human Resource Systems	reward system

Note. The data in this table is adapted from (Cacioppe, 1998; Leskiw & Singh, 2007)

Proposed Leadership Development Model

1. **Set leadership agenda:** The first step in any leadership development program begins

    with determining clear leadership objectives based on the organization's strategy.

    Without the organization's strategy, is impossible to set the leadership agenda for the

    business. Setting the leadership agenda includes understanding those key business

    strategies and organizational priorities set by top management in order to determine the

    leadership competencies that should be developed within an established period of time

    (Cacioppe, 1998; Leskiw & Singh, 2007).

2. **Conduct gap analysis:** Once the leadership competencies aligned to the business

    strategy are determined, then we must identify the target audience for each competency

by conducting a gap analysis of the desired leadership competencies of each of our high potentials, assess their status and proceed to map the results. (Leskiw & Singh, 2007)

A recent study by Dongen (2014) recommended that we address the needs of leaders by stratifying them into three groups: leaders at the novice stage, leaders at the intermediate stage, and leaders at the expert stage. These groups of executives would have different leadership development needs due to their exposure to leadership practices within their professional tenure.

3. **Design learning system:** Human resource professionals are usually the ones in charge of implementing leadership development initiatives. In order to design a learning system, human resource professionals need to understand the business strategy, have a map of the high potentials with the gaps in the desired leadership competencies, and then establish the formal training and action learning activities where participants are engaged in solving real time business problems or any other method and approach needed to close the gaps. In this process, it is very important to dimension the infrastructure needed to support the learning system as well as any suppliers. Any learning system should provide developmental: opportunities, relationships, and feedback systems (Cacioppe, 1998; Leskiw & Singh, 2007).

4. **Evaluate:** Any organization committed to excellence must evaluate the effectiveness of its leadership development programs. The evaluation phase involves taking a closer look at the entire process and determining how effective the program was in closing the gaps found in the assessment conducted. The objective is having a system in place that could link the development activities to business results and measure their success. Such system should include the evaluation of any supplier or stakeholder involved in the delivery as

well as the design of the learning system. The evaluation phase sets the stage for a continuous improvement effort (Cacioppe, 1998; Leskiw & Singh, 2007).

5. **Reward:** The result of the evaluation would yield accomplishments as well as areas of opportunity both in the learning system and in the business leadership competencies. The objective is to reinforce positive behavioral change by establishing different ways of rewarding participants. Rewarding executives in leadership development programs guarantees future buy in both of management and employees. It is important in the reward phase to understand where the system falls short or competencies have not been achieved in order to modify the practices in place and establish new ones that can achieve change (Cacioppe, 1998; Leskiw & Singh, 2007).

Within leadership development, the individualized approach of leader development consisting in personal power, knowledge, and trustworthiness focuses on enhancing the human capital by developing the intrapersonal skills of each executive. The intrapersonal skills are self-awareness, described as emotional intelligence; self-confidence and accurate self-image; self-regulation, which includes self-control, trustworthiness, personal responsibility and adaptability; and finally self-motivation, which includes initiative, commitment, and optimism (Day, 2000).

As described by Van Velsor et al. (2010), leader development attempts to expand an individual's capacity to be effective when it comes to leadership roles and processes aimed at setting direction, creating alignment, and keeping the commitment among different groups within an organization. Through the extensive research conducted by The Center for Creative Leadership and published in their *Handbook of Leadership Development*, Van Velsor et al. managed to organize the different leader development methods used by organizations into five categories. The five methods to develop leaders are (a) developmental assignments, (b) feedback

processes, (c) formal programs, (d) self-development activities and (f) developmental relationships:

- Developmental assignments as a method for developing leaders includes strategies such as job moves, job rotations, expanded work responsibilities, temporary assignments, and action learning projects.

- Feedback processes have become a very popular among the leader development methods and are practically a standard for human resource professional in big corporations. Among the strategies of the feedback processes method we have: performance appraisal, 360-degree feedback, and assessment centers.

- Formal program leader development method includes: university programs, skill training, feedback-intensive programs, and personal growth programs.

- Self-Development activities as a method to develop leaders includes activities such as reading (books, articles, online resources), attending to professional conferences and trade shows as well as fireside chats, town hall meetings, and all-staff meetings. (Van Velsor et al., 2010)

This particular study would make great headway into one of *the developmental relationship strategies* as a method for developing leaders. Development relationships includes the use of executive coaches, which, as explained in greater detail in the next chapter of this study, would constitute the target population of our research. Besides professional coaches, developmental relationships strategies include mentors, manager as a coach, social identity networks, and communities of practice (Van Velsor et al., 2010). An explanation is needed for each of these developmental relationship strategies before discussing *executive coaching* as a strategy of developing leaders within our leadership development programs.

Mentoring, a strategy that has passed the test of time, is a one-on-one relational process in which a mentor encourages, provides career guidance, transfers personal experience, facilitates the learning curve, and expands the network of contacts of less experienced professionals: mentees (Sharma & Freeman, 2014). Successful mentoring relationships include a process for mentors to become role models and take a personal interest in both the mentoring process and the mentee (Lipscomb & An, 2013).

Manager as a coach is a strategy where a supervisor becomes the mentor or coach of one or all of his or her subordinates. Managers as coaches establish a trusting relationship with employees and that allows for better communication, empowerment, teamwork, and ultimately the fulfillment of the department's goals while developing subordinates. Since this development strategy is one that involves mentoring/coaching, the manager must become a role model for subordinates to observe good leadership behaviors (Goggin, 2000). Manager as a coach is a learning strategy that not only impacts the subordinate but also has an impact on supervisors and their careers. They are often seen as executives able to generate results while making significant contributions to their subordinates (Hunt & Weintraub, 2002).

Social identity networks refers to a strategy that explores the psychological relationship between the individual and the organization (van Knippenberg, van Dick, & Tavares, 2007). Social identity networks aid in making sure the culture of the organization together with its social norms is clear to any employee. For an employee to enhance her sense of belonging and to ratify group membership she needs to internalize values and emotional connections (Nguyen, Murphy, & Chang, 2014). A recent study by Steffens et al. (2014) brought to light that "recent theoretical developments have argued that in order to mobilize and direct followers energies, leaders need not only to 'be one of us' (identity prototypicality), but also to 'do it for us'

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(identity advancement), to 'craft a sense of us' (identity entrepreneurship), and to 'embed a sense

of us' (identity impresarioship)" (p. 1001). This quote embodies the notion that social identity

networks are necessary for the smooth functioning of an organization.

Communities of practice make up one of the three structuring elements of a social

learning system as defined by Wenger (2000); the other two elements are the boundary processes

that surround these communities and the identities of the people participating in the community.

The essence of a community of practice is to define competence within a given context through

three elements: (a) members hold each other accountable, (b) members establish norms and

relationships through mutual understanding, (c) members tend to share resources that are unique

to them and that enhance their shared area of competence when used in accordance to what they

together have come to accept as a standard.

Finally, the topic of executive coaching needs to be explored as the last of the

developmental relationships strategies and a critical component of this study. As discussed by

Reddy and Srinivasan (2015), coaching is a behavioral change tool used by organizations to help

leaders develop functional behaviors and capabilities while getting rid of dysfunctional behavior.

Executive coaching has a strong relationship to the multigenerational theme of this dissertation.

Executive coaching can be of fundamental importance when dealing with a multigenerational

workplace.

Executive Coaching

Today's competitive business environment has increased the learning demands for

leaders across all organizations (Maltbia, Marsick, & Ghosh, 2014). The speed in which leaders

need to respond and adapt to changing and complex business conditions is higher than ever

before. Executive coaching as a relationship strategy for developing leaders has increased in

popularity due to the compelling evidence on the positive impact it has on executives and organizational performance (Passmore, 2010). Conger (2004) further supported that research suggested that successful performance in most forms of endeavors can be attributed to experience and coaching, rather than simply to in-born talent or early-life experiences.

There are many definitions related to what constitutes coaching. According to the Center for Creative Leadership (CCL), executive coaching is a data driven, one-on-one leader development approach, based on a trusting and respectful relationship, used to enhance a leader's capability in achieving organizational objectives (Riddle, Hoole, & Gullette, 2015).

Coaching as a profession. According to the 2012 ICF Global Coaching Study, coaching as a profession is concentrated in higher-income countries of North America, Western Europe, and Oceania, continues to grow and is currently showing an increase in emergent markets in Latin America and the Caribbean. Currently an estimate of 47,500 professional coaches worldwide is generating approximately $2 billion (USD) in annual revenue (PricewaterhouseCoopers, 2011).

Among some of the hurdles faced by the profession today stands out the question of regulation, with 53% of the respondents to the survey believing the coaching profession should become regulated. A second obstacle, perhaps connected to the regulation issue, is dealing with individuals misrepresenting the profession and calling themselves coaches. Finally, just like any other profession in its maturing stage, it is important to be able to communicate the benefits of coaching in order to achieve awareness among its consumers (PricewaterhouseCoopers, 2011).

Coaching and psychology. A very important distinction should be made between what coaching is and how it relates to psychology. Levinson (1996) wrote:

Fundamentally, psychoanalytically oriented consultants help their clients attain greater

psychological freedom to make their own choices and assume responsibility for their own

behavior. Unlike psychoanalytic practice, however, coaching consultants may offer

suggestions, information, and guidance consistent with their understanding of the

psychology of the client in his or her organizational context. (Levinson, 1996, p. 119)

Coaching categories. Several categories have emerged within the profession as a way to

stratify the different types of coaching interventions. Witherspoon and White (1996) and more

recently Segers, Vloeberghs, Henderickx, and Inceoglu (2011) described how different authors

tend to agree on three broad coaching categories: skills, performance, and development

coaching.

Coaching for skills is the type of coaching that focuses on learning specific set of skills,

behaviors, attitudes, methods, strategies, and concepts that are clear, achievable and agreed

between stakeholders. Coaching for performance tends to be reactive in nature; in other words,

coaching for performance deals with current issues experienced at work by the executive, and

where there is a present need to correct behaviors or other job related issues before it's too late

and productivity or effectiveness is at risk. Coaching for development is typically used to prepare

executives for a new job, which includes new responsibilities that often require a new set of

skills. Coaching for development is the type of coaching that is long term and often part of

succession planning and high potentials training (Witherspoon & White, 1996).

Characteristics of coaches. The literature seems to agree that there are four different

types or categories of coaches with specific characteristics: internal, external, manager as a

coach, and self-coaching. The internal coach is someone within the organization, usually a

human resource professional or a peer, who has the political and cultural knowledge of the

organization. The main difference between the internal coach and the manager as a coach is that the executive does not report to the internal coach. Self-coaching is when an executive uses available online technology in developing skills. The external coach differs from the rest in several key aspects: confidentiality and higher levels of trust by the coachee, broader experience, and less prejudice towards the coachee (Segers et al., 2011).

Coaching specialization. Due to the nature of their focus within the needs of businesses and individuals, executive coaches have developed a clear specialization around the following areas: behavioral coaching, career/life coaching, leadership development coaching, organizational change coaching, and strategy coaching. While there are cases where some are within a hierarchy called general practitioners, these coaches are usually serving the lower levels of the organization versus the specialized coaches who are usually serving top executives (Morgan, Harkins, & Goldsmith, 2004).

Coaching models. Recent research conducted by Carey et al. (2011) found five key elements that seem to be present in the coaching models studied: (a) building relations; (b) defining the problem and setting a goal; (c) problem solving processes; (d) action and transformation and (e) outcome achievement mechanisms.

Based on the researcher's experience in the coaching industry and taking into consideration Carey et al.'s (2011) research; three different and popular coaching models—Egan, GROW, and CLEAR) —that reflect the presence of the Carey et al.'s five key elements are now presented.

Gerard Egan's model named *Egan's Problem-Based Counseling Approach* is an important conceptual framework to have as a coach executes the work. Egan's model is about constantly questioning yourself on how do you make it happen. The model has three stages:

(a) current scenario, (b) preferred scenario, and (c) action strategies. Starting with the current

scenario, we document the current state of affairs then move on to the preferred scenario where

what needs to be done differently or where we want to be is articulated, and finally the end stage

is the action strategies stage where what needs to be done is documented in order to get to the

preferred scenario (McLean, Hudson, & Hudson, 2012).

GROW, one of the most popular coaching models, has its origins in problem solving and

goal setting methodologies as many other models. GROW stands for G-Goal Setting, R-Reality

checking, O-Options and different alternatives, and W-Will to do it or who is doing what and

when (McLean et al., 2012).

Built on the GROW model, the CLEAR model by Peter Hawkins's places a stronger

emphasis both in the contracting and review phase: C-Contracting, L-Listening, E-Exploring, A-

Action and R-Review (McLean et al., 2012).

The three models presented above provide useful concepts for coaching as well as

limitations. It is impossible to dissect and present all the different models that have been created

by coaches or professionals in the coaching industry in this dissertation. It is common for

coaches to make use of different models as they built their practice and even the creation of their

own based on what works for them. This is perhaps the reason why many practitioners consider

coaching both art and science.

Benefits of coaching. As a leader development strategy, coaching has a base of benefits

around improving individual, group, and organizational performance. Employee retention and

engagement seem to be at the core of coaching as well as increased collaboration, teamwork, and

fast response to change (Riddle et al., 2015).

In his book, *Excellence in Coaching: The Industry Guide*, Passmore (2010) stratified the benefits of coaching around the following areas: individual, team, organizational, and social. Some of the benefits at the individual level include an executive with better self-awareness and capability to self-reflect, higher motivation and commitment, increased individual performance, personal growth, and clarity in meaning and purpose among others. At a team level some of the relevant benefits of coaching include a clear vision and objectives, improved team spirit and conflict management, better communications and relationships as well as higher motivation, efficiency and performance. The organization benefits from less absenteeism, higher profitability and productivity, staff motivation, open culture, and reaping the benefits of what the literature calls the learning organization. Socially, coaching has multiple benefits including those associated with companies that are considered successful role models or great places to work, which usually have higher levels of sustainability and corporate social responsibility.

Chapter Summary

As noted by Accenture (2001), "The leadership models of the past provide little guidance for the business context of the future" (p. 1). Reviewing the literature on the multigenerational workplace, leadership development, and executive coaching as a leader development tool within the leadership development field, presents a theoretical framework of the topics that are essential to develop the study presented in Chapter III of this dissertation. As we understand more about the focus of executive coaches (behavioral coaching, career/life coaching, leadership development coaching, organizational change coaching, strategy coaching and general practitioner) as explained by Morgan et al. (2004) we can ask which of these specializations would assume the task of coaching an executive not only to cope with the general differences in the workplace but also to be able to design an organization, develop leaders, and define adequate

business strategies taking into consideration the multigenerational workplace. Should coaching

for a multigenerational workplace be a coaching specialization by itself or should each

specialization need to incorporate the multigenerational element into their coaching focus? These

are some important concepts not only for the businesses requiring coaches but also for executive

coaches providing services.

Through the exploratory study presented in the next chapter, what coaches are currently

experiencing and doing in regards to the multigenerational workplace will be discussed.

Capturing and understanding important findings around these topics can help businesses and

coaches reflect upon their needs and tasks.

Chapter III: Methods

The purpose of this exploratory study was to explore how executive coaches prepared leaders to succeed in managing the multigenerational workplace. The central guiding research question of this exploratory study was: "How are executive coaches preparing current and future leaders for working with a multigenerational workplace?"

Sub-questions included:

1. What are the experiences of executive coaches with individuals from different generational groups?

2. What are the experiences of executive coaches regarding discussions for managing the multi-generational workplace?

3. What do executive coaches perceive as being effective in developing executive capacity to lead a multigenerational workplace?

Research Design

The research design of this study was of exploratory nature. As described by Stebbins (2001, p. 3), social science exploration provides for a purposive and systematic study of something common or unique within daily life. Understanding how people experience certain aspects of their professional lives can lead to the discovery of generalizations and further understanding of the workplace environment. In this study, the researcher wanted to explore how executive coaches prepared leaders for working in a multigenerational workplace. To achieve such exploratory endeavor, the researcher used mostly qualitative methods to understand contributions of the coaching profession in enhancing leadership development programs.

As explained by Bryman and Bell (2011), qualitative research design methods separate themselves from quantitative research in three different ways. First, the inductive view of

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qualitative designs, where theory is generated out of the research. Second, the interpretivist characteristic of qualitative designs, an epistemological position where the burden lies on making sense of the social world by examining and understanding how the participants interpret such world. Finally, the third characteristic that separates qualitative from quantitative research is the constructionist point of view, an ontological position implying how social properties are the result of the interaction among the people involved in its construction. In this research, the qualitative design promotes understanding through the lens of executive coaches, as per the ways they are addressing the multigenerational workplace in their leadership development coaching practice. The information gathered in this research provides a better understanding of best practices as well as areas of opportunity in developing leaders in a multigenerational setting.

Researchers explore to learn more about the phenomena they want to examine. They believe such exploration would yield new information that would contribute to a better understanding of the group, process, activity or situation being examined. Researchers should approach exploration with an open mind and flexibility in terms of where to find data and what to look for (Stebbins, 2001).

The role of the researcher. Creswell (2013) stressed the importance of defining the role the researcher plays in qualitative studies. He identified the researcher as a key instrument in qualitative designs and reflexivity, as an intrinsic characteristic of qualitative studies; where the researchers' personal background, experiences and culture as well as assumptions, biases, and values not only have the potential for shaping the interpretation of the study but also may shape its direction.

The conceptual framework for this study contains three topics that have great importance to me and certainly influenced the design of this exploratory study: (a) generations,

(b) leadership development, and (c) executive coaching. As a member of the Generation X cohort, I strongly believe that institutions can do a better job at developing leaders and that such development cannot be boxed into a one size fits all solution; hence, the interest in executive coaching. My interest in leadership development is due in part because of the lack of mentors who could have coached me during my early years as a manager. Executive coaching became an alternative to develop myself through understanding how to help my direct reports develop leadership. I obtained a behavioral coaching certification in 2001 and have coached direct reports and other individuals in Mexico and the United States regularly since 2005.

My work experience in coaching also includes three consecutive years as chief operating officer of a U. S. based executive coaching firm that targeted Fortune 500 companies and its high-level executives. As COO of such firm, I managed all executive and career coaches across the United States and overseas. While working for the executive coaching firm, I had the task of recruiting, assigning to engagements, setting up fees and contracts, and evaluating the program results of executive and career coaches among other important operational tasks.

Some of the executive coaches invited to be part of the study might have worked at some point and reported directly to me; others were either referred to me by such contacts or introduced to me at some point in time. The remaining respondents were part of the snowball sample technique utilized in this research. At the moment of conducting the study, I had no working, employment or contractual relationship of any kind with any of the executive coaches that participated in the study.

It was the belief of the researcher, based on his domestic and international work experience and his observations as an organization development consultant that the topic of developing leaders in a multigenerational setting lacks attention. Developing leaders in a

multigenerational setting is a topic that should be structurally incorporated to the practice of executive coaching as well as in leadership development programs to help businesses achieve their chances of success. The researcher's belief remains stronger after conducting the research.

The researcher's work experience included working for and with individuals of the four different generational cohorts and such experiences coped with his interest in organizations have led him to explore more about generational cohort theory and its business implications within group settings.

Sources of Data

The study had a single source of data consisting of executive coaches' experiences, discussions, and perceptions. The coaches were the data source. The target population for this study was self-identified executive coaches available through my professional network focused (but not limited to) the United States of America. Executive coaches invited to participate met the following professional criteria:

- Credentials and years of coaching experience. The executive coach held a bachelor's degree and met the following years of coaching experience:
  - at least five years of experience coaching senior directors and above, if the executive coach held an executive coaching certification;
  - at least 10 years of experience coaching senior directors and above, if the executive coach did not held an executive coaching certification.
- Leadership development coaching assignments. The executive coach had at least a minimum practical experience of 10 leadership development executive coaching assignments.

Sampling Method and Size

The research study used a convenience sample, which by its nature, is a non-probability type of sample. The convenience characteristic of the sample was attributed to the accessibility that I had, to request participation of a network of executive coaches in the United States and overseas due to the different contacts I have made during my years of experience in the coaching industry. A desired sample of approximately 20 executive coaches was set as a target to achieve. To achieve such goal, it was decided to add a snowball sampling technique (Bryman & Bell, 2011) that could guarantee reaching the desired level of participation by asking current participants to recommend prospective participants at the end of the electronic interview.

A total of 414 invitations derived from my personal network and from the snowball sampling technique utilized in the study were sent to different executive coaches to participate in the virtual interview process via the Qualtrics web based survey tool. A total of 88 subjects' responses were obtained, surpassing the desired level of participation.

Data Collection Strategies and Procedures

The data collection format of the study consisted of a virtual interview process. A focused interview comprised by a series of open and dichotomous questions regarding specific issues relevant to the study (Bryman & Bell, 2011) was delivered to the subjects and responded by them via the Qualtrics electronic survey tool.

The invitation to participate in the study was sent via email to potential subjects. The invitation encouraged participants and provided instructions to complete an electronic interview questionnaire. A link to an informed consent form (Appendix A) was included in the email so that the participant could click on it and automatically be re-directed to the Qualtrics electronic interview.

Subjects accepting the informed consent were directed to commence the electronic interview at their convenience. At the end of the virtual interview, participants were asked about willingness to have a follow up phone interview in case I needed to gather more data, as well as to provide contacts of potential coaches that might have an interest in participating in the study. The semi-structure design of the interview protocol provided me, if needed, with a possibility to ask further questions based on the initial analysis of data as well as to support the snowball sampling effort.

Data across all subjects was recorded through the Qualtrics tool. Contacts provided by the snowball technique were invited to participate. I decided there was no need to have follow up calls since study subjects exceeded at least four times the desired level of participation.

Interview Questionnaire

The first section of the questionnaire provided a brief description of the basic multigenerational cohort definitions (Appendix B).

The second section of the questionnaire gathered numerous demographic data including age, gender, residence (state and country), educational level, coaching credentials and assessment certifications. Questions about the approximate number of individuals coached within the last five years and information about coaching practices such as percentage of virtual versus face to face coaching activities, local engagements, and the age of those being coached were also explored.

The third section of the electronic interview provided specific questions about the perceptions, experiences, and discussions for coaching leaders working within a multigenerational workplace. Open interview questions included:

1. What are the primary coaching themes (objectives, problems, issues) that you are hired to address?

2. Describe the most effective approach (process, model) you have used in coaching leaders.

3. In what ways do you modify your coaching approach (process, model) based on the age (generation) of the leader?

4. Please describe your experiences for coaching leaders when managing a multigenerational workplace was a factor (an issue to deal with).

5. How do you adjust your executive coaching approach (process, model) when managing a multigenerational workplace is a factor (an issue to deal with).

6. Describe *best coaching practices* (most effective methods or techniques) that help your clients lead a multigenerational workplace.

7. Describe your observations regarding what organizations are doing to address the multigenerational workplace phenomena.

8. Based on your observations, what key leadership development areas are important to consider when preparing leaders to manage a multigenerational workplace.

9. In what ways did your coaching certification prepared you to help leaders manage a multigenerational workplace?

10. In what ways do the use of assessment help leaders to manage a multigenerational workplace?

Besides the open interview questions, a list of dichotomous questions seeking a Yes-No answer were intertwined with the open questions in a seamless fashion. The list of dichotomous questions is presented on Table 4.

Table 4

Dichotomous Questions (Yes-No)

1	Do you modify your coaching approach (process, model) based on the age (generation) of the leader?
2	Have you coached someone that required a conversation around how to deal with multigenerational workplace factors (issues)?
3	Do you adjust your executive coaching approach (process, model) when managing a multigenerational workplace is a factor (an issue to deal with)?
4	Based on your experience, are organizations addressing the multigenerational workplace phenomena?
5	Did your coaching certification prepared you to help leaders manage a multigenerational workplace?
6	Is the use of assessments helpful in preparing leaders to manage a multigenerational workplace?

Instrument Validation Process

To establish content validity, I asked three different professionals with content expertise in executive coaching, leadership, and workplace practices, all of them holding doctorate degrees, to review the different questions in the interview and provide feedback. The expert panel's input was taken into consideration and a second version of the questionnaire was presented to them for a final review. Minimum comments to the second version were provided. I incorporated such comments to end up with the total of the 16 questions presented above.

Once the instrument was expertly validated for content, different pilot tests were conducted by a research methods expert to test the subjects' experience answering the questions in the electronic tool. Minor changes to assure a seamless experience and a natural flow of questions were made in the Qualtrics tool before releasing it.

Human Subjects Considerations

This study proposed minimal risk to its participants. The focus of how executive coaches prepare leaders to work effectively within the multigenerational workforce poses no threats to employability or reputational standing. Anonymity was provided to all participants, across all their responses. No names to identify subjects were asked or collected. Responses were

automatically recorded and stored in the cloud by the Qualtrics tool. Data was exported to an excel spreadsheet for further analysis. The excel spreadsheet is password protected and would remained stored in the researcher's hard drive.

Informed consent was provided before any subject could start the electronic interview process. Participants would click on the link provided within the invitation to participate, the informed consent would be displayed and upon agreement to participate, the interview process would begin.

The study qualified for Exempt status under U.S. Federal guidelines. Appropriate approval from the University IRB (Appendix C) was obtained prior to contacting any potential subjects.

Findings were reported both in aggregate form when applicable or by citing individual subjects. As mentioned before, since no names were asked or recorded, a subject number that can't be traceable to any participants was assigned to each respondent. For example, S01 would be the reference to all responses provided by Subject 1.

Analysis of Data

The study used a rigorous content analysis process as a way to systematically interpret the content of the interview questionnaire responses. Creswell's (2013) model for textual analysis was considered to identify from the data, the different emergent themes.

The data from the Microsoft Excel spreadsheet were imported into the Hyper Research software, a qualitative analysis tool used to facilitate the process of data analysis through electronic means. While Hyper Research was used to analyze the data from the 10 open ended questions, Microsoft's Excel and the reporting tool in Qualtics were used to analyze data for the dichotomous questions.

Within Hyper Research, a first codebook was developed and modified as each cycle of analysis occurred. In the first cycle of analysis, a total of 202 codes were created and grouped into 10 categories representing each one of the open-ended questions. The 10 questions were also grouped by three key concepts the researcher set out to investigate: experiences, discussions, and perceptions of executive coaches when dealing with different generational cohorts. To end the first cycle of analysis, categories and concepts were eliminated to leave an uncategorized codebook before the next cycle of analysis.

A second cycle of analysis was proposed to find commonalities within the data, re-organize, re-name, and re-code when necessary. Afterwards data was reassembled through axial coding, a process in which the researcher identified the dominant codes, the least important ones and identified eight different categories with 44 different subcategories or codes (Saldaña, 2016).

The third cycle of analysis involved analyzing the eight categories and 44 codes and identify the emergent themes surfacing from the data. Thematic analysis allowed me to use the data as evidence to back up the meaning of each theme, eliminate one of the categories and find commonalities between the data presented and the literature review (Bryman & Bell, 2011).

The analysis of the data and taking into consideration Van Velsor et al. (2010) leader development model allowed me to organize the qualitative findings into five emergent themes: (a) developmental assignments, (b) feedback processes, (c) formal programs, (d) self-development assignments, and (e) developmental relationship assignments.

Means to Ensure Study Validity

To ensure a reliable and accurate interpretation of the data, qualitative analysis software known as Hyper Research was used to document the process.

To mitigate any threats to the study's internal validity a peer-reviewer was engaged in reviewing the correct coding of all data in the first cycle of analysis. The peer-reviewer was an experienced professional with doctorate studies and professional and academic experience in organization development, change and coaching.

Plan for Reporting Findings

Demographic data was tabulated and presented using tables and figures as seen in Chapter IV of this dissertation. Thematic analysis results are presented as well in Chapter IV and conclusions to each of the study's research questions are discussed in Chapter V.

Chapter IV: Findings

The purpose of this study was to explore how executive coaches prepare leaders to succeed in managing the multigenerational workplace. The central guiding research question of this exploratory study was "How are executive coaches preparing current and future leaders for working with a multigenerational workplace?"

Sub-questions being answered included:

1. What are the experiences of executive coaches with individuals from different generational groups?

2. What are the experiences of executive coaches regarding discussions for managing the multi-generational workplace?

3. What do executive coaches perceive as being effective in developing executive capacity to lead a multigenerational workplace?

Executive Coach Sample

A convenience sampling approach derived from my personal network of executive coaches and from the snowball sampling obtained while conducting the study was utilized. In search of scholar-practitioner responses to qualify as a participant for this study, executive coaches were required to meet two different sets of criteria. First, executive coaches were asked to meet the scholar requirement by holding a bachelor's degree and a coaching certification. Second, executive coaches were asked to meet the practitioner requirement by having engaged in at least 10 leadership development coaching assignments within five years. I sent 414 invitations to participate in a virtual interview process to executive coaches in my personal network as well as from the recommendations offered by some executive coaches while conducting the study and obtained 88 participants, leading to a 21% response rate. Not all subjects responded to all

questions. The exact number of responses for each item is reflected in the discussion of the findings presented hereafter.

Demographics

At least 76 of the 88 respondents provided an answer to the age bracket question in the virtual interview process. The age bracket question was designed to identify the generational cohort among the different respondents. As detailed in Figure 1, 72% ($n = 55$) of the respondents were Baby Boomers, 19% ($n = 14$) Generation X and 9% ($n = 7$) Traditionalist. No participants identified themselves as part of the Millennial cohort 0% ($n = 0$). See Figure 1.
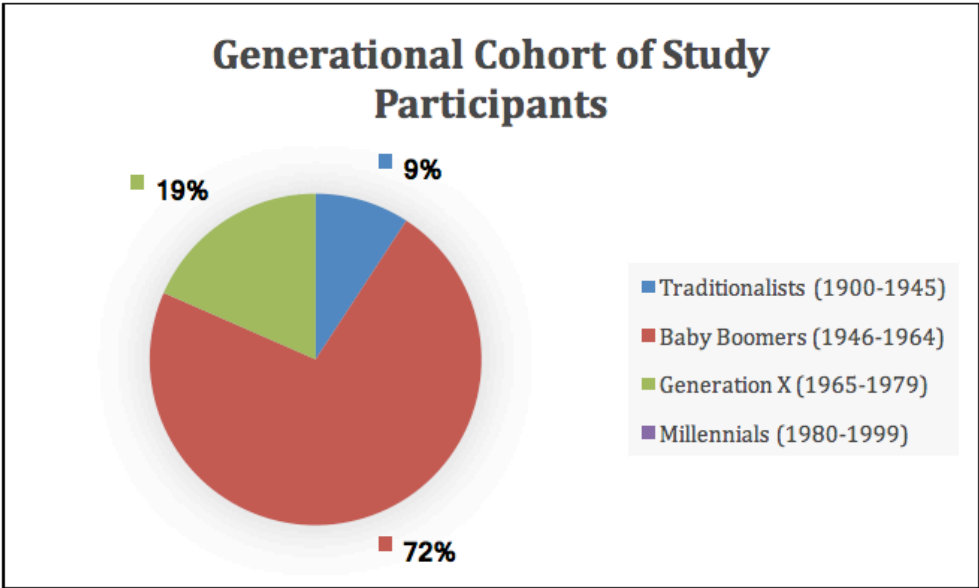
Figure 1. Frequency distribution of generational cohorts among respondents ($N = 76$)

The gender of the 77 respondents that provided their input, as expressed in Figure 2, was almost equally distributed among Male (47%; $n = 36$) and Female (53%; $n = 41$) executive coaches.
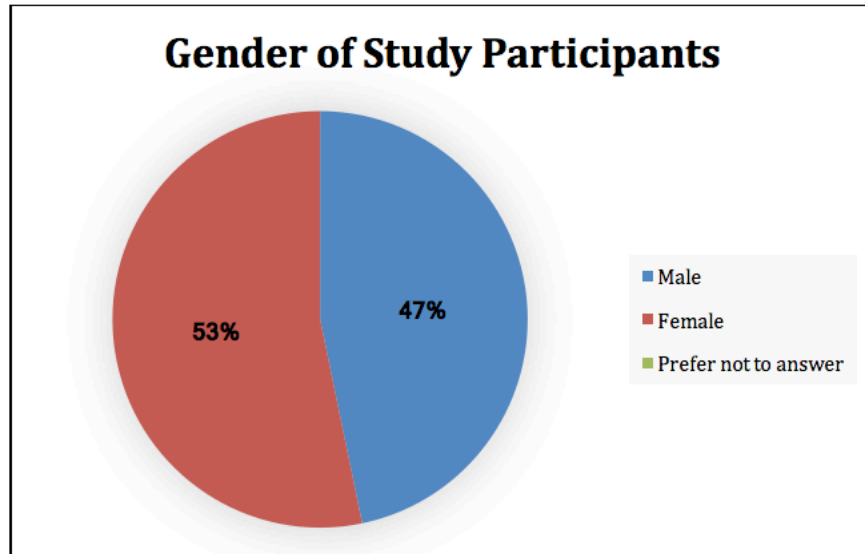
Figure 2. Frequency distribution of gender for respondents (*N* = 77)

As depicted in Figure 3, a total of 77 respondents from seven different countries chose to provide the location where they reside and engage in most of their executive coaching work. While 88% (*n* = 68) of the respondents live in the United States (Domestic), the remaining 12% (*n* = 9) was represented by six other countries (International). The 12% (*n* = 9) of the international respondents reside in: Canada (11%; *n* = 1), Hong Kong (11%; *n* = 1), Mexico (11%; *n* = 1), Netherlands (22%; *n* = 2), Philippines (11%; *n* = 1) and the United Kingdom of Great Britain and Northern Island (33%; *n* = 3. See Figure 3.

The Domestic (USA) portion of the respondents reside in 16 of the 50 states. As expressed in Figure 4, respondents from California (37%, *n* = 25) and Texas (12%, *n* = 8) amount for almost half of the total Domestic study participants. If we add to California (37%, *n* = 25) and Texas (12%, *n* = 8) the respondents of Arizona (9%, *n* = 6), Illinois (7%, *n* = 5) and New York (6%, *n* = 4). together, these five states make up for 72% of the domestic respondents.
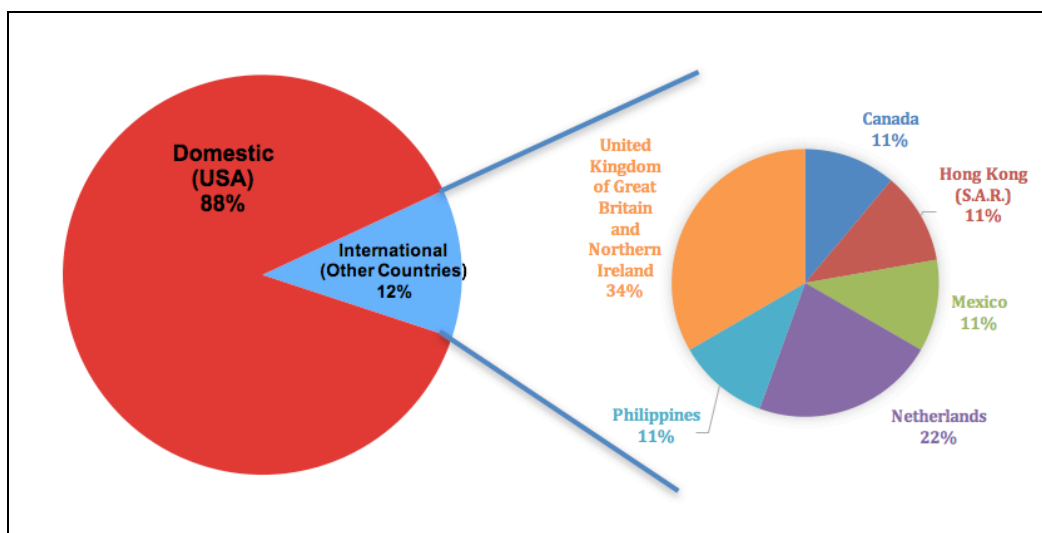
Figure 3. Frequency distribution of geographic location for respondents (*N* = 77)

The remaining 28% of the domestic respondents live and do most of their executive coaching work in Colorado (3%, *n* = 2), Connecticut (1%, *n* = 1), Florida (4%, *n* = 3), Indiana (3%, *n* = 2), Maine (1%, *n* = 1), Massachusetts (4%, *n* = 3), Michigan (1%, *n* = 1), Ohio (1%, *n* = 1), Pennsylvania (3%, *n* = 2), Tennessee (3%, *n* = 2) and Wisconsin (1%, *n* = 1). See Figure 4.

As discussed previously in this chapter, understanding the scholar and practitioner background of the executive coaches was an important aspect defined in the requirements of the study sample to assure the quality of the responses. On the scholarly side, depicted in Figure 5 we can observe that 49% (*n* = 36) of the 74 respondents hold as their highest level of education a Master Degree, while 24% (*n* = 18) hold doctoral studies and 20% (*n* = 15) a bachelor degree. Finally, 7% (*n* = 5) of the respondents reported to have another type of studies besides the three described in this paragraph.

State Distribution of Domestic (USA) Study Participants

State	Percentage
WISCONSIN	1.49%
TEXAS	11.94%
TENNESSEE	2.99%
PENNSYLVANIA	2.99%
OHIO	1.49%
NEW YORK	5.97%
MICHIGAN	1.49%
MASSACHUSETTS	4.48%
MAINE	1.49%
INDIANA	2.99%
ILLINOIS	7.46%
FLORIDA	4.48%
CONNECTICUT	1.49%
COLORADO	2.99%
CALIFORNIA	37.31%
ARIZONA	8.96%
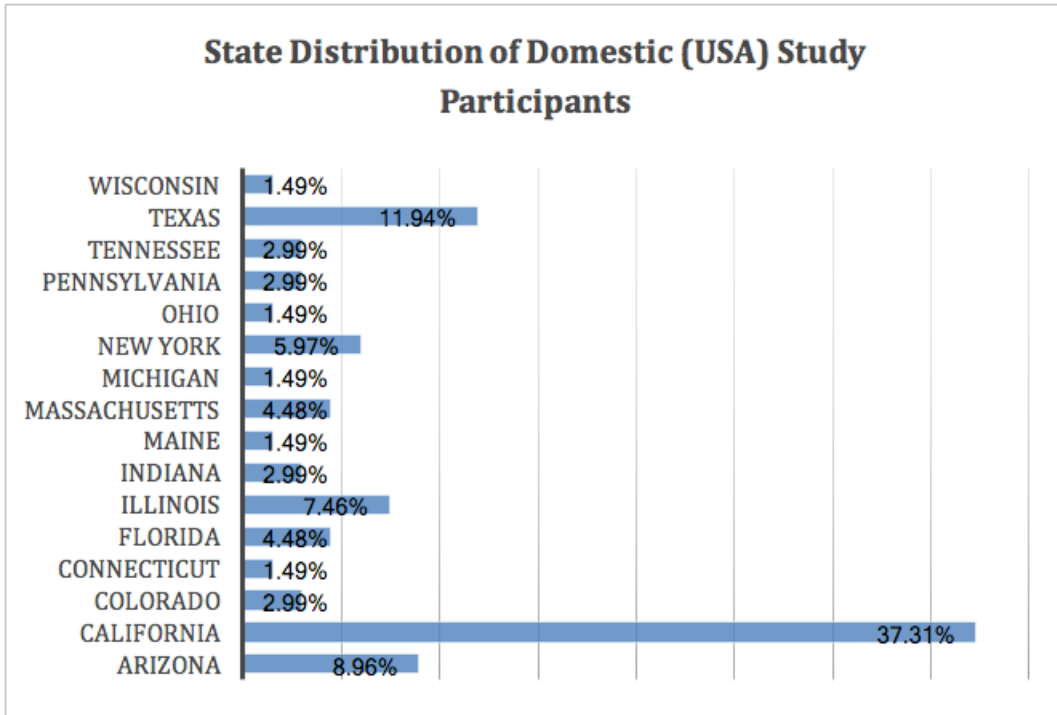
Figure 4. Frequency distribution of geographic location for respondents (*N* = 67)

Highest Educational Degree

- Bachelor Degree: 20%
- Master Degree: 49%
- Doctoral Degree: 24%
- Other: 7%
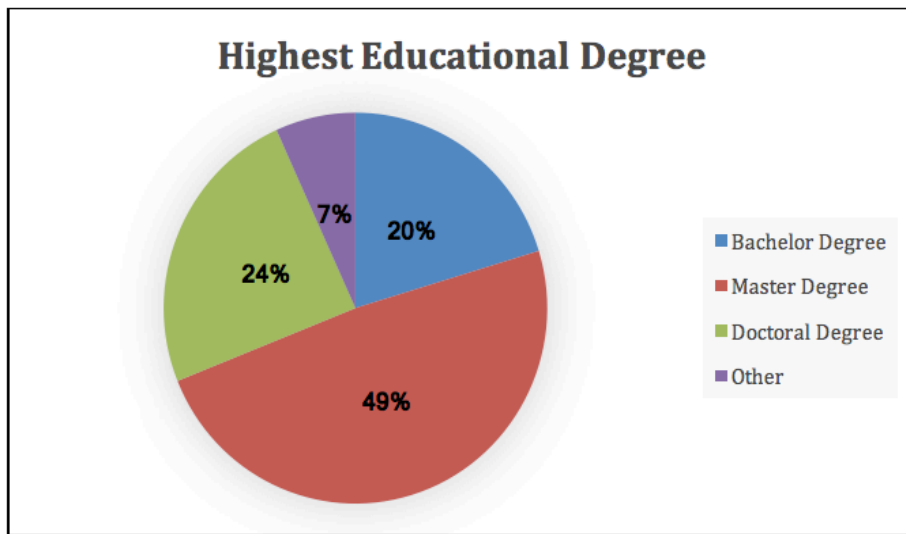
Figure 5. Frequency distribution of highest educational degree for respondents (*N* = 74)

As we keep reviewing the scholarly side of the study respondents, Figure 6 gives an overview of the coaching credential status of the executive coaches. Out of a total of 76 respondents, a total of 72% ($n = 55$) reported holding a coaching certification while the remaining 28% ($n = 21$) did not hold such a credential. Out of a total of 54 respondents that hold a coaching credential, the International Coach Federation (ICF) awarded 61% ($n = 33$) of such credentials. The remaining 39% ($n = 21$) of the respondents holding a coaching credential reported having their credential being awarded by a different institution. Of these institutions, no single certification can be considered to outnumber the rest. For a detailed list of all coaching certifications and institutions provided by respondents see Appendix D. From the total of 30 respondents that asserted in holding an ICF certification, half of them are professional certified coaches 50% ($n = 15$), a third are associated certified coaches 33% ($n = 10$) and the remaining are master certified coaches 17% ($n = 5$; see Figure 6).

Figure 6. Frequency distribution Credential Status ($N = 76$), ICF Holder Status ($N = 54$) & Type of ICF Credential ($N = 30$)

Besides having a coaching credential, most executive coaches usually complement their

education by getting certified on a wide range of different behavioral, professional, and

personality assessments. From a total of 74 respondents ($N = 74$) to this question, 65% ($n = 48$)

claimed to hold an assessment certification while the remaining 35% ($n = 26$) do not.
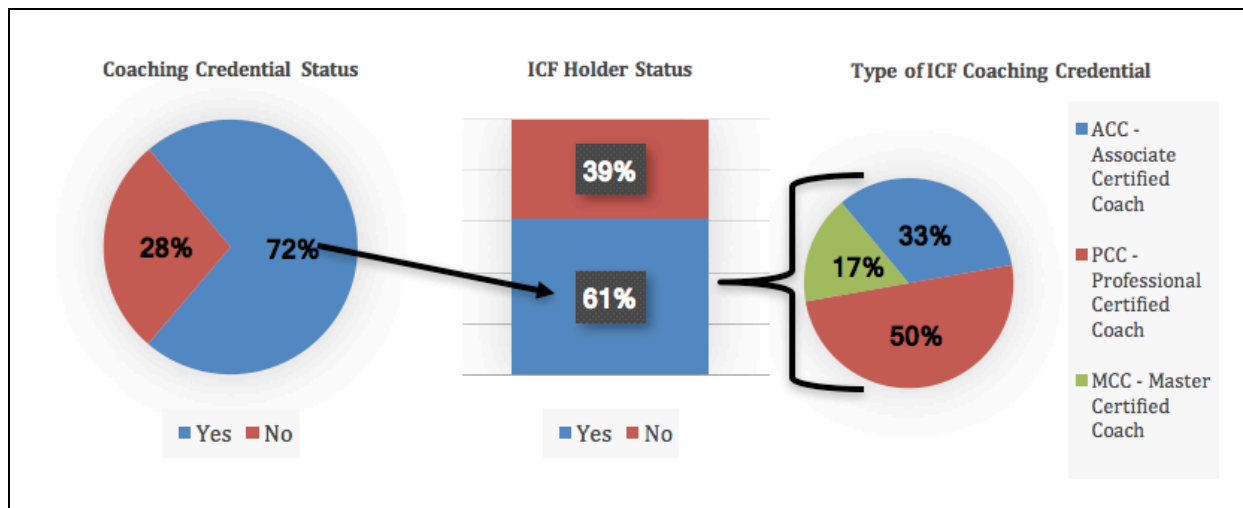
Respondents were asked to provide up to three different assessment certifications. A total of 100

answers were provided by the different respondents. Those 100 answers yielded 36 different

assessment certifications. Table 5 illustrates the frequency distribution and percentage of the top

five assessment certifications the survey respondents hold. For a detailed list of all assessment

certifications provided by the participants see Appendix E.

Table 5

Top 5 Assessment Certifications Frequency Distribution

#	Assessment	Frequency	%
1	MBTI	18	18%
2	DISC	14	14%
3	Hogan	13	13%
4	Eq-I 2.0	8	8%
5	Lominger	6	6%
	Total	59	59%

To assess the practitioner side of the executive coaches, study respondents were asked to

provide the researcher with an approximate number of individuals coached in the last five years.

A total of 74 executive coaches ($N = 74$) reported coaching on average 105 individuals. Their

responses ranged from a minimum of 4 to a maximum of 500 individuals coached during the past

5 years.

As someone that has been part of the executive coaching industry, I have observed that

there seems to be a lot of debate in the profession when it comes to the number of hours in-

person versus virtually executive coaches should spend with their clients. The participants of this

study ($N = 76$) reported spending on average 46% of their time on the virtual modality (phone, online calling, online videoconferencing), and 54% of their time on the Face-to-Face (in-person) mode.

Finally, the last demographic characteristics explored in this study were very important as they aimed to understand both the geographic area and age bracket of the clients of the respondents of the study survey. The geographical area of the coachees showed that the percentage of the respondents' clientele: local (57%, $N = 75$), out of state (30%, $N = 75$), and international (11%, $N = 73$).

The age bracket question assessed the generational cohort of clientele the respondents have coached. In this question, respondents to the survey were asked to select all the applicable age cohorts that best represent the clientele they have coached in the past five years. Out of the 75 participants that answered the question, almost all of them indicated they have coached Generation X clients (95%, $N = 71$). More than half indicated to have coached Baby Boomers (60%, $N = 45$) and less than a third indicated to have coached Millennials (23%, $N = 17$). Only one respondent indicated to have coached a member of the Traditionalist cohort (1%, $N = 1$).

Virtual Interview Findings

Through the electronic questionnaire, the interview participants responded to a total of 10 open-ended questions and six dichotomous questions whose expected answer was either "yes" or "no." Both the open-ended and dichotomous questions were designed to provide me with valuable insights as per each of the three sub-questions of this study. Together, all 16 interview questions were designed to provide an answer to the central guiding question of this exploratory study: "How are executive coaches preparing current and future leaders for working with a multigenerational workplace?"

A codebook was created from the first analysis of the responses to each of the 10 open-ended questions. The codebook was peer-reviewed to assure a reliable and accurate interpretation of the data. A total of 202 codes emerged from the open coding process and the peer-review process (Bryman & Bell, 2011). Such codes were grouped by concepts that described the experiences, discussions, and perceptions of executive coaches when dealing with different generational cohorts.

The second cycle of analysis involved applying axial coding to the existing codebook. In doing so, I reorganized the data by extracting the codes from the current conceptual groups, established different connections between the current codes, re-coded when necessary, and

Table 6

Categories and Codes

#	Category	Codes	Code instances per Category	%
1	Special Assignments	Action Research, Appreciative Inquiry, Career, Employee engagement, Focused on the individual, Learning preferences	98	9%
2	Providing Feedback	Asking questions, Assessment, Awareness, Exploration, Feedback	158	14%
3	Interpersonal Skills	Collaboration, Communication, Emotional Intelligence, Listening, Managing Change, Managing Conflict, Mindfulness, Positivism & Appreciation, Sense making, Trust, Values, Wellbeing	185	16%
4	Best Practices	Cultural Competencies, Financial Acumen, Generational Training, Goal Setting, Leadership, Management, Execution, Strategic Planning, Using theories/creating models	384	34%
5	Technology	Technology geared to generations, Uses of Technology	13	1%
6	Self-Development	Continuous learning approach, Personal development vs outcomes, Weekend retreats	32	3%
7	Developmental Relationships	Executive Coaching Models, Issues with Younger Generations, Manager/Boss, Mentoring, Teams/Groups, Women in the Workplace	211	18%
8	Indifferent Responses	Indifferent responses	60	5%
		Total	1,141	100%

eliminated the first cycle conceptual groups. This process resulted in a total of 44 different codes

grouped by eight different categories. (Saldaña, 2016) Table 6 provides a list of the 44 different

codes contained within each of the eight categories. The table provides the total number of code

instances per category as well as the percentage.

To a certain degree, seven out of the eight different categories seem to be aligned or

contain fundamental elements of the leader development methods presented in the literature

review of this dissertation. Indifferent Responses category was not taken into consideration as it

just contained comments where no position was taken.

Five themes resulted from combining the different categories with the leader

development methods presented by Van Velsor et al. (2010). Table 7 provides a list of the five

Table 7

Themes

Theme	Categories	Subthemes	Instances
Developmental Assignments	Special Assignments	Action Research, Appreciative Inquiry, Career, Employee engagement, Focused on the individual, Learning preferences	98
Feedback Processes	Providing Feedback	Asking questions, Assessment, Awareness, Exploration, Feedback	158
Formal Programs	Interpersonal Skills	Collaboration, Communication, Emotional Intelligence, Listening, Managing Change, Managing Conflict, Mindfulness, Positivism & Appreciation, Sense making, Trust, Values, Wellbeing	582
	Best Practices	Cultural Competencies, Financial Acumen, Generational Training, Goal Setting, Leadership, Management, Execution, Strategic Planning, Using theories/creating models	
	Technology	Technology geared to generations, Uses of Technology	
Self-Development	Self-Development	Continuous learning approach, Personal development vs outcomes, Weekend retreats	32
Developmental Relationships	Developmental Relationships	Executive Coaching Models, Issues with Younger Generations, Manager/Boss, Mentoring, Teams/Groups, Women in the Workplace	211
		Total	1,081

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themes selected as critical in developing leaders within a multigenerational workplace. The categories that belong to each theme and the respective subthemes are presented as well.

Theme 1: Developmental assignments. The analysis of the data indicated a total of 98 coded passages from the electronic interview organized into six subthemes: (a) action research, (b) appreciative inquiry, (c) career assignments, (d) assignments to engage employees, (e) assignments that focus on individual development and (f) assignments that take into consideration the learning preferences of the individuals. Figure 7 presents the number of occurrences in the data for each of the six subthemes.
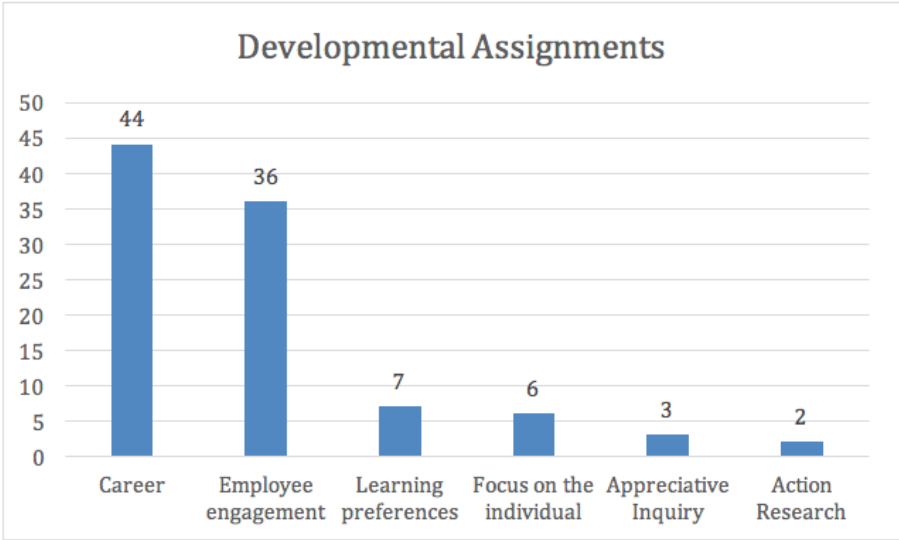
Figure 7. Developmental assignments and number of occurrences

Career assignments. As noted by one of the executive coaches when asked about the primary coaching themes hired to address *"transitioning"* (S26) to different roles within the organizations or to other organizations seems to represent an important aspect to address when creating developmental assignments.

Assignments to engage employees. An important aspect in all organizations is to keep the different generations engaged. When asked about coaching leaders when a multigenerational

workplace was a factor to deal with, a participant in the study expressed: "I think it is good to look at tendencies by generation, and then to look at biases and judgments leaders have that keep them from seeing the great value each individual brings to the table. Then they can discover together what motivates their team members to give their best" (S25).

Assignments that take into consideration the learning preferences. Executive coaches must understand the learning preferences of their clients to create successful developmental assignments, as one of the participants' states, "Our first meeting is to find out how they learn, what their preferences are" (S20) in response to the question dealing with the way they modify their coaching approach depending on the individuals age.

Assignments that focus on individual development. To design effective developmental assignments, one must "learn about the individual needs and motivators" (S31) of each executive as well as understand "the individual groups that comprise the workforce of today" (S37) to assess "the best method to manage and lead various generations" (S37).

Appreciative inquiry assignments. There seems to be an agreement among different executive coaches in designing developmental assignments that include *"appreciative inquiry"* (S70) within other effective coaching approaches.

Action research assignments. Although not singled out by most coaches, it seems to me and to one of the participants in the study that "action research" (S54) as a method in developmental assignments remains a treasure to be discovered and most definitely an effective coaching approach.

Theme 2: Feedback processes. A total of 158 coded passages among all electronic interviews allude to some sort of feedback process to develop effective leaders. Figure 8 displays

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the frequency of the five different subthemes described by the respondents of the study in relation to feedback processes.
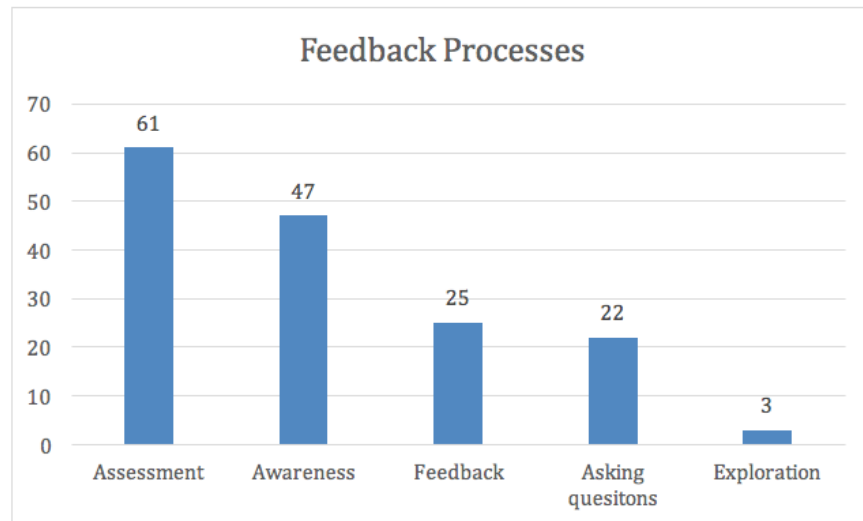
Figure 8. Feedback processes and number of occurrences

Use of assessments. When asked about the usefulness of assessments in preparing leaders to manage a multigenerational workforce, 67% ($n = 30$) of the respondents answered "Yes" while the remaining 33% ($n = 15$) considered assessments were not useful. From "I always begin with a 360" (S59) to addressing the need of "data collection to help define and confirm the problem/area" (S60) to work with and creating their "own" (S26), most of the respondents seem to value the usefulness of assessments in providing additional data to conduct their executive coaching work.

Awareness. An important aspect of any feedback process is to create awareness in the individuals being coached. Responses: "Go slower to uncover differences in beliefs, values, methods" (S07), "surface bias and stereotypes" (S31) and make sure clients "are AWARE of the current context, challenges and opportunities" (S67) are some of the statements provided by

participants that reflect the importance of making sure clients achieve awareness in the initial stages of any feedback being provided.

Feedback. "Giving and receiving feedback" (S71), "increased positive feedback" (S65), "frequent clear feedback" (S58), "powerful questioning" (S12, S15), "expanding perspectives" (S34) are some of the key characteristics that executive coaches state should be thought of in any feedback process.

Asking questions. The importance of asking questions was referenced by many of the respondents in this study as an important aspect of developing leaders. Executive coaches must know how to ask questions as well as help their clients develop the skill. "WHO, is going to do WHAT by WHEN" (S55), "Why, why, why, why, why" (S07), "use of reflective inquiry" (S25) and "ask more questions to seek to understand" (S39) reflect participant's interest in the ability to "learn to ask great questions" (S65).

Exploration. Exploration is at the core of any feedback process, hence its importance. Without the ability to explore "current thinking, behaviors, beliefs and their impacts" (S62) the effectiveness of any feedback process is diminished.

Theme 3: Formal programs. Leader development through formal programs is perhaps the most widely approach used by organizations and outside consultants. A total of 582 passages were coded across three different subthemes: (a) interpersonal skills, (b) best practices, and (c) technology. While Figure 9 depicts the frequency of each subtheme, Figure 10 illustrates the top five interpersonal skills and best practices identified by respondents in this study. For a detailed list of the different subthemes and formal programs identified by participants please see Table 8.
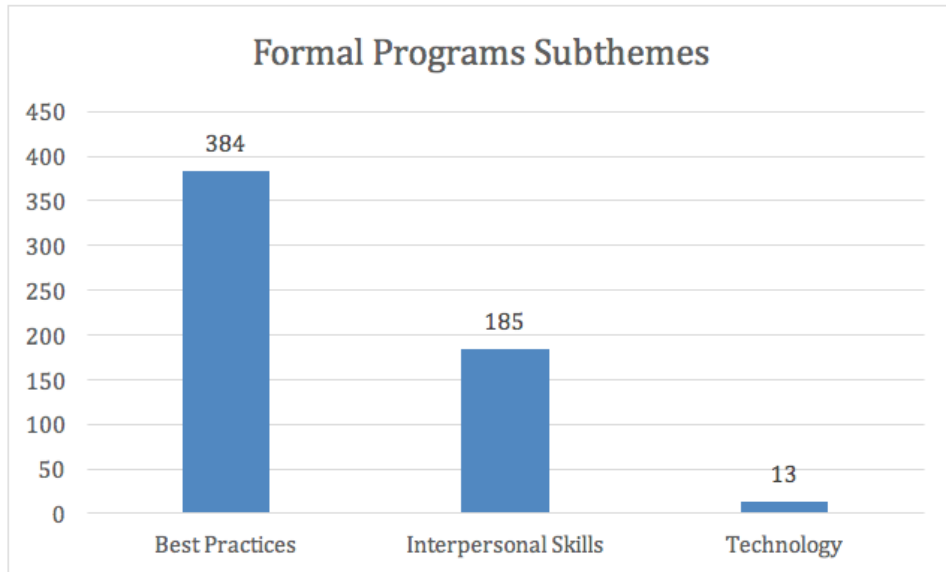
Figure 9. Formal programs subthemes and number of occurrences
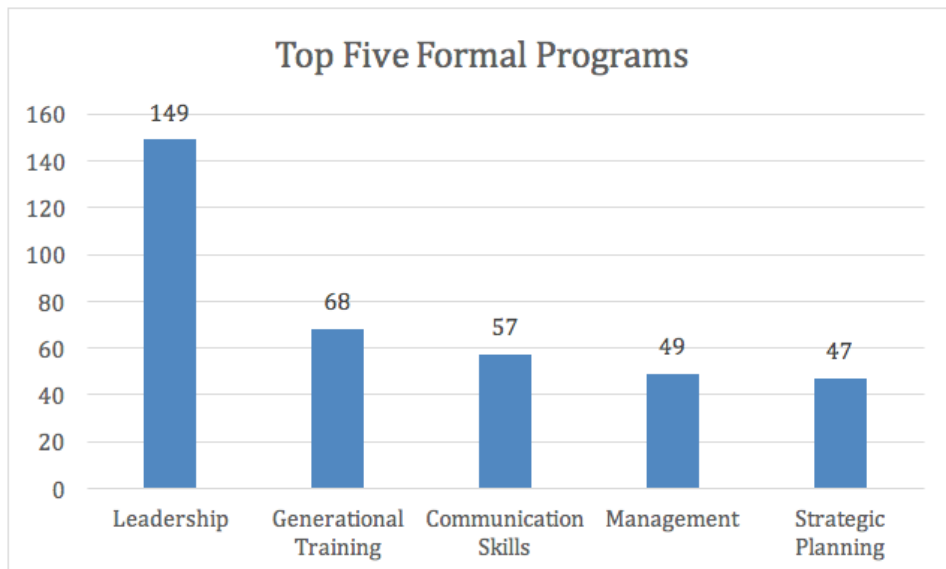
Figure 10. Top five formal programs and number of occurrences

Table 8

Formal Programs

Subtheme	Program	Instances	%
Interpersonal Skills (Instances = 185)	Communication	57	10%
	Emotional Intelligence	40	7%
	Managing Conflict	25	4%
	Managing Change	15	3%
	Wellbeing	13	2%
	Positivism & Appreciation	9	2%
	Mindfulness	6	1%
	Collaboration	5	1%
	Listening	4	1%
	Sensemaking-Construction Meaning	4	1%
	Values	4	1%
	Trust	3	1%
Best Practices (Instances = 384)	Leadership	149	26%
	Generational Training	68	12%
	Management	49	8%
	Strategic Planning	47	8%
	Planning & Execution	42	7%
	Cultural Competencies	12	2%
	Goal Setting	9	2%
	Using Theories & Creating Models	5	1%
	Fianncial Acumen	3	1%
Technology (Instances = 13)	Use of Technolgy	9	2%
	Technology geared to Generations	4	1%
	Total	582	100%

Interpersonal skills. Among the different formal programs aimed at developing

interpersonal skills: Communication, Emotional Intelligence and Managing Conflict received the

most mentions by participants. When asked about primary coaching themes, some respondents

stated: "Coaching managers to understand the importance of communication" (S04), "EQ

practice is critical in this new age of the multi-generational workforce" (S61) and "managing

conflict within the workplace" (S68) among other relevant statements and mentions addressing

the importance of these skills.

Best practices. It might not come as a surprise for the reader that leadership is by far the most mentioned formal program across all subjects. "Developing a leadership style that addresses the needs and wants of different generations." (S48) would pay its dividends to any organization willing to walk the extra mile when it comes to implement successful leadership programs.

Generational training was another formal development program that seem to emerge from the different responses of the participants. "Working with leaders to better understand different styles and approaches between different generational types to strengthen communications, business results and reduce tension." (S36) is a must if we want the leadership capability needed to drive today's multigenerational workforce.

Another important aspect of formal development programs discussed by participants addresses the need in "providing specific training and development for basic management skills" (S35). Formal management programs are widely used by companies as a strategy to promote and retain talent.

Technology. Respondents provided valuable information regarding the use and purpose of technology when it comes to the multigenerational workplace. An executive coach commented on how "one company has moved nearly all their training from classroom to the cellphone, as they felt the Millennial generation would be more favorable toward this approach" (S10). Gearing technology towards generations can increase efficiency and effectiveness in different aspects of the business. The use of technology to deliver formal programs was best summarized by a respondent asserting the following: "I use the same models and processes, just the delivery is different, and we tend to communicate more since there are often texts and quick emails or FaceTime sessions between coaching meetings" (S05).

Theme 4: Self-development. Self-development stemmed as a theme from 32 different passages identified in the electronic interviews. The subthemes included: (a) continuous learning approach, (b) personal development versus outcomes, and (c) weekend retreats. Figure 11 details the frequency of instances of each subtheme included in Self-Development as a method to develop leaders.
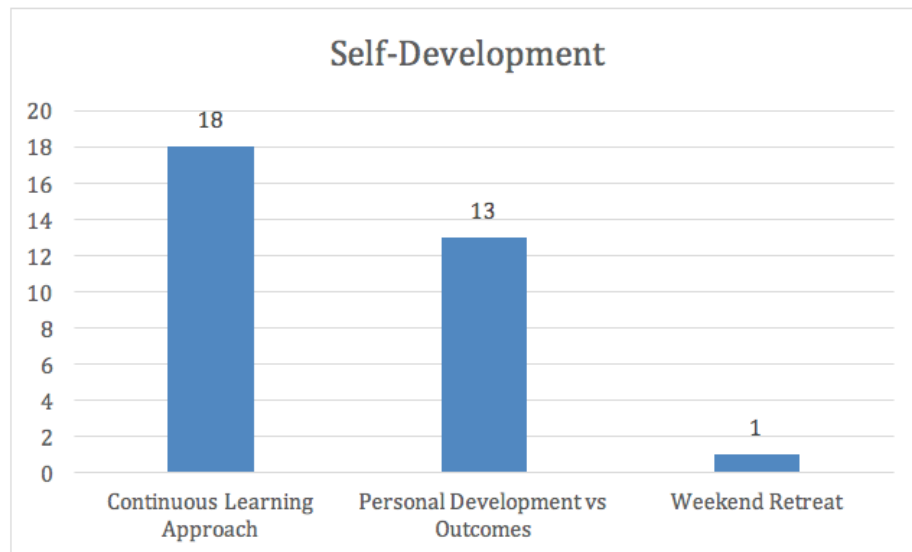
Figure 11. Self-development and number of occurrences

Continuous learning approach. "Leaders would benefit from a learning attitude" (S48), from "staying current" (S39) and by having an "openness to learning" (S15). Leaders that want to succeed must take learning into their own hands and be able to "develop a personal plan" (S02).

Personal development vs outcomes. Executive coaches clearly prioritize "growth" (S19) and "overall development" (S08) over "business outcomes or results" (S04). When taking matters into our own hands, we must understand that personal and professional growth is achieved independently if the outcome is favorable or not to the business.

Weekend retreats. Although there was only one instance where "weekend retreat" (S35) was brought up by one of the participants in the study, this leader development method is often used by companies and individuals as part of strategic planning staff meetings as well as special meetings where the participants go off-site to conduct specific innovation workshops, team building exercises to increase communication and to discuss other organizational tasks.

Theme 5: Developmental relationships. Analysis indicated a total of 211 passages coded from the interviews, which identified six different subthemes in the use of relationships to develop leaders. The six subthemes with their respective number of occurrences are displayed in Figure 12.

Figure 12. Developmental relationships and number of occurrences

Executive coaching models. Executive coaching as a developmental relationship strategy in leader development was widely discussed by participants who were asked to provide specific answers to the following questions:
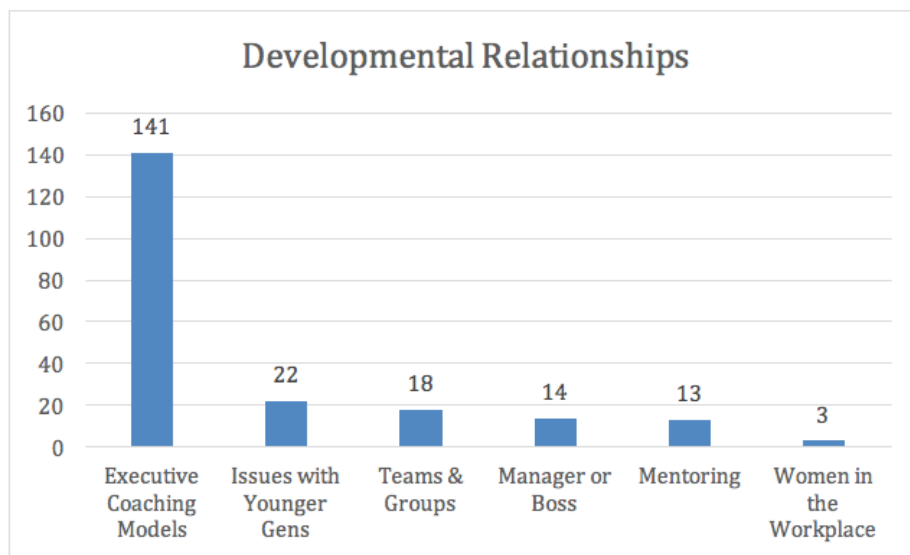
- Do you modify your coaching approach (process, model) based on the age (generation) of the leader?

- Have you coached someone that required a conversation around how to deal with multigenerational workplace factors (issues)?

- Do you adjust your executive coaching approach (process, model) when managing a multigenerational workplace is a factor (an issue to deal with)?

A little over half (53%, $n = 39$) of the respondents ($N = 73$) of this study asserted in modifying their coaching approach based on the generation of the leader. A significant portion of the participants ($N = 73$) manifested that they have coached someone that required a conversation around how to deal with the multigenerational workplace (88%, $n = 64$). It was an interesting surprise for me to encounter that only 35% ($n = 25$) of the respondents ($N = 71$) mentioned they adjust their executive coaching model when managing a mutigenerational workplace is a factor. However, contradicting statements led us to believe that there is awareness around the need to change or adjust models around client needs and characteristics as some of the participants stated:

- "I create a unique program for every leader. Age is one factor, position in the company is another factor, level of difficulty in their current position is yet another factor" (S13).

- "All of my coaching is customized" (S14).

- "Each person's process is personally styled to match their paradigm and ability to implement and progress" (S18).

Finally, participants were asked if their coaching certification prepared them to help leaders manage the multigenerational workplace. More than half (55%, 29) of the respondents ($N = 53$) answered "no" to this question, leaving us with the need to analyze the importance of this topic in current executive coaching certification training.

Issues with younger generations. Participants in the study voiced different concerns

organizations must be aware to properly address them in the workplace. These concerns,

particularly the ones related to the younger generations, seem to be very important when

designing and implementing developmental relationship strategies in the workplace.

Some of the comments mentioned by participants include having "frustration at

perceptions around Millennials" (S03); "younger generations feeling entitled and wanting to be

promoted quickly" (S06); "finding rewarding work for highly qualified recent entrants into the

business" (S22) and "not understanding motives or knowing how to deal with millennials" (S34).

Teams & groups. "Group or team dynamics" (S35) are at the center of developmental

relationships. Almost everyone must achieve its work within a group setting. "Some hire coaches

for the managers who struggle with building teams of diverse people" (S43). Motivational

speaker Jim Rohn coined the phrase "we are the average of the five people we spend the most

time with" (Sato, 2014, para. 4). Most people spend a lot of time working with the same team of

people, hence the importance of "building trust, collaboration and teamwork" (S34) in the

business setting.

Manager or boss. The manager or boss plays an important role in developing leaders.

Ideally every boss should be able to mentor his or her people; however, not all mentors are our

managers or bosses. For this reason, the subtheme mentoring is also a critical component of

developmental relationships. When it comes to dealing with a manager or a boss, participants of

the study stress out the importance of being able "to relate with a boss that is older than you"

(S43) as well as having "alignment meetings with the boss" (S59) as fundamental to effective

developmental relationships.

Mentoring. Also referred by some of our respondents as "trusted advisors" (S04), executive coaches expressed how "some companies are creating mentoring programs and then training mentors in coaching skills" (S58) to "close the gap" (S54) and obtain better results.

Women in the workplace. Even though only three passages mentioned this subtheme, women in the workplace are changing the workplace dynamics. In a male dominant business environment, it is evident the need for women to create developmental relationships with similar "high potential women" (S14).

To conclude our findings I asked participants, if based on their experience, they see organizations addressing the multigenerational workplace phenomena. From a total of 72 respondents ($N = 72$), more than half 56% ($n = 40$) of them answered "no." It is interesting to see that with all the research, news articles, books, and conferences around the topic, they are still organizations that are not addressing ways to develop leaders within the multigenerational context.

Chapter V: Study Conclusions

This chapter provides a brief summary of literature reviewed for this exploratory study. It includes a restatement of the issue and study significance, the theoretical frameworks behind the study and the utilized research methods, key findings and conclusions including a discussion of implications for practice and scholarship. The limitations of the study are presented along with the explanation for ensuring study internal validity. Finally, closing remarks are presented to the reader.

Issue and Study Significance

Negative growth population in the United States is causing a shortage of knowledge workers in an era where rapid changes in technology only contributes to increasing unpredictability in the way we manage our lives and businesses (Collins et al., 2009; Drucker, 1998; Zemke et al., 2000). At the same time, our work force is experiencing a generational turnover from older workers to younger ones.

In managing our businesses, there is no recollection of a time in history where four different generations with contrasting values, ambitions, views, mind-sets, and demographics have been asked to work together (Zemke et al., 2000). Understanding the differences and similarities among each generational cohort is the first step to identify mechanisms to reshape our organizations and enhance their efficiency and effectiveness. However, not everyone is equipped to guide us successfully in this journey; leadership is of the essence.

Leaders have always been in charge of solving new problems that arise in our organizations to achieve top performance. Leaders in our organizations have the responsibility to identify mechanisms and processes to achieve performance, as well as create new approaches to solve problems and imagine possibilities (Zaleznik, 2004).

Developing leaders is not easy; each society and organization needs to find a unique answer to develop leadership within their purview. There is no quick fix, no short route, no ideal way to solve the need for developing leaders capable of succeeding in today's fast-paced work environment (Ketter, 2013; Zaleznik, 2004). Organizations that want to excel need to make sure they have leaders with the capacity to solve unexpected, complex, ill-defined present and future challenges (Day et al., 2014; Dongen, 2014).

An increasingly popular leader development method in corporations is executive coaching. Developing self-aware individuals has become a popular strategy in leadership development (Carey et al., 2011). This research study was designed at the intersection of multi-generations, leadership development, and executive coaching, three increasingly important topics in today's workplace. Through exploration, I set out to understand more about how executive coaches were preparing leaders to succeed in managing the multigenerational workplace.

But why is leadership development in a multigenerational workplace relevant? A recent study conducted by Gallup (2013), stated that a total of 70% of the American workforce is not engaged at work and 20% of the total workforce is actively disengaged. Gallup attributed these phenomena to leadership. A great workplace culture is driven by leadership. Engaging different and diverse generations in working together and maximize their potential is a task worthy of exploration.

Leaders are responsible for solving tomorrow's problems by designing organizations with the capability to adapt, solve ill-defined problems, and succeed in changing conditions. Since few leaders are born, most need to be developed. Executive coaching is one of the most popular strategies for developing leaders in the modern organization.

Much has been written about leadership development, multi-generations, and even executive coaching; however, the significance of this study lies at the crosshairs of these three topics. Exploring the ways executive coaches are developing leaders to succeed in a multigenerational workplace, contributes to the literature by adding value to internal and external leader development programs through surfacing the strategies being employed and underlining the ones that lack attention. A study like this helps executive coaches reconsider ways in which they can shape their profession by just being aware of the multigenerational workplace phenomena.

Theoretical Framework

The conceptual foundation for this study is based on leader development methods, specifically the strategy that involves an executive coach performing its duties within a multigenerational setting. Leader development, a strategy within leadership development, enhances the human capital by developing the intrapersonal skills of each executive. Intrapersonal skills is the term that encompasses emotional intelligence, self-confidence, self-image, self-regulation—self-control, trustworthiness, personal responsibility and adaptability—and self-motivation—initiative, commitment and optimism (Day, 2000).

According to Van Velsor et al. (2010) there are five categories of methods to develop leaders: developmental assignments, feedback processes, formal programs, self-development activities, and developmental relationships. Is no surprise as we reflect on what it takes to develop intrapersonal skills that executive coaching, a developmental relationship leader method, has become a valuable asset due to the powerful connection and trust that naturally forms in any person-to-person helping relationship.

Executive coaching, as a method to develop leaders, in one of the most dominant and growing methodologies in today's business environment (MacKie, 2014). It has increased its popularity due to the compelling evidence on the positive impact it has on executives and organizational performance. (Passmore, 2010)

Because executive coaching deals with enhancing intrapersonal skills, having a clear understanding of generational information can help executive coaches understand the assumptions that guide the general attitudes displayed by an individual and its unique personality traits (Zemke et al., 2000).

Today's workplace has a total of four generations working together: Traditionalists, Baby Boomers, Generation X and Millenials (Burke, 2004; Hahn, 2011; Hansen & Leuty, 2012; Kyles, 2005; Lancaster & Stillman, 2002; Liotta, 2011; Schoch, 2012; Zemke et al., 2000). As we understand the events that have shaped the preferences, attitudes, beliefs and behaviors of each generation we can create leadership development experiences targeted to an individual and a group within an organization that have greater chances of success.

Study Methods

The research design of this exploratory study was of exploratory nature: allowing a systemic research with the purpose of learning more about how executive coaches prepare leaders to succeed in managing the multigenerational workplace. The study had a single source of data consisting in the experiences, discussions, and perceptions of executive coaches that met specific scholar and practitioner criteria. A total of 414 invitations were sent to the researcher's network of executive coaches (convenience sample) in the United States and overseas to request participation in an electronic interview. The electronic questionnaire contained a series of

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demographic, open questions and dichotomous questions aimed at answering the central guiding research question.

A total of 88 subjects' responses were obtained and stored in the electronic survey tool known as Qualtrics. Not all subjects responded to all questions. The data obtained were then analyzed via the Hyper Research qualitative analysis software through three different cycles of thematic analysis that resulted in five emergent themes comparable to the five leader development method categories previously discussed.

Key Findings

Demographics. Understanding the scholar and practitioner background of the executive coaches that participated in the research was an important aspect defined in the requirements of the study to assure the quality of the responses.

On the scholarly side, 49% ($n = 36$) of the 74 respondents hold as their highest level of education a master's degree; 24% ($n = 18$) hold doctoral degrees; 20% ($n = 15$) a bachelor's degree and 7% ($n = 5$) of the respondents reported to have other type of studies.

As important as achieving a traditional formal degree from a scholarly perspective, so it is holding a certification. Out of a total of 76 respondents, a total of 72% ($n = 55$) reported holding a coaching certification while the remaining 28% ($n = 21$) did not hold a certification. Out of a total of 54 respondents that hold a coaching credential, the International Coach Federation (ICF) awarded 61% ($n = 33$) of such credentials. The remaining 39% ($n = 21$) of the respondents holding a coaching credential reported having their credential being awarded by a different institution.

Besides having a coaching credential, most executive coaches usually complement their education by getting certified on a wide range of different behavioral, professional, and

personality assessments. From a total of 74 respondents ($N = 74$), 65% ($n = 48$) claimed to hold

an assessment certification while the remaining 35% ($n = 26$) did not.

To assess the practitioner side of the executive coaches, study respondents were asked to

provide the researcher with an approximate number of individuals coached in the last five years.

A total of 74 executive coaches ($N = 74$) reported coaching on average 105 individuals. Their

responses ranged from a Minimum of 4 to a Maximum of 500 individuals coached during the

past 5 years.

With regard to the generational cohort of executive coaches, 72% ($n = 55$) of the

respondents asserted being Baby Boomers, 19% ($n = 14$) Generation X, and 9% ($n = 7$)

Traditionalist. No participants identified themselves as part of the Millennial cohort (0%; $n = 0$).

From the coaches that participated in the study ($N = 75$), almost all of them mentioned to have

coached Generation X clients (95%, $N = 71$). More than half indicated to have coached Baby

Boomers (60%, $N = 45$) and less than a third indicated to have coached Millennials (23%, $N = 17$). Only one respondent indicated to have coached a member of the Traditionalist cohort (1%,

$N = 1$).

Qualitative findings. Five themes resulted from combining the different categories of the

thematic analysis with the leader development methods presented by Van Velsor et al. (2010):

(a) developmental assignments, (b) feedback processes, (c) formal programs, (d) self-

development initiatives, and (e) developmental relationships.

Theme 1: Developmental assignments. The analysis of the data was organized into six

subthemes: (a) action research, (b) appreciative inquiry, (c) career assignments,(d) assignments

to engage employees, (e) assignments that focus on individual development and (f) assignments

that take into consideration the learning preferences of the individuals. The subthemes with the most data revolved around career and employee engagement assignments.

"Transitioning" (S26) to different roles within the organizations or to other organizations seems to represent an important aspect to address when creating developmental career assignments.

In creating effective assignments to engage employees, a participant in the study expressed: "I think it is good to look at tendencies by generation, and then to look at biases and judgments leaders have that keep them from seeing the great value each individual brings to the table. Then they can discover together what motivates their team members to give their best" (S25).

Theme 2: Feedback processes. Five different subthemes resulted from the data as described by the respondents of the study in relation to feedback processes: (a) assessments, (b) awareness, (c) feedback, (d) asking questions, and (e) exploration. The use of assessments and awareness were the most important subthemes that executive coaches mentioned in successfully contributing to effective feedback processes.

From "I always begin with a 360" (S59) to addressing the need of "data collection to help define and confirm the problem/area" (S60) to work with and creating their "own" (S26), most of the respondents seem to value the usefulness of assessments in providing additional data to conduct their executive coaching work.

The importance that awareness has in any feedback process was asserted by the following executive coach statements: "Go slower to uncover differences in beliefs, values, methods" (S07); "surface bias and stereotypes" (S31) and make sure clients "are AWARE of the current context, challenges and opportunities" (S67).

Theme 3: Formal programs. Leader development through formal programs is perhaps the most widely approach used by organizations and outside consultants. Passages were coded across three different subthemes: (a) interpersonal skills, (b) best practices, and (c) technology. The top five interpersonal skills and best practices identified by respondents in this research study were: leadership, generational training, communication skills, management and strategic planning.

Best practices and interpersonal skills remain the subthemes with the most coded data. Within best practices, it might not come as a surprise for the reader that Leadership, is by far, the most mentioned formal program across all subjects. "Developing a leadership style that addresses the needs and wants of different generations." (S48) would pay its dividends to any organization implementing successful leadership programs.

Communication, emotional intelligence and managing conflict received the most mentions by participants discussing interpersonal skills. Among those discussions, respondents stated: "Coaching managers to understand the importance of communication" (S04), "EQ practice is critical in this new age of the multi-generational workforce" (S61), and "managing conflict within the workplace" (S68).

Theme 4: Self-development. Continuous learning approach, personal development versus outcomes and weekend retreats were the different subthemes identified in the Self-development subtheme. Being continuous learning approach, the subtheme with the most mentions, one of the subjects categorically asserted that if leaders want to succeed, they must take learning into their own hands and be able to "develop a personal plan*"* (S02).

Theme 5: Developmental relationships. Analysis from the interview data, lead to identify six different subthemes in the use of relationships to develop leaders: (a) executive

coaching models, (b) issues with younger generations, (c) teams and groups, (d) manager or boss, (e) mentoring and (f) women in the workplace. Executive coaching as a developmental relationship strategy in leader development was the most widely discussed subtheme by participants. Different statements by participants led us to believe that there is awareness around the need to change or adjust models around client needs and characteristics: "I create a unique program for every leader. Age is one factor, position in the company is another factor, level of difficulty in their current position is yet another factor" (S13); "all of my coaching is customized" (S14) and "each person's process is personally styled to match their paradigm and ability to implement and progress" (S18).

Quantitative Survey Items

Table 9 provides a summary of the responses to all the interview questions that required participants to simply answer yes or no. Most of these questions have a direct impact in the way executive coaches view their profession as it pertains to the multigenerational phenomena. Perhaps the most relevant findings from Table 9 are that 88% ($n = 65$) of the participants ($N = 73$) in the study asserted to have coached someone who required a conversation around how to deal with a multigenerational workplace; and at the same time, more than half of them (65%, $n = 46$) recognize they do not adjust their coaching approach when managing a multigenerational workplace is a factor.

Conclusions and Implications

Five conclusions were made considering the triangulation of survey item findings and narrative responses from the subjects. Each is presented below along with a discussion of implications for practice and scholarship.

Table 9

Dichotomous Interview Question Responses

	YES	%	NO	%	Respondents
Do you modify your coaching approach (process, model) based on the age (generation) of the leader?	39	53%	34	46%	73
Have you coached someone that required a conversation around how to deal with multigenerational workplace factors (issues)?	64	88%	9	12%	73
Do you adjust your executive coaching approach (process, model) when managing a multigenerational workplace is a factor (an issue to deal with)?	25	35%	46	65%	71
Based on your experience, are organizations addressing the multigenerational workplace phenomena?	32	44%	40	56%	72
Did your coaching certification prepared you to help leaders manage a multigenerational workplace?	24	45%	29	55%	53
Is the use of assessments helpful in preparing leaders to manage a multigenerational workplace?	30	67%	15	33%	45

Conclusion 1: Executive coaches do not seem to recognize explicitly the importance of modifying their executive coaching approach when managing a multigenerational workplace is a factor. Some of the findings in the study that support this conclusion include that 65% (*n* = 46) of the respondents (*N* = 71) do not adjust their coaching approach when managing a multigenerational workplace is a factor. The following statements from some of those coaches shed light on why they do not adjust their practice when dealing with the multigenerational phenomena: "the principles of effective coaching, leadership are not dependent on generational issues" (S66); "I do not think that different generations require different leadership" (S53) and "generally, it is the same as working with anyone who may not value others views regardless of age" (S09).

The workplace with its own unique and dynamic organizational characteristics is already a complex entity. It has been discussed in the literature that the workplace has not yet been posed with the challenge of accommodating four different generations at a time in our modern history where technology has dramatically impacted the workplace and our entire lives (Lancaster & Stillman, 2002; Meister & Willyerd, 2010; Zemke et al., 2000). From the scholar perspective,

there are clear implications in not recognizing the importance of generations in the workplace. If executive coaches can link or recognize the issues presented by the coachee to a certain cohort, they would have more information to deal effectively with a specific set of values, attitudes, beliefs, and expectations that might not come solely from the individual but as part of their membership to a generational group. Translating this to its practical stand, executive coaches can adjust their practice based on multigenerational factors.

Future research can be conducted to explore how current coaching models and methodologies can include the multigenerational workplace as one of the factors. Being conscious of the multi-generation phenomena and incorporating its key aspects to modify executive coaching approaches does not pose any harm to practice. Understanding the role the multigenerational factor plays in any potential situation and modify your strategies to incorporate such knowledge can benefit anyone.

Conclusion 2: Executive coaches tailor their approach to the individual as a de facto practice without consciously taking into consideration their age or generational cohort. Plenty of data in this research study seems to support this conclusion. Many respondents (46%, *n* = 34) asserted they do not modify their coaching approach based on the age of the leader. Some of them clearly stated:

- "Each person is an individual and it is critical to understand the situation, issue and need" (S02).
- "Change approach more on their style (DISC) than age" (S07).
- "I modify my approach based on where I think the person is developmentally. That is not predicated on age" (S16).

- "Each person's process is personally styled to match their paradigm and ability to implement and progress" (S18).

- "Every client is unique and deserve a coaching approach tailored to them" (S29).

- "I modify my approach for every client, I meet them where they are and explore how they perceive the world and their events that are effecting the issues / concerns they are addressing" (S33).

- "I customize my coaching to the audience, the work environment and the need. It is never a one-size-fits all" (S26).

- "It is situational" (S38).

From the scholar perspective, enough evidence in the literature supports the fact that a generational cohort shares a historical journey that shapes individuals' mindsets affecting their preferences, attitudes, and behaviors (Berkowitz & Schewe, 2011; Markert, 2004). It is just common sense that understanding the events that have shaped the preferences, attitudes, and behaviors of different generations can help us create better leadership development experiences, in other words, taking into consideration the age of the leader can help us create better and targeted executive coaching assignments.

Regarding the implications for practice, I believe that if executive coaches were to consciously approach their engagements factoring the age of the leader, they can have a clear advantage over other executive coaches.

One of the scholarly recommendations for further research include developing an approach to executive coaching that allows for generational cohort reflection and sense making before designing the effective assignment to approach each client. The executive coaching practice can benefit immediately just by being aware of the multigenerational phenomena and

consciously modifying aspects of their program and proceed to tailor specifics to the individual. In the long run, this kind of thinking can expedite learning and increase efficiency in any assignment.

Conclusion 3: Executive coaches are aware of the need their clients have in understanding what it takes to prepare leaders to succeed in a multigenerational workplace. Data from the study clearly suggests executive coaches are aware of the multigenerational phenomena in the workplace. Most the respondents (88%, $n = 64$) agreed to have coached someone that required a conversation around how to deal with multigenerational workplace factors. Some of the participants seem to agree that the most important topic around the subject is to "understand and explain each generation" (S30) and be able to convey to their clients that "all generations have different and unique needs. Those basic needs must be understood and addressed" (S55).

A report by the American Association of Retired People (AARP) concluded that "three important trends make it crucial that organizations become successful at addressing intergenerational dynamics: competition for talent is escalating; more generations are working side-by-side and productivity and business results are linked to work environment" (Murphy & Raines, 2007, pp. 2-3). Executive coaches must be not only aware but also actively engaged in understanding what it takes to prepare leaders succeed in a multigenerational workplace. They should promote research about leadership in multigenerational settings and implement those theories into their practice to benefit their clients.

Conclusion 4: Except for some formal training programs, organizations do not have a clear strategy for addressing the multigenerational workplace phenomena. More than half

of the respondents (56%, n = 40) mentioned organizations are not addressing the multigenerational workplace phenomena. This is backed up as well by some of their comments:

- "I believe some are and some are lagging behind" (S26).

- "Some are some are not, for some it's a mixed bag" (S63).

- "Issues are being addressed with a great deal of inconsistency" (S66).

- "Many organizations are providing minimal training on the issue of diversity in the workforce with an emphasis on multi-generations within the workforce" (S37).

- "Most are sponsoring some kind of management training for executives and managers around this issue" (S04).

- "Training" (S17).

- "I see 'educational programs' being offered by HR" (S29)

- "Lots of workshops" (S57).

The time has come for organizations to have a clear strategy around preparing leaders to succeed within a multigenerational workplace. As W. Bennis (1999) stated: "the key to future competitive advantage will be the organization's capacity to create the social architecture capable of generating intellectual capital. And leadership is key to realizing the full potential of intellectual capital" (p. 18).

Organizations must invest in leadership programs that address the multigenerational workplace. Organizations need to tailor their approach to engage leaders of different generations to learn about new ways of managing the workplace that contains several different generations. Generational mixing, a phenomenon that was not common in the past, today has become the subject of study of multiple researchers for a wide variety of purposes including the rapid

changes in technology, the demise of the bureaucratic organization and changes in worker demographics, among others. (Murphy & Raines, 2007)

We see a glimpse in the relevance on the topic when companies started to create jobs that clearly have the task to address some of the issues the multigenerational phenomena posts. For example, in 2014, Monsanto created a job title of director of millennial engagement (Monsanto, 2017) and in 2016, Kaiser Permanente searched for a director of millennial strategy (Rovere, 2017). These are just two examples to illustrate what companies are doing to address the challenges that different generations are posing to their business.

Companies can clearly benefit from leadership development research that can translate into practice.

Conclusion 5: Organizations that want to develop the capacity to effectively lead a multigenerational workplace in their leaders should implement comprehensive leader development programs. Thematic analysis of the data clearly aligns with the extensive research conducted by The Center for Creative Leadership and published in their *Handbook of Leadership Development* (Van Velsor et al., 2010). This handbook summarizes the different leader development methods used by organizations into five categories: (a) developmental assignments, (b) feedback processes, (c) formal programs, (d) self-development activities, and (e) developmental relationships.

Leader development programs are the means to achieve leadership development. Organizations need to take a closer look at include multi-generational elements within the different categories that constitute the design of their leader development programs. Executive coaches are an essential aspect of developmental relationships within leader development programs, but changing their approach is not sufficient; other elements need to adjust to the

challenges business are facing when trying to expand their capacity in developing leaders that can take their businesses to the next level.

Study Limitations and Internal Validity

This research was limited to the perceptions, experiences, and discussions of executive coaches working in the United States and overseas who work for organizations in need of developing leaders. Executive coaches, although a valuable source and a critical element in the development of leaders, are not the only stakeholder in making sure leader development programs incorporate the multi-generational workplace phenomena.

To assure internal validity numerous strategies were incorporated into the research design:

- Expert Panel: An expert panel including three professionals with doctorate degrees and experience in organization development, change, and coaching was used to review the interview protocol to ensure content validity.

- Coding Peer Review: A former professor reviewed all coded data in the first cycle of analysis to guarantee a consistent interpretation of statements gathered in the electronic interview process.

- Use of Qualitative Analysis Software: Hyper Research, a qualitative analysis software was used to document the data analysis process and assure its reliability.

Closing Commentary

As expressed by Meister and Willyerd (2010): The workplace of the future should focus on providing a personalized experience that engages employees across all generations. It is clear and unquestionable how the demographic changes experienced in today's world are impacting

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our businesses and lives. What remains unclear is what to do about it. For me, leaders hold the answer to solve such conundrums.

With the research presented here, I intended to continue the debate of those of us who think that considering multigenerational factors is paramount in the design of effective leader development programs that improve the chance of success of our organizational strategies and those who do not.

If you are one of the people who thinks that nothing has changed because multiple generations have coexisted and worked together in the past you should consider that they did so in a world shaped by many different factors from today's environment. In 2016, Friedman wrote, "The three largest forces on the planet –technology, globalization, and climate change—are all accelerating at once. As a result, so many aspects of our societies, workplaces, and geopolitics are being reshaped and need to be reimagined" (p. 28). This is our reality today: a rapidly changing environment; we must accommodate these changes into not only the workplace but also into the attitudes and strategies that management uses to guide employees and companies to success. As someone interested in executive coaching, leadership development, and multigenerational theory, I remain concerned that organizations and coaches are still struggling to address these topics in a world that is accelerating exponentially; but I remain hopeful that it is never too late for you to start doing something about it.

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APPENDIX A

Informed Consent Form

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

LEADERSHIP DEVELOPMENT IN A MULTIGENERATIONAL WORKPLACE: AN EXPLORATORY STUDY

You are invited to participate in a research study conducted by **Rene Heredia, principal investigator and Dr. Kay Davis, EdD, faculty advisor** at the Pepperdine University, because you are **an Executive Coach holding a Bachelor's degree and a coaching certification with at least 10 leadership development coaching assignments within 5 years.** Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read this document. You may also decide to discuss participation with your family or friends.

PURPOSE OF THE STUDY
The purpose of the study is to explore how executive coaches are preparing leaders to succeed in managing the multigenerational workplace.

PARTICIPANT INVOLVEMENT
If you agree to voluntarily to take part in this study, you will be asked to complete an online questionnaire which is anticipated to take about 20 minutes. You do not have to answer any questions you don't want to, click "next" in the survey to move to the next question.

PARTICIPATION AND WITHDRAWAL
Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION
The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

CONFIDENTIALITY
I will keep your records for this study *anonymous* as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigators place of *residence.* The data will be stored for a minimum of three years **and then destroyed.** *The data collected will be coded and emergent themes will be identified.*

INVESTIGATOR'S CONTACT INFORMATION
I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact **Rene Heredia at rene.heredia@pepperdine.edu or Dr. Kay Davis, faculty supervisor at Kay.Davis@pepperdine.edu** if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION
If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500, Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

By agreeing to participate you will be directed to the survey questions, you are acknowledging you have read the above information. You also understand that you may end your participation at any time, for any reason without penalty.

If you would like documentation of your participation in this research you may print a copy of this form by clicking this link.

○ I Agree to Participate

○ I Do Not Wish to Participate

APPENDIX B

Multigenerational Cohort Definitions

DEFINITIONS

Multigenerational Workplace: A term used to describe the phenomena of different generational cohorts interacting and working together.

The **Four Generations** currently in the workplace are:

1. **Traditionalist** *(aka Matures, Silents, Veterans, Pre-Boomers):* A person belonging to the generational cohort born between 1900 and 1945. They came of age during the Great Depression and World War II. Their values include integrity, respect for authority, and delayed gratification. They generally present as loyal, consistent, and conforming.

2. **Baby boomer:** A person belonging to the generational cohort born between 1946 and 1964. They generally are competitive, political, and hardworking. They are also often known to be workaholics and value relationship building, getting ahead, special rewards, office perks, and corporate titles. This generation embodies what we know as The American Dream.

3. **Generation X:** A person belonging to the generational cohort born between 1965 and 1979. Gen Xers are considered the most challenging generation to manage. They are individualistic, disloyal, and technologically savvy. They typically dislike corporate politics, titles, and organizational hierarchies perhaps because they entered the job market on a period of economic recession and massive layoffs. With a strong belief of work-life balance, this generation not only values but also requires an autonomous work environment that allows them to learn.

4. **Millennial** *(aka Gen Y, Nexter):* A person belonging to the generational cohort born, between 1980 and 1999. They are most often technologically savvy, purposed and multitasking. In their professional careers they usually look for purpose and fulfillment in their jobs with an opportunity to serve society as well. They would be disloyal if internally they felt they are not valued or they do not see their contribution.

APPENDIX C

IRB Approval

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: July 06, 2016

Protocol Investigator Name: Rene Heredia

Protocol #: 16-05-280

Project Title: Leadership Development in a Multigenerational Workplace: An Exploratory Study

School: Graduate School of Education and Psychology

Dear Rene Heredia:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

APPENDIX D

Coaching Certification Distribution

Appendix 1

#	Certification	Institution	Frequency	%
1	Advanced Certification	Marshall Goldsmith Stakeholder Centered Coaching	1	2%
2	Arbinger Master Coach	Arbinger Institute	1	2%
3	Art of Business Coaching	Newfield Consulting	1	2%
4	Associate Coach	Center for Creative Leadership	1	2%
5	BCC	Center for Credentialing and Education	1	2%
6	Bioenergetics Coach	Florida society for bioenergetic analysis	1	2%
7	Board Certified Coach	National Board of Certified Counsellors (CCE)	2	5%
8	Certified Business Coach	Resource Associates Corporation	1	2%
9	Certified Career Coach	Center for Executive Coaching	1	2%
10	Certified Coach Practitioner	Certified Coaches Federation	1	2%
11	Certified Master Business Coach	Worldwide Association of Business Coaches	1	2%
12	Certified Masteries Coach	International Association of Coaching	1	2%
13	Certified Ontological Coach	Newfield Network	1	2%
14	Certified Professional Co-Active Coach (CPCC)	The Coaches Training Institute (CTI)	2	5%
15	Certiied Executive Coach	Center for Executive Coaching	1	2%
16	Chartered Business Coach	Worldwide Association of Business Coaches	1	2%
17	Coach Franchise Owner	Renaissance Executive Forums	1	2%
18	Coaching and Organisational Psychology	Birkbeck, University of London	1	2%
19	Coaching Primary	Marshall Goldsmith's Coaching Program	1	2%
20	Coaching Supervisor Post Graduate Diploma	Middlesex University	1	2%
21	Coaching using Neuro Science	David Rock Coaching Program	1	2%
22	Columbia University CCCP	Columbia University	1	2%
23	ECC	Executive Coaching Connections	1	2%
24	Gazelles International Certified Coach	Gazelles International Certified Coach	1	2%
25	Graduate	CoachU	2	5%
26	Growth Edge Coaching	Cultivating Leadership	1	2%
27	Harrison Assessments Coaching Training	Harrison Assessments	1	2%
28	InsideOut Development Executive Coach Certification	InsideOut Development	1	2%
29	Master Coach	Association for Coaching	1	2%
30	Master Coach	Professional Business Coaches Alliance (PBCA)	2	5%
31	Master of Career Development	John F. Kennedy University	1	2%
32	Paragon International Coach Certification	Paragon International	1	2%
33	Professional Coaching	Center for Nonprofit Management LA	1	2%
34	SCC	Marshall Goldsmith Company	1	2%
35	Senior Coach	Netherlands School for Coaching	1	2%
36	Team Advatage	Pyramid Resource Group	1	2%
37	Tilt Leadership Academy	Tilt Master Level Coach	1	2%
		Totals	41	100%

APPENDIX E

Assessment Frequency Distribution

#	Assessment	Frequency	%
1	MBTI	18	18%
2	DISC	14	14%
3	Hogan	13	13%
4	Eq-I 2.0	8	8%
5	Lominger	6	6%
6	360 Assessment	3	3%
7	FIRO-B	3	3%
8	Leadership Effectiveness Assessment (LEA)	2	2%
9	BIG 5	2	2%
10	Harrison	2	2%
11	The Leadership Circle	2	2%
12	Enneagram	2	2%
13	TriMetrix	1	1%
14	SEIP	1	1%
15	Workplace Motivators	1	1%
16	Assess System	1	1%
17	Advanced Insight Profile	1	1%
18	BPS	1	1%
19	Emotional-Social Competency Index	1	1%
20	ITC	1	1%
21	Leadership Architect	1	1%
22	Tilt 365 Positive Influence	1	1%
23	Winslow	1	1%
24	Kirton Adaption Innovation Inventory (KAI)	1	1%
25	CDP	1	1%
26	Zenger Folkman Extraordinary Leader	1	1%
27	Change Cycle	1	1%
28	Personalysis	1	1%
29	Immunity to Change Facilitator	1	1%
30	Conflict Dynamics	1	1%
31	Tension 307	1	1%
32	Organizational Survey	1	1%
33	Career Architect	1	1%
34	LPI	1	1%
35	Spiritual Intelligence	1	1%
36	CPP	1	1%
37	Leadership Personality Inventory	1	1%