An Integrated Approach To Coaching: The Emerging Story In A Large Professional Services Firm

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This article addresses two trends in the field of coaching and the need in organizations to think more systemically about coaching as an overall human capital strategy. The formative stages of an epistemological model and an integrated development model for coaching are outlined as a way to address these needs. Case material from one of David Drake's coaching projects, a large professional services firm in Australasia, is offered to ground this scholarly work in practice. One of the key themes that emerged through Drake's initial assessment work with them, the tensions around the mutual determination of the agenda in coaching conversations, is explored using these two models as a frame of reference. Three recommendations for the way forward in coaching are offered as part of the conclusion.

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INTRODUCTION

The early findings in this project reinforce my observation that coaching is increasingly seen as *one* tool in the broader array of options to help individuals and organizations meet their developmental needs. As such, coaches increasingly need to position their work as part of a more holistic approach to human capital development if they wish to remain competitive in the marketplace. Human capital leaders need to think more holistically of coaching if they are to remain responsive to the complex developmental and performance needs in organizations. I will focus in this article on two trends in the human capital space that will, I believe, profoundly shape the next stages in the evolution of coaching. The two models I propose reflect these trends and offer a means to more completely address the issues they raise for coaching in organizations.

The first trend is the rising level and caliber of conversations among and across the disciplines that inform the practice of coaching. While these early cross-disciplinary conversations sometimes bear resemblance to the cacophony among vendors in the market square, they are precursors to a clearer and more global understanding of how to increase the impact of coaching. Hopefully, this article will increase the signal-to-noise ratio by providing a vehicle for richer conversations between coaches based in person-centered disciplines (e.g., psychology, sociology, adult development/learning, wellness/wisdom) and coaches based in organization-centered disciplines (e.g., business strategy, finance, organizational development, systems sciences). While few of us can excel in more than a few areas, we can advocate that our coaching work is placed within a broader context in its application. We can foster cross-disciplinary dialogues and the chance to learn from experts outside our profession. We can also opt more often for a team approach to coaching so the requisite expertise is available. If we are successful, we will enrich both sets of disciplines through contact with the other and begin to evolve client solutions that are more fully integrated at both the theoretical and practical levels. Professionals and leaders working in the human capital space can play an important role in supporting this approach within coaching sessions and across organizations.

It may be useful in taking a more holistic approach to view client systems from a gestalt perspective of figure and ground (Minehan,

2006) rather than a hierarchical one based on artificial distinctions. By this, I mean that what we see at any given moment in a client project is dependent on a number of variables; e.g., client culture, professional experience, point of entry in project. As such, various aspects, as represented by person-centered disciplines and organization-centered disciplines, may be figural or ground in a given situation or period. This stance seems timely in reframing the turf battles often found these days as various fields lay claims to coaching. For example, an article in a recent special issue of the *OD Practitioner* on coaching and organizational development, declared that, "Coaching doesn't require the conceptual and theoretical organizational knowledge or the competencies required for the more complex dynamics of group and organization behavior that are required in OD" (Scott, Murrell, Zintz, & Gallagher, 2006, p. 9). As someone who works a lot with coaching in the context of larger OD-type projects, I can appreciate that this is certainly true at one level. However, it only tells half the story, and it reflects a similar bias often found in psychological circles when they talk about coaching. As organizations and societies become more complex, it seems far better to focus on excellence and relevance of client service rather than claims of privilege.

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All professional disciplines, by nature, privilege some bodies of knowledge more than others - even as they harbor practitioners with various idiosyncratic preferences and extensive supplemental knowledge. Therefore, it can be said with the same ease, that most OD work doesn't require the conceptual and theoretical knowledge or the competencies required for the more complex dynamics of human development and change that are required in coaching. Coaches and OD consultants are hired for different deliverables and outcomes, even as both are aimed at supporting change within an organization and are increasingly asked to work across their disciplines in support of larger coaching initiatives. Rather than implying preferential status to any one discipline or perspective, we must recognize the need to raise the bar on standards among all coaches and our willingness to collaborate with others to meet clients' needs for a given project. This is important because the personal gains achieved through coaching will have the greatest sustainable effect in organizations if they are tied to larger initiatives and systems in which the desired behaviors are supported and aligned with organizational objectives. Therefore, it is time to recognize that there are many roads that lead to coaching and many voices that need to be heard if coaching is going to continue to evolve and be able to address the issues we face today in our organizations and communities.

If human capital professionals are to lead the way in championing an interdisciplinary approach to coaching in organizations, they must draw on a richer array of knowledge and practice domains than is often the case. As such, there is a need for more conversations between coaching practitioners/leaders and key scholars in the related disciplines, among practitioners at more advanced levels, within practitioners themselves as part of a robust reflective practice, and between practitioners and organizational leaders to develop more integrated approaches to leadership development. An example can be seen in the conversations between positive organizational scholars/positive psychologists and coaches/coaching educators. Coaches need more of these conversations as they "embark upon a never-ending search for new stories that facilitate increasingly elegant and helpful ways of working with clients to make sense of the puzzles that we, and they, are attempting to solve. In addition to identifying these narratives, [coaches need

to] search for ways through which they may be validated and refined which are grounded in . . . the discipline[s]" (Lane & Corrie, 2006, p. 208).

This search for grounded narratives is particularly important for coaching at this stage as it will solidify the theoretical and historical foundations necessary for further development. Such developments are critical for coaching's maturation and increased legitimacy both for the grounded content that emerges and the demonstration of how it can be done. It seems to me that human capital professionals can be at the forefront in these conversations in triangulating scholarship, practice and results. As reflected in the theme for this issue of the journal, there is a need to view coaching as part of a larger human capital strategy if both the profession and its practices are to gain in depth, stature, and impact. As I've argued in the past, (Drake & Stober, 2005) by charting a new developmental course, coaching can become the first true interdisciplinary field and "postprofessional practice."

Organizations are turning to internal and external human capital professionals to study, align, and measure their coaching activities.

In order for it to be so, we need to delineate the building blocks for coaching even as we recognize the systemic nature of individual and organizational change. It is important to recognize, however, that the debate within the disciplines and their related professionals is more about getting our own house in order than imposing our taxonomies on organizations. As Weick (1996) noted - much to our chagrin - our clients remain unmoved by our rivalries. They make connections in viewing the world and their work in complete disregard of any of our arbitrary disciplinary boundaries they may be violating. Instead, they steadfastly focus on solving organizational problems, e.g., insufficient numbers in their leadership pipeline, and meeting their organizational objectives, e.g., remaining competitive in an ever-changing landscape. Therefore, the goal is to develop a better understanding in the human capital community of the foundations for masterful coaching so they can effectively promote and direct related activities and link them to critical organizational relationships and outcomes. In doing so, we can capitalize on this first trend by developing a more fully interdisciplinary approach to coaching as a "key factor in achieving organizational renewal through personal transformation" (Mandler, 2005, p. 3).

A second, related trend, occurring at the organizational level, is the rising interest in the integration of coaching initiatives to attain greater value for the investment in terms of significant, sustainable progress on key objectives. Organizations are turning to internal and external human capital professionals to study, align, and measure their coaching activities. Whereas, historically, many of them were primarily trained in and focused on person-centered issues, increasingly they are being asked to serve as "trusted advisors" (Maister, Green, & Galford, 2000) who can bring both a breadth of business knowledge and a depth of personal relationship to bear with their clients. The implications of this trend include: (1) a more overt incorporation of organizational and business needs in designing coaching interventions; (2) the need for a more nuanced understanding of the notion of "fit" in matching coaches and clients; and (3) increased partnerships across specializations within organizations and the coaching community to be able to meet the wide-ranging needs for leadership and business development.

The importance of attending to this trend toward integration is reflected in a recent study in which over half of the respondents reported that coaching must be integrated with broader leadership development processes and linked with

business objectives and outcomes in order to be successful and sustainable. Yet, only 5% rated their organizations as extremely effective in these two areas, and over one-third of the overall respondents reported no centralized oversight or management of coaching in their organization (Anderson, 2007). In the case of the client firm addressed here, they have a vision to be in the top ranks in their profession globally in the alignment of coaching, leadership development and business strategy. This project is being designed to help them achieve this objective through collaboration between the line of service leaders, the human capital team and, to a lesser extent, external coaches and content providers.

As coaching moves forward, organizations need to work more closely with their human capital professionals in developing an interdisciplinary and integrated approach to coaching if they are to create significant, sustainable progress on their strategic objectives. This reflects Hunt & Weintraub's (2007) observation that a coaching organization makes effective and regular use of coaching as a means of promoting both individual development and organizational learning in service of the organization's larger goals. In the next section, we will look at several of the approaches being used with this client's human capital team in growing the reach and impact of coaching in their firm.

AN INTEGRATED APPROACH TO COACHING

Four Domains of Knowledge

The following model addresses the issues raised by the first trend—the need for a greater interdisciplinary approach to coaching in organizations by external/internal coaches and internal human capital leaders who support the coaching function. It is based on my experience working with organizations over the past twenty years and recognition that the best means to understand and deal with complex client issues requires multiple theories, forms of knowledge and types of evidence (Safran & Messer, 1997). This is consistent with a contextual approach to coaching (Cox, 2003; Mandler, 2005) and a relational view of identity and performance (Drake, in press; Gergen & Gergen, 2006). Together, these stances speak to the need within coaching to more fully articulate the assumptions behind our work and to grow in our ability to incorporate multiple approaches in working with individual clients and larger human capital initiatives. I have identified four domains of knowledge that are essential for mastery in coaching along these lines (Drake, 2007a, 2007b). In this model, I position research and evidence as a dynamic interaction among four knowledge domains and the relational process between a coach and a client - each of whom brings knowledge and evidence in co-creating coaching conversations and their results. Mastery can be seen as the ability to wisely access the four knowledge domains as necessary in a coaching session to support the best outcomes.

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I define the domains of knowledge necessary for coaching mastery as follows:

1. *Foundational Knowledge*: Theories, models, and guidelines based on research and scholarship from the basic and applied sciences that inform choices in coaching.
2. *Professional Knowledge*: Competencies and methods based on research and scholarship by practitioners as they engage in coaching and reflect on outcomes.
3. *Self Knowledge*: Awareness, maturity and wisdom based on the personal development of practitioners and clients as they participate in coaching.

4. *Contextual Knowledge*: Subject matter expertise, organizational savvy and strategies based on a systemic understanding of the client's issues and objectives in coaching.

Figure 1. A coaching epistemology.
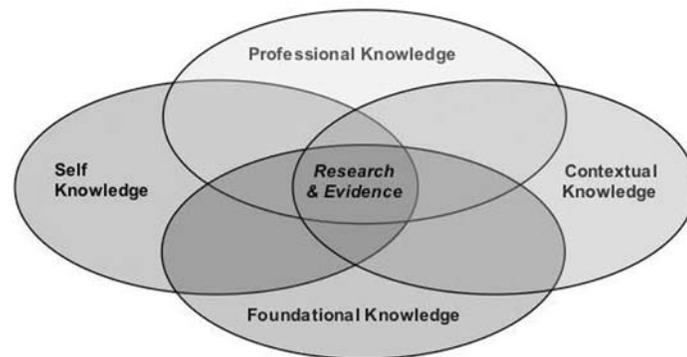
This model provides a way to structure our thinking about how to take an integrated approach to coaching. In addition, this model is useful for external coaches in assessing their level of and need for development as they engage with clients. If we imagine a coaching session within an organization at the center of the graphic, with both client and coach bringing evidence to bear on the experience, we can see these four domains of knowledge playing out at multiple levels. For example, the client may need greater *self knowledge* about how he or she shows up in certain types of situations as perceived by others (*contextual knowledge*); the coach would do well to appreciate the subtleties of those contextual demands as they use their *foundational knowledge* about readiness for change to design an appropriate plan of action with the client (*professional knowledge*). The model is also informative for human capital professionals in drawing on the necessary disciplines to design and deploy large coaching initiatives.

Coaches need evidence that inform their awareness, shape their assessment, and guide their actions - not only a "science of discourse, but [also] a science of intervention."

Each of these forms of knowledge generates and is informed by primary types of evidence. As a result, coaches need evidence that inform their awareness, shape their assessment, and guide their actions - not only a "science of discourse, but [also] a science of intervention" (Lane & Corrie, 2006, p. 83). Such an action-oriented approach to knowledge and evidence would certainly ease Weick's concerns as noted above. Human capital professionals can play a vital role in this regard by bringing the related disciplinary knowledge and evidence to bear on coaching conversations in the organization to expedite the necessary results. As such, making the distinctions among the four domains of knowledge increases the capability of human capital and coaching professionals to see the bigger picture and design more effective interventions. The ability to draw on an integrated and actionable repertoire of knowledge - and the evidence to ground it - is a key to mastery in coaching (Drake, 2007b). The net result is a greater alignment of the needs of a client, their coach and the organization as well as better results from coaching.

Two Pipelines for Development

We move now from a model that maps an epistemology for coaching to a model that addresses the second trend as it maps an integrated approach to the application of coaching in organizations. We begin at the individual coaching level with the *development pipeline* (Hicks & Peterson, 1999; Peterson, 2002, 2005), a model that is based on research regarding the conditions necessary for systematic learning. The five elements of this model are insight, motivation, capabilities, real-world practice and accountability. The authors primarily use their model to guide their coaching practice, but it also points to the larger context in which development occurs. "The key to using the pipeline to enhance [a person's] development is to identify the narrowest section of pipe. The greatest leverage - and the greatest organizational payback - is gained by targeting efforts at widening those constrained segments" (Hicks & Peterson, 1999, p. 3). This model is useful for coaches in identifying where to focus their energy in order for their clients to free up the optimal flow for learning and development. As we shall see, their five elements correspond to the five domains of the integrated model below and reinforce the importance of a systemic approach to development through coaching. Their model is also useful for human capital leaders in understanding broader issues affecting the organization as a whole as indicated in patterns across a set of individual "pipelines."

The five elements of this model are insight, motivation, capabilities, real-world practice and accountability.

Charan, Drotter and Noel (2001) have developed a related model to address a critical issue in organizations - how to develop a sufficient pool of people who are prepared to take on increased leadership responsibilities and how to help them thrive in those roles when they get there. As such, their *leadership pipeline* model addresses critical issues around talent management, succession planning and leadership capacity. Building on Walt Mahler's work with GE in the 1970's, and his "crossroads model" in particular, this framework was developed to define six key passages a leader makes in moving to higher levels in an organization. In order to successfully complete these passages and flourish in new roles, they've recognized that people need to leave behind old ways and acquire new ones in the following three areas: skill requirements, time applications, and work values. This model is essential for coaches and human capital staff involved in leadership development as it places an individual's coaching goals within a broader set of organizational requirements and systems. It can be seen in this client's case as they seek to more overtly use coaching to prepare up-and-coming leaders to relinquish their attachment to their functional experience and identity in order to make room for the relational, political, and strategic skills they will need as they move up in the organization.

An Integrated Development Pipeline (IDP) Model for Coaching

I extended Peterson's work on an individual development pipeline in creating the IDP in order to more fully address organizational issues affecting coaching outcomes in my clients' organizations. It builds on his (2003) advice to find sustainable, enduring motivation though discovery of what matters to the person (goals and values) and alignment with what matters to the organization (success factors and outcomes). I've linked the leadership pipeline model to the *IDP* as a way to help clients more intentionally and selectively use coaching to enhance the pool of emerging leaders and help them be successful in taking on new roles. In the case of this client, we are using it to look at coaching at *three horizontal levels*

(People, Firm, and Clients) and across *five vertical pipes* (Identity, Drive, Capacity, Ability to Act and Results). Together, these fifteen sections of the "pipeline" provide the basis for assessing the current state of development - in an individual, a team or across the entire business unit in this client organization - making more informed decisions on coaching investments. For this project, we will use the IDP framework to improve and customize the coaching support for each promotional passage and to designate the coaching competencies expected of people who want to move from one level of the firm to the next.

In summary, through the IDP model the following can be identified: (1) what support leaders need in moving up in the organization and in their individual development; (2) the barriers to effective coaching (for coaches and coachees); and (3) the constriction points impeding a leader's development and/or performance. As discussed below, we will be using the model in this client project to determine where there is sufficient flow to achieve the desired results at each of the three levels—People, Firm and Clients—and where there are obstacles to individual or collective development. For example, we will explore the question, "Do the dominant values held by staff line up with the firm's formal/informal rewards and the nature of the culture such that coaching is done well and coaches (internal and external) achieve their objectives?"

CLIENT CASE STORY

This client organization wants to improve its capability to use coaching to attract and retain the best people, reach its objectives and aspirations as a firm, and exceed its business and client expectations for results. The firm has engaged in a variety of efforts over the past several years to develop its leaders through the use of external coaches and develop its internal capacity to provide coaching within the firm. However, this firm has recognized the need to take the next steps in growing its coaching capabilities and systems in pursuit of greater integration of the firm's learning and development efforts. This project is designed to increase the client's ability to do so across all three levels and, as a result, to remain competitive in the race for talent and in the marketplace. The project will bring together the various coaching-related activities and resources to develop a more comprehensive strategy, advanced capacity, and supportive culture.

To this end, the client has embarked on a year-long process to design and implement an integrated approach to coaching in one of the firm's main lines of service. This extensive pilot is designed to: (1) develop and deliver a comprehensive coaching strategy that will result in higher levels of employee engagement, retention and performance; (2) increase the internal capacity and capability for coaching through the further development and effective deployment of people, resources and systems; (3) inform and align the usage of external coaching resources for greater value and increase the capabilities of their internal coaches; and (4) make significant progress on five core business and leadership needs to better prepare the firm for the future.

As a result of this extensive pilot, the line of service will be able to demonstrate clearer links between their coaching, their human capital strategy and their desired results.

We will use the *IDP* framework in this project as an assessment tool to identify points of flow (strengths) and points of constriction (challenges) in the system and the coaching process. From this information, I will work with them to develop a vision, strategy and outcomes for this project as the means to address five strategic needs in the business. We will use a situational coaching model we've co-created

to address these five critical areas in order to increase coaching capabilities and impact. We will train the human capital staff, high-potential internal coaches and key leaders how to use shadow coaching (cf. Karlin, 2007) and other in-the-moment coaching techniques such as focused feedback and reflective practice to improve regular job functions, e.g., delegation, career mentoring, performance reviews as well as co-develop innovative resources such as self-directed videos to support their success. As a result of this extensive pilot, the line of service will be able to demonstrate clearer links between their coaching, their human capital strategy and their desired results. They will be able to produce a strong business case for coaching in order to provide leaders with an increased incentive to coach, and coach well, and provide closer ties between individual coaching conversations and overall organizational success.

A key driver for the project was a recognition that much of the value generated within coaching sessions or coaching-related workshops stayed within those individuals and contexts rather than enriching the broader organization.

One of the ultimate goals from this project is to develop the tools, capabilities and culture such that coaching approaches become the way business gets done. As part of this process we are drawing on resources from a variety of disciplines, both within and outside the firm, to support the overall results. We are making clear distinctions about each resource even as we recognize that each one is just part of the overall puzzle. For example, the firm uses external coaches with a variety of backgrounds and for a variety of purposes. In the course of this project, the appropriate triggers for external coaches, the knowledge and capabilities of the coaches, and the guidelines and goals for using them will be assessed in terms of the value they return to the organization. Similarly, we are working toward common definitions and frames for coaching across the firm even as we expand the range for what is considered coaching. Doing so will minimize the often muddied waters in the everyday discourse in the firm around what is coaching.

A key driver for the project was a recognition that much of the value generated within coaching sessions or coaching-related workshops stayed within those individuals and contexts rather than enriching the broader organization. Through this work, we will be introducing a greater focus on the organizational development and organizational learning issues related to coaching—as seen in the model below. For our purposes here, I am defining a learning organization as one in which people at all levels, individually and collectively, are continually increasing their capacity to produce results they really care about. Doing so will provide the human capital staff with a systemic lens through which to view the project, frame the actions taken, and enhance their role as advisors to the business.

The organizational learning cycle begins with choices around investments in development—in this case, coaching. These investments yield results that can be observed. The observations can be collected, organized and evaluated as results upon which to reflect. These reflections can be interpreted as to their meaning and significance—yielding results upon which to make changes in the investments (e.g., more, less, different). Adaptation often requires new skills and structures in order to make the investments more effective in meeting the strategic goals and fulfilling the vision. An organization only learns if it is able to continuously move through this learning cycle and make appropriate adaptations as a result. It is a process of a continued evolution between the capacity of the firm and the demands of the environment.

Figure 2. An Organizational Learning Approach to Coaching.

Taking an organizational view will help members of the human capital team in this project see themselves as stewards of the firm's social capital (e.g., networks, relationships, wisdom, legacies, stories) and the term "coaching" itself (e.g., protect it from bad coaches and misunderstood notions, make more distinctions about what it is/is not and among different types). As such, they will be more able to help their line of service close the gaps between the espoused values around coaching, actual coaching behaviors, and the measurements of coaching. If they can help their leaders take an organizational learning perspective in approaching coaching, it will go a long way in positioning these professionals as trusted advisors for the business. This will be essential in taking coaching from an isolated service to an integral part of the firm's strategy.

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One of the five key outcomes for the project came from stepping back to take such an organizational perspective. The project leaders recognized the need to align the confidential, individual work done by the external coaches with the overall firm and business objectives. At the same time, they realized that the firm lacked sufficient means for the feedback from coaching sessions—in the form of patterns, trends or requests—to come back into the organization to enrich its base of knowledge, dialogue, and understanding. The coaches also lacked the means to appropriately talk with one another in order to accelerate their understanding of the organization and its objectives so they could focus their coaching efforts accordingly. Lastly, there were minimal opportunities for the coaches, the human capital professionals, and the firm's leaders to talk about their observations, evaluations, and recommendations based on their experience. There will be a concerted effort throughout the project to remain focused on the organizational learning needs and how they can best be served through the work around coaching. For now, let's look in more depth at one of the organizational themes that emerged from the interviews for this project.

Theme: Develop Clear Agreements Around Coaching Agendas

I conducted 28 interviews with leaders within the line of service sponsoring the pilot project. I was joined in most of the interviews by one or more of the human capital leaders for this project. They drew on their contextual knowledge of the people and the situations to enrich the questions we asked, the narrative information we gathered, and the sense we made of what we heard. The interviews were designed to elicit perspectives on the current state of coaching, experiences

of coaching others and being coached, and insights on the best steps to take in developing a coaching culture. Many of the recommendations made as the basis for the project design were a direct result of these conversations. For the purposes of this article, I will look at one of the central themes identified by interview participants in light of the four domains of knowledge and the integrated pipeline framework. In doing so, I wish to advocate for a more integrated approach to coaching and a greater capacity of human capital teams to champion, contribute and coordinate coaching—in this firm and in other organizations.

In the interviews and discussions with members of the human capital team, the issue was often raised, "Who coaches whom, about what, and for what purpose?" It became clear that there are tensions inherent in this question that need to be addressed in the project. These include: (1) how overt to make the connections between personal desires from coaching (e.g., a safe sounding-board) and organizational demands from coaching (e.g., a clear path to performance); (2) what to do with people expected to coach who are not very good at it (but who often have other valuable skills); and (3) what degree of line of sight is appropriate for those expected to track the progress of coaching among those they manage. The ultimate goal is to move to a place where the firm can prudently and intentionally use external coaching resources in conjunction with an increased internal capacity. For now, we are looking at the tensions around the agenda in coaching conversations.

As it is now, there is often an uncertainty among internal coaches about the boundaries between personal and professional issues and how to deal with them in coaching.

In this project, we are using the two models I've introduced here as tools in guiding its design and delivery. To understand how, let's first turn to the *epistemological model* (Figure 1) and the *four dimensions of knowledge*. For starters, we've recognized that many of the partners and others who coach as part of their role lack sufficient foundational knowledge about adult development to more completely assess the situations and needs they face in coaching staff. For example, what are the likely developmental issues facing a new employee coming to the firm from university and how do these issues align (or not) with the performance issues related to the firm's needs of their employment? Without an understanding of the basics of adult development by those who coach or an appreciation by human capital team members of the challenges facing leaders with numerous other obligations, coaching sessions will tend to be transactional in nature—generally about career trajectories and strategies—as opposed to transformational in nature. As it is now, there is often an uncertainty among internal coaches about the boundaries between personal and professional issues and how to deal with them in coaching. This appears particularly acute in navigating differences across generations. This epistemological approach to coaching will help the leaders and human capital professionals in this line of service better understand where they need to develop further to be effective in matching coach and coachee and in defining appropriate coaching agendas.

In the domain of *professional knowledge*, several issues stand out. One is how to increase the transfer of skills to internal leaders and managers so as to reduce the dependencies on human capital staff and external coaches to more sustainable levels. Another is how to provide more clarity about what coaching is and is not, what forms it can take beyond the formal coaching session, and how to reach agreements about whose agenda is on the table in a given coaching conversation— and what to do as a result. A key goal here is to recognize that while coaching is not a panacea, it is an essential role for all leaders and managers they need to take

seriously and is not something that is separate from their "real" work. As such, we are addressing expectations for their roles so as to enable them to fulfill their time commitments to coaching and the development of their staff.

At the level of *self knowledge*, we are focusing on how to help leaders appropriately draw on their experience to enrich their coaching. How can they become better at self-monitoring the degree to which they offer advice when coaching to the client's agenda would be more helpful? This can be challenging in an organization of experts who (perceive) they are paid for their answers and solutions. We are also looking at how to create a greater ability to pause, remain in inquiry, and reflect as ways to help them be more self-aware of the strengths and blind spots they bring to coaching. One of the ways we've introduced these skills is through a story about an American relay team in the Olympics who ran the fastest times but came in second due to poor handoffs of the baton. We are using this metaphor to increase people's awareness and knowledge about themselves so as to increase their ability and willingness to make sure the "baton" is handed off well such that the right person has it and can run with it. As it is now, some people tend to take on others' batons or assume that the coachee has it and can run with it when in reality they can't and/or will not do so.

Some of the generalized observations about the younger staff include a preference for acquired versus ascribed authority, greater interest in current satisfaction and fulfillment and a stronger commitment to balance between life and work.

Some fascinating issues have already emerged for which greater *contextual knowledge* will prove useful. One is a growing awareness of the differences among the generations in the workplace. Some of the generalized observations about the younger staff include a preference for acquired versus ascribed authority, greater interest in current satisfaction and fulfillment (as opposed to working for some benefit in the distant future), and a stronger commitment to balance between life and work (and a consequent blurring between the personal and the professional). As a result, many of the middle-aged leaders - who often grew up with differing values - struggle to know how to effectively coach these staff members. From a larger human capital perspective, there is a growing contextual awareness that the organizational structures may need to shift over time in order to continue providing effective leadership and meeting future needs. Overall, taking a more complete view of the knowledge domains necessary for internal and external coaches to be successful in the firm provides a stronger platform for their success.

From the perspective of the *Integrated Development Pipeline (IDP)* model (Figure 2), I will focus here on two issues that are emerging relative to agreements around coaching agendas. One is to ensure that there are coaching resources available to support people as they move through each of the key passages in the leadership pipeline. This will enable internal and external coaches to be clearer and more in line with what will likely be on the agenda for that person's stage-appropriate development. We are also considering the identification of coaching competencies to be expected at each level that may include, as other clients have done, a baseline set as part of the requirements for employment. This is a significant issue in this organization (and many others): what gets people promoted may not be what they need to succeed at a higher level. If there is clarity about what coaching a leader can expect and what coaching is expected from him or her at each level in the organization, it is much easier to mutually agree on coaching agendas.

A second issue, often unaddressed in organizations, is for both human capital professionals and coaches to discern: "Is our aim to help clients successfully accommodate to the demands of the existing systems and culture, and/or to support them in their quest to grow as a human being - which may put them at odds with a 'successful' adaptation to these same systems?" (Drake & Brennan, in press). This question gets at the tensions noted above between personal desires from coaching and the organization's demands for coaching. I would offer the hypothesis that the former is often more at the forefront when leaders work with external coaches and the latter is more at the forefront when the coaching comes from an internal coach who outranks the person being coached. The IDP can be used in contracting on the coaching agenda between the coachee, the coach, and the sponsor. The answers to these and other important questions will emerge over the course of this project as the team leads the line of service in developing an integrated strategy for coaching.

If coaching is to adapt in keeping up with the changing needs of our clients, then coaches and human capital professionals must improve their ability to learn from one another, from related disciplines and the field as a whole.

CONCLUSION

I close with three recommendations for the further development and use of integrated approaches to coaching in organizations. These are aimed at coaching and human capital professionals as well as leaders who make decisions about their organization's investments in and directions for coaching. It is hoped that these recommendations will contribute to the ongoing dialogue about how to more fully harness the power and the possibilities of what coaching has to offer.

1. **Create more opportunities for cross-disciplinary conversations and interdisciplinary coaching initiatives.** The *coaching epistemology* model provides one frame for doing so and will help raise the bar on standards and levels of contribution for coaches.
2. **Position coaching as part of larger human capital strategies to incorporate individual desires, organizational needs and business objectives.** The *Integrated Development Pipeline (IDP)* model provides one tool for how to do so as a way to identify and address leadership development needs across personal, organizational and business levels.
3. **Increase the use of collaborative and team-based coaching approaches** based on partnerships across disciplines, specializations and roles such that there are closer ties between individual coaching conversations and organizational success.

If coaching is to adapt in keeping up with the changing needs of our clients, then coaches and human capital professionals must improve their ability to learn from one another, from related disciplines and the field as a whole. The time is upon coaches to transcend our early successes and marketing-based claims - and step more boldly into the larger and more complex issues faced by our organizations and communities. I welcome you to this conversation and I look forward to seeing what we create in the years to come.

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