A Worldwide Association of Business Coaches®
Business Coaching Worldwide
eZine

Winter Issue 2006

Volume 2, Issue 4

IN THIS ISSUE

Business Coaching Worldwide is an online quarterly publication.

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FEATURE ARTICLE

Business Coaching in Mainland China and Hong Kong

by Keith To

China has enjoyed tremendous economic growth over the past decade, and that growth is expected to continue well into the 21st century. How is our emerging profession of business coaching contributing to this expanding economy? Keith To shares an overview.

↘ Complete Article

COLUMN

The ROI of Business Coaching Revisited

by Bronwyn Bowery-Ireland

What are the many ROI models in the marketplace really testing? Do they apply to coaching? Bronwyn Bowery-Ireland questions whether training-based ROI models are valid tools either for measuring the value of coaching or for marketing the benefits of coaching services. WABC member Barry Goldberg also contributes his insights.

↘ Complete Column

COLUMN

Building Business Through Partnerships

by Denise Trifiletti

The key to effective, sustainable partnerships is ensuring that everyone involved contributes, and that everyone gains something of value from the partnership. Positive partnerships benefit all aspects of life, at all levels. In this article, Denise Trifiletti discusses partnership with self—the foundation for every other successful personal and professional partnership.

↘ Complete Column

FROM THE EDITOR

Everything meaningful in life and in business is based on personal relationships. When cultures collide, even gently, there is a real risk of painful or frustrating misunderstandings.

↘ Complete Letter

TAKE THE POLL

Do you coach or manage individuals whose cultural backgrounds differ significantly from your own?

- ○ Yes
- ○ No

Vote!

Select Yes or No and click Vote!

COLUMN

Assessment Corner

by Roberta Hill

Why use assessments? Roberta Hill provides ten reasons. She also presents five counter arguments—illustrating once again that when it comes to the topic of assessments, there is no one 'right' answer.

↘ Complete Column

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SUCCESS STORY

From Parallel Function to Collaboration: The Impact of Business Coaching on Chase Manhattan Bank

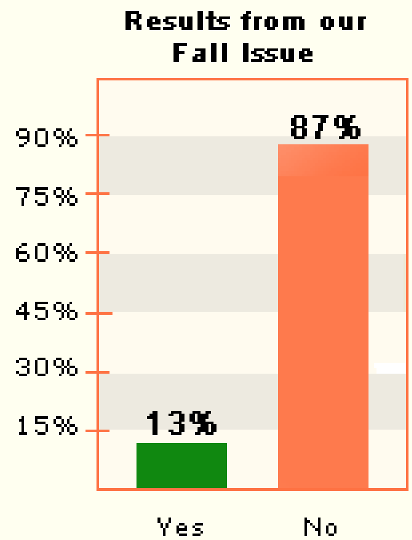
by Jim Oher

Chase Manhattan Bank's Rick Jones faced a major challenge in developing a new business segment—that of forging a professional partnership with another Chase business unit. As prior stand-alones, the two units had differing goals and objectives. Executive coach Jim Oher's facilitation of a riveting offsite unified and mobilized team members around a compelling common vision.

↘ Complete Article

POLL RESULTS

Do you use a specific ROI model with your clients to evaluate the benefits of business coaching?



DID YOU KNOW?

... Companies increasingly rely on contingent or temporary workers to increase flexibility and decrease labor costs?

↘ Complete Article

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Are you a WABC Member? Did any of the *Business Coaching Worldwide* articles stimulate thought or a desire to take action? Discuss it with your business coaching colleagues in the Worldwide Association of Business Coaches All Members' eCommunity!

↘ Complete Article

GET THE EDGE

Coaching Across Cultures

by Francia Baez

As internal or external business coaches, serving our clients well requires us to be aware of and sensitive to cultural differences. In this article, Francia Baez focuses on coaching Latinos. She offers suggestions to assist coaches and managers in enhancing the coaching relationship and facilitating its effectiveness.

Complete Article

HOT TOPICS

Multitasking (Part 2 of 3): The Mechanics of Multitasking

by H. Les Brown, *BCW* Regular Contributor

'Multitasking' is actually rapid, serial, alternating task switching. 'Unloading' and 'reloading' task-related information and procedural rules take time. Frequent task switching increases our personal 'overhead cost,' as well as our probability of error. This article discusses several factors that affect the efficiency and effectiveness of task switching.

Complete Article

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WABC'S STRATEGIC ALLIANCES

BUSINESS BOOK REVIEWS

The Art of Connecting
How to Overcome Differences, Build Rapport, and Communicate Effectively with Anyone

By Claire Raines, Lara Ewing

In every kind of business and in every industry, workplaces are becoming more diverse, which has important and challenging implications for communication and for relationship building. In **The Art of Connecting**, Authors Claire Raines and Lara Ewing offer five core principles based on their Titanium Rule—do unto others according to *their* druthers—for overcoming differences and connecting on the basis of our similarities rather than our apparent differences.

Complete Review

Coming In Our Next Issue!

Feature: Larry Lyons, co-editor of *Coaching for Leadership: The Practice of Leadership Coaching from the World's Greatest Coaches* (Pfeiffer, 2006), will provide some original perspectives on the subject of change. Learn more about Larry in the WABC Coach Directory.

Columnists: Marshall Goldsmith has vast experience coaching highly successful leaders. As a new columnist for *Business Coaching Worldwide* in 2007, Marshall will be drawing on this rich history, developing columns that describe the changing face of leadership. Learn more about Marshall in the WABC Coach Directory.

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FEATURE ARTICLE

Business Coaching in Mainland China and Hong Kong

by Keith To

Over the past two decades, China's economy has enjoyed extremely rapid growth and development. More and more business people around the globe are entering China to take advantage of unprecedented business opportunities, and both local and overseas-invested businesses are booming.

Is the emerging profession of business coaching enjoying the same level of growth here? Having been a business coach in China and Hong Kong for almost ten years, I would like to briefly report on the status of our profession in this part of the world. While this isn't intended to be a comprehensive or in-depth analysis, I would like to share several of my observations in order to provide a general picture of business coaching in China.

The country is composed of four parts: Mainland China, the Hong Kong Special Administrative Region (SAR), the Macau SAR, and Taiwan. My study is focused on several major cities in Mainland China (e.g., Beijing, Shanghai, Guangzhou and Shen Zhen) and Hong Kong.

Organizational Management Style

This year, I completed a small survey of 183 business executives in the area. The results indicate that 79% of these executives view their organizations as maintaining a directing style of management. Only 21% consider their companies to have adopted a more open and collaborative style, utilizing some degree of coaching in their daily operations.

According to these executives, the most common reasons for their companies' using a directing style are listed below, in descending order of frequency:

1. Managers lack time. They are too busy for a collaborative management style;
2. Managers lack coaching skills. They do not know how to coach their colleagues;
3. In small or family businesses, owners are accustomed to a top-down management approach;
4. Managers do not trust their staffs. They don't think their employees can work independently, without clear instructions; and
5. Managers fear losing control.

These responses are quite typical for managers in a developing economy. With more and more overseas investment and injection of management know-how into China, the situation may change in the years ahead.

Government Intervention

The Chinese and Hong Kong governments' intervention in our profession is minimal and neutral. They neither encourage nor discourage business coaching. However, there are some organizations in Mainland China that are using the term 'coaching' to describe what some view as 'New Age' style human potential development activities. These activities mirror Large Group Awareness Training, based on encounter groups which emerged with the popularization of humanistic psychology in North America in the '60s. Communist governments are very sensitive to these kinds of groups, since the psychological manipulation involved is perceived as potentially threatening. Anything that smacks of 'New Age' may be considered suspect by a Communist regime.

In my opinion, if you plan to expand your coaching practice into Mainland China, you must clearly distinguish yourself from any such human potential development organizations. Hong Kong SAR, however, is more open, and you are free to practice your coaching function however you see fit, as long as you don't run afoul of the law.

Coach Training in China

There is some 'coach training' in Mainland China, most of which is conducted by local consulting firms. However, an examination of the contents of these training programs reveals that they are not actually comprehensive coach training programs. Rather, they teach NLP (Neuro-Linguistic Programming) and address leadership, personal development and team-building issues. While coaching can enhance leadership skills, personal development and team building, coaching is not just about leadership skills, personal development and team building!

This reflects a misunderstanding of coaching by business people in Mainland China. Business coaching is about helping others to expand their awareness, both of themselves and their businesses, rather than about motivation, persuasion and leadership techniques. As a more developed city, there are quite a few coach training programs available in Hong Kong. Most of them provide training in personal life coaching, and some are ICF accredited. The WABC's RCC Program is still the market leader in the field of business coaching, with about 300 graduates since its launch in 2002.

Impact of Chinese Culture on Coaching

Can North American coaching methodologies be applied equally well in China?

This is a difficult question, and I have studied it for years. I completed my coach training in the US. After practicing here in Hong Kong for the past ten years, I find my answer to the above question is 'yes,' but with some modified understanding of the coaching process.

Nearly every single book about coaching you can find in the bookstores will tell you to coach using curiosity and intuition. How about coaching someone who has very little curiosity or intuition? This is typical of Chinese people. In our country (and many other Asian countries), parents taught us not to be curious. Curiosity is equivalent to danger and is deemed impolite. We have also been educated not to speak if we are uncertain. We keep our intuition to ourselves. So, are curiosity and intuition really critical in coaching?

Let's examine how curiosity and intuition contribute to coaching. As a coach, curiosity sparks your interest in every facet of the client's issue so that you can inquire into every possible aspect, at every possible angle. This helps the client to explore more broadly and deeply. Intuition tells you which parts of a client's dialogue contain potential misunderstandings, saving both your and your client's time.

However, neither curiosity nor intuition works very well for the Chinese, even though the coach is willing and able to provide both. Why? Because the Chinese don't talk much! Perhaps unlike North Americans, the majority of the Chinese population is extremely reserved, particularly in the context of a business environment. They think thoroughly before they speak, and then they speak cautiously. They are reluctant to answer questions they consider irrelevant, and the more curious the coach is, the more questions the client might consider irrelevant.

Intuition is based on the coach's experience, through which the client's answers are filtered. Lacking the rich information provided by the client's answers to numerous 'curious' questions, there isn't much to find through intuition.

My solution is very simple—I have stopped using intuition and curiosity to coach. A coach's major task is to clarify clients' misunderstandings so that clients can discover more by themselves. What people think will be reflected in what they say. If there is some misunderstanding in a person's thinking, there will be signs of that misunderstanding in their conversation. Coaches can use curiosity to search for and intuition to locate those misunderstandings.

We can also be trained to recognize these signs—the openings in the coaching dialogue. Openings lead to potential misunderstandings and thus potential new awarenesses for the client.

There can be many openings the coach can identify and help the client to explore. For example, when the client tells you that none of his people want to work hard, there might be a potential generalization in the client's mind. Or, when the client says that she cannot do something, there is a possibility that she has adopted a limiting belief.

Listen for the openings. When you hear one, simply ask your clients to tell you more about that. This can cast some light on their potential blind spots. Sometimes we put too much attention on questioning. Coaching is more about listening. People new to coaching want to learn how or what to ask their clients. It is where to ask that matters even more.

Conclusion

In China, whatever is popular in the world can become trendy very quickly, but it can cool down really fast. Coaching is one of these trendy things in China right now.

Coaching is still very new to Mainland China and Hong Kong. It has been here for just a few years. Although people talk about coaching in the business sector in China, there is not much coaching actually happening here. Part of the reason is a misunderstanding of what real business coaching is, and part is a lack of managers' awareness of the real benefits of coaching to their businesses.

For our fellow coaches, China is a huge potential market. However, it is still operating in a stage of confusion. Once more people appreciate the importance of true business coaching, a prosperous future lies in store for our emerging profession.

Keith To, RCC, is a business coach with over 20 years of business experience in China and Hong Kong. Keith now focuses on coaching senior executives in business development. Read more about Keith in the [WABC Coach Directory]. Keith can be reached by email at keithto@coachager.com.

THE ROI OF BUSINESS COACHING REVISITED

ROI or VOI?

by Bronwyn Bowery-Ireland

In the last several issues of *Business Coaching Worldwide*, I have shared some models that are currently used to measure the ROI of business and executive coaching. At this stage, rather than present another model, I would like to create a little debate and discussion around ROI in general and how coaches are using ROI models.

I often hear coaches say, "Why should we use an ROI model to measure coaching at all?" This is a pretty good question. ROI was a '60s response to the need to measure the effectiveness of training and its impact on corporations' bottom lines.

But coaching is very different from training. Coaching is client-centered, client-directed, and client-focused. There is no formal training plan set in place. Trainers, on the other hand, teach new skills and determine the particular training methodology to be used. ROI justifies the training by showing a direct link between the training and resulting improvements in employee productivity—and thus the bottom line.

Another substantial difference between coaching and training is that many areas addressed through coaching are just not tangible and, therefore, not measurable. How do we measure an increase in hope, well-being, or outlook? Jack Phillips actually dedicates a whole chapter to this subject in his 2004 book on measuring the effects of training. He states, "Intangible measures are the benefits linked directly to the leadership development program, which cannot or should not be converted to monetary values."

So why have we taken on ROI—a training model—to measure the benefits of coaching? Is it because coaching is viewed as a development program? And what are the shortfalls of ROI models? In my columns, I have been asking for WABC member feedback, and Barry Goldberg wrote a fantastic email outlining his experience of ROI. I want to share it with you.

Barry stated, "... my impression of each of the ROI models I have examined ... all depend at some point on a subjective evaluation, or a highly suspect method of calculating value that can easily either discount the impact of the work or attribute value driven by exogenous data factors to coaching. Either way, the rigor of a calculated model breaks down when it depends on humans to report key elements in a subjective manner.

"My own answer came on a trip to London a couple of years ago. I had breakfast with a coach there who was working diligently on an ROI model. His attempt to codify every step of the way was admirable; however, as attractive as it was to the part of me that really wants to see a dependable ROI model, I could not imagine applying the measurement process in the real world of business. It was too cumbersome and required way too much overhead, not to mention adding cost. But because the idea of a truly rigorous model was so attractive, I spent my morning on the train considering how to get involved and wondering if there was a workable solution.

"My lunch date was with another coach, equally high-profile and equally opinionated. When I asked him how he dealt with the ROI question, he sort of chuckled and simply said, 'I start packing my bag to leave. If they are asking those questions, I am in the wrong place. Work like this is just what you do. It is like plumbing and electricity. People may want to bargain for price and terms, but no one asks you to prove that they need it.'

"As for me, having that question asked, with the expectation that there is some spreadsheet calculation forthcoming, has become an indication that I am not talking to the right person."

Over the last few months, I have been thinking a great deal about whether there is a better way to measure the effects of our coaching—or if we even need that measurement. As coaches, we recognize the importance of knowing the difference coaching can make, and we want to articulate its value to our next potential client.

And here is where I suddenly stopped. Of course! It is about measuring the value of coaching—the value to the client. And it is not about measuring the value in a monetary sense, but rather in a values-based sense. This shift occurred for me when I looked at ROI models that involve the client's taking responsibility for measuring the value of the coaching. I started to think about the word 'value' and think of it in terms of the question, "What does a client value?" The answer, of course, is that clients value those things that resonate with their beliefs and principles—with who they are at their very core. Measuring VOI is about measuring the effectiveness of the coaching based on the client's own set of values, and possibly incorporating reference to a company's values as well.

So I have designed a VOI—a Value of Investment tool. The new tool measures the client's and the corporation's values. It develops a coaching plan, designed by the client, around the client's values. Much has been written about the development of values in a corporation, and the idea that if all employees' values are aligned with those of the corporation, this alignment can become the corporation's greatest competitive advantage.

I have a little more work to do on this tool and then it will be available for testing. If you would like to be part of that trial team, please contact me at bron.bi@icoachacademy.com. If you have any other comments or ROI models you'd like to share, I would love to hear from you!

Sources:

Goldberg, Barry. http://www.entelechypartners.com

Phillips, Jack J. and Lynn Schmidt. 2004. *The Leadership Scorecard: ROI for Leaders.* Burlington, Massachusetts: Elsevier Betterworth-Heinemann USA.

Bronwyn Bowery-Ireland is the CEO of International Coach Academy, an international coach training school. She has been an executive coach for over 10 years. Read more about Bronwyn in the WABC Coach Directory. Bronwyn can be reached by email at bron.bi@icoachacademy.com.

Partnerships: The Key to Your Exponential Growth

by Denise Trifiletti

Are you juggling all the balls in your family and business life? Are you struggling to keep all of the aspects of your business operating smoothly, while at the same time meeting the needs of your family and others who rely on you? How can you find time for yourself, focus on what you enjoy, and live the life you love? You do this by establishing a powerful partnership with yourself.

In previous articles, I defined Power Partnerships as relationships in which two or more people or organizations come together to accomplish 'all-win' outcomes. Power Partners achieve greater results together than they could individually. And their results can be personal, professional, or both.

There are several types of partnerships:

- Partnership with yourself – for balance and to live a life you love;
- Partnership with your network – for referrals and solutions to your business needs;
- Partnership with your clients – for increased satisfaction, referrals, add-on business; and
- Partnership with your prospects – for increased sales and revenues.

With whom should you partner? In business, partner with those who can help you achieve your goals. Review your goals, and take an inventory of what you need to achieve them. If you need more sales or an expanded market reach, find those who can provide you with quality and consistent referrals, those who can open doors to your target market, those who are influential in your field, and those who can increase your reach and exposure.

Most often, people focus on partnerships with others. But none of these can substitute for a partnership with yourself. A 'Partnership with Yourself' means that you live a life of balance, and have time to do all that is important to you.

As an example, imagine the start of your day. Do you rise, go through a series of rote steps, such as brushing your teeth, bathing, dressing, having breakfast—without thinking about the day ahead? Do you robotically get into your car, head down the same road as every other day, and arrive at work (or your appointment or networking meeting) without being conscious of having gotten there? Do you slip into your work routine and find the day half over when you get this uncomfortable feeling you have been here before and you still have accomplished nothing of personal value?

Now, imagine a different start to your day. You come awake, turn off the alarm, and just lie quietly for a few moments. You reflect on the day ahead, and why it is important to you. You think about not just what you have to do, but why it is important. You consciously consider your values, your mission, and your vision for yourself. As you rise and go through your morning routines, you continue to reflect on all of your roles and goals, relative to your vision and mission. In Partnership with Yourself, you are guided by your personal and professional values and vision.

While having coffee or eating breakfast, you start to sort the duties of the day. First, you identify those things that have the greatest value to you as a person, because they align with who you are, what you believe, and where your passions lie. You feel a surge of energy and enthusiasm about getting to them first. You focus on the right things, those activities that match your roles and goals; those that fit with your plan, and which provide you with balance, personally and professionally. In Partnership with Yourself, you establish priorities that are balanced and meaningful.

You look at your activities logically and intellectually, and evaluate their ROI. You are at peace with yourself because you are focused on what is most important and effective: those activities that provide the greatest ROI. Then, you check your efficiency and ensure you are both 'doing things right' and doing the right things. In Partnership with Yourself, you evaluate whether you can delegate or outsource tasks to preserve your time and focus.

You begin to feel a real sense of internal harmony. You have developed a partnership with yourself. You have identified your vision, top roles, goals, and priorities, and you have a balanced plan. People will notice. Your colleagues will see a difference. You are more in control, have more peace of mind, less stress, greater focus and balance.

Have you noticed this trait in truly effective leaders? Have you seen how they calmly and effectively get things done? Have you sensed that they know the right things to do? Have you noticed they are rarely caught up in minutia? Have you ever wondered why this is so? They have their vision, roles, goals, and priorities in place, allowing for a high level of balance and internal harmony. Perhaps it is because they are in 'Partnership with Self.'

Denise Trifiletti, a business coach and an accomplished leader in the fields of sales and training, is the co-founder of Dynamic Destiny Partnerships, LLC and the founder of Women's Community, LLC. Her most recent book is *Create the Business Breakthrough You Want: Secrets and Strategies of the World's Greatest Mentors* (Mission Publishing, 2004). Denise can be reached by email at denise@womenscommunity.com.

ASSESSMENT CORNER

Ten Reasons to Offer Assessments

by Roberta Hill

Given the ongoing backlash against assessments, I've been wondering lately if using them is really viable. I am the first to acknowledge the problems associated with the misuse of every type of instrument—from hiring to self development. I also accept the legitimate concerns about the validity of any and all self-rating assessments. Despite the concerns and apprehensions expressed by some coaches, I remain convinced that when used appropriately, by properly trained practitioners, an assessment can provide clients with valuable information and insights. In keeping with coaches' love of 'Top Ten' lists, here are the reasons I believe it's worthwhile to have an assessment to offer your business clients:

1. Everyone is doing it. This may seem like a pretty lame reason, but selecting either a very common or a very unique assessment may help set you apart from other coaches. Using different tools and instruments helps to differentiate you from your competition. Availability of assessment tools may either be part of your unique selling proposition or an added service.

2. Sometimes a client wants to use an assessment, and may even have a specific one in mind. You personally can't possibly be certified in every assessment that is on the market—it would require extensive training and monetary investments that you probably don't want to make. However, you can set up relationships with other coaches who offer interesting and specialized instruments. Partnering and/or networking with someone who offers such a service may help you develop that new client relationship.

3. An assessment is a tangible product. It is very hard to 'sell' coaching, because quantifying its specific benefits is often difficult. An assessment that produces a report helps clients feel that they are getting something 'real' right away.

4. Providing service packages can generate more income—especially if you subcontract some of the work to others. Including an assessment as part of a coaching program allows you to sell a complete service. Selling your time is a limiting option; you only have so many hours in a day and can only charge so much per hour. A package or a program which includes items such as assessments that other coaches don't offer allows you to charge more for your services.

5. Despite common assumptions to the contrary, assessments are NOT a significant revenue generator. Prices and margins are dropping drastically and, no matter how user-friendly the administration system is, it still takes time to set up and follow up. However, in addition to allowing you to offer a coaching package, an assessment may leverage other business. I can't tell you how often I have been asked to use various paper versions of both the MBTI and DISC in workshops. Use of these tools has generated a number of coaching and facilitation clients (and vice versa).

6. While an assessment differentiates you from other coaches, having certifications, particularly in a specific assessment, can bring you credibility. Those purchasing coaching services, particularly if they are in the Finance or Human Resources Departments, expect to see some form of legitimate qualifications. Certification in an

assessment can confirm your expertise.

7. The topic of assessments itself opens up discussions. People either love them or hate them, and thus everyone seems to have a very strong opinion on the subject. So if you don't feel a need to defend the use of assessments and can weather the criticism heaped upon them, I promise that you will have lots of interesting conversations. Listen and agree, and you will find that people will begin to see you as an expert on the subject, and they will become curious about what you offer.

8. If we are not careful, it is easy to begin to accept what our clients say at face value. To avoid being co-opted by your client, some form of neutral input is desirable. Most assessments are self-rating, but if someone isn't deliberately trying to 'beat the system,' some interesting data might present itself. This is particularly true if you are able to use a 360- or multi-rater assessment that provides third-party observer input.

9. Sex, Drugs and Rock and Roll. OK, the kind of assessments we are talking about have nothing to do with sex, drugs or rock and roll, not directly anyway, but I am always challenged by how to make a rather dry topic interesting! (I also needed to come up with ten items ....)

10. Last but not least, I have acquired more self awareness through the study of certain 'personality' theories and models, then practiced what I have learned when using assessments with others. Working closely with a tool not only helps to make you more of an expert in that area—it also forces you to look closely at yourself. What a wonderful way to remain a life-long learner!

Assessments have certainly been an added advantage in my business, but I offer a much wider scope of services than strictly coaching. Not everyone has similar experiences, and you must market your business. I would be remiss if I didn't provide you with the top five reasons NOT to use assessments:

1. Everyone is doing it. Clients will have already done a myriad of assessments, so why burden them with more? I strongly discourage coaches from automatically using an assessment. Check out a client's feelings about using such instruments, and ask them what they have taken in the past. If they remember their results, this is a great first step towards deciding whether or not they might benefit from doing another one.

2. 'Show me the money.' It will cost you both time and money to become properly trained to use any decent assessment tool. The well-established vendors with good support and research often require you to purchase a minimum number of assessments each year. Their goal is not to sell you product, but rather to make sure that you remain active and current in your assessment skills. If you don't have the volume to spend this kind of money, look for someone else who might administer your client's assessment for you.

3. Even if you do plan to use an assessment regularly, specific assessments seem to go in and out of favor. While investing to become certified in MBTI, I found that for a couple of years I didn't get any requests to do MBTI workshops. Then suddenly I got a half dozen in a single quarter. Assessments and specific instruments can certainly become a 'flavor of the month.'

4. People hire you not for the tricks in your tool box, but for *you*—your competencies and the relationship that you establish. You don't NEED an assessment to make you a better coach. Conversely, using an assessment won't make you a better coach. An assessment is just a tool.

5. Assessments are continually being misused and individuals continue to have bad experiences. Why fight an uphill battle to counteract all the negative press out there? Your time might be better spent asking provocative questions and engaging in active listening!

Roberta Hill, MBA, is a Professional Certified Coach (PCC), as well as a Professional Mentor Coach (PMC) and Certified Teleclass Leader with Corporate Coach U International. Roberta owns www.AssessmentsNow.com, an online assessment provider with a network of more than 40 qualified coaches worldwide. Roberta may be reached by email at roberta@wghill.com.

SUCCESS STORY

From Parallel Function to Collaboration: The Impact of Business Coaching on Chase Manhattan Bank

by Jim Oher

The Business/The Organization

Recognizing a potentially lucrative market, Chase Manhattan Bank of North America chose to develop a new business segment, Personal Financial Services (PFS), within the larger retail bank. This new segment was to target clients with investment assets of $500,000-$10,000,000.

The Partnership

Responsible for managing 550 Bankers, Senior Vice President Rick Jones assumed a leadership role in the development of this new segment. To support his efforts, Rick engaged the services of Jim Oher, an executive coach and team development facilitator with an established reputation in the retail banking industry.

The Challenge

The first-year goals of the new segment included acquisition of significant numbers of customers and associated balances, and the integration of a highly skilled staff. This staff integration was Jim's primary coaching challenge. To achieve the ambitious financial goals, two separate professional groups of bank employees, the Bankers and the Financial Advisors (FAs), had to make the transition from their previous standalone functions to active partnerships.

The Bankers, whose primary function was maintaining personal financial relationships with individual clients, had to join forces with the FAs, who were licensed to and charged with selling actual investment products (e.g., stocks, bonds, options, annuities, etc.). While the Bankers had specific individual clients, the FAs were focused on handling sales transactions. The two groups had separate management structures. Approximately 550 Bankers reported to Rick, and about 300 FAs reported to Rick's counterpart in the FA group. They now had a mandate to partner with each other—a move which required a philosophical shift. They had to work together to develop financial plans based on client needs, and sell financial products that met those needs.

The Approach

Jim approached both leaders with the dual goals of strategizing for financial goal achievement and providing a personally satisfying working atmosphere for the employees. Jim's 360-degree interviews identified the issues of conflict, mistrust, and suspicion between the Bankers and FAs as problem areas. Both groups' leaders recognized the strains in the relationship between the Bankers, who had been focused strictly on servicing clients' banking needs, and FAs, who were accustomed to dealing almost exclusively in investment 'transactions.' These conflicting philosophies translated into differences between Rick and his counterpart in the FA group, since the goals and metrics prevalent in the FAs' transaction-based climate had not caught up with the 'relationship way' the Bankers thought about clients and client needs.

The FAs frequently failed to refer business back to the Bankers, and the Bankers were often reluctant to make referrals to the FAs, who were generally interested only in the transaction, rather than in fostering the client relationship. The Bankers feared their personal clients would become part of an 'investment contract,' as opposed to being served with an open discourse regarding financial needs. The Bankers were also concerned that the FAs would monopolize the client, selling their products to the exclusion of the basic banking opportunities the Bankers provided. Restricted sharing of information, frustration about decision making, reluctance to be open about back office and technology procedures, and dissatisfaction with the compensation structure were issues as well.

In this working culture, conflict was seldom addressed directly. Each manager hoped that, over time, things would improve on their own. Jim kept reiterating the fact that, in order to banish the staff's perception of a dysfunctional partnership, it was their responsibility as leaders to address the differences and difficulties in their own relationship.

Jim mobilized a team of Bankers and FAs to work with internal training and leadership staff to develop a two-day off-site training program to address the pivotal issue of partnership. The top one hundred regional and divisional leaders, as well as staff members of both the banking and the FA units, attended the inservice. Jim's guiding principles in designing the program were transparency, openness in discussing issues which had been suppressed (conflict, mistrust, disagreement about policies and procedures, etc.), and the conviction that both groups could learn from each other and develop a plan to make this new venture successful.

Entitled 'Partnerships,' the program's objectives were to:

- Establish, enhance and promote effective, productive partnerships;
- Share ideas for creating and maintaining good relationships within the teams;
- Understand and deal with breakdowns in relationships;
- Learn from examples of effective partnerships; and
- Utilize newly learned relationship skills on an ongoing basis.

At Jim's insistence, Rick and his FA counterpart opened the off-site with a discussion of their own partnership—what they did and didn't like about it. While grueling at times, Jim had prepared both leaders to be transparent about their differences and conflicts, as well as about their desire to develop mutually satisfying ways of working together. They then invited attendees' questions regarding their joint leadership, and solicited suggestions about changes to make in future.

The event was riveting. Rick states, "One of the most important outcomes of Jim's coaching was my realization that dealing with the issues directly, yet professionally, was far better than succumbing to corporate double-speak and evasion."

Following their leaders' candor, a team of Bankers' and FAs' best practitioners, selected for their ability to live and sell the value proposition of PFS, addressed the following questions:

- How is partnership defined, and what are the critical elements of an effective partnership?
- What changes are needed, and how do we make them?
- What urgent or compelling issue do you want addressed?
- What key factors have made your partnership work effectively?
- What obstacles negatively impacted the partnership? How did you discover them, and how, specifically, did you overcome them?
- What have you, as a team, found to be the best way to partner with other bank personnel, and especially with the clients?

The Value Delivered

Throughout the preparation process, Jim coached each presenter. Once the leaders found ways of collaborating and managing their conflicts (which they did, in front of 100 members of their senior staffs), an unprecedented level of commitment and focus was generated. An action plan was outlined. A new vision for the PFS unit was created, and a strategy, 'Drive Revenue Daily,' was defined: "Every activity and behavior in which we engage will be focused on achieving our vision."

What was the major impact of Jim's coaching? Two business teams with different focuses finally realized that unless they coalesced on a common theme—growing customers' wealth—they were hurting the business as a whole, and that business failure would equate to individuals' failures. Jim addressed the brass tacks business issues of collaboration and partnership, and forged an alliance defined by similar values, goals, objectives and rewards.

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GET THE EDGE

Coaching Across Cultures

by Francia Baez

The US workforce is recognized as a 'melting pot' of the foreign-born. For example, 38 million Latinos, with a projected buying power of $1 trillion by 2007, are expected to represent 25% of the US population by 2050. The term 'global citizen' alludes to similar cultural experiences in other countries.

With such a cultural mix, work-related coaching becomes complex. Whether coaching internally as a manager, or externally as a professional business coach, cultural awareness is critical. Without stereotyping (since factors such as background, level of education and experiences affect coaching outcomes), cultural similarities and differences must be kept in mind. Coaching is more effective when adjusting to the cultural background of the coachee. This article will address cultural issues to be considered when coaching Latinos.

Cultural Differences in Coaching a Latino

1. Collectivism and Relationships

Some cultures seek successful work relationships, without engaging beyond the professional level. Latinos, in contrast, establish close and harmonious relationships with workmates and expect managers/coaches to create an environment that encourages openness and approachability.

Latinos are generally taught to hold age, hierarchy and knowledge in high regard, and they adopt a somewhat submissive role and seek a directive relationship. This 'power distance' can make it difficult for Latinos to confront or push back for fear of jeopardizing the relationship. The coach should be aware of this cultural value and help their clients to find ways to resolve situations without affecting the relationship—subtly empowering the Latino to act strongly and independently.

2. Familism

Most cultures separate work from family. In contrast, a Latino places family at the center of their professional lives, and a person with a family is deemed a respectful person. Thus, a Latino may appreciate conversation about their own and the manager's/coach's family in the professional context. A Latino may need to discuss potential work decisions with the family. Likewise, Latinos exhibit a strong sense of accountability for work relationships, treating them as extended familial relationships.

3. Religion

In many cultures, religion is excluded from the workplace. However, Latinos' work behaviors are guided by religious principles. Those principles are carried into professional conversations and decision-making. For example, Latinos may refer to God's judgment of their integrity, kindness, ethics, and respect for others. Since they see all of their roles interrelated, they may welcome a holistic coaching/management approach.

4. Time Orientation

The business world is conscious of time as a limited and valuable asset, so most actions are targeted towards dynamism, focus and effectiveness. Latinos tend to have a relaxed view of time and ascribe importance to small talk. It may be difficult to get right to the professional coaching conversation without 'warming up,' and thus the 'clearing stage' of coaching becomes critical. Once they open up, however, they can disclose too much, or lose track of schedules. It is important for the coach to indicate at the start of the session the time allotted, so that the client's sense of respect and power distance takes priority in honoring the schedule. The manager/coach must always remain in control of the session.

5. Communication

Professional conversations are basically factual, short and to the point. However, feelings play a major role in Latino communication. The coach should be sensitive when a directive style is required, so the client does not feel diminished. Latinos may describe a situation from the perspective of an observer in order to avoid confrontation and preserve relationships, and they may need to display empathy before disclosing information that the listener may find disagreeable.

While demonstrating respect by agreeing with a suggestion from the coach/manager, they may have no intention of following it. Probe to identify this type of complicity, and follow up to ensure that the client acts in accordance with the agreement. Once the coaching relationship is established, there may be more self-disclosure than mainstream US culture is accustomed to, since Latinos are less sensitive to privacy issues.

6. Body Language and Distance

Since the level of comfort with physical distance is culturally driven, a Latino may inadvertently decrease interpersonal space to the point of causing discomfort in someone of a different cultural background. Latino culture is a contact culture. As a sign of sincerity, touching, eye contact and facial expressions may be relatively intense and prolonged. Managers/coaches must be alert and responsive to these signs, and take them into account in maintaining control and managing the session.

7. Gender Issues
Few professional roles in the US are gender-driven. However, familially and socially, Latino men are typically raised to be dominant, paternalistic providers and protectors, while Latinas are taught to exhibit 'Marianismo'—a culturally-learned nurturing behavior expressed by playing a supporting role. These gender-based roles affect the professional persona. The manager/coach can address the difficulties female professionals experience when their social and work behaviors intertwine. Such social behaviors (e.g., excessive support of an employee, lax supervision, indefinite or non-directive language) result from the gender roles Latinas were 'taught' to play.

8. Problem Solving
Life is a problem-solving challenge, which requires dealing with conflict. Latinos often avoid confrontation, and move through necessary disagreements with a sense of guilt. They may have problems expressing a conflicting opinion. They may try to protect relationships by being indirect. Although some may demonstrate authority by adopting an aggressive style, this approach is viewed negatively. Latinos tend to have a high sense of responsibility, and are collaborative in problem solving, but they are conservative in terms of risk taking and are uncomfortable with transactional fact-based approaches. These behaviors may be misinterpreted in the business world, and this is an area that coaching can address.

Conclusion

Managers and professional business coaches are responsible for helping individuals to clarify their thoughts, understand issues, see how others view them, and find their own best solutions. While the coach or manager holds the flashlight, the walk through the dark tunnel must be completed by the coachee.

The coaching journey must be conducted with the cultural background of the coachee in mind. Managers and coaches should be open, curious, and respectful, acknowledging and valuing diversity, and developing the communications skills necessary to render their work relevant and effective.

Francia Baez, Vice President of Human Resources for a multinational organization in Latin America, has more than 20 years of experience in the corporate arena. Francia is a Certified Business Coach and a Registered Corporate Coach. She and Dr. Nilda Chong are the co-authors of *Latino Culture: A Dynamic Force in the Changing American Workplace* (Intercultural Press, 2005). Francia can be reached by email at fbaez@bellsouth.net.

HOT TOPICS

Multitasking (Part 2 of 3): The Mechanics of Multitasking

by H. Les Brown

Imagine yourself reading your mail, deciding how to respond to a client's letter. A colleague enters your office with a question regarding an important report she is writing. In the midst of that conversation, the phone rings.

This second article of a three-part series on multitasking will discuss the mechanics of task switching and its consequences. The first article clarified that multitasking is actually rapid, serial task switching, and the third will consider ways that coaches can best manage their own tasks and help their clients manage theirs.

How Does Multitasking Work?

'Stimulus identification' is the first step in the task-switching process. When you are interrupted, you must interpret the interruption in the context of previous learning and experiences. Cues in the environment (e.g., your colleague enters your office, the phone rings) require that you reorient yourself by asking, "Where was I?"

Next, you must determine the steps required to complete the new task. This 'response selection' process begins with goal shifting. Assume you've answered your colleague's question regarding the report. Your goal was to give her some necessary insight. When that goal is accomplished, you replace it with a different one.

Your new goal may be to handle the letter you were reading when your colleague interrupted you. To activate your new goal, you must 'unload' the procedural rules required by the previous task, and 'load' the series of learned procedures or 'rules' relevant to the new task. With the rules for processing letters in place in your working memory, you're ready to act.

'Movement production' is the third step in the task-switching process. Your rules dictate four choices when handling a letter: 1) throw it out; 2) refer it to someone else; 3) file it; or 4) answer it. The rules provide you with guidelines for evaluating information and deciding how to handle the task at hand. You apply the rule, process the letter, and move on to the next task.

This three-step process takes *time*—a half-second or more per task switch The effects are cumulative: The more frequent the task switching, the larger those time gaps become. Consider what happens when you make a cell phone call while driving. Although you're nominally aware of the road, you must switch tasks twice—once to make the call and once to refocus on the road. In a sudden emergency, that's plenty of time to turn a 'near miss' into a fatal accident.

For Better Or Worse

A number of task-related factors affect our ability to switch tasks quickly and effectively:

1. Perceptual cues;
2. Operational complexity;
3. Rule set size;
4. Task dominance;
5. Task familiarity;
6. RSI (response-stimulus interval);
7. Attention span; and
8. Cognitive patterns and styles.

You're working and your phone rings. While *perceptual cues* (#1) such as this may invite you to switch tasks, other perceptual cues actually bypass the thought centers entirely and go directly to the 'fight, flight, or freeze' response. For example, if you're walking alone at night and something flies out at you from the shadows, there is no invitation—you immediately fight, flee, or freeze.

Now imagine that you're writing a letter. A fly lands on you. You swat at it and return to your letter. This simple operation is minimally disruptive. However, the higher the task's *operational complexity* (#2), the more time it will take to switch tasks. If you're trying to solve a complex budgetary problem and your supervisor appears with a critical administrative issue, it might take you several minutes to switch tasks—in *both* directions. Task switching between complex operations also increases the probability of errors.

Let's examine *rule set size* (#3). You're concentrating on something and suddenly have to sneeze. Your hand moves to your mouth. The operative rule set is: 'Cover your mouth when you sneeze.' This is a simple rule set and doesn't break your focus.

A large rule set has the opposite effect. If you're building a complex spreadsheet and suddenly a co-worker bursts in with a question, you must switch your attention from the spreadsheet to your associate. You must then 'unload' one set of rules from your procedural working memory before 'loading' a new set of rules. The probability of experiencing confusion *both* when you turn your focus from the spreadsheet to the associate *and* when you finally return your focus to the spreadsheet is high.

Task dominance (#4) helps you determine when to shift tasks. You're composing a report that has to be finished by the end of the day. The phone rings, but you ignore it. A friend walks by, but you don't acknowledge him. The fire alarm blasts, and you shift tasks immediately. The more high-dominance tasks you face, the more frequent your task shifting.

Task familiarity (#5) speeds switching. Habitual behaviors can bypass conscious thought centers, and eventually you perform such tasks without giving them any attention. However, performing activities by rote can create inflexibility in behavior and can actually increase response time to new perceptual cues. If you're not paying attention to what you're doing, you're likely to miss important cues and continue rote activity inappropriately.

How does it feel to work under the pressure of a deadline? Even Ben Franklin quipped, "Haste makes waste." Now we know why. Decreasing the *response stimulus interval* (#6)—the interval between one operation and the next perceptual cue—increases the rate of task switching. This ups the proportional amount of time spent in the switching process, thus decreasing both efficiency (speed) and effectiveness (accuracy).

Conversely, how do you cope with boring tasks? The tremendous increase in perceptual stimulation over the last generation (triggered by the popularity of video games and the rapid-fire visual images pioneered by MTV) has significantly decreased *attention span* (#7) in young people. Since many youth aren't accustomed to extended concentration (focus), they engage in unnecessary task shifting, and suffer all the attendant drawbacks—wasted time, wasted effort and decreased accuracy.

Some people seem to handle multiple tasks with comparative ease, while others struggle. These differences can be attributed to variations in *cognitive abilities or styles* (#8). 'Field independent' individuals are extremely focused and require high levels of perceptual cues to trigger task switching, while 'field dependent' individuals are more consistently aware of environmental cues, switching tasks more readily and with less effort.

Conclusion

Regardless of which combination of elements affects our capacity for task switching, we can draw an obvious conclusion: The more difficult, complex, unfamiliar, important and time-critical the task, the more damaging task switching is to efficiency and effectiveness.

What may not be so obvious is the damage task switching does to the individual him- or herself. Research has shown that frequent task switching diminishes a person's capacity for imagination and creativity—those critical intangible characteristics that define the most valuable members of a work team. In the long run, trying to multitask benefits neither workers nor the organizations that employ them.

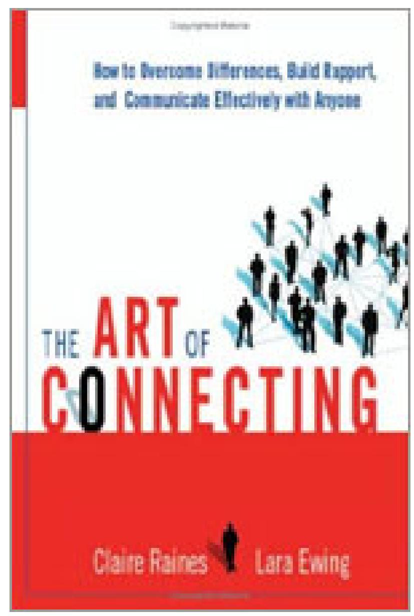
H. Les Brown, MA, CFCC, Researcher for Business Coaching Worldwide and co-founder of ProActivation, is an innovator and change strategist who helps clients to effect deep and lasting change in their personal and professional lives. Read more about Les in the WABC Coach Directory. Les can be reached by email at lbrown@proactivation.com.

BUSINESS BOOK REVIEWS

The Art of Connecting
How to Overcome Differences, Build Rapport, and Communicate Effectively with Anyone

By: Claire Raines, Lara Ewing

Review by Leslie Johnston, Business Book Review™



In every kind of business and in every industry, workplaces are becoming more diverse, which has important and challenging implications for communication and for relationship building. Authors Claire Raines and Lara Ewing offer five core principles based on their Titanium Rule—do unto others according to their druthers—for overcoming differences and connecting on the basis of our similarities rather than our apparent differences. People who are masterful connectors are attuned to individual preferences; the Titanium Rule (in contrast to the familiar Golden Rule) is based on the concept that people connect through similarities.

While there are many things that we cannot change, we can always find ways in which we are similar. Masterful connectors believe that there is always a bridge (core principle number one), and that if they persevere, they will find common ground with all people, no matter how different they are. Second, curiosity is key. When we are curious about something or someone, our attention is directed outward, and we are more likely to build a bridge. Therefore, what we assume is what we get (core principle number three). If we think we already know everything we can, or everything that we need to know about a person or situation, then those limited expectations will be realized.

Every individual is a culture (core principle number four). Relying on traditional notions or quick categorizations only lead us back to assumptions and generalizations that prevent us from learning all the complexities that make each person unique. Finally, when we reach out, we need to do so with no strings attached (core principle number five). Although we may be very genuine and intent on communicating, others cannot be expected to immediately jump on board; the attempt to reach out is, however, establishing the groundwork for future relationships.

The core principles are the internal foundation for successful connecting; they are the beliefs and expectations that support effective, connecting behavior. The next step is to put these beliefs and expectations into action. Doing so requires clarifying our intentions, knowing what we want to accomplish from the interaction. We also need to be aware of our own reactions. Sometimes limiting beliefs and attitudes are hovering just below the surface of our minds, and if triggered, they can surface, and we find ourselves labeling or stereotyping others. We need to search for similarities to find that common ground, to find those common, universal experiences that bring us together and unite us as people. We can do this by looking for cues, picking up on subtle and sometimes not-so-subtle signals that others send with their appearance and behavior. Based on these cues, we can adjust and experiment by continually trying something new—what we think will be well received—noticing the response and adjusting based on feedback.

People who connect well are able to shift their perspective to see situations from different vantage points. They learn how to mentally step out of their own experiences to observe the interaction as if they were the other person or an outside observer. Having this mental flexibility can often give us the ability to come up with more, and better, options for approaching the situation. Changing perspective is a mental skill that improves with practice.

While the above applies to individual interactions, for those who lead groups of people across any boundary of difference, whether it is a leader working with a different, but homogenous group or a leader working with a group composed of diverse members, the task of connecting is even greater. A group leader's task in these situations is to create support with the majority of the individuals in the group, something that can be accomplished by finding "bricks of similarity" that apply to many individuals in the group.

FROM THE EDITOR

Avoiding Cultural Collisions

by Donna Mills

As our world grows smaller, and populations more mobile, increased awareness of and sensitivity to cultural differences is essential. Diverse societies, with diverse histories, operate under diverse sets of social rules. When cultures collide, even gently, there is a real risk of painful or frustrating misunderstandings.

Keith To's feature article regarding the coaching process in China, and Francia Baez' article about coaching Latinos, reinforce the fact that everything meaningful in life and in business is based on personal relationships. How can individuals with varied cultural backgrounds best work together towards common goals?

This seems to be a significant emerging challenge for business coaches. While some organizations may still be very similar demographically, we are more and more frequently dealing with the global citizen. Books are available to help individuals understand the do's and don'ts of polite behavior in various cultures, explaining why an action which is the norm in one country is considered rude in another. If we don't understand these differences, we risk assigning incorrect motives to others' behavior, since we're basing our judgments on our own sets of social rules.

Here's an example: We are remodeling our bathroom, and one of the processes is installing drywall. After viewing the project and giving us an estimate, we hired a Latino contractor to do the work. It was our understanding that the work would be performed on a Friday and Saturday of a holiday weekend. The willingness to work that Saturday surprised us, but we scheduled the job.

At day-end on Friday, I thanked the workers and told them "See you tomorrow!" They nodded, smiled, and drove away. By mid-morning on Saturday, they had not returned. When I called the contractor, he told me that the workers had gone away for the weekend and would be back on Tuesday morning. He seemed a bit perplexed by my distress. While he was apologetic, the fact was that the workers weren't available, and there was nothing he could do.

The information provided in Francia's article on coaching Latinos helped me understand two things: The workers were reluctant to confront me or disappoint me, and they placed a high priority on their families' desire for a holiday weekend together. In an attempt to avoid conflict, they let me assume they'd be back on Saturday, but when the day came, their families' needs took precedence.

The point here is that the workers' behavior didn't reflect negative intentions. They didn't set out to deliberately disappoint us. Rather, they behaved and prioritized in a way that was culturally appropriate for them. Recognizing and understanding such cultural differences is a fundamental first step towards establishing trust—trust that is vital to every successful relationship, personal or professional.

Donna Mills, BA, CFCC, is editor of *Business Coaching Worldwide*. As the owner of Creative Clarity, Donna helps her clients to discover their authentic purposes, define goals that are aligned with those purposes, and design and implement strategies for their achievement. Read more about Donna in the WABC Coach Directory. Donna may be reached by email at editor@wabccoaches.com.

Did You Know…

That companies increasingly rely on contingent or temporary workers to increase flexibility and decrease labor costs?

As companies around the world compete in the global marketplace, the use of a diverse group of contingent workers is on the rise. Traditionally, 'temps,' hired through arrangements with external staffing agencies, held short-term, low-skilled jobs in the secretarial pool. Today, temporary workers fill fixed-term contracts, work part-time or seasonally, and are hired into professional management-level positions as freelance independent contractors.

Ranging from 10-13% in European Union countries, to more than 20% in the US, to over 33% in Spain, the percentage of contingent workers in the labor force is significant. In China, 'manpower dispatching' is the term used to describe the three-way relationship among employer, staffing agency, and the 'dispatched' employee. This strategy is on the rise in Asia, as local companies in Japan, South Korea, China and Singapore flex to meet changing market demands and keep up with international competitors.

Contingent workers perform all kinds of jobs. While they are often younger, less-educated, less-experienced, and lower-skilled than their full-time counterparts, a new breed of temporary workers is emerging. Firms are hiring older, highly skilled, professional workers to fill gaps in technical expertise and to perform work once reserved for traditional full-time employees. These independent professionals, or 'iPROs,' comprise nearly ten percent of the workforce in the US. iPROs work in engineering, information technology, finance, law, and sales and marketing. These workers may be attracted to the autonomy and flexibility they enjoy as contract laborers.

Companies use contingent workers for a variety of reasons:

- Contingent workers can be less expensive, because they do not receive benefits, such as health insurance and retirement allowances, which normally add 40% to

employees' base salaries;
- Companies can improve their ability to flex with market ebb and flow. When times are lean, contingent workers can be let go and operations can continue using a skeleton, permanent staff;
- Short-term contracts allow employers to 'try out' a prospective employee without significant expense or commitment; and
- Contingent workers can supplement the traditional workforce, providing special skills and technical expertise for specific projects.

Temporary employment arrangements also have their drawbacks. Since they are 'only temporary,' contingent workers may be less motivated to perform efficiently, effectively, and in the long-term best interests of the company. They may also be excluded from workplace social networks. For many temps, work is task-focused, repetitive and boring. Since employers typically fail to invest in contingent employee training, low-skilled employees may fail to develop higher-level job skills. The result can be a two-tiered employment system in which temporary workers never advance, while their traditionally employed counterparts are trained, broaden their skills, and move up the corporate ladder.

In many contingent work situations, the legal relationship between employee and employer is unclear. Is the worker employed by the staffing agency, the client company who uses the temp's services, or neither? Large-scale strikes and legal battles have occurred in several countries over temporary workers' rights. These conflicts are especially likely when economic pressures cause massive layoffs of contingent employees, or when temporary workers are fired after long periods of 'temporary' employment. When jobs are lost, contingent workers may try to claim official status as employees, entitling them to the legally guaranteed entitlements that protect permanent workers. Companies and individuals must be aware of the complexities of contingent work contracts and keep up with changing legal standards.

Leveraging contingent human assets can both create flexibility and cause conflict in the workplace. Business coaches can help individual contract workers, human resource professionals, and corporate executives as they learn to address this challenge.

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Barry Zweibel, MBA, CEC, had an article published in the April 2005 issue of T+D Magazine, a publication by American Society for Training & Development (ASTD). The article, "A Strategic Coach," described the benefits of coaching, defined how coaching works, and gave some guidelines for choosing a coach. View the article at http://www.ggci.com/publications/ASTD-April-2005.pdf. | WABC Coach Directory Profile

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