

FOREWORD

REINHARD F. LEITER

The pace and pressure of change in today's VUCA world impacted by digitalisation require considerable agility and flexibility from leaders and employees. The most important influence in my life and a pivotal learning curve was A. Maslow's quote: "What is necessary to change a person is to change his awareness of himself." (cited in Henley Business School, 2016, p.5.). This perception acted as a nudge for me (Thaler and Sunstein 2009). Consequently, I realised more than ever before that I could only change myself and challenge my behaviour if I changed my self-awareness.

The founding principle for this is our self-awareness which, in turn, is determined by our conditioning, attitude, repression, transference/countertransference and our unconscious.

- Our self-awareness directs us in personal and professional situations. If, however, our awareness is restricted by conditioning and limiting beliefs out of sync with reality, can we then treat others fairly in critical situations, be fair to ourselves and fulfil our potential and purpose? It is difficult for us to act autonomously, to control our emotions and to be more relaxed when faced with stress in the digital age, because our self-awareness is selected or stunted: we deny, we suppress and resist necessary changes. Moreover, we don't know how others perceive us: as authentic or unnatural and this again creates uncertainty. At times, we therefore stand in our own way and are our own worst enemies.
- My approach is in line with A. Maslow and is deeply impacted by my experiences of continuous self-reflection. It supports coachees to analyse and overcome latent or blocked possibilities by developing skills and discovering joint solutions, thus enhancing their agility and flexibility. Continuously reflecting and intuitively selecting the right coaching method without being biased truly supports coachees to break away from impediments acquired in their early lives and to accept fateful limitations. We all have more psychological and human potential than we usually dare to admit.
- Thus, it is the coach's job to help the coachee to focus his/her whole attention on his/her senses: sight, hearing, touch, smell and taste. The more the coachee is aware of him/herself, the more information he/she has. And the more information he/she has, the better he/she is able to react in an intelligent, and emotionally intelligent, way. The coach must help the coachee to sharpen his/her awareness through exercises, questioning techniques, interventions and interactive techniques based on methods from humanistic psychology.
- But all the insights gained will have been in vain, if the goals and results of the coaching are not implemented consequently. Ensuring this is also a crucial task for the coach of tomorrow.

FOREWORD

DR. WERNER J. KRINGS

Global Coaching Excellence® has become vital in our world of volatility, uncertainty, complexity, and ambiguity where we all seek guidance to master the calms or storms of our business careers and personal lives. It also resonates with Reinhard F. Leiter's and my holistic understanding to support the reader with developing a mindset of brilliance to impact and change the atmosphere through coaching excellence.

I was honored when Reinhard F. Leiter, who is the leading coach and creator of the German Assessment Center asked me to embark on this fascinating journey. The idea to expand this book by including some of the most excellent coaches of the globe makes this a genuine and relevant work to coaching practitioners and coaches of various cultures, generations, regions, backgrounds, industries, and methodologies. The vision to intuitively navigate through this book is analogous to the facets of a diamond. By providing access to various coaching approaches, it will ignite both coaches and coachees to experience what is at a given time vital to their pursuit of excellence.

4.4 My Attitude as Coach

My coaching value system is based on the golden rule to “treat others as I wish to be treated”. My coaching attitude is influenced by Eric Berne’s (1991) transactional analysis “I am okay, you are okay.” For me as both coach and coachee, this means that the attitude is as important as the specific issues I face. It takes both a deep awareness of oneself and one’s attitude to apply the empathy and the sensitivity crucial to understanding the individual situation and generating the level of energy necessary to create the environment for meaningful coaching discussions. This is the key to creating a highly successful performance atmosphere (Leiter 2010, p. 48 ff).

Given the strong and enduring influence our attitudes have on each one of us, a coach who lives according to the following attitudes can expect to perform successfully:

- If you want to get attention, you have to give attention.
- Respect and appreciation are basic human needs.
- Believe that there is something interesting in every coachee and look for it.
- Give each coachee as much “credit” as you can and focus on them, not on yourself.
- Leave your bias outside the room. Concentrate only on the coachee’s needs taking a non-judgmental approach.

The presence of a coach and the relationship with the coachee have a greater impact on the outcome than the methodology applied, and working in the coachee’s individual learning zone is key.

Conclusion

The desire for attention is a basic need! ... “but the most neglected need is giving attention to others!”

4.5 Goals of Coaching

Each coaching discussion should “enable the coachee to identify what they want” (Hardingham, 2018). This should lead to greater self-assurance and confidence, so that the coachee can accept their current situation, recognise the specific task, become aware of the various options and, thus, expand their behavioural repertoire and freely decide on the next steps.

At the end the coachee should be able to tackle their professional tasks with new courses of action or with new conviction.

“I am okay,
you are okay.”
Eric Berne

Greater self-
assurance and
confidence

3

REALITY CHECK (PART I)

UNEXPECTED CHANGES	IMPLICATIONS
Unexpectedly, the lead supervisor announced in January 2018 that he would leave for a four-month overseas trip to New Zealand without any internet access.	The original agreement to read the thesis draft by March 2018 seemed void. The second supervisor stated that he only considered reading the draft after it was read and signed off by the lead supervisor.
The exam officer noted that to submit the final version of the thesis, both supervisors needed at least two months of reading time.	The earliest submission of the final thesis was realistic by July 2018 if the lead supervisor would sign off by May.
The exam officer stated that the viva voce (defense) would usually take place four months after the final thesis was submitted.	If the final thesis was submitted by July 2018, the viva voce exam would have taken place at the earliest in November 2018 due to the summer break.
Usually, the viva voce would require revisions which usually take up to three months (minor) and one year (major).	It could have taken from December 2018 to November 2019 in a realistic or worst-case scenario.
There seemed no realistic way to accomplish my goal to graduate by Sept 2018.	If I finished up with no revisions in November 2018, the graduation would be in Sept 2019.

Just looking at the current facts, revealed that the situation was discouraging. The graduation time line by September 2018 seemed unrealistic. The situation was unpleasant and that is where story-telling kicked in.

3.1 Opening

The Scaffolding of the Story, Version January 2018 – Opening Do you know / Have you heard about [First and Last Name]?

Make a list of positive characteristics about the leading actor in the story – that’s you!

“He (First Name, Last Name) is a great researcher. His energy is so upbeat ... ”

Here I listed positive attributes and emotions (Already existing and the desired not yet apparent characteristics. It is critical to achieve a highly positive energy level (Context)
Think of an article about your favorite role models. What of their characteristics do you admire?

Example: creative, trusted; charismatic, excited, great, genuine, upbeat, successful, strong, smart, ...

3.2 Middle Part

Have you heard that [First and Last Name] submitted his doctoral thesis on 25 April 2018?

Mention the envisioned milestone, e.g. the submitted final thesis and paint the picture of your perfect environment.

“You could see the release all over his face as if a heavy weight fell off. You just met [First Name] in front of the main building in Henley Greenlands, where he took a walk in the early morning sun breaking through the clouds. You see the rowboats with the crew cheering themselves up to perform highly. For you (observer) the scene is pristine and soothing. A little fresh breeze is blowing through your hair. The scenery at the river banks is so gorgeous, you see ducks swimming and hear the bleating of the sheeps on the green meadows nearby ...”

“You notice [First Name’s] joy which is contagious. Honestly, you don’t know how he did it. When you first met him, you had serious doubts. However, amazingly, it seems that everything he touched turned out to be successful ...”

Metaphor: The emotional and mental stress release after an intense marathon. Set the stage: Describe the atmosphere and environment. The situation afterwards versus before. A bit of doubt, ensuring the support of the critical mind with the desired outcome. The impact on others! Blend rational, emotional and intuitive mind layers. Go into details!

“[First Name’s] peers at Henley Business School like him because they feel the enthusiasm and the inner peace in his presence. Amazingly how his positive energy flows to others, he can be so inspiring. When you leave, you feel good about yourself; you sense the inner peace and feel encouraged. His excellence is contagious. You know that you met [First Name] for the purpose that you [Observer] are inspired to follow in his steps ...

The success of the Role Model [First Name] should create a benefit for the Observer [Others] as well.

3.3 Desired Outcome

What happened? Your Expected “Wow” Experience

Here I described the desired or ideal outcome. This was the hardest part because I had neither completed my thesis. My brain tended to regularly play back the negative reports and doubts of people who were in authority or did not score so well.

Develop your mind set to dissociate from negative reports!

Example: An unplanned business dinner with a long-term professor who underwent major revisions, i.e. had to add another year and a half to rewrite her thesis.

“Every paper and the thesis turned out to be such a huge success. The statistical analyses in the thesis were perfect, and the write-up seems to be easy for [First Name]. It seems that this doctorate was a piece of cake for him. [First Name] comes across as grateful, and you know that he must have received abundant divine inspiration. His two supervisors lauded the doctoral work he submitted and believe it or not, [First Name] is so blessed that the best external and internal examiners you can imagine were selected for the final exam. Both examiners knew immediately when they read the thesis that it was superb and a master piece. They did everything to let [First Name] pass with excellent grades because they recognized the unique talent of his research personality. The Viva Voce was the best exam [First and Last Name] ever took – so he said. The exam was an atmosphere of a mix of Harvard lawyer debate, birthday party and Christmas celebration. The room was filled with excitement joy, and positive energy was just radiating. A reason for this might be that his examiners have grand plans for him. They are highly interested in publishing with him; they like his topic. They are amazed by his answers, have already made up their mind to let him as soon they see the thesis on their table. They firmly believe in [First Name’s] success during the viva. What was unusual, [First Name] had really no revisions to make. He will graduate on 21 September 2018, as a Doctor of Business Administration.

Develop your mind set to be convinced of positive reports!

1

MATURITY EVALUATION

The capability maturity model suggests to more and more completely define every capability until you can measure and optimize its performance.

Climbing the maturity levels for a given capability describes the process of creating a system by finding a model for the system and finally evaluating the model against reality so that a predictable or even optimized system will be the result of the process.

The CMM Level 5 has an intrinsic pitfall which applied much too often: To reach the optimal system, you can completely over-engineer and finally produce a ridiculous effort to become meaninglessly better. Based on the simple 80-20 rules from Pareto (Vilfredo Pareto: 1848–1923), we can call this the Pareto inefficiency pitfall.

Even the capability to specify CMM seems to have undergone this process into the Pareto inefficiency pitfall.

The CMM idea is so genially universal that more and more was written about it, so that there was a need to integrate all the new findings in the CMM-I (Integration) which defines the process of defining mature processes in a mature way ... which results in more mature versions of CMMI from CMMI 1.0 over 1.1 and 1.2 to 1.3.

Isn't it somehow a self-fulfilling prophecy that we will end in a CMMI definition process defined by a CMMI Level 4 process to define CMMI 1.5 in a CMMI Level 5 way ... ok, that was just for fun.

2

WHICH MODELS ARE NEEDED?

So let's step back and stick to the genially basic idea of capabilities and their maturity. To really not fall again in the self-fulfilling prophesy, we will always remember us ourselves by talking about CMM anymore, but about C2M: Capabilities 2 Maturity:

C2M simplicity versa complexity: 1-5 fingers at one hand:

- Level 1: you do something for the very first time
- Level 2: you know what repeats after you did it more than 10 times
- Level 3: you know any aspect and can describe it fully, which enables you to even automate it
- Level 4: you can improve measurements by controlling the result
- Level 5: you eliminate all buffers and make it perfect but unfeasible: Pareto inefficiency



Keeping C2M that simple, you can think about it easily in the context of any capability you can imagine. C2M becomes an inner compass for you in everything you do. So C2M earns you the capability to transfer the C2M everywhere and become systemic yourself.

You will finally feel well when you are experiencing that all you do is somewhere in levels 2-4. The levels become some kind of a spectrum with a middle comfort zone and radical edges with level 1 and 5.

You always will search for the system behind what you do.

It is useful to change the word goal, or targets with system. You will have a complete different meaning: a systemic new perspective on efforts at hand.

About Level 1:

C2M is the simplest way to work scientifically all the time.

Even “Try and Error” becomes the C2M level 1 of working in a scientific way. You guess how to do it, you try it and you look at the result. This is the core essence of a scientific model building process. In just other words, you have a thesis; you test it; that brings you to a hypothesis of the inner and the outer system and you finally are capable to create the system by a synthesis of all you learned throughout this process.

C2M obviously is also a foundation for “system thinking” and provides you with the way to build the model for the system, in other words to “design the system”. Since this chapter is about fundamental simplicity of mature capabilities, we cannot teach you all the wonderful resulting maturity models now. But we can offer you now to dig into “System Design Thinking” (system thinking + design thinking) and even Systemic Business Design later. Nevertheless, we will pick out three essential maturity models and introduce them to you as a self-assessment tool, to make it easy for you, to find out how mature your process to a digital business is already.

About Level 2:

In (the previous chapter) you had already the chance to see and learn that with the Business Model Canvas even a Business becomes a system. You already saw how it even helps you to re-recognize Business Model patterns as the Long Tail, the Fermium or the Multi-Sided Pattern. This is what happens at C2M Level 2. You start to recognize what repeats. You see patterns. You can create templates from them. You start a new capability: to maintain a pattern library of templates. You enable reuse and quick adoption.

About Level 3:

The magic, which happens at C2M level 3, is of a total different kind. Your understanding becomes complete, and your level 2 templates grow to mature, proven complete components. This means reusable fully defined systems, which you can combine: you can serially reuse them or parallel, you can cascade and bundle them to even bigger blocks of components. Coincidence becomes a legacy.

All of this concludes that you have done a complete paradigm shift from level 2 to level 3. And that’s what a jump from one level to the next level is really all about. This is a paradigm shift.

So the C2M maturity model is really a spectrum – a continuum of paradigm shifts – level by level. So you need to have the courage for maturity to make paradigm shifts a regular habit as you grow. No courage to jump to the

next level of maturity: no paradigm shift, no growth. You need to jump. Again and again ...

Systemically this means, you have to change the outer system how you do the things. Your framework. Each level has its own frame conditions, and therefore is another outer system. Within you do the same thing differently then you did it in the previous maturity level. The inner systems are different on the next level, though they achieve the same things. Only better. That means: more mature.

Do you already have the C4M? The "courage for maturity"? To regularly change the level of maturity to continuously keep growing?

About Level 4:

With level 4 you integrate another new capability. Act on what you measured.

Even at level 1 ore 2 you can add measurement points to your process. But in these levels it's highly likely, that if you measure the same part or quantity, the results may differ totally. Just because it's not fully defined below level 3 how you do it. So the measurement is quite useless.

So to make the measurements useful level 3 is a precondition. If you measure the same thing or quantity twice in level 3, you will always get the same result. Because its fully defined how to do it. That does not mean that the measured result is a good result. At least it's the same again and again. Even if you do not like it.

Now you are able to act on it.

But acting into a better result is a new capability, which you have to mature from level 1 to 4 now. Your first try of a compensation action to achieve a better result may be quite individual chaotic and in worst case even end up with an even worse result. In repeating this, you will find the pattern behind it and act more likely in the right compensating direction. But only on level 3 you can predict the effect of you compensation action. So you reached level 4 ... you are able to control the output of the system. You can make it worse or better, however you like.

About Level 5:

You reached the top. Should you ignore level 5? No, learn what it is about and appreciate it but beware of the intrinsic pitfall. Instead, prepare to jump. You cannot improve the system within this spectrum efficiently any more. Since there is always an outer system, jump in the next maturity level on the outer system. Too abstract?