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PREPARING TOMORROW'S LEADERS: LEADERSHIP COACHING IN HIGHER EDUCATION

By
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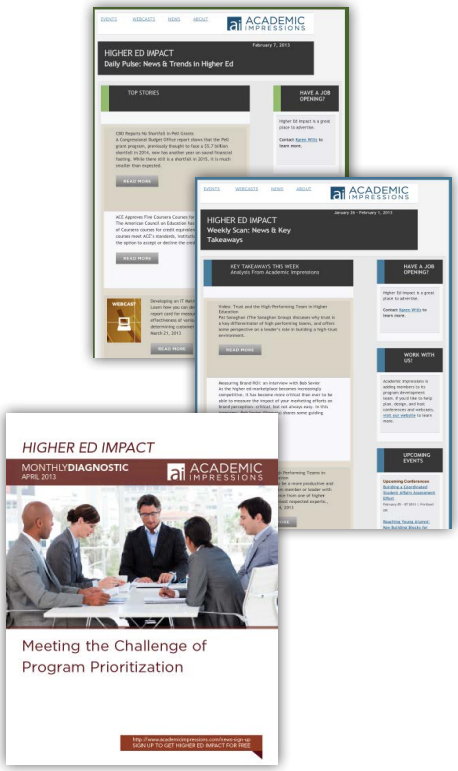

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CONTENTS

THE CONTEXT: NEW DEMANDS ON FACULTY AND ADMINISTRATORS CALL FOR LEADERSHIP DEVELOPMENT

Academia is living through complex challenges and pressures that increase the need for leadership development across faculty, staff, and administrators. Because of economic pressures, demand for increased student enrollments deepens, competition intensifies for diminishing tenured positions, budget cuts result in more students per classroom, long distance learning requires new time and attention for veteran teachers, faculty roles expand, workloads increase for everyone, and stress increases across the quad.

These challenges create a demand for leadership skills—skills that were never an explicit part of academia's criteria for excellence.

While faculty have developed intellectual acumen in their specific areas of expertise and are equipped for scholarship, research, and teaching, they are not trained in the art of managing change or managing others. Once promoted to administrative leadership positions (e.g. faculty to department chair or department chair to dean) they are faced with:

- Facilitating meetings
- Giving and receiving constructive feedback
- Managing transitions within their department
- Needing to consider the powerful impact of interpersonal relations
- Dealing directly with poorly performing faculty
- Thinking strategically about succession planning in their department or school

These are areas of competency that have rarely been on academics' radar screens, and they inevitably create stress for the individual leader and within their teams and departments.

This paper has two main purposes:

1. We will identify certain myths that new leaders often believe, which can work against them as they start their new positions and responsibilities, as well as the often hidden and unnamed challenges that we see new leaders face as their roles and positions expand.

2. We will suggest that leadership coaching is an important and powerful intervention during these times of pivotal change, an intervention that can prevent the myths and challenges from interfering with a leader's success.

Throughout the paper, we will give case examples that demonstrate the power of coaching to facilitate best outcomes in the change process.

The nature of change

Change, for individuals and for systems, is not an easy process. All change unsettles the status quo until a new balance of elements is established. Consider a kaleidoscope. It is composed of disparate pieces that when placed next to each other create a particular design. Once we move the kaleidoscope ever so slightly, an entirely new design is formed as one piece finds a different position in relation to all others.

A shift in any one part of our world initiates a shift in others, and we too are changed. While new roles can be exciting and gratifying, they are also stressful and deconstructive of the world as we have known it.

Our experience coaching and consulting in academic settings (Dreher, Smith Glasgow, Weinstock, et al. 2009) tells us that support in the form of good strategic thinking, training, and coaching is increasingly useful for new leaders who must face internal and external realignments.

WHAT IS LEADERSHIP COACHING AND WHY WOULD IT BE HELPFUL TO NEW LEADERS IN UNIVERSITY SETTINGS?

In the past leadership coaching has been seen as useful only when remediation was needed, but today, smart organizations use coaches for their high potential employees and consider it a critical investment.

The purpose of executive and leadership coaching is to create a safe place in which to increase a leader's self-awareness, identify challenges, and develop strategies to meet identified challenges. It is a formal, time-limited, one-on-one, collaborative process between a coach and coachee, devoted to a leader's development. The International Coach Federation refers to coaching as "partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (Federation 2015).

Coaching is one form of support for leaders who move through transitions in uncharted waters with no clear map. Coaching is also useful for those who are open to assistance in finding their place when their mandate or new territory is unclear. Coaching goes a long way toward developing a cadre of capable leaders who know how to navigate the turbulence that goes with systemic changes on university campuses and/or within the individual's leadership domain.

THE MYTHS ABOUT TRANSITIONS INTO LEADERSHIP ROLES

Leadership transitions create vulnerabilities and potential instability (Bridges 2009). Sanaghan, Goldstein & Gaval, 2009). It is therefore important to recognize and manage the hidden landmines that can disrupt smooth shifts (Weinstock and Smith Glasgow, Executive Coaching To Support Role Transitions and Promote Leadership Consciousness; in Eds. Dreher, Michael, H. & Smith Glasgow, M.E. Role Development for Doctoral Advanced Nursing Practice 2011, p. 261 - 276). In our coaching and consulting experience we have found the following four myths especially destructive for new leaders in university settings.

MYTH #1: The job matches the description.

High-level positions held by department heads, deans, and provosts involve complex tasks and responsibilities that often are not identified in the actual job description. Leaders need time and support to gain clarity about their actual responsibilities and the boundaries of their new authority. Hidden challenges emerge over time, often revealing invisible loyalties, historical grievances, financial roadblocks, and institutional politics that need navigation and that often become more complex the higher one advances in the organizational structure.

MYTH #2: Leaders in new positions need to make a mark early on in order to be seen as worthy of their new appointment.

We have found this to be one of the most pervasive and destructive myths in organizational leadership. We call this the "home run syndrome" in which new leaders feel compelled to make a big impact in their initial months on the job (Sanaghan, Goldstein & Gaval, 2009). The key to success for the incoming leader is not to "hit the ground running," but to spend time thinking, reflecting, watching, listening, and questioning (Clements 2006). Quick action and early visibility must be carefully considered options and not merely strategies to make a first big impression and/or to manage personal anxiety.

MYTH #3: Good leaders should fit anywhere in the system.

The life of all leaders would go more smoothly if this were true, but it is not. Some contexts work best for some people's talents, and other contexts prove a better fit for others' talents.

One of our coaching clients, who worked as an educator and clinician in a medical system, transitioned into a new team. Inside his new role he felt invisible and disrespected. Though outside his team, his input was valued, and he got excellent feedback. Executive coaching focused initially on experimenting with behavioral attempts to create friendlier and more trusting relations within the team.

This did not work.

He remained isolated, lonely, self-doubting, and vulnerable in his leadership. He wasn't sure if important information was always being shared with him, and he began to think that the team did not want to hear his opinions or to have him succeed.

When coaching failed to result in more collaborative relationships within the team, coaching shifted focus to support him in finding a more compatible team. This involved helping him understand that it was not a fault of his own that had contributed to his discomfort, but that he was placed where the fit was poor, where his particular temperament, knowledge base and talents were not going to be appreciated. The challenge was to find a better fit where his contributions would be valued. In the end, he did find a new work group in which his particular skills and expertise were highly appreciated.

MYTH #4: Leaders should demonstrate independence and not need help.

Our combined fifty years of anecdotal experience working in higher education confirms the research by Elsner and Farrands (2006), Ashkenas (2013), and Gibson (2014) that smart people have difficulty asking for help and are generally fearful that asking for help will cause them to be seen as indecisive or weak.

One of our coaching clients transitioned from faculty to department head at the same time that his department was part of a reorganization. In his new position he reported to a new boss. Previously, as faculty, not administration, he was scolded and actually shamed when he asked for help. In his new role, with expanded responsibilities and a newly arranged hierarchy, he had many questions but was fearful of ridicule for not knowing everything. Coaching helped him muster the courage to test the waters and approach his new boss with inquiries. As his coach, I knew his boss would be receptive—and the outcome was a positive one.

Asking for help, support, and advice is almost always a smart and courageous thing to do. We are not naive about the fact that in some toxic places, asking for help would appear a sure sign of weakness, but those environments are the exception, not the rule.

THE EMBEDDED AND OFTEN HIDDEN CHALLENGES THAT ACCOMPANY NEW LEADERSHIP POSITIONS

New leaders often face a shift in identity

Moving from one role to another, we undergo internal transformations. How we see ourselves, how we feel, how we dress, how we move—all these aspects of who we have been start to shift. For some the shift in identity is quite subtle; for others, the shift is as unsettling as it was in Alice's Adventures in Wonderland.

"Who are you?" said the caterpillar.

"I –I hardly know, Sir, just at the present," Alice replied rather shyly. "At least I know who I was when I got up this morning, but I think I must have been changed several times since then."

(Carroll 1960)

In Lewis Carroll's story, Alice changes many times before finding herself on solid ground. With each shift, she widens her sense of self and also her perception of reality.

Integrating a new identity with an old one is a slow process. With time, reflection, and guidance, the results are that leaders have a wiser sense of self as well as an expanded vision of the landscape in which they operate.

THE BOUNDARY CHALLENGE

When a leader gets promoted from a cohort group or achieves a higher level of status among peers, the shift in authority can create confusion and conflict in relationships. Peers may feel resentful if they think they should have been the person to be promoted. They now have a former colleague evaluating them—a former peer who may know personal information that could be used against them. They may also know the former colleague's weaknesses and may see the promotion as unjustified.

If resentment is now a part of the story, the faculty or staff members who feel overlooked may complain and/or withhold information from the new leader—information that would have been shared in the relationship prior to the promotion.

The new leader has the challenge of remaining available while also setting limits. She can't reveal personal information as readily, needs to choose what organizational information can be shared, and must be sensitive to her former peers' feelings when she closes her door.

A coaching client who was recently given an administrative position is currently managing the following scenario: She was promoted ahead of her peers based on her many years within the university, her excellence performing the role's responsibilities and her eagerness for leadership advancement. Her team, former peers who now report to her, are smart millennials who are eager to make a contribution and have their voices heard. They are quickly frustrated and angry when their ideas are not carried to the higher authorities within the university. Our client has long-standing experience with how the university system operates and knows why their ideas will not be implemented; she is also holding information that is not yet public that would make their ideas irrelevant.

The situation between this new leader and her team became adversarial, and she did not manage the boundary challenge well. The team acted disrespectfully, overran her authority at meetings, badmouthed her behind her back, and made requests of her that should have been their own tasks to accomplish. She met these behaviors sometimes with a rude and inappropriately authoritarian voice, and she sometimes withdrew her voice completely. In an ill-fated effort to recoup some rapport, she lost office hours to sharing too much personal information and chatting nervously in an attempt to make her team into close friends.

Coaching sessions with this new leader have focused on her asserting her management role appropriately. She is learning how to facilitate productive meetings that invite input but stay on task, to be clear about office hours that are for students versus those that can entertain her team members by appointment, to talk less while listening more, and to look for and find win-win situations in which she can support her team's creative ideas and praise their productive work.

This is an active case, and to date this new leader is making some headway in establishing the respect her knowledge and position deserves. The process has involved taking a hard look at handling the resentment of former peers who would not have voted her in as their leader, learning to tolerate anxiety without acting out and asserting the new boundaries that go with being the team leader.

THE LONELINESS CHALLENGE

"Leadership is inescapably lonely" (Elsner and Farrands 2006).

Once new boundaries are set, or a leader transitions into a new department with a different team, he may go through a phase of feeling isolated and anxious. There is a pull to want approval, find close new affiliations, and have others feel like they are part of decision making; yet ultimately, the leader makes decisions and bears the responsibility of their effect.

"If the leader is overly concerned about achieving consensus amongst all stakeholders and being liked, blessed, or recognized, he will overly compromise" (Naficy 2012). Ultimately, leaders will stand alone to make tough decisions, but support along the way can be instrumental.

One of our current clients is feeling lonely and isolated and is facing the following ongoing situation: She has recently been hired to be in charge of a project involving interdisciplinary work with surrounding urban organizations and has inherited a high-ranking team member in charge of fundraising. The fundraiser has begun to show signs of extreme stress that interfere with her job, and her behaviors could also compromise the project's reputation. As a new leader, our client feels unsure of herself in sorting out perceptions and separating fact from fiction. Given her new relationships within her team, and her relationship to those who hired her, she has not wanted to alert others prematurely. She wonders: When is it time to report to human resources? When should she be taking notes on this person's behavior? Is she simply being overly concerned? Is it proper to speak to others about her growing concerns, or would that tilt perceptions in a damaging way?

Would she appear as a gossip?

Coaching has given this new leader a safe and private place to speak of her concerns and doubts and has suggested that she should slow her own emotional reactivity to the situation. We have laid out a process for evaluation and identified the appropriate senior advisors who may need to become involved. We have scripted conversations between the new leader and her fundraiser with attention to her tone of voice, so that expectations have been given clearly without a tone of threat, frustration, or hostility. Coaching has helped our client think through the vacuum that would be created if the fundraiser needs to leave and has helped her figure out who on her staff she would approach to fill the void.

THE CONFIDENCE CHALLENGE

If we have been in our current role long enough, we usually feel settled and confident because we have experienced some success and feelings of accomplishment. We understand the rules of the game and how to get work done. We know who to approach and who to circumvent. Just when we feel proud and secure in our contributions, a shift in role, even a positive one, can create a crisis of confidence.

For example, one coaching client who was formerly accustomed to being outspoken with her professional peers, suddenly experienced great fear about speaking up within her new leadership group. She worried that her "assertive" style, which was quite acceptable before, would be seen as too aggressive. She now worried about how to present her ideas—which meant that she held back, inhibited her creativity from the group, and was initially seen as less powerful than her full potential.

Coaching worked with this client to identify her worst fears and be rational about their possibility, to remind her of her prior successes with being her authentic self, to separate fact from fiction in how she was interpreting her new team's current responses to her, and to support her courage to slowly test the waters with asserting herself.

THE CHALLENGE OF THE INNER CRITIC

Even very successful people may struggle to manage the internal voice that generates self-doubt, insecurity, fear, and hesitation (Weinstock and Shure n.d.). At times of role transitions the inner critic has fertile ground for becoming a loud and negatively imposing influence (Weinstock, The Hidden Challenges in Role Transitions and How Leadership Coaching Can Help New Leaders Find Solid Ground 2011) In new roles it is easy to worry:

- Do I really have what it takes to lead this new group?
- I believe someone else would know what they're doing, and I worry they will see I'm just winging it.
- Will the person who promoted me regret it?
- Will they find out I'm an imposter?
- Will I embarrass myself?

The inner critic can inhibit spontaneous contributions, add to loss of time spent worrying, create perfectionism that thwarts excellence, and generate stress in one's team members as well as oneself.

One of our coaching clients froze up the year that he was up for tenure and spiraled into a depressive state feeling unworthy and self-doubting. While he was highly regarded and had his dean's support, he heard persistent negative self-talk in his head that got in the way of moving forward.

Coaching helped him by using two different approaches.

The first approach was to help him identify the personal, historical roots of his negative self-talk in order to have him separate the present from his past. This helped him to see that his predilection for self-doubt was from long ago and had no place in his current and successful life situation. (While some people are quite aware of the origin of their inner critic, others are not, and it is useful to help them connect the dots.)

The second approach was behavioral and guided him through the following sequence:

1. Becoming acutely aware of his mental self-talk and turning up the volume in order to hear its negativity. While this made him uncomfortable, it raised his awareness of the frequency of his damaging inner voice.

2. Training himself to instantly interrupt the negative self-talk once he heard it—to literally tell himself to "stop."

3. Finding a different way of talking to himself in the voice of an inner coach that sees things neutrally and rationally—sorting out fact from fiction while staying encouraging and compassionate.

In our consulting experience, helping clients develop an inner coach that is stronger than their inner critic is one of the most helpful leadership skills we can impart (Weinstock and Shure n.d.). Over time, with practice and patience, the steps we have outlined above become automatic, without the need for an external coach's guidance. As a leader's self-doubt and worry go down, self-esteem and self-confidence go up, and leaders give themselves more permission to show up with their full leadership presence, gifts, opinions, talents, and vision.

As the kaleidoscope turns, it is inevitable for leaders to experience challenges to identity, questions about boundaries, wavering confidence, a sense of aloneness, and an inner voice that can become critical. They will need time to understand the breadth of their job description, to feel out their fit, to find where it is safe to ask for help, and to move at a smart pace. Having stewarded many leaders through these tough currents we believe that providing guidance in the form of leadership coaching can facilitate leadership shifts that are smooth and productive.

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HOW DOES LEADERSHIP COACHING WORK?

There are many variations in how executive coaching is done (Dreher, Smith Glasgow, Weinstock, et al. 2009).

Some coaches work only face to face, while others work on the phone or use modern technology like Skype and other forms of internet conferencing.

Some will collect data on the client through surveys and interactive interviews. Some coaches use "360 feedback" instruments in which a client asks a wide range of observers (bosses, peers, direct reports, colleagues) to answer the same set of questions about the coachee's character qualities, strengths, weaknesses, etc. Others will work only with the client's own identification of needs.

Coaches who have an expertise in organization development may combine coaching with interventions that involve the client's team or facilitate meetings with the coaching client and other key leaders in the organization.

Regardless of the specifics of the executive coach's methodology, or how much or how little data has been collected on the coachee, almost all approaches involve the following steps:

- Identify the client's general challenges (e.g., needing better interpersonal skills, learning to delegate responsibilities, needing a stronger leadership presence).
- Identify specific coaching goals that will address the challenges (e.g., learning active listening, making decisions in a decisive manner, setting appropriate boundaries).
- Understand the coachee's challenges in light of formal feedback from data collection and/or personality assessment instruments. This information validates and provides guidance for the coaching goals.

- Identify new behaviors to practice that would meet the stated challenges (e.g., asking for help, saying "no," tolerating the discomfort of allocating work to others, experimenting with assertive behaviors in meetings).
- Track success of the identified strategies, both the tangible (explicit positive feedback) and intangible outcomes (feelings of less stress or personal satisfaction for behavior change).
- Acknowledge successes. Paying attention to new behaviors that are well done is an important part of assimilating them into one's repertoire.
- Evaluate the coaching process (continually having coachee and coach check in as to how the coaching process is going and using pre- and post-interviews or other evaluation feedback instruments for determining the coachee's improvement).

CASE STUDY: Leadership Coaching at a Large Urban University

In 2006 a large nursing school within a big university was undergoing huge expansion and promoting many excellent teachers and clinicians into positions of administrative leadership. At the time, the school's enrollment was already over 1500 students and the school employed 60 full-time faculty plus 200 adjunct members. The new administrators needed preparation for their expanding roles.

With the support of the dean and the associate dean for undergraduate nursing and health professions, a multi-layered intervention was created to support the new leaders. A survey initiated the process and identified topics that the new academic administrators wanted to address in a one-day, mandatory symposium. The one-day symposium itself generated recommendations for improvement in department-wide communication, acknowledgment for work well done, increased opportunities for faculty to provide input in decision making, and a desire for increasing leadership development.

After the symposium a number of faculty administrators were given the opportunity for formal leadership coaching (Dreher, Smith Glasgow, Weinstock, et al. 2009).

The newly assigned administrative leaders had great competency in their areas of clinical and academic expertise but had little experience as leaders with many people reporting to them. Not surprisingly, they faced all the transition challenges we discussed above.

Those promoted from within their peer group had to readjust boundaries and manage the emotions that accompany authority over former colleagues. For many, privileged information needed to be kept from former peers, and it was no longer appropriate to freely discuss personal feelings about colleagues or about administrative decisions. Several new leaders reported that they felt lonely. One was fearful of asking for help. Others struggled to feel they deserved their new appointment.

COACHING METHODOLOGY USED IN THE NURSING SCHOOL

At this university all faculty and administrators who were now "coachees" had received feedback on their Myers-Briggs Type Indicator (MBTI) personality inventory during a half-day training led by one of us in 2007. A few had participated in a 360° feedback process also conducted by one of us.

The process for identifying leadership goals was somewhat unique in this setting. Typically, coaching is contracted to be a completely confidential process between coach and coachee with no input from the "boss." In this case, however, there was an agreement for collaboration and transparency.

All the new administrative leaders moved through the following sequence to establish their individual coaching goals:

1. The executive coach met with the new leaders' "boss" (in this case the dean or vice dean) to discuss her assessment of each team member's strengths and areas of needed development.

2. The coach then met with the coachee to review the initial session, the feedback from their MBTI and/or 360° inventory, and to identify the specific challenges they wanted to focus on (e.g. make quicker and better decisions, delegate more effectively, deal effectively with conflict with subordinates).

3. In a few cases, the coach and coachee met again with the dean or vice dean to discuss their coaching goals and strategize ways that they (as "boss" and observer) could support the coaching process.

4. Eight individual coaching sessions followed with each of the new leaders.

We note again that this process of working with the coachee and the "boss" required trust and transparency, which is often not possible to assume but proves a great benefit when present.

THE COACHING CHALLENGES IDENTIFIED WITH THESE NEW ACADEMIC ADMINISTRATORS

The following challenges were identified during the coaching process and many of them became specific coaching goals for individual coachees:

- Demonstrating assertiveness
- Learning to say “no” and set boundaries
- Letting go of perfection in the service of getting things done
- Attending to relationships over task accomplishment
- Learning when it is safe to ask questions and not need to appear as an expert
- Developing active listening skills
- Creating visibility outside the school and within the larger university
- Managing time more effectively
- Attending to self-care in the midst of high stress
- Creating strategies to reduce stress
- Identifying patterns of self-sabotage (most often inner critic work) and reversing the patterns
- Modulating emotional reactivity
- Finding and developing a personal style of leadership presence

SPECIFIC CASE EXAMPLES FROM THE NURSING SCHOOL’S NEW ACADEMIC ADMINISTRATORS

CASE EXAMPLE #1: Dr. Smith

Dr. Smith was promoted to the administrative leadership team with a reputation as an efficient taskmaster and teacher. Extremely introverted, she liked to work with her door closed and with minimal social exchange. She treasured quiet time alone at her desk. While she was liked by others and was always socially appropriate, she maintained a strong personal boundary and was seen as

aloof. Professor Smith was surprised to learn that her new role involved not just task accomplishment, but also informal connections, casual conversation at people's desks and showing interest in other people's lives. Dr. Smith had considered these aspects of leadership simply a waste of time and a distraction from getting her work done.

Coaching helped her learn to gain others' trust by strengthening relationships and being more personally accessible. Mid-way through the coaching process, when Dr. Smith moved into a new office, she scheduled hours of the week for an "open door" policy and actually set up a little table with chairs where students and other faculty could sit and chat.

CASE EXAMPLE #2: Dr. Fisher

Dr. Fisher identified her new administrative role as isolating and lonely. She was used to being easily available to others who considered her wise and often sought her counsel. Setting new boundaries and needing to withhold privileged information left her worried that the faculty who now reported to her would feel undervalued and/or rejected. She wasn't sure how to keep others' trust while limiting their access to her.

Coaching helped her learn to say things like, "I know this may be uncomfortable—and it is for me too—but my new responsibilities require me to make an appointment for time with me." Dr. Fisher found that her established relationships remained strong, and she began to find new support within the executive nursing council. In addition, she began to network with other chairs and directors within the university, expanding her relationships outside the nursing school.

FINDING THE RIGHT LEADERSHIP COACH

Selecting the right coach is important and not always easy. Coaches come from a variety of educational and professional backgrounds, including psychology, business, management, human resources and organization development. Some have specialized in corporate settings, others in the non-profit world and increasingly, though slowly, in higher education. Some operate from a strategic and planning mindset, while others focus on improving the leader's ability to manage relationships, communicate effectively, and develop a wider range of emotional intelligences.

One size does not fit all, but whatever the background, a good coach has appropriate credentials and the following skill set:

- Demonstrates excellent interpersonal skills
- Asks thought-provoking questions
- Listens actively and expertly
- Gives feedback that promotes learning, increases self-awareness, and supports action towards the stated coaching goals
- Challenges clients without creating shame
- Thinks critically with an ability to analyze the system in which the leader works
- Creates and sustains trust

How does one search for the right coach? Some universities retain a list of their trusted coaches and will pay for the coachee to interview a few of them before selecting the one they think will be most helpful. Also, the International Coach Federation is the globally recognized association of professional, personal, and business coaches and offers a referral service for certified coaches.

In our experience the best way to find a coach is through networking with trusted colleagues and hearing their experience.

IS LEADERSHIP COACHING EFFECTIVE?

It is only in the last ten to fifteen years that leadership coaching has been used in a wide variety of organizational settings, and it is only slowly being adopted in institutions of higher education. Research on the effectiveness of coaching has been plagued by the difficulty in assessing qualitative research to determine return on investment, by the subjective nature of the coachee's self-report, and by less than rigorous research methodologies (Dai 2009).

In 2009, a *Harvard Business Review* research report asserted, "The coaching field is filled with contradictions. Coaches themselves disagree over why they're hired, what they do, and how to measure success" (Coutu and Kauffman 2009). In academia, review studies consistently have concluded that there is a paucity of empirical data to support the anecdotal evidence that coaching produces positive outcomes (Mackie 2007).

In 2009 the Korn Ferry Institute conducted a research study called "The Effectiveness of Executive Coaching: What We Can Learn from the Research Literature." They conducted a meta-analysis of twenty-three research studies that had been designed to evaluate the effectiveness of executive coaching and then identified six of the studies that met a strict criteria for inclusion in further analysis. They looked at three levels of evaluation: 1) reaction to coaching, 2) effectiveness as assessed through change or improvement in skills or performance on the individual level, and 3) impact at an organizational level.

Their findings concluded that in retrospective reports, executives were generally favorable to and satisfied with their coaching experience, skills and performance had been increased, and organizations benefited in productivity and business deliverables. Their summary stated: "Clearly, we can conclude that coaching works in most cases" (Dai 2009, p14).

In 2009, the Institute of Coaching was established at Harvard Medical School's McLean Hospital. Its mission is to establish the validity and acceptance of the coaching profession by setting rigorous criteria for both research on coaching outcomes and coaching practice standards. Each year, the institute awards large research grants, and it has amassed a reservoir of white papers, doctoral dissertations, peer reviewed journal articles on coaching research, and bibliographies of coaching research journal abstracts.

Dr. Carol Kauffman, one of the initiators of the Institute of Coaching, wrote an article entitled "De-mystifying Research: An Introduction for Coaches" in which she said, "To withstand the scrutiny of a wider public the field needs to be able to explicitly describe what principles inform interventions, suggest theories that explain why they work and to support itself on the foundation of solid empirical research. ...we need to broaden our personal experience to include more rigorous study and analysis of what works with whom, when, where and how" (Kauffman 2004, p2).

We strongly agree with Dr. Kauffman and are grateful for her contribution to our field. We hope that our readers who are interested in evidence-based research on executive coaching will refer to the growing body of work being done at the Institute of Coaching.

CONCLUSION AND SUMMARY

Leadership in any domain is complex and hard to define. Varying definitions suggest that leadership creates power over people, induces certain behaviors, creates fellowship, influences collaboration, or creates outcomes people did not know they needed—but would value. John Quincy Adams said, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader" (https://www.legacee.com/potpourri/leadership-definitions). We like Adams' definition; it speaks to the external outcomes that result from good leadership.

From our vantage point, great leadership has another component we might call "leadership consciousness" (Weinstock and Smith Glasgow, Executive Coaching To Support Role Transitions and Promote Leadership Consciousness; in Eds. Dreher, Michael, H. & Smith Glasgow, M.E. Role Development for Doctoral Advanced Nursing Practice 2011) which is about integrating the leader's own individual purpose with community benefit. This requires individuals who want to develop themselves and increase awareness of both their skills and their blind spots, their passions as well as their ability to restrain them, their habitual states of mind as well as their limitations. This also requires the willingness to change when change is what is needed next.

In a period of rapid change, academia needs leaders at the helm who can inspire others as well as grow themselves: leaders who are smart, sophisticated, skilled at navigating complexity and flexible to meet changing demands. These leaders need to know themselves well and maintain their leadership presence regardless of the turbulence that comes their way.

It makes good sense that these leaders need support to grow into their full leadership capacity. To assume that just because faculty and high level administrators are expert in one domain that they will excel quickly and competently in others is a dangerous assumption. That assumption can work against the individual's ultimate success as well as slow down departmental or campus-wide progress.

As coaches, we are never surprised that even the best and brightest in higher education may feel temporarily lost without a guide book and may need time to find their way. We believe that coaching can guide these new leaders to find solid ground from which their influence for the greater good can expand into a widened territory and from which they can contribute to wise stewardship of our institutions of higher learning.

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