



An Advancing Profession: Teams, Trends, and Technology in Coaching: Chair Narrative Reflections on the 2022 Regent University School of Business and Leadership Professional Coaching Roundtable

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Regent University
Roundtable: Professional Coaching

This article highlights insights from three live panel discussions about professional coaching presented at the Regent University School of Business and Leadership 2022 Annual Roundtables. Ten presenters from this event are featured in this reflective narrative. The live panels provided an opportunity for all professionals who recorded presentations to have a voice in the live element of the roundtables. These panel discussions advanced the professional coaching conversation, as presenters included research and ideas from recorded presentations. The panel content was collaborative, engaging, and authentic. My reflection of this event is intended to expand the professional coaching field as a whole.

Key words: coaching, development, organizational, leadership, teams, global

Leadership coaching is a viable growing leadership development tool. According to Training Industry (2021), the reported global organizational spending in 2020 is \$357.7 billion. In data presented by Prokopeak (2018) in Chief Learning Officer, leadership coaching was the second highest preferred method of leadership development, behind instructor-led training and followed by e-learning. The above is data from the organization officers. Adding to that, according to Day (2000), leadership development

builds leader capacity. There are a variety of circumstances and situations in which leadership development takes place. Leadership development can result from intentional investment. Abel and Nair (2015) report that “executive coaching is an experiential and individualized approach to leader development that builds a leader’s ability to achieve short- and long-term development goals” (p. 8). This data concerns one trend in coaching: leadership development. Much of the reflections that follow focus on coaching and leadership development.

As part of the Regent Roundtables proceedings, this article highlights input from 10 professional coaching practitioner research presentations. The presentations were prepared for the Regent University School of Business and Leadership 2022 Annual Roundtables. What follows is an overview of the roundtables, general reflections concerning the process of determining live panel participants and topics, highlighted contributions from panelists, and reflections and summaries from the roundtable chair.

The Call - An Advancing Profession: Teams, Trends, and Technology in Coaching

In 2022, the Regent University School of Business and Leadership (SBL) hosted virtual roundtables. The overall theme was “Continue the Mission,” reflecting our commitment to Regent University’s mission of Christian leadership to change the world. Professional Coaching was one of nine field-specific roundtables. A call for abstracts was issued to researchers and practitioners and noted the following:

The intentionality of continuing the 2021 Professional Coaching Roundtable theme opens the door wide for the expected variety of papers, presentations, and cases. Team coaching is expanding globally. The trends include executives, nonprofit leaders, individuals in every generation, and church leaders, utilizing coaching to strengthen their leadership. Technology is an expanding tool for connecting with clients and supporting individual change. What models are being used and developed? What is happening to the best practices of coaching? How are professional coaches adapting to meet client needs? How are organizations using coaching to strengthen leaders? How is coaching expanding globally? Perspectives and topics abound in consideration of “An Advancing Profession!” (Regent University 2022 Annual Research Roundtables)

Through the roundtable presentations, registrants were provided a glimpse of the vast and expanding impact of coaching.

Components of the Professional Coaching Roundtable

The SBL Roundtables included three components: a recorded presentation, a written article, and live panel discussions. Presenters were not required to participate in all three aspects of the roundtables. All were required to prepare a recorded presentation

which was available to roundtable registrants prior to the scheduled live roundtable panels. In the Professional Coaching Roundtable, all presenters were invited to and did participate in live panel discussions during the two days of the scheduled roundtables held September 9–10, 2022. All presentations in the Professional Coaching Roundtable were from professionals and practitioners who are also researchers and academics. These combined roles forward ideas, practices, and perspectives taking place in professional coaching trends. The live panels provided an opportunity for all professionals who recorded presentations to have a voice in the live element of the roundtables. Three panels were created within the Professional Coaching Roundtable to highlight concepts and practices, create collaborative discussion, and advance the professional and academic conversations about coaching while engaging participants. Each live panel's moderator and participants spouted off spontaneous questions to open the conversation around the panel's topic. Dr. Diane M. Wiater, Regent University School of Business and Leadership adjunct professor, served as the Professional Coaching Roundtable chair and moderated the three panels: 1) Technology and Communication, 2) Coaching as a Tool for Preparation, and 3) Coaching Globally and in Teams and Organizations. Panel topics and groupings were determined by the roundtable chair after abstracts and proposals were accepted.

Two individual presentations to highlight focused on crucial coaching components: communication and psychological safety, presented by Cara Conley and Dr. Kelly Whelan, respectively. These components and competencies embodied the coaching experience. If coaches do not build and create a safe environment, clients may not open up or trust the coach to partner with them and support them in a coaching relationship. This is problematic and damaging to the intent of coaching.

The three live panel discussions advanced the conversation, as presenters included research and ideas from experience, practical research, and recorded presentations. The panel content was collaborative, engaging, and authentic. This written reflection focuses on the panel presenters and their insights and includes quotes from each presenter. Recordings of the live panel presentations are not available to the public. Panel highlights and summaries are presented in the sequence of live airing (see Appendix).

Panel 1: Coaching, Technology, and Communication

Three presenters comprised Panel 1. Dr. Thomas Anderson, II presented, "The Double Entendre of Coaching Technology." Dr. Jeffrey Doolittle presented, "Virtual Coaching is Inevitable and Effective," and Conley presented, "Coaching Conversations and Communication Theory" (see Appendix). These three presentations were selected for this panel, as communication is core to coaching. Anderson noted in his opening comments that he examined a couple of questions: "How is virtual coaching, disrupting communication and leadership and organizational norms?" and "What effect does technology have on coaches and coaching practices?" Anderson, noted that he views

“coaching technology as a double entendre,” interpreting it “in two ways, . . . coaching technology being interpreted as number one . . . and technology can be used to deliver coaching.” Anderson continued, “Digital coaching is converging with the act of coaching being adopted into your larger organizations that never used coaching.” Presenting another point of the segment, Anderson noted, “Digital coaching platforms are here to stay.”

As Anderson added his closing comments in the panel, he noted, “digital coaching is disruptive.” “I would suggest leaning into that disruption and getting ahead of it.” And finally, “you can use those (digital coaching) tools, whether you're an internal or external coach, to get ahead of the disruption.”

Doolittle opened his comments with, “Coaching doesn't have to be face to face to be personalized and effective.” He continued, “Research supports effective skilled coaches can effectively utilize virtual technology to achieve lasting results.” “We need to think about coaching competencies broader than we have traditionally and consider virtual collaboration.” He noted, “I do believe with the technologies, they enable personalization if you know how they're used.”

Doolittle closed with a bold challenge:

It's not about virtual coaching or in-person coaching but coaching and using virtual collaboration tools need to be considered most effective to the situation, the context, and the leader and coaching competencies, coaching competency models, that we use for the development and advancement of the profession need to start accounting for the rapid advancements in technology around virtual collaboration.

Conley opened her comments in the panel noting, “You don't have coaching without coaching conversations.” She continued, “Trust is the precursor for deeper and more meaningful conversations . . . as your relationship [coach and client] progresses, trust increases, you're going to have deeper conversations.” Conley’s roundtable presentation highlighted the emotional intelligence of the coach, and coaches needing to build EQ skills. She noted the five constructs of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) and encouraged coaches to tap into EQ as they “lean into the conversation, it shows you’re there, listening and learning, empathizing, awareness . . . and increasing interest.”

Conley offered her final comments in the live panel, centering on client uniqueness and honoring the client. “There is nothing else in all creation that is made in the image of God.” “Technology can't replace us [Christian coaches], it's not made in the image of God.”

Chair Summary and Comments on Panel 1

Coaching is people centered. Coaches serve clients through trusted relationships and coaching competency. Coaching competency includes skill, wisdom, relationship, and process. The disruption of technology can greatly benefit clients. Online learning was peaking its head through the new technology window 25–30 years ago. Now, the field of education and learning would be nearly non-existent without technology. Coaches, let us lean in. One means of leaning in will be setting standards and expectations. Anderson tells coaches they can and should evaluate the technologies as they consider and then select them for use. He offers the reminder of possible monetary benefits to coaches for using and promoting various technologies. Doolittle raises a flare and a banner suggesting the development of virtual coaching competencies, in essence, saying that we know this is happening, let's not just let it free flow. Boundaries around virtual coaching and a foundation under it can intentionally develop this modality of coaching.

In this live panel's closing comments, Conley noted that people are the only creatures created in the image of God. In one of its foundational documents, "Christian Coaching Distinctions," the Christian Coaching Network notes, "In Christian coaching we understand that respect and impression of self are based not on personal accomplishment or goal attainment, but on the value of life because we have been created in the image of God" (Christian Coaches Network, n.d.). Conley's note of needing discernment to honor the client in the coach's tool selection keeps the client's dignity at the forefront. In my roundtable presentation, my definition of coaching states, "Coaching is an agreed upon, client-centered, and client-driven partnering relationship, skill set, and process honoring the client which leads to growth and transformation for the client." Honoring the client is, has been, and remains central to coaching.

Panel 2: Coaching as a Tool for Preparation

Four practitioners comprised Panel 2. Dr. Shanita B. Brown presented, "C.O.D.E. Leadership Development Curriculum." Dr. Shoneen N. Brown presented, "A Model for Coaching in Enrollment Management as a Proactive Development Tool for Incoming Students." Dr. Carmellia Shivers-Cole presented, "Coaching the Future Workforce," and Dr. Sophia Rudisill-Holmes presented, "Sustainable Infrastructure for a Growing Mentoring District Initiative" (see Appendix).

Through the live Panel 2 conversation, we were presented several generational situations that demonstrated the use of coaching as a tool for leader preparation. Rudisill-Holmes's presentation demonstrated the development of a viable infrastructure through which coaching and mentoring are being tested and used to create a path to success in a school system reaching tens of thousands of students. Shanita Brown demonstrated the flexibility of a coaching model she created, known as the C.O.D.E. model (connect-obstacles-development-execute), as she implements it with

adults and students. Shoneen Brown developed a coaching model to support and engage non-traditional students in higher education; non-traditional students can be characterized as individuals who did not go the traditional route of immediately continuing their education after graduating high school. She is implementing aspects of this model particularly connecting students to their “why” or their motivation in returning to higher education in pursuit of a degree.

Shanita Brown noted, concerning young people, “The C.O.D.E coaching model comes in to help them [students] create that awareness and authentic power around their thinking, feeling, and choosing.” This centers around the leadership principle of self-leadership. In talking about empowerment, she added that the curriculum is “all about integrating the learning and the coaching together so that people can have a hands-on experience with their learning where they can be accountable, where they can create this awareness to take control.

Shoneen Brown, in talking about her coaching model as a proactive tool, stated that non-traditional students noted their need for support:

They need partnership and they need someone to believe in them that they will be able to meet their goals. I believe coaching is the perfect tool to implement . . . to help them to be able to meet their goals.

Brown noted that coaching could assist them as they “unpack their talents” and provide insight into who they are as a person. She further noted that her “model is going to disrupt the current admissions process,” adding it can assist in reframing what “success looks like . . . and move into identifying success markers” for individuals. Brown closed her comments by noting “40% of students who begin courses, or adult learners that are non-traditional students, don't finish. And a lot of that is because of the fact that they probably don't feel supported.”

Shivers-Cole addressed the need for culture and perspective change through her career development curriculum designed to integrate individuals of multiple generations in the workforce. She noted the necessity for embracing younger generations in the workforce and using coaching as a means of preparing them and taking care of them. Shivers-Cole also noted that the current workforce cannot ignore the coming generations but must adjust. A means of helping the existing generations adjust is through the use of coaching. Shivers-Cole explained that the generations must “work together to adjust Generation Z to the workforce so everyone can have balance.” She noted a 40 million people gap from those exiting the workforce through retirement to those entering it in the younger generations.

Rudisill-Holmes’s model and infrastructure incorporate three core components of leadership development: training, mentoring, and coaching. Her model focuses on mentors. In her model, “mentors, caring adults, as we call them, provide a relationship

that supports young people in navigating complex systems as they build their self-efficacy practices.” Coaching is one activity that occurs through the mentoring relationship, and Rudisill-Holmes noted “Coaching conversation is foundational between mentee and mentor because it creates an exchange that facilitates that transformation that we've all come to know and love.” According to Rudisill-Holmes, her work “is not easy, putting a scalable, sustainable infrastructure in place that will yield impact in the lives of youth, not only in the city of Baltimore but across the nation.” Rudisill-Holmes continued sharing that while it is not easy, “it is essential for our future emerging leaders.”

Chair Summary and Comments on Panel 2

In the second live panel discussion, Drs. Shanita Brown, Shoneen Brown, Shivers-Cole, and Rudisill-Holmes discussed rising generations and how their coaching models and processes are being used as tools for leader preparation. Through their research, the self-awareness of the coming generations and their needs for focus and tools for building confidence in decision-making and designing actions are gaining traction.

In my recorded presentation, I coined the phrase, the “Golden Trifecta of Leadership Development.” Furthermore, I suggested that it includes, 1) training, 2) mentoring, and 3) coaching, which happen in the expanse of experience. In order for one to develop as a leader, there has to be the context of experience. The experience is the backdrop, fore drop, and present drop, which give life and activate the impact of leadership development. What we see trending in the field of coaching is that it is being offered or provided to younger generations. Even Gallup is using a version of CliftonStrengths© in schools. Coaching can bring disruption because it brings change and transformation.

Panel 3: Coaching Globally and in Teams and Organizations

Three participants comprised Panel 3. Dr. Sally Fry presented, “From Vision to Implementation: Coaching in a Church Denomination (A Case Study).” Dr. Ulf Spears presented, “360° Global Kingdom Leadership Coaching Journey ‘From Graduation to the Globe,’” and Dr. Kelly Whelan presented, “Coaching through Psychological Safety with Teams” (see Appendix).

Through this panel, a case study demonstrating successful implementation of a coaching initiative was presented by Fry. The process and techniques used by Fry revealed the importance of leader support in such initiatives as well as the value of empowering organizational members through choice in tool selection. Fry noted a key to the success of the initiative was in providing members with a coaching experience.

Spears developed a family coaching model more than 10 years ago and has been training leaders of families in it since. This model approaches the family as an

organization and assists in developing healthy family constructs, relationships, and practices.

Whelan presented on trusted relationship as a component contributing to the transformative experience of coaching. Through relationship, coaches partner with clients, support clients, and demonstrate belief in clients. It is not a false or manufactured belief, but a genuine heartfelt conviction about the client and their potential. It is partnering with the client to help them fulfill their potential.

Fry is successfully implementing coaching as a leadership development tool within her organization. She noted that part of her success is in presenting coaching as part of a toolbox rather than the sole solution, and shared, "Our leaders are now beginning to recognize coaching as a distinct skill, as we were talking about previously, within their leadership toolbox." Leaders select when to use coaching and coaching skill. Fry further attributed the success of the leader and program development to providing a coaching experience, and shared:

I would say one of the key things that I have noticed is allowing that individual to experience coaching. I think once they have personally found the transformation, the accountability, those aha moments where they are, they're discovering answers to their challenges. Once they personally experience it, they have that willingness to say, "I've got to use this with my staff. I absolutely have to do this when I'm talking with people."

As Whelan opened her comments on trust and psychological safety, she drew from a panel earlier in the day stating, "Cara Conley, earlier in the live session [Panel 1], talked about trust and this being the precursor to deeper conversations and relationships." Whelan continued, "We, as coaches, must understand how to assess trust, how to assess psychological safety," and then further noted:

Trust is the outcome of the experience that our teams are having. And psychological safety is that experience. So, as coaches and coaching leaders working with teams, we must open that door for others to enter and feel safe, so together, they can serve, and we can serve as coaches more effectively and productively.

In responding to a question concerning culture and how the organization receives coaching, Whelan emphasized that as coach, consultant, facilitator, or trainer, "I'm able to see what is coming up in the data, what it is this team is really experiencing. Many times, the readiness may not be there right away for coaching." When this happens, Whelan notes, "We step back and always meet the team where they're at."

In Whelan's closing comments, she noted:

And as we just move into all God is calling us to and through as coaches, as coaching leaders, let's never discount the ability to create spaces for people to step in and up. It is our responsibility to do this. Your clients are uniquely created and need others to open the door so each of us can do the work that God is calling us to.

In contributing to the discussion of creating a psychologically safe environment, Spears noted he and his wife, Carrie, have to be aware of this. He added, "What we do sometimes is we just would teach people basic skills and coaching, to not harm each other and not tear down the family." Noted in their training, "We make sure they know that we are coaches, not counselors, we do refer people to counselors if they have deep-rooted issues. The other thing we do is we do separate coaching in some ways from mentoring and training." He went on to say, they work at keeping the boundaries of coaching intact. Spears noted that 10 years ago when he began this global journey of implementing his model and teaching others to use it, he had no idea his pioneering would lead to more than 3,000 family leaders being trained in coaching skills.

Chair Summary and Comments on Panel 3

In organizations, teams, and global environments, psychological safety and trust are paramount. In the final live roundtable panel, the conversation cycled to psychological safety and trust. The roles each contributor had in this discussion varied. Among those roles were training pastors in coaching, training family leaders as coaches, training coaches, and coaching teams. Yet, each panelist stressed creating psychological safety and trust as primary for successful training and coaching in their situations.

In addition, Fry highlighted the value of experiencing coaching as a path to building awareness and enthusiasm for pastors who are learning coaching skills. Spears, in discussing the differences between coaching and counseling, presented the integration of scripture as part of the ebb and flow of the coaching conversation in the model he developed and is using. Whelan challenged leaders to take on the responsibility to create spaces for leaders to step up. From these three practitioners, we can learn that professional coaching is strengthened by a coached experience, integrating scripture, and creating safe spaces for leaders to step up.

A Continuing Call

The overarching theme for the 2022 Research Roundtables was "Continue the Mission," reflecting our commitment to Regent University's mission of Christian leadership to change the world. Coaching is a means of bringing about change for individuals, teams, and organizations. There is no sector untouched by coaching and coaching experiences, particularly when we look at leader development. Through the highlights of these three

live panels, we heard of the impact of coaches on individuals, teams, and organizations around the globe. Research practitioners shared models and the integration of theory as they pertain to the application of coaching. Coaching is a partnership through which performance is raised and potential is fulfilled.

As the roundtable chair, I express gratitude to those who responded to the call and participated in the 2022 Regent University School of Business and Leadership Professional Coaching Roundtable: Trends, Teams, and Technology. Coaching done well is transformative and honors the client and their uniqueness. These presentations demonstrated the influential and transformative impact professional coaching is making globally.

I now raise my voice to the call for researchers and practitioners to partner for research, model development, and more case studies utilizing assessments, demonstrating processes and coaching models, particularly concerning the following areas.

- Intergenerational workplace productivity
- Global and team impact
- Use, value, and disruption of technology in coaching
- Honoring individual uniqueness
- Communication skills in coaching effectiveness
- The use of coaching in education
- Coaching as a leadership development tool
- Developing trust and psychologically safe environments
- Virtual coaching competencies.

I challenge practitioners and researchers to heed this invitation for submission to the call for the 2023 Professional Coaching Roundtable.

About the Author

Dr. Diane M. Wiater received her Doctor of Philosophy in Organizational Leadership from Regent University. She is an adjunct professor with Regent University in the School of Business and Leadership and has chaired the Coaching Roundtables since 2012. Dr. Wiater is a coach's coach. She served on the inaugural board of the Christian Coaches Network International and is a Gallup Certified Strengths Coach, a coach trainer through Lifeforming Leadership Coaching, and is certified to administer the MBTI. Dr. Wiater has been teaching and training coaches for nearly 25 years. She is the founder and CEO of Wiater Consulting Group, LLC.

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Appendix

Professional Coaching Roundtable, Presenter Biographies, Presentation

Titles and Descriptions

Dr. Thomas E. Anderson, II

Dr. Thomas E. Anderson, II is the founder of Teaiiano Leadership Solutions. As a coach, consultant, and workshop facilitator, Thomas helps founders, leaders, and managers navigate the multi-loop (and often elusive) process of vision development and realization. In fact, he measures results by how much he helps clients transform their vision into reality. Thomas is a recurring presenter at Regent University's Annual Research Roundtables and has published academic articles on coaching. He also has over 20 years of experience leading high-performance music ministry teams. Above all, Thomas enjoys being a devoted husband to his wife, Jamie, and dedicated father to his daughters, Arianna and Azalia.

Presentation Title: The Double Entendre of Coaching Technology

The current buzz around digital coaching points to a double entendre. On one hand, coaching represents a type of technology and nothing short of a communication innovation. On the other hand, technological advances combined with an abundance of venture capital have enabled unprecedented growth in the digital coaching space. Not everyone views this growth favorably and some have questioned whether the democratization of coaching has led to its commoditization. What a provocative claim! Because a review of coaching technology platforms can leave a practitioner with more questions than answers, this presentation will 1) explore the coaching tech landscape, 2) review a handful of platforms used for coaching within organizations, and 3) make recommendations of how human coaches are augmenting their practices with technology.

Dr. Shanita B. Brown

Dr. Shanita “Nita B” Brown is an inspirational leader specializing in leadership development. Dr. Brown empowers leaders to lead well through coaching, training, speaking, and teaching. After being in leadership for 18-plus years, Dr. Brown knows what truly defines leadership: leading yourself first.

Dr. Brown is passionate about the soul of leadership, which is the thing that gives leaders, leadership, and organizations purpose. Dr. Brown's research and proven coaching model and leadership development curriculum creates self-awareness and engages others, inspiring them to find meaning and wholeness by unlocking and maximizing their potential in their character and competence.

Dr. Brown is also a Bible teacher, licensed minister, and certified life and leadership coach, continuing her coach training credentialing with Coaches Edge and Christian Coaches Network (CCNI). She is a dynamic, engaging, and influential empowerment speaker. Her messages transform and challenge her audiences to be their best selves.

Presentation Title: C.O.D.E Leadership Development Curriculum

The C.O.D.E coaching model engages people and inspires them to unlock and maximize their potential by helping them find meaning, wholeness, value, and motivation in their thinking, feeling, and choosing. The C.O.D.E coaching model is the foundation for creating the C.O.D.E Leadership Development Curriculum. The curriculum has three pillars of focus to support leaders and strengthen their leadership to improve authentic power, self-awareness, sense of identity, and empowerment.

Dr. Shoneen N. Brown

Residing in Norfolk, VA, Dr. Shoneen Brown works as the associate director of admissions evaluations for Regent University. She is an accomplished leader and management professional, highly effective in incorporating coaching techniques, teaching, and creative leadership skills to achieve employee development and retention. Over 20 years of experience in various industries, including hospitality, food and beverage, and higher education, she is an innovative problem solver and decision maker. As the founder and owner of The Resilience Group, LLC, Dr. Brown believes coaching is an invaluable, powerful, and measurable tool for developing a wide range of skills. Her research centers around the practical implications of coaching in profound personal and professional development, student retention, employee engagement, and homelessness recovery. She enjoys cooking, traveling, and long drives in her spare time. Her life's goal is to introduce individuals to the love of Christ through the unique process of coaching.

Presentation Title: A Model for Coaching in Enrollment Management as a Proactive Development Tool for Incoming Students

Adult learners, typically defined as non-traditional students over 25, comprise close to 40% of the incoming college-going population from various social and economic backgrounds and experiences. These students negated the typical shift from high school studies to college – choosing to enter the workforce and start families. Most return to school to breathe new life into a career, increase financial stability, early retirement, or launch a second career. However, traversing from industry to academia requires overcoming several challenges, including culture shock, balancing personal responsibilities and academic requirements, and the need to revisit fundamental techniques. In higher education, coaching is a proactive springboard for success during the first critical semesters of a new student's academic career. Empowering students to

identify goals, break down barriers, and stay engaged and motivated, coaching maximizes the potential to achieve academic and professional success.

Dr. Carmellia Shivers-Cole

Dr. Carmellia Shivers-Cole is a keynote speaker and coach specializing in character and leadership development. She coaches individuals, educational institutions, organizations, and athletic programs to be their best. Dr. Shivers-Cole uses her more than 25 years of coaching experience as a resource to educate others. Her passion is sharing skills to inspire, motivate, empower, and communicate for life and leadership. She educates on how the emergence of Generation Z will present the future multigenerational workforces with many challenges and opportunities for success. Her insights, ideas, and strategies with leading Generation Z are a catalyst for global talent that will truly change the world. She is married to Lieutenant Commander Randy B. Cole, Retired United States Navy. They have two sons, Houston and Austin, and a beloved dog named Stewie.

Presentation Title: Coaching the Future Workforce

Currently, there are five generations in the workforce, including Generation Z; each approaches issues differently depending on their generation of birth. Organizations are seeking effective strategies to address the leadership skills gap that will exist in the future workforce. Coaching can help employees and leaders realize their full potential to facilitate transformation, motivation, and excitement during times of change. By 2022, market trends indicate that the coaching industry will have expanded by 89% (Uta, 2019). In light of these findings, it is my intention to contribute to the research and best practices for coaching Generation Z. My years of coaching and doctorate research at Regent University have enabled me to examine and add to the body of knowledge regarding the integration of Generation Z into the global workforce. This presentation will provide insight and understanding into the impact coaching can have on the success of the future workplace.

Cara Conley

Cara Conley is a student at Regent University finishing a master's degree in organizational leadership with a Leadership Coaching and Mentoring concentration. She has a wealth of experience in the hospitality and higher education industries, but recently made a clarifying career change to disciple and raise her child. Her time at Regent has instilled a passion for embracing, living, and teaching a biblical worldview within the body of Christ, and she intends to use her coaching and organizational leadership studies to "train up" the next generation—especially other mothers and young children.

Presentation Title: Putting the Bread and Butter on the Table: The Importance of Applying Communication Theory to Coaching

Conversations are the bread and butter of coaching; they sustain coaching relationships and give credence to the profession. Coaches rightfully advocate for adhering to the ICF and CCNI core competencies. Communicating effectively is arguably the most important competency. Naturally, this includes powerful questioning, active listening, and minimizing distractions, but isn't there more to communication? If coaching conversations are the proverbial mainstay of the profession, it stands to reason that coaches must understand, embrace, and employ effective communication theories and concepts. This article conceptualizes the literature on communication and coaching conversations, merging the discoveries to shed light on the importance of applying theory to practice. We are situated people coaching across cultural, generational, political, social, spiritual, and even emotional differences. For Christian coaches, applying communication theory to our coaching practice supports the biblical concept of there being one body with many parts; through informed, effective, and discerning communication, Christian coaches can draw out clients' unique God-given gifts. Their clients can leave the coaching table *fulfilled* and with directional clarity when coaches encourage and model effective communication.

Dr. Jeff Doolittle

Dr. Jeff Doolittle has helped business owners and executives of small businesses to global Fortune 50 companies, and his work is taught in university classrooms. He is the founder of Organizational Talent Consulting, a premier executive coaching and business consulting firm for leaders and organizations interested in achieving success and significance. Jeff has helped hundreds of people on the road to recovery from life's hurts, habits, and hang-ups through a nonprofit community ministry he started in his hometown. Jeff received his Doctorate in Strategic Leadership from Regent University and is a certified International Coaching Federation executive coach. Jeff is the author of *Breaking 10 Leadership Bad Habits*, a comprehensive field guide for creating good leadership habits, breaking bad ones, and achieving success and significance. You can read his current articles on his blog [Organizational Espresso](#).

Presentation Title: Virtual Coaching is Inevitable and Effective

The world has changed, and the hybrid workplace with work-from-home opportunities has shifted in-person meetings and events to virtual. Going to work for many employees today has taken on a new meaning. Technology enables individuals and teams to work collaboratively remotely. There is no need to ask if business owners and executives should use virtual coaching platforms. Instead, a better question is if quality coaching relationships can be developed through technology, and if so, what are the best approaches? This author's premise is based on research; virtual coaching offers added convenience, service, and support benefits over traditional face-to-face coaching.

Coaching does not have to be face-to-face to be personalized and effective. A skilled virtual coach can effectively utilize virtual technology to achieve lasting results.

Dr. Sally Fry

Dr. Sally V. Fry serves as the leadership development specialist in the Northeastern District of the Christian and Missionary Alliance. Her passion is helping leaders expand their influence by deeply understanding their strengths, developing plans for growth, and providing accountability. As a clergy member, she provides coaching and training to ministry leaders, engages in church consultations, and teaches seminars on resolving conflict in a biblical way. She holds a Doctor of Strategic Leadership from Regent University, along with degrees in instructional design and technology, education, and psychology. Before joining the Northeastern District team, she worked in higher education for over two decades in student development and as a university adjunct faculty member while serving in lay ministry.

Presentation Title: From Vision to Implementation: Coaching in a Church Denomination (A Case Study)

Pastors are becoming a scarce resource, and with the challenges of recent years, many are considering quitting ministry. This case study describes action that one denominational region is taking to implement a vision of coaching in their district. From training workshops to intentional conversations, the coaching culture of this denominational district has started to change. Dr. Fry shares specific examples of a workshop training schedule, the observed impacts resulting from a culture shift, their planned next action steps, and the anticipated future challenges.

Dr. Sophia Rudisill-Holmes

Dr. Sophia Rudisill Holmes leads the Mentoring and Adult Relationships (MAR) Initiative within the Baltimore City Public Schools district. MAR is a district-wide strategy to ensure that over 77 thousand Baltimore City Public School students have a caring adult supporting them with a support plan that links them to post-secondary opportunities after high school completion. Sophia brings over two decades of local and national experience in programming, operations, and leadership development, focusing on access and opportunity while finding your voice. Sophia has a Doctor of Strategic Leadership focusing on Leadership Coaching from Regent University, a Master of Arts from New York University in Music Business, and a Bachelor of Music in Vocal Performance. Sophia lives in Baltimore, MD with her husband and two brilliant children.

Presentation Title: Sustainable Infrastructure for a Growing Mentoring District Initiative

Caring adult relationships provide a safe, brave space for young people to unpack life as they navigate complex systems, manage change and make decisions that can lead to self-efficacy. Research suggests, “1 in 3 young people in the U.S. will reach the age of 19 without having a mentor. This is the mentoring gap in the United States” (MENTOR, 2021). Learn more about the newly launched Mentoring and Adult Relationships (MAR) Initiative and its plans to work toward closing the mentoring gap for close to 77,000 Baltimore City Public School students. This presentation will review the strategic approach, its impact, and the subsequent phases designed to increase the capacity of caring adults in students' lives in every school building through systemic alignment, coaching conversations, and equitable distribution of resources.

Dr. Ulf Spears

Dr. Ulf Spears has more than 25 years in the fields of education, nonprofit, business, and leadership development globally. He is an author of four coaching and leadership textbooks: *Coaching Leadership Families*, *360° Global Kingdom Leadership*, books 1, 2, 3. Dr. Spears is a community leader and an advisor to leaders and their families in order for them to remain strong and healthy in society. He has served as an advisor, adjunct instructor, department lead, and dean at Warner Pacific University over the last 12 years. He holds a bachelor's degree in psychology from Corban University, a master's degree in management from the University of Phoenix, a Certificate of Advanced Graduate Studies in Leadership and a Doctor of Strategic Leadership (DSL) degree from Regent University. Dr. Ulf and his wife, reside in Vancouver, WA.

Presentation Title: 360° Global Kingdom Leadership Coaching Journey “From Graduation to the Globe”

360° Global Kingdom Leadership Coaching Journey “From Graduation to the Globe” is a presentation that chronicles my coaching journey starting with my 2012 graduation from Regent University through London, Poland until now. I will be presenting on what I learned in the real world about coaching strategies, context, presence, meetings, and much more. In addition, I will compare and contrast the differences, effects, and take aways of coaching global leaders and families throughout the world. Finally, I will be presenting coaching thoughts from my newest textbook called *360° Global Kingdom Leadership, Book III: Going Global with Coaching Leaders and Families*, which takes a fresh perspective on the topic of coaching. The textbook's content was refined in over three thousand coaching sessions and training hours along with extensive academic research and study.

Dr. Kelly M. G. Whelan

Dr. Kelly Whelan is a globally recognized executive and team development strategist and founder of Belem Leaders in Naples, FL. Dr. Whelan specializes in individual, team, and organizational assessment and leader development services. She is certified as a Gallup Strengths Coach and holds a European Mentoring and Coaching Council (EMCC) Team Coaching Practitioner Accreditation. Dr. Whelan is the author of *Leadership Excellence by Design Strategies for Sustainability and Strength*, hosts the *Conversations for Leaders & Teams* podcast, is an adjunct at Regent University where she earned her Doctor of Strategic Leadership in 2017), and is the president of Naples Leaders Inc., a nonprofit that delivers educational opportunities to include the Global Leadership Summit to Collier County, FL and beyond.

Presentation Title: Coaching through Psychological Safety with Teams

Psychological safety in teams is paramount to its success. When team members feel valued, wanted, accepted, and heard, psychological safety is established. When the collective body is psychologically safe, trust and powerful team learning is the outcome. As teams learn to operate in a state of psychological safety, they become more than high-performing teams, they become high-value creating teams for their stakeholders. This presentation outlines the difference between psychological safety and trust and offers practical tips for coaches and teams to generate psychological safety through agreements, processes, and systems.

Dr. Diane M. Wiater

The Professional Coaching Roundtable is chaired by Dr. Diane M. Wiater. She is a trusted strategic partner, profitable business manager, and effective leader developer. Diane is a Gallup Certified Strengths Coach and is also certified to administer the MBTI. Dr. Wiater is a coach's coach. She has been training and teaching coaches for more than 25 years. She served on the inaugural board of the Christian Coaches Network International (CCNI). Her passion is seeing leaders grow, thrive, and lead well! Diane earned her Ph.D. in Organizational Leadership from Regent University, an academic faith community in which she has served for nearly 30 years. She enjoys celebrating life with family and friends, boating, water skiing, hiking, traveling, and juggling.

Presentation Title: Coaching is . . .

Coaching is a leader development tool, a transformative process, a means of getting unstuck, a means of growing and achieving goals, a relationship, but what is it? In the recorded presentation, Dr. Wiater addresses the fullness of coaching and its value to individuals, teams, and organizations. This presentation centers on coaching as ministry. In the live panel discussion on Saturday, Sept 10, 2022, we will further explore coaching as ministry.