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FEATURE EVENT

Global Convention on Coaching (GCC)

July 2007 - July 2009

Standardizing and professionalizing the business coaching industry--it's our ongoing goal at WABC. Now it's a focus of one of the most ambitious international coaching forums ever, the Global Convention on Coaching. WABC is a key participant. Learn what the GCC is and how you can participate.



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FEATURE ARTICLE

Hybrid World: Coaching and the Complexities of Age, Values, and Asian Business

by Maya Hu-Chan

In her feature article, Maya Hu-Chan explores the implications for leadership and for the field of coaching in Asia as a radical shift toward business is blending with, but not eliminating, traditional values.



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COLUMN

Coaching Great Leaders

by Marshall Goldsmith

Some people are uncoachable. How do you spot them?

▾ [Complete Column](#)



FROM THE EDITOR

As the new editor of *Business Coaching Worldwide*, I'm very pleased to be part of BCW team!

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COLUMN

The ROI of Business Coaching Revisited

by Bronwyn Bowery-Ireland

What if the client evaluated the coaching? What if the process were self-directed rather than coach-directed? Bronwyn Bowery-Ireland explains the required mindset shift.

↘ [Complete Column](#)

COLUMN

Assessment Corner

by Roberta Hill

Many organizations fall for the latest 'flavor of the month.' How do you avoid falling into this trap?!

↘ [Complete Column](#)

SUCCESS STORY

An Integrated Approach to Strategic Business Coaching

by Ernesto Olascoaga

Ernesto Olascoaga describes the integrated approach to strategic business coaching he facilitated at gedas Mexico.

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Have you ever coached someone who didn't want to be coached?

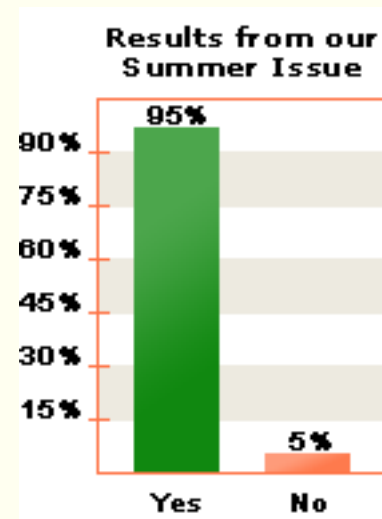
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POLL RESULTS

Do you use assessment(s) in your business coaching practice?



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... That with a commitment to energy efficiency, businesses around the globe have a fantastic opportunity to help avert a global climate crisis?

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GET THE EDGE

The Four Keys to Coaching Scientists and Technical Experts

by Karen Switzer-Howse

The stereotype of the brilliant scientist with poor people skills is often not far off the mark; however, with appropriate coaching this can be changed. Four key areas that coaches need to be aware of and consider if they wish to enter this largely untapped market are presented.

↘ [Complete Article](#)

HOT TOPICS

Globalizing Your Website: Are You Reaching the World?

by Nerella Campigotto

Your website can be your best marketing tool for promoting your business internationally. Several factors should be considered, however, to ensure you are communicating clearly and effectively to the culture you are targeting.

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BUSINESS BOOK REVIEWS

Global Literacies: Lessons on Business Leadership and National Culture

By Robert Rosen, Patricia Digh, Marshall Singer, and Carl Phillips

Global Literacies presents a comprehensive analysis of a wide-ranging study of global leaders and their world-class companies, producing what the authors call "the first model of the global leadership universals" critical for world-class excellence.

↘ [Complete Review](#)

Coming In Our Next Issue!

We're working on a new look and feel for *Business Coaching Worldwide*, which we'll debut in the next issue. Look for new columns about business coaching models, global issues, selling your professional coaching services, and more! Send your questions, feedback, and suggestions to the [BCW Editor](#).



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FEATURE ARTICLE

Hybrid World: Coaching and the Complexities of Age, Values and Asian Business

by [Maya Hu-Chan](#)

"I want a raise." With the ink barely dry on her contract and less than a year of tenure at Morgan Stanley, the young Asian woman plopped a thick stack of paper on her supervisor's desk. "What's that?" he asked. With the confidence typified by the post-80s generation in China, she proceeded to lay forth an explanation of how she had researched the salaries of her peers, conducted a comparative analysis, and concluded that she was underpaid and undervalued. After all, she was a graduate of one of the finest universities, an extraordinarily talented and aggressive professional, well deserving of a fast-track promotion. Taking a risk, her supervisor looked at her with a wry smile and stated firmly, "I'm not going to give you a raise based on this; you have to prove yourself." Surprisingly, the risk paid off.

This moment became a splash of cold water in her face, sparking a realization which led to reflection on the value of work, which led to her staying with the job, which led to a more rewarding professional experience. Two years later she got her raise. In the meantime, she had been in touch with her peers, most of whom had already burned out in their careers, pushing themselves forward without regard for merit or commitment, making demands and having those demands met by supervisors fearful of losing new talent. While their careers had crashed and burned, she took a learning moment and modified her approach. Her supervisor had become an effective coach whose push-back framed a learning point that would give her the balance she needed. This scenario, or something like it, is being played out in executive offices around the world in 2007.

A New Generation, Culture or Both?

Some would argue that in 21st century international business, age trumps nationality, and any understanding of how to coach Asian leaders must begin with an awareness of the generational changes sweeping the globe. *Fortune* magazine's May 2007 article, "Attracting the Twenty-something Worker" presents the new work demands laid forth by Generation Y. A wave of media attention has portrayed baby boomer children as being exigent and flexible. The case in Asia is similar, though not so simple. *Fast Company's* June 2007 cover story, "China's New Creative Class" notes the emerging blend of youthful innovation and more traditional Chinese culture.

The business coach entering today's global marketplace is challenged to address new dualities in business and culture. In Asia in particular, a radical shift toward business is blending with, but not eliminating, traditional values. The coach must meet clients in a new virtual space, which, as they say at the opening of the original *Star Trek*, takes us "where no man (or woman, or coach) has gone before." The traditional Asian veneration of age as wisdom is being counter-balanced by a wave of upstart entrepreneurs. The ancient value of working for the public good is being challenged by freewheeling competition. In the midst of this revolution, what are the implications for leadership and for the field of coaching? Here are some ideas to get you started:

Four Points for Coaching Asian Leaders

1. Get to know the 'Emperor or Empress'; look before you leap.

In terms of age and generational differences in Asia, highly educated professionals in their 20s and 30s working in a multi-national organization tend to be more outspoken, outgoing, and open to change than their predecessors. They admire the Western management style, whereas their parents' generation, now in their 50s and 60s, followed a more traditional Chinese work ethic.

In previous generations, it was typical to work very hard, be loyal to the organization, and not challenge authority. Among other influences, Confucianism was central to the belief system of the Asian psyche. These days, because of China's 'one-child policy,' sometimes the child of the family has become the 'Little Emperor.' He has often been told by his parents that he is a genius. Sought by the best companies and headhunters, the Emperor or Empress may challenge authority constantly, dismiss organizational loyalty, and work only in the areas that foster personal advancement.

2. Understand emerging Asian business and adapt your approach.

The emergence of Asia as a dominant force in the world economy, with China at the helm, is rapidly transforming the culture of business. In turn, tools for coaching global leaders must be brought up to speed. Despite the Morgan Stanley tale, it's not all about tempering the ambitions of young Asian business upstarts. In a recent report by Development Dimensions International (a firm leading in leadership talent and selection) entitled "Leadership in China: Keeping Pace with a Growing Economy,"¹ a principal finding was that "more than one-half" of leaders are "inadequately prepared for their roles in the new economy." Critical skills found lacking were the ability to motivate others, build trust, retain talent, and lead high-performance teams. Generic as these terms may sound, they point to a gap in Asian leadership.

Whether confronting the implications of age or culture, a balanced coaching approach is important. With little emperors or empresses who have grown up to become your clients, for example, it is important to:

- Think through things from their perspective and follow a process attuned to their belief system.
- Take a logical approach, convincing them that a change will get them further if they look at their behaviors and test out a new approach.

3. Develop a hybrid model for Asia meets the West; flip the model for the West meets Asia.

In the West, the land of WYSIWIG (what you see is what you get) and 'tell it like it is,' a coach's direct criticism might be welcomed by the client as being just the right medicine. In the East, 'face' is highly valued. It is more important not to say point blank that someone is wrong, but rather to offer options to the benefit of the individual. In the hybrid approach, you:

- Listen, observe, and refrain from rigid labeling. Asian leaders may take feedback very personally, so don't fall into black-and-white judgments or make abrupt assertions.
- Go to their strengths first, exploring how they might be leveraged.
- Factor in your own age as the coach. With a more senior Asian client, a coach who is the same age or older may be perceived to have significant wisdom in the area under discussion.
- If you find yourself on a pedestal, find a subtle way to get off. You want to establish your credibility, but at the same time make it clear that you are not there to preach, but to empower the client.
- Don't give the impression that you don't know the answer.

A 2006 survey entitled "The Dream Team: Delivering Leadership in Asia" by Korn/Ferry International,² one of the world's leading providers of executive human capital solutions, polled more than 300 senior executives as to what makes a business leader successful in Asia. In response to the question "Should a Western business leadership model be replaced in Asia by an Asian business leadership model?" 35.5% affirmed that "No, globalization warrants a model that is neither Western nor Asian, but includes elements of all best practices."

In the final run, the most successful global coach must both become a hybrid catalyst for the coaching process, and encourage the client to adopt a hybrid East-West approach for leadership. In Chinese culture, there is a fine balance that must be carefully dealt with to ensure that the right connection is made. When the coachee asks for advice, the coach should be careful about providing suggestions. The idea should not be 'this is my advice/these are my answers for you' but rather 'these are different options' and offer resources or point to best practices.

4. **Keep your focus on the client.**

Even more important than being culturally aware in the new Asian business world is to work with openness to the reality that every person on the planet has a unique background and personality. Don't make any assumptions; try to understand the leader. Don't assume that just because the leader is Asian he or she will have an indirect communication style. Don't assume that young Asian leaders are all petulant children; the continuum of personality is broad and varied in every age bracket. Leaders come in all sizes and shapes. Asians aren't always of the same ethnic background. For example, in the Greater China region, there are 56 cultures and ethnicities in Hong Kong, the mainland, and Taiwan.

Finally, the hybrid cultural and generation approach must always make the coachee the center of the conversation. It is about how the coach can help the coachee to reach his or her goal. Once the core data is in about the coachee, including 360-degree feedback, body language, perspectives, values, culture, and background, the coach's role involves mirroring and serving as a guide for moving forward. The coach is a neutral presence who stays positive and helps the client to keep looking into the future. With the foundation of a 'hybrid,' the coach serves as an important bridge for action and success in the challenging new realm of global business.

References:

¹ *Leadership in China: Keeping Pace with a Growing Economy*, 2005 page 10, finding 4; Development Dimensions International Inc. Pittsburgh, Pennsylvania.

² "The Dream Team: Delivering Leadership in Asia" 2007 Economist Intelligence Unit and Korn/Ferry International, page 4; Korn/Ferry: Los Angeles, Singapore, Shanghai.

Maya Hu-Chan, Maya Hu-Chan is an international management consultant, executive coach, author, public speaker and leadership development educator. She is the co-author of *Global Leadership: The Next Generation*. Read more about Maya in the [WABC Coach Directory](#). Maya can be reached by email at mayahuchan@earthlink.net.



COACHING GREAT LEADERS

Stop Trying to Coach People Who Shouldn't Be Coached!

by Marshall Goldsmith

You may be the best coach in the world, but if the person you are coaching shouldn't be coached, it's not going to work. I'm sorry to say that try as I might to help some people change I have come to the conclusion that some people are unsalvageable. Through years of trial and error, I have shed all illusions about my astounding behavioral change methods, and concluded that some flaws just can't be coached away by anyone.

So, how do you know when someone is uncoachable? How do you detect a lost cause? Following are four key indicators that your coachee is not coachable:

1. She doesn't think she has a problem.
2. He is pursuing the wrong strategy for the organization.
3. They're in the wrong job.
4. They think everyone else is the problem.

She doesn't think she has a problem.

This nice woman is a successful adult who has no interest in changing. Her behavior is working fine for her and she just doesn't care to convert. If she doesn't care to change, you are wasting your time! Here's a little example. My mother, a lovely woman and much-admired first grade teacher, was so dedicated to her craft that she didn't draw the line between inside and outside the classroom. She talked to all of us, including my father, in the same slow, patient manner, using the same simple vocabulary that she used with her six-year-olds every day. One day as she graciously and methodically corrected his grammar for the millionth time, he looked at her, sighed, and said, "Honey, I'm 70 years old. Let it go." My father had absolutely no interest in changing. He didn't perceive a problem. So no matter how much, how hard, or how diligently she coached, he wasn't going to change.

He is pursuing the wrong strategy for the organization.

If this guy is already going in the wrong direction, all you're going to do with your coaching is help him get there faster.

They're in the wrong job.

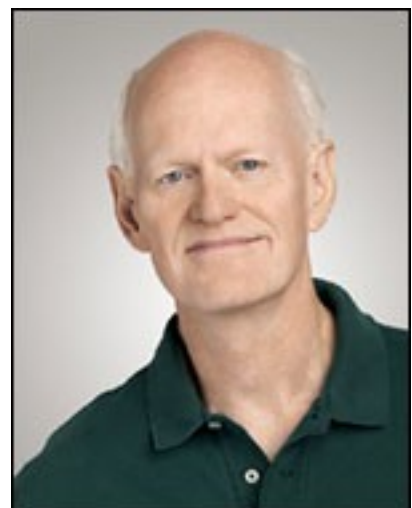
Sometimes people feel that they're in the wrong job with the wrong company. They may believe they're meant to be doing something else or that their skills are being misused. Here's a good way to determine if you're working with one of these people. Ask them, "If we shut down the company today, would you be relieved, surprised, or sad?" If you hear 'relieved,' you've got yourself a live one. Send them packing. You can't change the behavior of unhappy people so that they become happy: You can only fix behavior that's making people around them unhappy.

They think everyone else is the problem.

A long time ago I had a client who, after a few high-profile employee departures, was concerned about employee morale. He had a fun, successful company and people liked the work, but feedback said that the boss played favorites in the way he compensated people. When I reported this feedback to my client, he completely surprised me. He said he agreed with the charge and thought he was right to do so. First off, I'm not a compensation strategist and so I wasn't equipped to deal with this problem, but then he surprised me again. He hadn't called me to help him change; he wanted me to fix his employees. It's times like these that I find the nearest exit. It's hard to help people who don't think they have a problem. It's impossible to fix people who think someone else is the problem.

My suggestion in cases like these? Save time, skip the heroic measures, and move on. These are arguments you can't ever win.

Marshall Goldsmith, MBA, PhD, founder of [Marshall Goldsmith Partners LLC](#), is a world authority on helping successful leaders achieve positive, lasting behavioral change. His executive coaching expertise has been highlighted in *Forbes*, *Fast Company* and *Business Week*. The most recent of his 22 books is *What Got You Here Won't Get You There* (Hyperion, 2007). Learn more about Marshall in the [WABC Coach Directory](#). Marshall can be reached by email at Marshall@MarshallGoldsmith.com.



THE ROI OF BUSINESS COACHING REVISITED

Self-Directed Learning—the Real ROI

by Bronwyn Bowery-Ireland

At the Worldwide Association of Business Coaches (WABC) conference this year, I asked more than one hundred people how many were formally measuring ROI with their clients. The response was the same as the statistics that are available—very few.

Though billions of dollars are spent on training, only seven percent (+/-) of this amount is actually measured using the ROI model; that is all five levels of the model. And this applies to coaching as well, as it falls within the training budget.

However, I think that we have this process back to front. What I mean by this is that evaluating coaching should model the coaching process. It should be client-centered. ROI, in most instances, is measured by the coach. This process can be quite subjective. It also places the responsibility of 'proving ROI' onto the coach. I would like to propose—just as I outlined in my talk at the WABC conference, that we change our mindset. That the client evaluates the coaching, that the process is self-directed rather than coach-directed.

A self-directed approach requires a complete mindset shift. It means that the client determines what they want to work on and how they are going to measure their successes or achievements. It is their process, it has relevance to them, and they hold the meaning contained within it. The challenge for the coach is to balance the fine art of meeting the needs of the client they are coaching, usually the company.

For the coach this seems to work most successfully when the company is happy for the client, their employee, to measure the coaching. As we all know, if an employee is feeling successful and confident then they are a happy employee. Their happiness and success has a direct result on the company. However to leave the measuring to the employee requires the company to operate in a paradigm of trust. This also requires a huge mindset shift.

Simon Hammond in his book *Guts*, believes it is much easier to take the rational road: It's safer, less risky, and less emotional.¹ CEOs can more easily control rational executives who don't risk anything at all. As a result, they may be able to ensure short-term predictability for shareholders, but will they get brilliance, inspiration, or breakthroughs that will mean long-term growth? The rational road is so rarely connective or effective. Plus, surely the secret to connection must be human connection. Human connection is where we can build trust.

I decided a few years ago that this was the only way forward for the company (ICA) of which I am CEO. We could easily bring about short-term growth, but long-term growth was more difficult to determine. Something had to change. I had to lead the change and it required an alteration in mindset. I had to trust the people around me. I had to give them space to grow and develop, to determine what was possible within their area of expertise. I had to recognize that the development and direction of their area had to be directed by them. Self-direction was key in all areas.

I decided to get rid of performance management tools and replace them with learning tools. Each employee had to determine in which areas they wanted to develop. These areas were not constructed against the strategic goals of our company, but rather where the individuals wanted to develop both personally and professionally. What I learned from each person was that their areas of development were always aligned with the company's because they were where they wanted to be. Growing in their position was part of their goals, part of whom they are.

The self-directed personal development plans included learning how to take better self care, scheduling in regular massages, participating in sporting activities, coaching, attending men's workshops, taking a holiday, and many other things. I decided to pay for these things as well as professional development opportunities, such as skills training.

If I were to apply the ROI process to the areas of personal development, the main achievements from these activities would be lost. They are not tangible. The outcomes from these development areas were less-stressed employees, and greater confidence, levels of trust and team work, greater respect for others, and so on. And this was without measuring the increase in their skill levels.

But what was the overall result for the company? In the last three years, ICA has had over 60 percent growth per year. This is huge! It was not achieved by going safely, systematically, scientifically, or rationally. It was achieved by taking a risk, by trusting and believing in human connection. It was achieved by placing the responsibility of growth and development squarely on the shoulders of each person—self-directed development.

At the end of the day, I know that all of these activities attributed to our growth. When everyone feels confident and successful, ICA grows. When we connect as humans, the engagement is the key thing. I know that this way of doing business parallels with the mindset of coaching, and that if we truly apply a coaching philosophy to business, we will see growth. I know that when the client measures their success, their confidence grows as rapidly as the bottom line, and this requires moving to a paradigm of trust. It requires a great change in mindset for many. But I know being self-directed is the best way to achieve huge outcomes.

Reference:

¹ Hammond, S. 2004. *Guts. All It Takes to Be Successful in Business (and Life)*. Manark Printing, Australia.

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.



ASSESSMENT CORNER

I Like Chocolate Too: Or What Flavor of the Month Do You Follow?

by Roberta Hill

My oldest stepson loves chocolate: Chocolate everything—especially *une glace* (ice cream). The younger one on the other hand prefers strawberry. It makes things rather reliable and predictable as they are highly unlikely to be tempted by the flavor of the month*. Unfortunately, the same cannot be said for choices often made in businesses. As organizations look for quick wins and short-term profits, managers frequently feel pressure to try the latest fad. In retail, the flavor of the month lasts 30 days. In business, the flavor seems to have more of a 30-month cycle.

Assessments often fall into a similar pattern. The Myers-Briggs Type Indicator® (MBTI), perhaps the most popular assessment around, seems to go in and out of favor every few years. People become bored with it or 'everyone' in the company has already completed it at least twice. Not that they can tell you their preference type; let alone explain what it means. I believe that the underlying problem is that not enough time is provided to properly introduce, understand, debrief and, more importantly, apply the lessons learned from the assessment. I was once asked to do MBTI training with 50 people in one-and-a-half hours. Impossible! I finally did a True Color Introductory session with them and negotiated two-and-a-half hours. (In encouraging management to reconsider the MBTI training, I used some of the suggestions outlined below.)

Personally, I don't think that getting 'tired' of an assessment is necessarily a bad thing. Sometimes experimentation is a good thing. Even my sons want to try something new once in a while, but they always end up going back to their favorites. The problem with a fad is that whether it is Six Sigma, Balanced Scorecard, or Learning Organizations, it remains a standardized, cookie-cutter approach that breeds cynicism. I can already see the signs of some current popular assessments falling out of the limelight over the next few years. (This is speculation on my part so I shall not name names.)

What we tend to get is a repackaging of the same old principles into something that has more technological bells and whistles. Chocolate will always be around. This is a fact and a trend—not a fad. In business 'Quality' is a fact and trend not a fad. In the human resources

field, testing is a fact not a trend. Assessments have been around a long time and are a solid trend—even though they may become 'faddish' at times; this too shall pass. As I have written before, it is not the tool that is wrong or invalid or weak, it is how it is used that is critical.

Don't be tempted to compromise how you use an assessment to meet these requests or demands. Here are a few tips on how to survive the drought and/or resistance:

- Do **not** compromise. But don't be rigid either. If the client is not convinced, let it go.
- Remember that perhaps the assessment you use isn't as in demand today or is receiving resistance; your coaching is so much more. Wait. What goes around comes around.
- Connect the principles and theories of the instrument to the needs and strategies of the individual or group with whom you are working. Establishing context is always a key to using assessments.
- Be sure to tie your assessment data into action plans and then measure the success. This is the thing that makes the difference between 'taking' an assessment and 'applying' what you learn from an assessment.

And, if you are tempted to jump on the bandwagon of the latest assessment, heed this advice (so un-coach-like of me):

- Keep your perspective. Why did you want to use an assessment in the first place? To better serve your client or to make residual income?
- Unless you want to become an expert or guru in the use of that tool, you will probably never recoup your initial time and investment to become certified. Do you want to be a marketer or a coach?
- Some markets or industries will stick to certain assessments while others will be much more 'fly by night' in their approach, so don't get caught up in the hype. Find the place that fits best for you.
- "Stick to the knitting." By that I mean, look for alternative ways to provide the type of assessment you use. Perhaps a simpler version—this is not compromising. This is being flexible to the demands of our current reality. Utilize online versions, which save time.

Often my job is educating the client. Just like my children ... sometimes they listen and sometimes they don't. Hopefully it will all wash out in the end. In the meantime, I will take my favorite type of ice cream if you don't mind. Give me Chocolate Chip Mint please. (That's code for trying to hedge my bets.)

* This article is full of colloquial sayings, idioms and euphuisms—no apologies—it just seemed appropriately trite given the topic.

Roberta Hill, MBA, MCC, PMC, is the owner of [Assessments Now](#), an online assessment provider with a network of more than 40 qualified coaches worldwide. As a partner in 1-Focus International, she currently consults on issues of change and leadership in Europe and North America. Roberta may be reached by email at roberta@wghill.com.



SUCCESS STORY

An Integrated Approach to Strategic Business Coaching

by Ernesto Olascoaga

In 1983, Volkswagen devised the concept of an IT company that functioned as an internal service provider. In 1998, VW-GEDAS became gedas, a separate business entity and one of Germany's leading system integrators, serving clients inside and outside the VW Group.

In 2006, under the direction of new CEO, Federico Casas Alatríste, coaching was used by gedas Mexico as an integrated approach to redirect efforts toward three major business imperatives: Exploring new markets, targeting new clients, and improving strategies and work methods. At the time of the coaching process, gedas was in the process of merging with T-Systems to become gedas, a member of T-Systems.

The Partnership

Laura Ceballos, human capital manager, and María Eugenia Díaz Mercado, organizational development coordinator, conducted a 360-diagnostic process to identify the leadership competencies required for the company to become more competitive in the global marketplace. They then partnered with business coach, Dr. Ernesto Olascoaga to design and implement the change process, which had two major goals. First, that all managers understand the company's strategic imperatives. Second, that they work as a team to implement efforts to grow in a competitive market.

The Challenge

With three main clusters of needs, the first revolved around the business imperatives. The second related to developing the coaching competencies of top management, and the third to developing leadership and management competencies in middle management. Detected in the 360-diagnostic were a lack of both teamwork and entrepreneurial attitude. In addition, business results were below annual goals.

The Approach

Design Principles

The coaching process was designed according to the following principles:

- Communicate key business imperatives to all participants
- Gain commitment from stakeholders
- Develop awareness and link significant action to each coaching intervention
- Include follow-up
- Review and celebrate progress in a formal closing
- Define next steps with follow-up commitments

Top management agreed to lead the process using the collaborative research approach suggested by David Coghlan, in which each learning cycle follows four stages: Diagnosis, planning, action, and evaluation.¹ Awareness of relevant issues is encouraged during each cycle, which affects four subsystems: Individual, interaction, team, and organization.

Strategic Initiatives

Top managers identified the initiatives that they considered most critical to the business imperatives. These were then plotted against the list of middle managers. For each of the eight initiatives identified, a top manager was designated as its team sponsor and members of a small group of middle managers were assigned as team members. The coaching process was designed to drive the development of required competencies and to provide support to each team.

Kick-off Meeting

In June 2006, during the kick-off meeting, the CEO explained his vision for the company and the implications of the three imperatives. Then, each sponsor presented the main objective and expected deliverables for the respective initiative. An open discussion followed these presentations, and it became clear that deliverables for each team should include a detailed analysis of the current and desired situation, as well as an action plan.

The coaching process and objectives of the process were then explained to all teams. These were:

- To develop the coaching competencies of top management
- To develop the leadership and managerial skills of middle management
- To practice the new skills in the strategic initiative teams
- To achieve the deliverables in each initiative with the result that the company would align and move towards the business imperatives

The Coaching Process

The coaching process considered the interventions of both the top-management team and middle managers.

The Top-Management Team

The top-management team participated in both group and individual coaching. The Caliper Profile was used to help each sponsor understand his/her motivators and behaviors and to devise an action plan for consolidating strengths and managing behavioral opportunities.

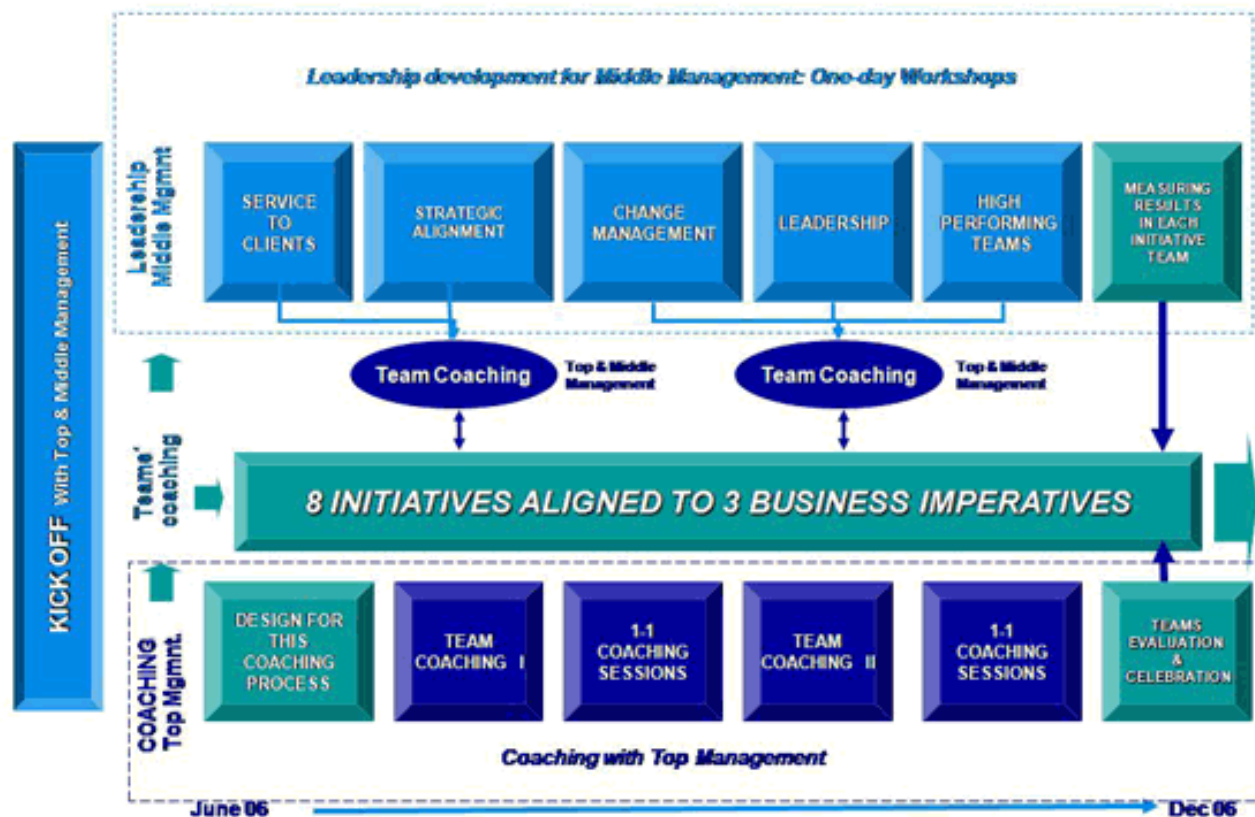
Each sponsor had four individual coaching sessions with the business coach. These were built around the individual's development plan. The team profile was used to help team members understand the opportunities they had to improve and to provide support to the sponsors of each initiative. During several sessions feedforward was used. This methodology emphasizes future opportunities rather than rehashing old events.²

Middle Managers

Using the 360 diagnosis, five competencies were identified that were important for the middle managers to develop: Alignment to strategy, leadership skills, service orientation to clients, development of high-performing teams, and change management. A one-day workshop was structured for each of these topics.

The Coaching Model

The chart below shows the coaching model.



The Value Delivered

Coaching Process Follow-up

Each team met as necessary to work on the initiatives. The sponsor was available as needed and functioned as the team guide. Each sponsor had several individual coaching sessions around his/her leadership, which included improving support for initiative team members. Sponsors also provided coaching to their teams.

Dr. Olascoaga held three sessions with each sponsor and his/her team to review progress on both task and team process issues. During the sessions, teams discussed the learning experience, and identified practical applications of included concepts and exercises. They reviewed their progress, identifying possible improvements for the next workshop.

Comments and suggestions from middle managers and sponsors were analyzed during top management sessions, and two-way communication was encouraged between top and middle managers.

Coaching Process Evaluation

In addition to session evaluations, a final evaluation was included at the end of the last workshop. Most teams reported improvement. The following table shows the average results

from each team.

Issue	Level of improvement
Trust	37%
Support	41%
Open communication	32%
Listening	30%
Strategic goals understanding	35%
Commitment to goal achievement	26%
Conflict management	26%
Use of skills and competencies	32%
Follow-up of action plans	42%
Commitment to quality	27%
Image projected to co-workers	27%
Achieved results	38%

During the last team coaching session, participants analyzed which expectations were achieved and which were below their expectations.

They recognized improvements in the following:

- Satisfaction for participating and delivering results through a strategic project that challenged their assumptions
- Awareness of leadership strengths and weaknesses and learning process for competencies development
- Interdisciplinary team performance
- Change management
- Market understanding
- Customer service orientation
- Strategic thinking
- Commitment to explore business alternatives
- Global potential
- Celebration of initial results
- Clarification of implementation plans

Expectations not met included the following:

- Participation of some team members
- Co-ordination and support from some sponsors
- Some projects did not achieve the required level of results
- Time spent on each project

Suggestions for improving the learning process included the following:

- Clarify objectives of strategic initiatives earlier
- Develop common vision for each project
- Identify resources required for each initiative
- Identify empowerment levels required to speed up the change process
- Increase the interaction among top management and middle management

Celebration

Top management suggested keeping track of the level of progress and making a formal evaluation of each team in order to award a symbolic prize to the best team. This helped organization leaders reinforce awareness, feedforward, and recognition skills, and team members appreciated and enjoyed the process.

Follow-up

Though the merge with T-Systems affected the expected implementation, most teams are applying their strategic initiatives according to the action plans. Top management will initiate the next collaborative research cycle and has identified specific coaching needs for 2007. The plans have been approved to reinforce the needs of key leaders and teams in order that they continue acting on the strategic imperatives.

¹ Coghlan, D. 2001. "Putting 'Research' Back into OD and Action Research: A Call to OD Practitioners." *Organization Development Journal*, 20 (1), 62-65. See also, Coghlan, D., & Brannick, T. 2001. *Doing Action Research in Your Own Organization*. Thousand Oaks, CA: Sage.

² Goldsmith, M. Feb. 2003. "Feedforward" *Executive Excellence*; 20, 2; ABI/INFORM Global pg. 15

Ernesto Olascoaga(Mexico), is the founder and CEO of Grupo Visión Global (GVG), a consulting firm since 1976. With more than 30 years of experience as a business coach and consultant, Ernesto specializes in strategic change management, leadership development and process redesign for collaborative work systems. Read more about Ernesto in the [WABC Coach Directory](#). Ernesto can be reached by email at eolascoaga@gvg.com.mx.



GET THE EDGE

The Four Keys to Coaching Scientists and Technical Experts

by Karen Switzer-Howse

Coaching within the scientific community has been largely under-utilized. The importance of science and technology is generally taken for granted; however, in a world where it has been said that the general population is nearly scientifically illiterate the various roles for science-based professionals are expanding. Our scientific and technical communities are facing new challenges, whether it's moving beyond the bench into leadership roles, starting up their own companies, or providing credible information to non-scientists. Yet their scientific training has done little to adequately prepare them for dealing with or achieving results through others.

In the past science professionals went on courses to learn how to become better communicators and leaders. But traditional leadership development programs, heavily weighted to 'learning how to lead,' have too often failed to produce the level of communication and leadership behavior needed for success.

At the heart of the matter is the fact that they must change their behavior if they want to see the results they desire—an extremely difficult thing to do, especially when their training has been counter-productive to developing strong interpersonal skills. A skilled coach who understands their unique challenges can play an important role in helping them develop the required new behaviors.

The four key areas that need to be considered and addressed by business coaches when coaching those within the science-based communities are the following:

1. Their natural tendencies;
2. Their training;
3. Academia and workplace culture, and
4. The brain's natural hard-wiring.

1. Their Natural Tendencies

People who enter the science and technology fields tend to be highly task-oriented and analytical in nature, with a strong belief in the superiority of logic, objectivity, and hard data. They become so focused on their work that they lose contact with the people around them, becoming frustrated by what they see as the illogical, emotional reactions of others.

One scientist, on becoming an executive director, remarked that she loved the job—if only she just didn't have to deal with people!

Another frustrated technical expert lamented, "I've taken all the leadership courses available, but it hasn't made any difference. People still won't do what I want!" In fact, while he had excelled academically, he had not changed his behavior, so he continued to get what he'd always received—low morale, little participation, and increasing losses.

Traditional leadership development programs, rooted in providing facts and information, are easy for them—they 'get' the information. However, turning it into behavioral change isn't necessarily on their radar screen.

Questions from a coach that help open up additional perspectives and encourage reflection on actions taken are beneficial in turning knowledge into action.

2. Their Training

Not only does traditional scientific training inadequately prepare them for dealing with others, it also often results in widening the chasm between science-based professionals and the rest of the population.

Their training tends to promote the superiority of the logical approach, discounting feelings and emotions as not appropriate to the serious work of science, while placing high reliance on case studies and theory-based learning. Success is gauged by mastery of facts, not taking action, while the development of 'independent' thinkers creates an atmosphere of competition, not co-operation.

A business coach can utilize assessments and ask the questions that help them become observers of themselves and others and discover the value of utilizing differences to leverage better results.

3. Academia and Workplace Culture

Whether in an educational or workplace setting, a science-based culture extols individual excellence as the basis of most pay, promotion, and recognition systems. Working on a team is avoided as a potentially career-limiting move.

Science is considered serious business—with little time for relationship building while high value is placed on technological fixes, mental activity, reaching conclusions, and making presentations.

One scientist recently said that even when they are working on a collaborative project, they are not really collaborating; they are always looking for the advantage, that 'something' that will give them an edge.

Working with a coach can provide an ongoing sounding board and support as they develop a more people-centric leadership approach.

4. The Brain's Natural Hard-Wiring

Research has shown that our brain functions pretty much the same way it did a thousand years ago. Much of what we do is the result of unconscious decisions that our brain is hard-wired to reduce the pressure that comes from constant change and adaptation. Robert Cooper explains that this inherent reaction to such pressure is a deeply embedded survival mechanism 'designed' to have us "do whatever is necessary to avoid stress, minimize pain,

eliminate surprises, fend off uncertainty, and resist change."

This ancient survival response shows up as a strong resistance to change—anything that moves us out of our comfort zone is seen as a threat by our brain. Therefore scientists continue to rely on years of training in analytical skills and logic as the basis of their automatic response, discounting new information that does not support previous learning.

My experience has shown that, with coaching, they become excellent observers and are able to reflect on what is actually happening, versus what they want to happen, quickly identifying what behaviors need to be changed to get the results they want.

While not every science professional will want to move beyond the bench, the ability to be more effective in taking their expertise to a wider audience requires an improvement in communication and leadership capability. Without coaching support, much of the money spent on programs to develop these areas will fail to produce the desired results.

There is an opportunity here for business coaches to play a significant role in ensuring that the people with the science and technology expertise needed are not sub-optimized because of their natural leanings, their training, their workplace culture, and their hard-wired brain reactions.

Additional Reading:

Goleman, Daniel, Richard Boyatzis, Annie McKee. 2002. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business Press.

Cooper, Robert K. 2006. *Get Out of Your Own Way: The 5 Keys to Surpassing Everyone's Expectations*. New York: Crown Business

Karen Switzer-Howse, BSc, founder of Quest'Ar Pathways, specializes in helping scientific and technical experts improve their effectiveness in achieving results with and through other people. Karen can be reached by email at Karen@ThriveSynergy.com.



HOT TOPICS

Globalizing Your Website: Are You Reaching the World?

by Nerella Campigotto

Only about one-third of Internet users are native speakers of English, and yet about 85 percent of Internet content is presented in English. US companies seem particularly unaware of these demographics as more than half of their sites are not customized for foreign markets. According to a survey conducted by IDC, an Internet research firm, there is a clear indication that most Internet users have a preference for content in their own language, even if they use English as a second language. In Japan, for example, 84 percent of the people surveyed indicated they prefer to deal in their own language while, in Germany, this represented 75 percent of the people surveyed.

Whether you have an e-commerce site or purely an informational site, it is important to identify the country of origin, preferably on the home page. If your business is local it should be indicated. However, if your business wants to target foreign markets, your website should speak to each segment in the appropriate language and culture. Here are some guidelines that can help you develop an international website:

1. Language

Translating your site into a multi-lingual tool can be a daunting proposition. In some cases, especially if the site is not concerned with e-commerce, it may be sufficient to translate only essential information such as your home page and marketing content. There are several factors to keep in mind, such as the upkeep and maintenance of a multi-lingual site, as well as e-mail capabilities. This is an ongoing process where one has to consider such difficulties as ensuring any changes to content are covered in all the specified languages, and how to read and answer e-mail requests.

We also need to take into account that once the English text is translated, it is usually longer in other European languages, but shorter in Asian languages. The Roman alphabet takes up less space than, say, Arabic or Cyrillic, which means your website's layout will consequently be affected. In addition, regional differences in language should not be ignored. If you are targeting the UK then American English is inappropriate, Spanish in Mexico is different from Spanish in Spain, French differs between Belgium and Canada, etc. This is not to say that your American site will not be understood in Australia; however, adapting your site to the country you are targeting will give you a competitive advantage.

The use of idioms and colloquialisms in the original English text should be limited as translatability is often questionable and can create unnecessary complications. For companies wanting to target a global market, such considerations should be taken into account prior to preparing the English content, thereby creating a better starting point from which the process may be simplified.

2. Culture

A good global website needs more than just translating—it needs to be localized.

Localization can be defined as adapting the content not only from a language perspective, but also from a cultural perspective where diagrams, symbols, color, graphics, and technologies are taken into consideration.

The overall content and layout of your website may need to be reorganized to accommodate right-to-left and/or top-to-bottom reading. Your aim should be to establish rapport with potential customers in other countries, not inadvertently insult them by using graphics or colors that may offend them. For example, the color white, which symbolizes purity in many cultures, is the color of mourning in Japan. Some countries are unfamiliar with common US symbols, such as the mailbox or file folder used in most sites. Many details vary according to culture and can easily be misinterpreted. Where Americans will show dates numerically with the month first, Europeans will show the day first. In this example 6/12/07 would be read as December 6th in many countries. Zip codes, phone numbers, and addresses vary in length in different areas. One of the most frequently overlooked details is currency, which is often not clarified in US websites. Foreign users may wonder if the price is being quoted in Canadian dollars, New Zealand dollars, or Australian dollars.

3. Technology

Although there has been much progress in technology in recent years with universal coding standards being developed, once your site has been translated there may still be technical considerations. For example, fonts for non-Western text, such as Arabic, must be treated differently. Many languages, such as Hindi, Bengali, Kurdish, etc., require special font support. Layout and formatting should always be proofread by a native speaker and professional translator. In other words, do not ignore the technological aspect of globalizing your website.

To summarize, localizing your website could mean re-branding and consequently should be viewed as a major project. If your aim is to establish a rapport with your audience, remember that influencing a consumer in Hong Kong is different from informing a business executive in Switzerland. To ensure that all aspects of globalizing your website are considered, consult the professionals. Since there is a growing need in this area, there are many companies that specialize in website localization. These companies should be able to assist you with the editing of the original English text for ease of translatability and provide professional translators who are knowledgeable in the target culture, as well as technicians who are experts in transcribing your English text into other languages.

Nerella Campigotto, is president of Boomerang Consulting Inc., a firm that helps you grow your business internationally, offering services such as market entry strategies, international business partnering and intercultural communication. Nerella can be reached by email at nc@boomerangconsulting.com.



BUSINESS BOOK REVIEWS

Global Literacies: Lessons on Business Leadership and National Cultures

By: Robert Rosen, Patricia Digh, Marshall Singer, and Carl Phillips

Review by Lydia Morris Brown, Business Book Review™

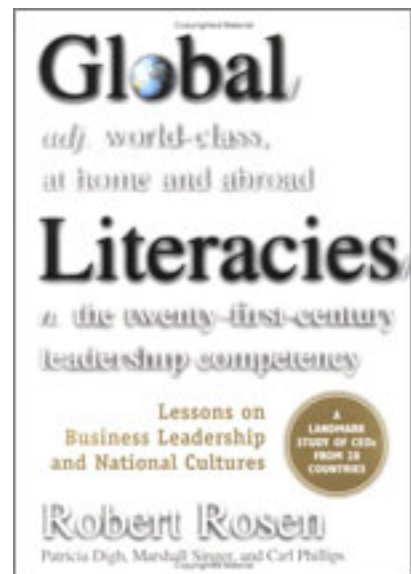
The worst thing for adults in the 21st century is being illiterate about the world. To fully participate in the global society, people need a common vocabulary, syntax, grammar, and a rich base of knowledge. Because cultural distinctions represent resources to learn from, opportunities to exploit, and differences to manage, people need to move beyond just comprehending language and come to a deeper understanding of self, customers, markets, and the cultures of the world.

Forward-looking companies understand that people are their only remaining competitive advantage. Thus, they mobilize people, relationships, and culture (the three key global assets), and they work hard to develop cultures of "globally literate" leaders at all levels. These leaders effectively develop their own potential and the potential of others, manage their own culture and the cultures of others, and cultivate collaborative relationships.

The 21st -century model of culture is comprised of four levels: world culture, national culture, business culture, and leadership culture. All four are vital, each interacts with the others, and leaders must learn from all of them.

World culture, which is shaped by the four dynamic forces of knowledge, technology, change, and globalization, sets the stage for doing business in the 21st century. It influences everyone, regardless of country, industry, or size of business.

Although the world is global, individual lives are local. Every country grapples with the same universal concerns: achieving economic success, protecting national security, celebrating customers, and promoting the quality of life for its citizens, but each responds to these



concerns in its own unique way. Thus, globally literate leaders must use history, geography, economics, politics, religion, and psychology to understand the national dynamics of local markets around the world.

Every business, regardless of size, industry, or region, must answer the same questions to succeed: Where are we going (purpose)? How do we get there (plan)? How do we work together (networks)? What resources do we need (tools)? And, how do we measure success (results)? Most businesses also pursue the same goals -delighting customers, growing, and making a profit. Most businesses serve the same kind of stakeholders (shareholders, customers, suppliers, employees, and the community). Yet, every company pursues these goals and serves its stakeholders in a way that is unique to itself and its country of origin. Moreover, each company has a unique culture, shaped by its history, its industry, the unique realities it faces, and its leader 's personality.

Finally, the most successful business leaders exhibit the universal leadership qualities of personal, social, business, and cultural literacy (i.e., "**Global Literacies**"). Although relevant to all business leaders, all put their own personal stamp on them, depending on where they live, work, or conduct business.

Globally literate leaders must first start with a picture of what success looks like, craft a social contract that shares the risk and responsibilities between employees and the company, develop a workforce of outcome thinkers, and build a culture of results. By aligning their vision and goals to strategies and success metrics, they can create alignment and value inside their businesses. Ultimately, however, globally literate leaders aren't successful unless they give something back to society. They must be economic leaders who value creating and distributing wealth. They must also be socially conscious and environmentally responsible.

In sum, 21st -century leaders strive to be culturally wise. They understand the external business environment and all its ramifications. They understand culture at many different levels (the worldview, the national perspective, the business environment, and the point-of-view of the leader). They also understand that each culture has two levels of analysis: what is universal to all people, businesses, and countries, and what is unique to each.

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FROM THE EDITOR
Nice to Meet You!
by Sarah McArthur

Dear Readers and Members:

As an editor and writer of business coaching books and articles for nearly a decade now, I'm excited to take on the editorial responsibilities for *Business Coaching Worldwide*. I hope to continue the great work of my predecessor Donna Mills and to make sure that the *BCW* eZine proves to be engaging, informative and helpful to you, the readers and members of WABC.

With that in mind, I hope you'll enjoy this last issue of 2007. Our feature article, "Hybrid World: Coaching and the Complexities of Age, Values, and Asian Business," is written by Maya Hu-Chan. Maya addresses the complexities and dualities business coaches face when coaching Asian leaders. Ernesto Olascoaga provides us with an interesting success story involving gedas, T-Systems, an IT consulting company. Karen Switzer Howse delves into coaching within the scientific community in this issue's, 'Get the Edge' article, and Nerella Campigotto explains how to use your best marketing tool, your website, to promote your business internationally. I also hope you'll enjoy the latest thoughts about coaching, ROI, and assessments from columnists, Marshall Goldsmith, Bronwyn Bowery-Ireland, and Roberta Hill.

2008 is shaping up to be an exciting time for us. And as we say goodbye to 2007, we'll be saying goodbye to *BCW* the way it was. We're working on a new look and feel for *BCW*, which we'll debut in the next issue, Spring 2008.

As we finalize the new design and format, I'd like to know if there are subjects that are of particular interest to you. Are there topics that you'd like to read or possibly write about? Please send me your comments, suggestions, ideas, and feedback. I welcome your input and I look forward to being a part of the *BCW* team.

Your Editor,
Sarah McArthur

Sarah McArthur, is editor of *Business Coaching Worldwide*. Founder of [SDedit](#), Sarah has nearly 20 years experience in the publishing field as a ghostwriter and managing editor. With numerous books and articles to her credit, Sarah has become an expert in the fields of management, leadership, executive coaching, and human resources. Sarah can be reached by email at sarahmc@sdedit.com.



Did You Know...

That with a commitment to energy efficiency, businesses around the globe have a fantastic opportunity to help avert a global climate crisis?

Around the world, energy is used in many simple, fundamental and diverse ways; for instance, heating, cooling, manufacturing, cooking and, of course, transportation.

Yet, many of us tend to think of energy only in terms of supply and demand. For example, we may worry about how long supplies of energy like oil, will last.

While some researchers believe that as much as two-thirds of the energy we currently use is wasted, Diana Farrell of the McKinsey Global Institute argues that a commitment to energy efficiency can effectively help avert a global climate crisis.

Here are the top five global priorities Farrell recommends:

1. China's industries. Between now and 2020, China will account for one-third of global energy-demand growth, nearly half of which will come from its industrial sector. Farrell suggests that as much as the equivalent of six million barrels of oil a day might be saved with the right focus.
2. Improving the efficiency of power stations in use. Farrell estimates that replacing the world's least efficient power stations with new high-efficiency plants could cut demand by another six million barrels of oil per day by the year 2020.
3. China's residential and commercial buildings. Farrell states that constructing new buildings with world-class insulation standards and installing energy-efficient heating and cooling equipment would help reduce demand by the equivalent of four million barrels of oil daily.
4. U.S. homes. If U.S. homes increased to the levels required in California or Europe, global residential energy demand in 2020 could decline by more than a third—the equivalent of nearly four million barrels of oil a day.

5. Fuel subsidies. Farrell's suggested fifth and final priority is to reduce fuel subsidies. She believes these subsidies not only shield consumers from the true price of energy, but they also actually *encourage* over-consumption. Farrell estimates that reducing global fuel subsidies by 80 percent would reduce demand for road transportation fuel by 5 percent in 2020.

Despite the magnitude of the energy crisis the world faces, focusing on energy efficiency, whether implementing the McKinsey Global Institute's priorities, or not, can create dramatic reductions in energy usage—and reap benefits for our planet for generations to come.

Sources:

Facing the Future, Energy Global Issues, Energy Issue in Depth. Available at: http://www.global-issues.net/In_Depth/energy1.htm

Farrell, D. "A Simple Plan to Cut Energy Demand Growth and Carbon Emissions" June 7, 2007, *BusinessWeek*. Available at: <http://www.mckinsey.com/mgi/MGInews/businessweek/simpleplan.asp>

Join the Conversation

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!

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and training. CMBC identifies you as a master in our emerging profession. This groundbreaking program is now in the pilot stage. We are gathering feedback from our initial candidates and will make adjustments as needed to ensure that the program meets our rigorous international standards. We expect the CMBC designation to be available by summer/fall 2007. [Coming Soon--More Details!](#)

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