

COACHING STRENGTHENS NONPROFIT LEADERS AND THEIR ORGANIZATIONS

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*You cannot teach a person anything;
you can only help him find it within himself.*

—GALILEO

Coaching brings more humanity into the workplace.

—MYLES DOWNEY

Coaching is a relatively new and promising tool for leadership development for nonprofit leaders who find themselves in an increasingly challenged and often isolated role, according to a national study of nonprofit executive leadership conducted by Compass Point (Wolfred, Bell and Moyers, 2001). Statistical surveys and anecdotal evidence alike support coaching as a great instrument for advancing nonprofit leadership and improving nonprofit organizational effectiveness.

Yet coaching remains an under-utilized resource. Apparently, well over 60% of nonprofit leaders who want leadership coaching are not getting it. In various surveys, 89% of nonprofit leaders (Wolfred, Bell and Moyers, 2001) and 71% of foundation funders (BTW Consultants Inc. 2006) are in favor of executive coaching to promote leadership development. Yet, only 6% (BTW Consultants Inc. 2006) to 31% (Curran, 2008) of nonprofit leaders have received coaching services in the past few years.

Our recent probe into the field raises almost as many questions as it answers. The questions include:

1. Why the discrepancy between interest in, and practice of, coaching?

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2. What's the difference between coaching and consulting?
3. What is coaching?
4. When is a nonprofit leader "ready" for coaching?
5. What happens in a coaching session?
6. What is 360° feedback and how does it relate to coaching?
7. What does a nonprofit leader look for in a coach?
8. How can coaching top executives impact a whole organization?
9. How to pay for coaching?

We set about exploring these questions by conducting our own survey, framing coaching within the context of leadership and leadership development. The complete results of the survey can be found at the end of this article. What follows are the answers to the questions based upon a literature review and the survey results.

1. WHY THE DISCREPANCY BETWEEN INTEREST IN, AND PRACTICE OF, COACHING?

Some of the answers to this question are rooted in the history of coaching and the evolution of the nonprofit sector; and some can be explained by lack of information.

(a) History of leadership coaching

Coaching as a business strategy started in the U.S. in the late 1980's and got a push from the formation of training and certification programs such as the online Coach University, founded in 1992. Business and nonprofit consultants sometimes did coaching before that, but usually called it consulting.

It often lacked the behavioral science and conceptual underpinnings that have become associated with coaching. Today, there is an ever-increasing number of coaching certification programs sponsored by universities and consulting firms, nationally and internationally. However, there is no certification requirement to practice coaching; as a result many former psychotherapists and consultants have entered the field. The 8,500 member International Coach Federation (ICF) is the largest of several professional organizations providing support and ethical guidelines for coaches. While training in coaching is increasingly available, coaching specifically geared for nonprofits is not.

(b) Evolution of nonprofit sector

The nonprofit sector has often utilized and adapted business strategies years or even decades after they become pervasive in the business sector, e.g. strategic planning, marketing, performance management, and so forth. Coaching has been another example of this trickle-down effect, and it is taking its time to become a standard offering among nonprofit leaders.

(c) Lack of information

A national study of coaching (BTW Consultants Inc., 2006) in the nonprofit sector found that more information is needed on:

- How coaching impacts nonprofit leaders and organizations;
- What constitutes coaching and how it differs from other forms of technical assistance, consulting and leadership support;
- Training programs that address the unique nature of nonprofits.

The study found a link between foundation staff receiving coaching and the extent to which those foundations funded coaching for their grantees. Lack of hands-on experience with coaching may

lead to lack of understanding or funding for it.

This national study, along with another coaching study in California (CompassPoint, 2003) made strong recommendations for increasing the exploration and practice of coaching in the nonprofit sector.

2. WHAT'S THE DIFFERENCE BETWEEN COACHING AND CONSULTING?

To explore the issue of differences between coaching and consulting, it's a good idea to first explore different types of consulting.

Types of consulting can be described on a continuum with, at one end, the Expertise Model and at the other end, the Process Model. Briefly, in the Expertise Model, the consultant is the expert who is engaged to gather data and present solutions to the client, whereas in the Process Model, the client is fully engaged in finding data, figuring out and applying solutions. There is a continuum of combination styles within this framework.

Specific to the nonprofit sector, Barbara Blumenthal (2001) provides a table in her book, *Investing in Capacity Building*, showing her analysis of what she calls Traditional vs. Developmental Consulting. Her definition of Traditional is similar to the Expertise Model and her definition of Developmental is similar to the Process Model.

For both consultants and clients, it's important to distinguish

between these different styles of consulting in order to meet client expectations successfully. I have had clients who expected a Traditional Consulting approach (i.e. that I would solve their problems for them) while I expected them to engage fully in a growth process (i.e. Developmental Consulting) to solve their own problems with my support. Such a mis-alignment of expectations and styles can cause a misfit in goals, styles and approaches which

Consulting work is primarily with groups, and addresses whole organizational systems, whereas coaching involves meeting with individuals to focus on their leadership development.

is counter-productive. It is essential to clarify the roles of consultant and client at the beginning of a relationship and to signal any changes throughout. Then, maximum value can be achieved.

In my consulting practice, I use the Developmental approach, which I call High Touch Consulting to signal that I expect full engagement of the client. As Blumenthal explains, the Developmental approach tends to result in solutions that the client actually integrates into organizational operations and which are sustained over time.

While coaching is a distinct discipline differentiated from consulting, there is some overlap in values between Process Model consulting and coaching.

I tend to use Process Consulting approaches in my coaching, and coaching concepts in my consulting, e.g. “engagement” techniques such as promoting learning and growth, interactive meetings, and focus on the client’s responsibilities and ownership of the situation. For me, working with a client often involves a combination of consulting and coaching.

Table 1 shows some of the major differences between Expertise Model consulting and coaching.

The coaching relationship differs from consulting in that coaching focuses on the executive and her or his leadership development, while consulting focuses more on organizational functions and tasks. Grizel Ubarry, a nonprofit coach, describes

Table 1: The Difference between Consultants and Coaches

CONSULTANT	COACH
Even when one person is the main client contact, the consultant usually works with more than one person, often in a team, group, board or department	Works on a one-to-one basis; may coach more than one person in an organization, individually
Structures projects for specific deliverable or result which the consultant is primarily responsible for	Supports the client to achieve her or his own result or outcome
Usually problem-focused, i.e. identifying and trying to correct problems or weaknesses	Builds on client's strengths
Regarded as the “expert” who will solve problems (the magic bullet)	Enables client to solve problems or change things for the better
Consultant brings technical expertise to advise on solutions	Coach brings relationship expertise to support the client's solutions
If behavior change is needed, consultant generally does not get involved in it	A focus on individual and interpersonal dynamics supports behavior change
Gathers data and reports on what needs to be done	Facilitates growth
Time-limited; generally short term and project oriented	Occurs over a period of time which generally involves renewable contracts; generally spread over time
Short-term results	Long-term results (sustainable)
Provides information	Promotes self-discovery
Goals generally related to programs and funding	Values-based goal setting
Requires limited commitment from client to implement	Maximizes client's commitment to implement solutions

her unique function with a coaching client thus:

I see myself as a partner to the executive. Most executives have too much to do. As a coach, my job is to increase the clarity of focus and goals and to add value in achieving these goals. After a typical meeting, both the executive and I have some assignments to carry out. Our ongoing contact insures that the important things get done— and get done more efficiently. (Adams, 1999, p. 45)

The California study defined the differences this way:

Coaches provide an ongoing inquiry process for coachees to create their own solutions as opposed to imparting expertise, findings and recommendations. Coaches provide encouragement and accountability for executives to act rather than doing any work for the executives or their organizations themselves. Coaching deepens a leader's self-awareness of their unique strengths and talents as a foundation for improving their management and leadership talents and for reshaping their jobs to fit their skills and talents (Wolfred, et al, 2003, p.2).

Some similarities between consultants and coaches are:

- Both need to have knowledge of nonprofit management issues (e.g. business coaches need to learn about nonprofit management and issues in the sector).
- Both need to be aware of, and share, the values of the nonprofit sector (i.e. social return on investment; loyalty to mission over profit; humanitarian priorities).
- Both will help clients focus on organizational issues and content.

Consulting and coaching are two complementary forms of organizational capacity building.

3. WHAT IS COACHING?

The *Coaching for Change, Coaching and Philanthropy Project* (2008, p. 10) defined coaching this way: “Coaching is a process that supports individuals to make more conscious decisions about their professional and personal lives.” Coaching:

- Helps individuals identify and build upon their strengths and internal resources.
- Enters into the gap between where a person is and where that person wants or needs to be.
- Fosters awareness, accountability and action, resulting in improved performance.
- Allows for deeper learning.

“Executive coaches assist the executive in learning about herself, her interpersonal relationships, and styles of learning, leading, managing people, making decisions and managing conflict” (CompassPoint, 2003).

As described by the ICF, professional coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance and enhance their quality of life.

There are several different kinds of coaching, such as career coaching, life coaching and leadership or executive coaching. (Leadership and executive coaching are interchangeable terms in this article.) In the course of receiving leadership coaching, a nonprofit leader may bring some career or life-work balance issues into the conversation, as these issues may impact on her or his organizational leadership. However, the main focus of leadership coaching will be the leader's role in her or his organization. When a nonprofit leader is seeking a new job, or wanting coaching on personal issues such as family or budgeting, then other kinds of coaches are needed.

For our purposes, this article focuses on leadership coaching in the nonprofit leader's current job.

An important insight into coaching is provided by Christine Kwak, a program director at the W.K. Kellogg Foundation. “Coaches push people to honesty,” she says. “They say things no one in the world will have the courage to say so people get the kind of reflection they can’t get anywhere else in their life” (Hoye, 2007).

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4. WHEN IS A NONPROFIT LEADER READY FOR COACHING?

Here is a Readiness Checklist which highlights some of the main issues in deciding whether to work with a coach. A nonprofit leader may be ready to participate in coaching with good results when she or he can check off the majority of these criteria:

- Believes that coaching can help.
- Expresses what is really going on (confidentially), i.e. not withholding.
- Commits to it (even if assigned by someone above).
- Embraces the idea of self-improvement.
- Manages the time for it.
- Comfortable with the cost.
- Willing to learn.
- Has rapport with the coach.

On the other hand, coaching will not work “if the individual isn’t interested, doesn’t want to participate, doesn’t take it seriously, or isn’t interested in doing anything differently,” according to Mallary Tytel, a leadership coach to nonprofits in South Dakota (Adams, 1999).

5. WHAT HAPPENS IN A COACHING SESSION?

According to the ICF,

Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The

coach’s job is to provide support to enhance the skills, resources and creativity that the client already has.

In each session, the client chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the client into action. Coaching

accelerates the client’s progress by providing greater focus and awareness of choices. Coaching concentrates on where clients are now and what they are willing to do to get where they want to be in the future. Results are a matter of the client’s intentions, choices and actions, supported by the coach’s efforts and application of the coaching process. (BTW Consultants Inc., 2006, p.6)

In my coaching, I have used the general meeting outline propounded in Choice Theory (CT). CT is a behavioral approach to problem solving that is based on neuroscience – the ways in which our brains work. Its essence is to enable the client to assume ever-increasing responsibility for her or his actions. CT is widely practiced in coaching, staff development and classroom teaching, as well as applied to traditional therapeutic situations.

Briefly, CT provides a method for supporting people to make better choices and change their behaviors to get better results for their work and their lives. The five “steps” of CT in each meeting involve:

1. Engaging with the client;
2. In-depth inquiry into the current circumstances;
3. Evaluating whether current choices are helping;
4. Making a choice to change; and
5. Supporting the client to make an incremental plan to change some aspect of her or his work behavior.

At the subsequent meeting, the outcome of the plan is evaluated and a new plan is developed following the same steps. Accountability to one's self is built in, because there are consequences of the client's choices, but no punishment. The process promotes a focus on incremental progress, self-determination and taking personal responsibility for one's actions.

Since 1998, I have been adding the methods of Appreciative Inquiry (AI) to these steps. AI offers a supportive interview method summarized by Sue Innis (1995). In my experience, the most powerful way of engaging people in their own development is to ask positive questions that encourage them to recall successful experiences relating to the issue they want to improve. For example, if the client wants to improve her or his team leadership ability, I can ask questions like,

Reflecting back on your entire career think about the most memorable team experience you have ever had... a high-point when you felt really effective, energized, and proud...Tell me the story....about the time when you were part of a really great team. What made the team a success? What was it about *you* that helped make it great? What did you learn that can help you be a great team leader now? (Whitney, et al., 2002, p. vii)

These AI type questions provide an excellent platform for Step 1 of CT (Engaging with the client) and form a bridge to Step 2 (Examining the present circumstances in depth). The positive AI questions lay a solid groundwork under the coaching session, one which puts the client in a confident frame of mind, able to envision success.

The CT steps (with AI incorporated) provide a framework for each meeting with a client. Initially, the steps are not directly acknowledged. As time

goes on, the client grows more aware of the steps so that she or he, in turn can use them in her or his own planning process and can apply it to her or his supervisory role with others.

It is apparent to most of us that a directive approach (i.e. ordering someone to change) rarely works. The CT coaching method provides a supportive platform for clients to come to their own realization of the need for change, and to feel supported enough to attempt it. This is a method that enables clients

to find their own paths in ways that benefit themselves and their organizations.

Some coaching may not involve meetings at all, or may supplement meetings with other activities such as assessments.

While many coaches use a reflection process, they also use various approaches when working with a

client. For example, they may use instrumental coaching, which involves assessment tools (such as 360° feedback, the Myers-Briggs Type Indicator, etc.). They may also utilize observational coaching, which involves observing the client in action (at a meeting, giving a presentation, etc.). These approaches can be very useful depending upon the goals of the client. (Perry, 2006 online)

6. WHAT IS 360° FEEDBACK AND HOW DOES IT RELATE TO COACHING?

At the outset of any coaching relationship, some sort of an assessment is usually done. Most coaches use an assessment instrument that they have created or one that they have adapted from their coaching training. For three decades, I have used and updated the Management Analysis Checklist (MAC), a one-page, 40-item list I created that enables the client to identify strengths and areas to be improved. The MAC was used by 100 consultants nationally in National Endowment for the

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Arts' Comprehensive Technical Assistance (CTA) program 1976-79. Each item on the list represents a leadership competency that the client self-evaluates in conversation with me. These leadership competencies link to organizational functions and systems, giving a comprehensive overview of the leader's work environment.

One of the most useful assessment instruments developed in the human resources field in general and coaching in particular is called 360° feedback. Originating in the 1940's, this assessment method came into widespread use in the business world about 10 years ago when online tools were developed. Doing the assessment online enables the exercise to be conducted anonymously, thus protecting responders from any repercussions.

The reference to 360° is meant to imply the circle of colleagues surrounding any given manager. To conduct the exercise, a coach will create a group of questions relating to the client's leadership, and the client will invite about 8 to 10 colleagues to answer the questions. The colleagues will represent those above, below and beside the client: e.g. the client's manager or board officer(s), some staff people who report to the client, and some of the client's peers in her or his field. Responses are combined into general trends so that no specific individual is identifiable.

Here are some benefits to 360° feedback. Nonprofit leaders:

- Realize that they too have development needs.
- Get more reliable feedback about their performance.
- Identify key development areas for themselves, their department and their organization.
- Learn how they personally effect others — positively and negatively.
- Learn how to improve organizational climate and morale.

- Identify gaps in one's self-perception versus the perception of others.
- Engage in a climate of continuous improvement.

Avolio/Bass (1994) developed a 360° feedback instrument that rates leaders' leadership styles as defined in their Full Range Leadership Model. It is designed so that a coach can administer the instrument for the client, input the data, and interpret the resulting report with the client. The report shows the client's predominant leadership styles. Coach and client then create a leadership development plan to guide the client to the next stage.

7. WHAT DOES A NONPROFIT LEADER LOOK FOR IN A COACH?

Christine Kwak, program director for philanthropy and volunteerism, W.K. Kellogg Foundation, who has received training as an executive coach, says that certification has become an important criterion for hiring a coach, as the opportunities for certification have increased. She says,

But, what matters to me more than certification is the training and depth/breadth of the experience of the coach. How long have they been coaching? Where have they spent their work life? Are they familiar with the area in which the client is working (e.g. nonprofit sector)? The combination of the coach's experience, training, who they are as a person and finally the 'fit' between the coach and client are also very key to a good match between client and coach. (Perry, 2006, online)

An overview of coach certification programs, core competencies and ethical considerations are available on the IFC website, <http://www.coach-federation.org>. Executives can review them and use them to formulate interview questions prior to hiring a coach. As Ms. Kwak advises, pay attention to the important issue of compatibility. Reviewing several candidates helps ensure affinity which impacts on a successful outcome. Referrals to

qualified coaches may be obtained from nonprofit management assistance agencies such as The Support Center for Nonprofit Management, publisher of this journal.

8. HOW CAN COACHING ONE PERSON OR A FEW TOP EXECUTIVES IMPACT A WHOLE ORGANIZATION?

A study of 24 executive directors (EDs) in California (CompassPoint, 2003) who received coaching for a year showed significant organizational improvements in their organizations, as follows:

- Areas related to organizational mission and vision;
- Clarity of decision-making processes and roles and responsibilities of staff;
- Organization's fundraising capacity and financial stability;
- Organizational effectiveness including communication and teamwork.

More specifically,

On their surveys, EDs reported significant improvement in the clarity of their vision for the organization, as well as staff and Board alignment with the mission. Further, they reported significant improvements in organizational processes and structure, such as in decision making and in setting policies and procedures. According to interviews, coaching also had an impact on how some EDs dealt with financial instability at their organizations. For example, one organization was able to make payroll and another avoided closing down as a result of EDs' improved skills and increased confidence in the area of fundraising. Overall, many EDs interviewed reported that their organizations "work better" since coaching began. One ED believed that improvement in their programs resulted from the strategic planning process that her coach helped her with. (CompassPoint, 2003)

These organizational improvements were cited in addition to improvements in other areas such as leadership and management, job satisfaction, tenure and turnover.

9. HOW TO PAY FOR COACHING?

Coaches generally charge clients in one of two ways: per hour, often with a minimum 3-month contract with weekly meetings (New York Midtown Coaching Center); or on a monthly retainer (Adams, 1999). Fees among my colleagues for nonprofit coaching are generally in the \$100 to \$350 per hour range, while retainers range from \$350 to \$1,500 per month.

Of those few nonprofit leaders in my study who had had coaching (5 out of 17 respondents), only one of the coachees' organizational budgets covered the expense, and in one other case, a funder paid. Two paid for coaching themselves and one received coaching pro bono. This pattern, and answers to other questions relating to organizational support, demonstrated rather lukewarm organizational support for coaching and other kinds of leadership development. Perhaps educating boards as to the value and impact of coaching and leadership development is indicated.

Foundations express more interest in coaching than their current level of funding: 71% were interested compared with 42% actually funding coaching (BTW Consultants Inc., 2006). This gap can be viewed as a potential growth opportunity among foundations to support coaching.

Michelle Gislason, project director for leadership services at CompassPoint Nonprofit Services, advises,

More and more funders are providing funding for leadership development, consulting services and/or coaching. Some will even provide small, restricted professional development or capacity-building grants.

The first place to start is with your current funders. Ask if they would invite a proposal for a leadership development or capacity-building grant. You can also research funders in your area through organizations like The Foundation Center. If you want to make a case for funding something like coaching, it's a good idea to provide some research on return on investment in your proposal. You can access CompassPoint's study on our website at www.compasspoint.org and also download the Coaching & Philanthropy overview, which shows that other funders are supporting coaching.

Additionally, many funders are starting to see the value in core operating support. This type of support allows you to invest in the infrastructure and leadership of your organization. I always encourage people to ask their funders if they would consider this. (Perry, 2006 online)

This point, that funders need to be more invested in capacity building, leadership development and coaching was highlighted at the January, 2008 conference, CORE TO THE MISSION, sponsored by the UJA-Federation in New York City. Connie

Crosson, who coordinated the conference of more than 125 funders, commented, "Funders are starting to pressure one another to fund capacity building and core support, but the groundswell will only happen when a majority of nonprofits clamor for it." The issue at stake is more effective and sustainable nonprofit organizations.

CONCLUSION

Studies of leadership and coaching mentioned in this article are a hopeful sign that greater use of coaching is on the horizon. Given the positive results found so far, it is likely that leadership development in general and coaching as a means to strengthen leaders will continue to grow. As Hoye says:

Popular in the corporate world, executive coaching is now attracting interest among charity leaders and grant makers. At a time when growing numbers of nonprofit leaders are leaving their organizations, many of them frustrated with the pressures of fund raising and other aspects of running charities, grant makers hope that coaching will keep such executives from burning out and quitting. (Hoye, 2007) ■

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Appendix Survey Results:

Carolyn J. Curran Leadership Coaching Survey 2008 Results

Notes:

- Questions were all multiple choice with comments invited.
- Response rate was 21% (80 executives contacted, 17 responded).
- Interestingly, the organization profile of respondents seems to fit the national average organization size in the United States where 80% of the 1.4M nonprofits are under \$2M budget (Independent Sector).
- I designed the questions in section (d) *What is Your Leadership Style?* based on Robert E. Quinn's Competing Values Framework (1996) (e.g. Clan, Hierarchy, Adhocracy, Market cultures) and found that many of the responses and comments also fit into the Full Range Leadership Model (Avolio/Bass, 1994) (e.g. Laissez-faire, Management by Exception, Transactional, Transformational leaders).

(a) Respondent Profile

- Number responded: 17
- Top staff, 63%; Department heads, 37%
- Academic training: 50%
- Years in field: 20+ = 60%; 10 to 19 years = 37.5%
- Years in job: 11+ = 24%; 5 to 10 years = 30%; -5 years = 46%

(b) Organization Profile

- # of staff: 1 to 16 = 60%; 10 to 75 = 20%; Over 200 = 20%
- Year organization started: 1970-89 = 62%; Before 1970 = 12%; After 1990 = 24%

(c) What Gives You Passion About Your Work?

- Top 3: I feel I make a difference; Lots of variety; Gives my life meaning
- Bottom 3: Job security; Recognition; Enjoy problem solving

(d) What is Your Leadership Style?

- Most reflective: Good role model; Recognize accomplishments; Help people improve; Bring in new ideas; Treat each person as unique; Inspire people

Comment: "My style is to lead by listening, collaborating, modeling, and empowering – earning the trust and respect of colleagues and partners as I demonstrate the same. My role as a leader is to help unleash potential, provide guidance on direction and parameters as necessary, and then to provide support as others take ownership and move ahead."

- Least reflective: Offer rewards; Pep talks; Comment when wrong

Comment: "I expect people to do the minimum and then some! I don't like baby-sitting people."

(e) What Forms of Leadership Development Do You Engage In?

- Most used (2/3 or more): Read related books; Subscribe to publications; Attend conferences; Management training; External workshops
- Least used (fewer than 1/3): Mentoring; Staff development; College classes; Organization retreats
- Coaching: 31% of respondents have used coaching for their leadership development - higher than other studies showing that 10% or fewer nonprofit staff leaders have engaged with coaches

Comment: "Informal colleague mentors listened and helped me to problem solve – they had either experienced what I was going through or had insights that I might have missed – very supportive. Personal counseling with a therapist about how to resolve job situations was also critically important to me."

(f) What Organizational Support for Leadership Development?

- Frequent: Learning is encouraged (35%); Refer opportunities to me (18%)
- Occasional or Never: Refer opportunities to me (80%); Time off (86%); Budget for it (93%)

Comment: "I generally propose getting training. Board has approved some related expenses but was not very enthusiastic. Board has begun to see the value of the

training I have received and is being more supportive as of late.”

(g) Coaching on This Job

- 5 respondents said Yes – these are their experiences in the next 5 questions
- Conditions, most: Specific contract (60%); I initiated it (60%); Paid by our budget (40%); Met regularly (40%); Duration for more than 6 months (40%); Frequency between once a week to once a month (40%)
- Conditions, least: (1 person each): Pro bono; I paid; Funder paid; Ad hoc schedule; Monthly; Less than 3 months

Comment: “Personal counseling has provided the coaching that I need on a bi-weekly basis. I can’t imagine that my Board would be progressive enough to approve a coach. Any training they approve is very focused on learning a new skill – not on general development.”

(h) Coaching Goals

- Most: Get better perspective; Improve leadership skills; Advice on staff; Organization structure; Help with how to let staff go; Improve supervision; Budget & funding
- Least: Reduce overwhelm; Receive support; Reduce conflict; Be more proactive; Improve board relations; Overcome burnout

Comment: “Implementation of fund raising plan to match new strategic plan.”

(i) Impact of Coaching Relating to Pre-Set Goals

- Most Improved: Reduce overwhelm; Get better perspective; Receive support; Improve supervision; Improve leadership skills; Overcome burnout; Advice on staff; Improve board relations; Let staff go; Reduce crises
- Least improved: Better perspective; Leadership skills; Budget and funding; Reduce overwhelm; Distance from everyday pressure

Comment: “My coach/consultant helped me figure out that I was part of the problem when I had trouble seeing that. I am a perfectionist and that was contributing to the staff problems I was having with both the person I

supervised and our director who supervises me.”

(j) Other Unexpected Improvements

- Reduced procrastination; Took action; Increased confidence; More assertive; Worked better in teams; Perceived as more of a leader; More of a partner (above and below)

(k) What Made Coaching Useful?

- 100% respondents: Coach asked engaging and pertinent questions; Thoughtful feedback; Insight; Careful listening; Support
- 60% respondents: Empathy; New opportunities to change my behavior; Chance to step back from my busy day

Comment: “Coach really provided support that I wasn’t getting in my supervision at work.”

(l) Is Coaching in Your Future?

Note: All 17 respondents answered this question and the remaining questions

- Conditions I would consider: Improve leadership skills 81%; Improve management skills 62%
- 37% checked all of these: Solve a crisis; Reduce overwhelm; Improve staff management; Establish specific goals; Organization pays; Pay myself

Comment: “If I needed the help I would pay for it only as a career investment. If my organization would not pay for help I needed (within reason), I would take that as a signal that my career development was not a priority for that organization.”

Comment: “Would be willing to pay myself if costs weren’t exorbitant.”

Comment: “I would explore these opportunities as an employee (where I work) but not in my capacity as a Board member of my non-profit organization.”

(m) Other leadership development in your future?

- In addition to coaching, 50% and above: Conferences; Attend workshops; Books; E-Newsletters
- In addition to coaching, fewer than 40%: Mentoring; Organizational retreat; College classes; Staff development