

https://dspace.org/

Coaching for executive presence: a descriptive account

Dunnink, Jacqueline Shekinah

2017

http://hdl.handle.net/10539/23373

Dunnink, Jacqueline Shekinah (2017) Coaching for executive presence: a descriptive account, University of the Witwatersrand, Johannesburg, <http://hdl.handle.net/10539/23373>

Downloaded from a DSpace repository. https://dspace.org/

Coaching for Executive Presence:

A Descriptive Account

Jacqueline Shekinah Dunnink

9304786T

A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of

Master of Management in Business Executive Coaching

Johannesburg, 2017

February 2017

ABSTRACT

Executive presence is suggested as critical for the success and efficacy of leaders in the complex and uncertain environment of 21st century organisations. This research study offers a formulation and description of the construct of executive presence and establishes the relevant and impactful aspects of coaching for executive presence; hence the study makes a contribution to the development of a theoretical body of knowledge.

Executive presence is an emerging construct and executive coaching is still in a theory building stage (first meta-analysis in 2009). Currently, practitioners in the field of executive presence development and coaching for executive presence are operating in the absence of a solid theoretical foundation, and this may detract from good practice or even impact negatively on the credibility of the coaching profession.

Due to the emergent nature of the construct there is a great deal of meaning that needs to emerge; and so a qualitative phenomenological research method is appropriately utilised in this study.

Based on the evidence-based literature review and research findings a definition for executive presence is suggested as*: a highly influential and embodied leader with the capacity to mobilise and lead organisations (and society) from the emerging future through mindful and projected personal power, and the flexibility and openness to operate across the presence continuum.*

This study establishes the *relevant and impactful aspects of coaching for the development of executive presence.* A working definition incorporating the key findings from this research study is:

Coaching for executive presence is a business integrated coaching-on-the-axis phased offering for leadership development, incorporating the use of multiple approaches based on sound theoretical and well-understood methodologies and the requirements of the individual and organisational clients, in order to deliver leadership presence capable of leading from the emerging future for the achievement of the organisational vision.

The development of executive presence through coaching is significant and of value for leaders, organisations, and specific functions mandated with ensuring the leadership capability for business effectiveness, sustainability, success and growth. The research contributes significant value through its contribution to an evidence-based definition and model for both executive presence and coaching for executive presence.

Key words: executive presence, leadership presence, embodied leadership, development, business and executive coaching.

DECLARATION

I, Jacqueline Shekinah Dunnink, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Jacqueline Shekinah Dunnink

Signed at Johannesburg

On the 28th day of February 2017

DEDICATION

To Jhyan and Shanti who taught me about presence and embodied love.

To my family who supported this entire journey and then took on all my home responsibilities during the last push to the finish-line, this paper would not be complete without you.

To my brothers who are also studying again, I so look forward to graduation number eight, nine and ten for the siblings in 2017.

To all the horses who called me out of my head and into embodied knowing since I was a little girl, you have all taught me more about leadership than most of the executives I work with daily. Special thanks to: Taylor who took me flying; my midnight black Spicey who blew his (spirit) breath down my spine (I can still feel this flowing through my life-force); Lunah who is trusted with my daughter and never fails to resonate his king energy for my slip of a girl on his back; and my gold-spun Brashaar who shines his magic in my heart and carries me safely like a queen.

ACKNOWLEDGEMENTS

To Kerryn Myres in thanks for the invaluable research tutorials and for listening carefully to my interests and then pointing me towards executive presence.

To Mark Turpin who walked with me on this long journey and who reviews 200 pages faster than a gunslinger draws in the wild-west (when I needed him to).

Everyone should be lucky enough to have Dr Jacqui Baumgardt (D.Ed. UNISA) from Blue Diamonds Professional Services (Pty) Ltd as their editor. Any remaining mistakes are mine.

To the participants in the research who gave of their very valuable (and highly paid time) simply to help a student – I am heartened by this display of generosity.

To all my Cohorts in Cahoots in the 2015 MMBEC class – you are all the reason I completed this degree, and I am so grateful to know such grand people.

TABLE OF CONTENTS

ABSTRACT ..... **i**
DECLARATION ..... **iii**
DEDICATION ..... **iv**
ACKNOWLEDGEMENTS ..... **v**
LIST OF TABLES ..... **ix**
LIST OF FIGURES ..... **xi**
LIST OF ACRONYMS AND ABBREVIATIONS ..... **xii**

1. INTRODUCTION **1**
1.1 Purpose of the study **1**
1.2 Context of the study **1**
1.3 Problem statement **5**
1.3.1 Main problem 5
1.3.2 Sub-problems 6
1.4 Significance of the study **6**
1.5 Delimitations of the study **7**
1.6 Definition of terms **8**
1.7 Assumptions **10**

2. LITERATURE REVIEW **11**
2.1 Introduction **11**
2.2 Executive Presence **14**
2.2.1 Defining executive presence 14
2.2.2 Nature of executive presence 15
2.2.3 Components of executive presence 21
2.2.4 Leadership presence 30
2.2.5 Personal power 33
2.2.6 Authenticity and authentic leadership 33
2.2.7 Present moment awareness and mindfulness 36
2.2.8 Embodied leadership 38
2.2.9 Cognitive Intelligence 40
2.2.10 Emotional intelligence 42

2.2.11 Transformational and charismatic leadership 44
2.2.12 Perceptions and impression management 46
2.2.13 Summary and working definition 49
2.3 Coaching for Executive Presence 50
2.3.1 Coaching approaches 52
2.3.2 Coaching for components of executive presence 55
2.3.3 Coach competencies 60
2.3.4 Coaching phases 61
2.3.5 Coaching outcomes 63
2.3.6 Summary and working definition 64
2.4 Chapter Summary 65

3. RESEARCH METHODOLOGY 66
3.1 Research paradigm 67
3.2 Research Design **..... 67**
3.3 Population and sample **..... 68**
3.3.1 Population 68
3.3.2 Sampling 68
3.4 The Research Instrument **..... 70**
3.5 Procedure for Data Collection **..... 72**
3.6 Data Analysis and Interpretation **..... 72**
3.6 Limitations of the Study **..... 74**
3.7 Validity and Reliability **..... 74**
3.7.1 Validity 75
3.8 Ethical Considerations **..... 76**

4. PRESENTATION OF RESULTS 77
4.1 Results for Research Question One 77
4.1.1 Overall Description of the Nature of Executive Presence 78
4.1.2 Components of Executive Presence 82
4.1.3 Additional constructs of executive presence 109
4.2 Results for Research Question Two 116
4.2.1 Approach (methodology, framework, tools) 117
4.2.2 Coaching Phases 127
4.2.3 Coaching skills 136
4.2.4 Coaching for components of executive presence 141

4.2.5 Coaching outcomes 146
4.3 Summary of the results of chapter 150

5. DISCUSSION OF THE RESULTS 151
5.1 Discussion and findings pertaining to research question 1 151
5.1.1 Overall description of the nature of executive presence 151
5.1.2 Components of executive presence 153
5.1.3 Overview of the components of executive presence 164
5.1.4 Additional constructs of executive presence 164
5.1.5 Model for executive presence 167
5.1.6 Working definition of executive presence 168
5.2 Results pertaining to research question two 169
5.2.1 Approach (methodology, framework, tools) 169
5.2.2 Coaching for components of executive presence 172
5.2.3 Coaching skills 173
5.2.4 Coaching phases 174
5.2.5 Coaching outcomes 175
5.2.6 Model for coaching for executive presence 177
5.2.7 Working definition of coaching for executive presence 179
5.3 Summary of the results chapter 180

6 CONCLUSIONS AND RECOMMENDATIONS 182
6.1 Conclusions relating to research question one 183
6.1.1 Working definition of executive presence 184
6.1.2 Theoretical model for executive presence 184
6.2 Conclusions relating to research question two 188
6.2.1 Working definition of coaching for executive presence (theoretical contribution) 188
6.2.2 Conceptual model 189
6.3 Recommendations and implications of study for coaching practice 191
6.3.1 Recommendations for further research 192

REFERENCES 196
APPENDIX A: INFORMED CONSENT FORM 215
APPENDIX B: INTERVIEW GUIDE 217
APPENDIX C: CODING ANALYSIS 220

LIST OF TABLES

Table 1.1: Definitions 8
Table 2.1: A comparative summary of the nature of executive presence 20
Table 2.2: The characteristics of executive presence 21
Table 2.3: Overall comparative summary of models and components of executive presence 24
Table 2.4: Comparative view of executive presence components 25
Table 2.5: Comparative synthesis of executive presence components 27
Table 2.6: Executive presence components ranked 28
Table 2.7: Descriptors of components of executive presence 28
Table 2.8: Comparative overview of components of authentic leadership and executive presence 36
Table 2.9: Comparative overview of components of emotional intelligence and executive presence 44
Table 2.10: Comparative overview of components of transformational leadership and executive presence 45
Table 2.11: Summary of the coaching skills / competencies required as reflected in the literature review 60
Table 2.12: Coaching phases 62
Table 3.1: Profile of respondents 69
Table 3.2: Profile of respondents 69
Table 4.1: Overall description of the nature of executive presence – articulation and identification 79
Table 4.2: Overall description of the nature of executive presence – leadership association 79
Table 4.3: 81
Overall description of the nature of Executive Presence - universality 81
Table 4.4: Authenticity as a component of executive presence – overview description 82
Table 4.5: Authenticity as a component of executive presence – leadership ethos and appropriate transparency 83
Table 4.6: Impactful intelligence 84
Table 4.7: Emotional intelligence (EQ) 86
Table 4.8: Relational – care and attention 90
Table 4.9: Relational – growth and potential 92
Table 4.10: Relational – impact on others 92
Table 4.11: Communication Skills 94
Table 4.12: Mindfulness 95
Table 4.13: Somatic embodiment 97
Table 4.14: Somatic embodiment practices 100
Table 4.15: Physicality 102
Table 4.16: Openness 104
Table 4.17: Adaptability 105
Table 4.18: Confidence 106
Table 4.19: Authority 107
Table 4.20: Conviction 108
Table 4.21: The executive presence continuum 110

Table 4.22: Perceptions (impressions and evaluation) 111
Table 4.23: Innate versus developed 114
Table 4.24: Personal power versus perceptions and impressions management..... 115
Table 4.25: Coaching for executive presence is development focused 118
Table 4.26: Coaching for leadership development 120
Table 4.27: Alignment to organisation - Business and executive coaching..... 122
Table 4.28: Alignment to organisation – linked to talent management and other leadership development approaches 123
Table 4.29: Coaching methods 124
Table 4.30: Multitude of tools for both coach and participant..... 125
Table 4.31: Importance of the relationship between coach and coachee 126
Table 4.32: Contracting and relationship building..... 128
Table 4.33: Coaching phases: Objectives and goal setting 129
Table 4.34: Coaching phases: Assessment 130
Table 4.35: Coaching phases: Feedback 132
Table 4.36: Coaching phases: Alignment to organisation through line manager..... 133
Table 4.37: Coaching phases: White space and self-work 134
Table 4.38: Coaching skills: Coaching container / coaching space..... 136
Table 4.39: Coaching skills: Physical environment..... 137
Table 4.40: Coaching skills: Act as a mirror 138
Table 4.41: Coaching skills: learning journey, growth and knowledge 139
Table 4.42: Coaching skills: Systemic orientation..... 140
Table 4.43: Coaching for components of executive presence: emotional intelligence 141
Table 4.44: Coaching for components of executive presence: physicality 143
Table 4.45: Coaching for components of executive presence: somatic embodiment..... 144
Table 4.46: Coaching for components of executive presence: impactful intelligence..... 145
Table 4.47: Coaching for components of executive presence: the presence continuum.... 145
Table 4.48: Coaching outcomes and effectiveness for leaders..... 146
Table 4.49: Coaching outcomes and effectiveness for organisations 149
Table 5.1: Overlap between findings and literature 153
Table 5.2: Comparative overview of emotional intelligence 157

LIST OF FIGURES

Figure 1: Hierarchy of executive presence attributes 23
Figure 2: The U movement 31
Figure 3: Model of executive presence 167
Figure 4: Model for coaching for executive presence 178

LIST OF ACRONYMS AND ABBREVIATIONS

Acronyms	
EQ	Emotional Intelligence
GLOBE	Global Leadership and Behavioural Effectiveness Project
GSAEC	Graduate School Alliance for Education in Coaching
HR	Human Resources
MBCT	Mindfulness-Based Cognitive Therapy
MBSR	Mindfulness-Based Stress Reduction
MIT	Massachusetts Institute of Technology
OD	Organisational Development
ROI	Return on Investment
VUCA	Volatile, uncertain, complex, ambiguous

1. INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to contribute to an understanding and description of the construct of executive presence, and to identify relevant and impactful aspects of coaching for executive presence.

The description of executive presence includes a general overview of the nature of the construct as well as an outline of the components. Components is a broad term that includes here the characteristics, traits, behavioural tendencies, competencies, skills, abilities, capabilities, competencies and / or states of being that make up the construct. The description of executive presence in this research study is based on a synthesised account of the executive presence literature and incorporates relevant perspectives from leadership theory. Based on a contextualised understanding of executive presence, this research identifies and describes the relevant and impactful aspects of coaching for executive presence.

1.2 Context of the study

The context of the study is a gap in the theoretical scientific body of knowledge for executive presence and coaching for executive presence. As a leadership construct that purportedly contributes to the success of leaders operating in a 21st century context, a conceptual model for executive presence and executive presence development through coaching would be of value.

The interest of the business community and coaching fraternity is high for executive presence and coaching for executive presence as reflected by the extensive focus on the topic in practitioner and popular literature and media (including the internet, practitioner publications and business books). However, publication within peer-reviewed journals is minimal resulting in a gap in the theoretical body of knowledge. Executive presence is a new and emergent construct lacking a sound, valid, reliable and scientific theoretical model.

Caruso, Bhalerao, and Karve (2016) state that strong, unbiased, empirical data is required before constructs, models or theories are widely adopted, and such constructs must be treated with caution and healthy scepticism if practically applied in the absence of a sound theoretical base. Coaching for executive presence appears prolific (based on extent of practitioner research) and it could be postulated that additional caution (in the absence of a theoretical model) would be appropriate.

Passmore and Fillery-Travis (2011) argue that the output of coaching research is to identify and define the knowledge base upon which practitioners work and, as the very definition of a profession includes having a defined and unique knowledge base, this is critical. A solid knowledge base consists of: “shared empirically validated knowledge, rigorous peer-reviewed publishing, a common language, and clear and explicit links to the wider knowledge base” (p. 1). An application of this concept implies that an evolving, developing, linked knowledge base, supported by appropriate and stimulating research, is necessary for a sustainability of practice for coaching (and coaching for executive presence).

In the absence of a scientifically-generated and theoretical model, the effectiveness and veracity of executive presence as a leadership construct is unknown. Utilising coaching as a development modality for executive presence without a solid theoretical foundation is an inhibitor to further scientific research and may detract significantly from good practice in the field of coaching for executive presence. There is an associated risk of poor execution with implications for the credibility of the construct of executive presence and the emerging profession of executive coaching. The potential risks are exacerbated by the extent of the popularity and utilisation of the concept of executive presence for leadership development by the coaching fraternity apparent in practitioner publications.

This study will address the defined gap in the body of knowledge through a contribution towards the development of a theoretical understanding of coaching for executive presence. This research study is based on an evidence based approach outlined by Grant (2005) as “purposefully grounded in the behavioural and social sciences and unequivocally based on up-to-date scientific knowledge” (p. v) that includes “the

intelligent and conscientious use of the best and most current knowledge in making decisions about how to deliver coaching to clients" (Grant, 2005, p. 7). Spence (2007) concurs, suggesting that evidence-based practice will impact positively on the sustainability of (coaching) practice.

The conundrum is that the lack of peer-reviewed publications on executive presence and coaching for executive presence is a limiting factor for an evidence-based approach. Grant (2005) outlines the solution: where construct specific literature is limited then best current knowledge "can be drawn from the established literature in related fields" (p. 7). Indeed, this approach serves to establish links to a wider knowledge base and entrench relevant concepts within the behavioural and social sciences as best practice (Grant, 2005).

Executive presence is a leadership construct and as such it is appropriate, and even necessary, to locate and ground executive presence within the leadership body of knowledge. Executive presence is embedded within the leadership domain through four primary factors, namely: 1) the focus on leaders or executives; 2) the claim that executive presence is critical for leadership success; 3) the joint focus on influence outside of formal authority and relational ability as a core construct of leadership and executive presence; and 4) the similarity of the various factors of executive presence (such as charisma) and selected leadership theories (such as transformational leadership). These elements are explored in detail in the literature review chapter.

There is widespread consensus that executive presence is highly desirable for successful leadership (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Hewlett Leader-Chivée, Sherbin, Gordon, & Dieudonné, 2012, Shirey, 2013; Williamson, 2011). Executive presence has a "substantial influence on successful leadership'' (Dagley & Gaskin, 2014, p. 197); is the essence of leadership and the factor that gives power and influence over others (Williamson, 2011); is crucial to the success, promotion and advancement of leaders and executives on the corporate ladder; and is highlighted as the "X factor" or the "wow factor" (Bates & Weighart, 2014, 2015). The extensive publication in practitioner literature may be indicative of the claim that executive presence is critical to leadership success.

Executive presence has been defined as: “A person who, by virtue of how that person is perceived by audience members at any given point in time, exerts influence beyond that conferred through formal authority” (Dagley & Gaskin, 2014, p. 208). As evidenced within this definition, influence is central to the concepts of both executive presence and leadership.

The related field for executive presence is thus primarily leadership, and related fields for coaching for executive presence are coaching, executive coaching and coaching for leadership development. This research study is a contribution towards an understanding of executive presence inclusive of selected similar models located within leadership theory. This approach is in line with the best practice evidence-based approach to advance a new and emerging theory (Grant, 2005).

It can be concluded that the literature on executive presence has not grounded the construct in the leadership body of knowledge. It is probably fair to comment that references to the leadership building blocks upon which executive presence is based are sparse, intermittent and not comprehensive in the literature on executive presence (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Hewlett et al, 2012, Shirey, 2013; Williamson, 2011).

Based on the claim that executive presence is a critical component of leader success a contribution towards a theoretical and scientifically grounded understanding of executive presence and development of executive presence through coaching is valuable. Additionally, leadership in the context of the 21st century organisation is a complex and often arduous task and the demands on leadership are considerable. The knowledge age, increasing globalisation, rapid and relentless change, and the digital or technological disruptions require organisations that are dynamic, agile and able to adapt to shifting economic and market demands in order to remain relevant and competitive (Crossan, Vera, & Nanjad, 2008). The 21st century has been described as a VUCA world characterised by: volatility (speed, volume, magnitude and dynamics of change); uncertainty (lacking in predictability of issues and events); complexity (confounding of issues and general chaos); and ambiguity (haziness of reality) (Kinsinger & Walch, 2016).

According to Shukla, Pattanaik, and Maity (2015), the VUCA nature of today's business world is the new normal, and it is "profoundly changing not only how organisations do business, but how business leaders lead" (p. 8). Canton (2015) concurs and states:

> we live in a time characterized by unprecedented, massive, and highly accelerated change that will affect our work, lifestyle, and society in radical ways – ways for which most companies are not fully prepared. There are new rules that defy the business logic of the past (p. 3).

This shift in requirements for leadership requires adapted behaviours and new skills, behaviours and competencies (Johansen, Johansen, & Ryan, 2011) such as vision, understanding, clarity, agility, emotionally intelligence and authenticity (Horney, Pasmore, & O'Shea, 2010)

Executive presence has been linked to leader success and this research may contribute to leadership ability to succeed in a 21st century context (as such, it is a valuable contribution).

Coaching is an increasingly utilised and popular modality for leadership and leader development (Carey, Philippon, & Cummings, 2011; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Passmore, 2015; Passmore & Fillery-Travis, 2011). The development of executive presence through a coaching modality is explored in this thesis utilising relevant aspects of the theoretical bodies of knowledge for: coaching, executive and business coaching and coaching for leadership development.

1.3 Problem statement

1.3.1 Main problem

The primary problem of the research study is to formulate and describe the construct of executive presence and to establish the relevant and impactful aspects of coaching for executive presence.

1.3.2 Sub-problems

Sub-problem one is to:

> Formulate and describe the nature and components of the leadership construct of executive presence.

The second sub-problem is to:

> Establish the relevant and impactful aspects of coaching for the development of executive presence.

1.4 Significance of the study

The study fills a gap in that the executive presence construct and coaching for executive presence is currently informed by the popular media and not by a valid theoretical model developed with scientific rigour through research and publications within peer-reviewed journals. The research will contribute to the body of knowledge on coaching for executive presence, and thereby make a contribution towards coaching practice in the leadership domain and / or executive coaching. This may be of particular significance in the context of the increasing demands and shifts in capacity required of leaders to succeed in a 21st century context.

The study provides guidance to a wide variety of groups in the business community. Groups that may benefit from the research are listed below.

1. Leaders and executives in organisations who wish to have more influence and increase their executive presence;
2. Ambitious employees who aim to actively manage their careers through building executive presence;
3. Coaching professionals who are presented with a need or desire by clients to develop their executive presence;
4. Executive coach practitioners working with individuals and organisations focused on leader and leadership development;

5. Organisational executives who have an interest in succession planning and wish those in line to develop executive presence; and
6. Human Resources (HR), Organisational Development (OD) and any other department within an organisation tasked with enhancing organisational effectiveness, leadership development, talent management, succession planning and other people-related functions.

In clearly articulating the significance of the study and the specific groups that will benefit it can be stated that this study is based on a research worthy problem (Ellis & Levy, 2008)

1.5 Delimitations of the study

This research is focused on the perception of leaders and coaches on the influence of coaching on executive presence. Perceptions of leaders on executive presence may differ from followers or leadership development practitioners and these sample groups are not included.

The Leadership Pipeline (Charan, Drotter, & Noel, 2011) defines a hierarchy of leaders of six levels from managing self to managing the enterprise. This research excluded leaders below the level of 'manager of managers' (level two). Only managers of managers and higher layers of leadership as per the pipeline were included (a description of the model and associated sample group is outlined further in chapter 3).

Leaders included in the research were required to have attended a coaching intervention and thus uncoached leaders were not included.

Coaches included in the study were executive coaches who work with leaders in an organisational setting; life coaches were therefore not included in the study.

A longitudinal approach was not adopted; thus, medium to long-term influences of coaching on executive presence were excluded.

The study was conducted in South Africa's Gauteng province and other geographic locations (with attendant culture and business environment implications) were excluded.

Multiple leadership theories were excluded from the evidence based literature review in order to manage the scope of research at a master's level and excluded elements of leadership theory may well offer important insights relating to the construct of executive presence.

1.6 Definition of terms

The definitions provided in Table 1 are pertinent to this research.

Table 1.1:

Definitions

Term	Definition
Executive presence	Executive presence has been defined as: "a person who, by virtue of how that person is perceived by audience members at any given point in time, exerts influence beyond that conferred through formal authority" (Dagley & Gaskin, 2014, p. 208). There is no universal and agreed definition of executive presence in the literature and descriptions range from something that is recognised when seen, to more complicated outlines of dimensions that form part of executive presence (Dagley & Gaskin, 2014). The debate in the literature reflects the gap in the body of knowledge and the lack of a sound theoretical model of executive presence.
Coaching	According to Grant, Passmore, Cavanagh, and Parker (2010) most definitions of coaching would agree that coaching is a "collaborative relationship formed between coach and coachee for the purpose of attaining professional or personal development outcomes which are valued by the coachee" (p. 3). According to Grant et al. (2010) the definition of coaching is still not agreed and as such is debateable.

Term	Definition
Executive Coaching	According to Dagley (2010) there is a growing recognition that executive coaching is a sub-discipline of coaching. Kilburg (2004) posited two key differences: dual-client nature (coachee and organisation) and the need to produce results for the organisation. De Haan (2009) argues that the objective of executive coaching is to foster learning and change, whilst Kombarakaran, Yang, Bakerand Fernandes (2008) offered a broader definition as a: > short-term interactive process between a coach and a manager to improve leadership effectiveness by enhancing self-awareness and the practice of new behaviours. The coaching process facilitates the acquisition of new skills, perspectives, tools and knowledge through support, encouragement, and feedback in the organizational context (p. 79).
Executive Coach	An executive coach has been defined as a: > qualified professional who is mindful of organisational dynamics and functions as a facilitator who forms a collaborative relationship with an executive to improve his or her skills and effectiveness in communicating the corporate vision and goals, and to foster better team performance, organizational productivity, and professional-personal development (Sperry, 2008, p. 36).
Leadership	According to Fairhurst (2009) there are “endless debates over the definition of leadership within mainstream literature” (p. 1609). Northouse (2007) defined leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3).
Leader versus leadership development	Leader development is focused on an individual’s capacity (being expanded) whilst leadership development is related to the organisation’s ability to generate leadership potential and includes the interaction between individual and the environment within which they function (Ardichvili & Manderscheid, 2008).

1.7 Assumptions

The assumptions are listed below.

- It is assumed that the sample is able and willing to share information on executive presence and the influence of coaching on executive presence.
- It is assumed that the sample has a working understanding or experience of executive presence on which to base their answers.

2. LITERATURE REVIEW

2.1 Introduction

The primary problem of the research study is to formulate and describe the construct of executive presence and to establish the relevant and impactful aspects of coaching for executive presence. To this end, there are two major focus areas for the literature review. The first focus area is an exploration of the nature and components of executive presence and the second focus area is coaching for executive presence.

In order to explore focus area one, this study defines and describes the construct of executive presence (inclusive of an overview of the nature of the construct as well as the various components) as contained within the literature.

As this paper is an evidence-based contribution to coaching for executive presence the criteria for inclusion in the literature review are of some importance. The writer identified three criteria for inclusion in this literature review, namely: 1) utilisation of all papers published within recent peer-reviewed journals; 2) books based on theoretical research studies by academics that were referenced in the peer-reviewed publications; and 3) related concepts of high similarity and well entrenched in the leadership body of knowledge (examples included leadership presence, authentic leadership and emotional intelligence).

This research paper excluded additional papers published in popular and practitioner media and publications. Whilst practitioner-based publications on executive presence abound, this paper is a contribution towards a theoretical and scientifically based understanding of the construct of executive presence and as such excludes practitioner-based publications.

Peer-reviewed publications on executive presence include a prominent and detailed study conducted by Dagley and Gaskin (2014); a study by Bates and Weighart (2015); and an overview and application to the nursing context by Shirey (2013). These three publications have slowly started to find recognition within the academic community.

Books based on theoretical research studies by academics included Hewlett (2014), Williamson (2011), and Voros (2000). Hewlett's (2014) book is based on a study that

included over 4000 college graduates with 268 senior executives described in an earlier published paper (Hewlett, Leader-Chivee, Sherbin, Gordon and Dieudonné, 2012). Williamson's (2011) book was based on a study inclusive of 50 in-depth interviews (senior level clients) and 400 interviews (executives and development managers). Voros (2000) carried out research with 160 participants.

The focus of the literature review on executive presence theorists as outlined above is to analyse and describe executive presence; present a comparative overview; and to outline a synthesis of the construct of executive presence based on this current body of knowledge. Gardner and Moran (2006) make a case for the importance of "synthesizing the experimental, observational, and theoretical work of others" (p. 229) in order to advance science. This research study includes a synthesised description of the work of the executive presence literature.

The association between executive presence and leadership has been outlined in the introduction. The literature on leadership is extensive and there is still debate on the definition of leadership (Bass, 1999; de Haan, 2015; Fairhurst, 2009; Rost, 1991). As a construct it has been described as lacking in "precision, accuracy and conciseness" and "obscure" (de Haan, 2015, p. 3).

Nevertheless, there is widespread agreement on the importance of influence and relational capacity to the construct (de Haan, 2015; Fairhurst & Uhl-Bien, 2012; Northouse, 2007; Rost, 1991) as is the case with executive presence. Kinsler (2014) concluded that, in its simplest sense, all leadership is the process of influence to accomplish a goal. Avolio and Gardner (2005) describe leadership as "relational at its core" (p. 332); and de Haan (2015) concurs that it is "more relational than it is located inside individuals" (p. 4).

Many of the multiple components of executive presence are well-established constructs of leadership including: charisma which has high symmetry with charismatic and transformational leadership; interpersonal integrity and authenticity which is related to authentic leadership and emotional intelligence; intellect and intelligence is part of the body of knowledge relating to intelligence; and executive presence as

perceptions-based which is intrinsic to impressions management and follower-based models of leadership. These comparisons are explored in this literature review.

It is fair to conclude that executive presence is positioned within the leadership domain. Williamson (2011) goes so far as to state that “executive presence is a concept that aligns so closely with leadership that it is often hard to pull them apart” (p. 26). In as much as the similarity and overlap between the construct of executive presence and leadership are fairly significant, it would be remiss not to draw relevant concepts from the leadership domain as part of an evidence based analysis of executive presence (Grant, 2005).

While there was some reference to leadership theory in executive presence literature the analysis tended to be sparse and intermittent. It can be concluded that, to the extent that the theories presented executive presence as critical to leadership but did not sufficiently ground and compare executive presence to leadership theory in any great depth, an emerging model of executive presence may not be evidence-based and is lacking in sufficient scientific rigour.

Given the context of a master’s research project (with the associated time limitations) and the immature and undeveloped nature of the executive presence construct, a comparative analysis with associated leadership constructs is necessarily limited. It is neither possible nor desirable to provide an extensive comparative review.

With this in mind, related constructs were included based on the following criteria: 1) a primary inclusion criteria of marked or readily apparent similarities with the definitions, nature and components of executive presence (concepts with some similarity were excluded); and 2) a secondary inclusion criterion of a high degree of relevance for current and recent literature in the leadership body of knowledge (as reflected in peer-reviewed journal articles).

The current relevance of leadership constructs was assessed utilising a meta-study by Dinh, Lord, Gardner, Meuser, Liden, and Hu (2014) that categorised and prioritised research published in the top ten leadership journals between 2000 and 2012. Based on the volume of peer-reviewed publications, the authors found that the top focus in

leadership research for the new millennium was: transformational and charismatic leadership; power and influence of leadership; authentic leadership; relational leadership (inclusive of emotional intelligence), leadership development, and destructive or abusive leadership.

The application of both criteria (similarity and relevance) resulted in the inclusion of the following constructs for this analysis of the leadership construct of executive presence: leadership presence and power, authentic leadership, mindfulness, embodied leadership, intelligence and emotional intelligence, transformational or charismatic leadership and perceptions management.

The second focus of this literature review is coaching for executive presence and includes elements relevant to coaching for leadership and executive presence development, including: business and executive coaching; coaching for leadership development (including an overview of coaching for components of executive presence common to leadership development); coaching approaches and methodologies; coach skill; coaching phases; and coaching outcomes.

2.2 Executive Presence

2.2.1 Defining executive presence

Executive presence has been defined as “A person who, by virtue of how that person is perceived by audience members at any given point in time, exerts influence beyond that conferred through formal authority” (Dagley & Gaskin, 2014, p. 208).

Shirey (2013) contributes to a definition of executive presence with influence as a central component: “The influence and engagement needed to drive change in organizations and the broader society” (p. 373).

Bates and Weighart (2014) defined executive presence as the “capability to mobilize, influence, and engage others” (p. 48).

Williamson (2011) concluded that executive presence is ‘‘the confidence to express ideas with conviction and the ability and desire to engage and influence others in the process’’ (p. 2) and added that ‘‘presence is the balance of personal power and persuasion with compassion and connection’’ (p. 10).

Common elements across theorists included: influence (beyond formal authority); personal power; a willingness, capability, ability and interest in achieving results through people; and a positive relational approach with others; persuasion, confidence, and conviction; abilities relating to expression (communication); compassion and connection (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011).

A synthesis by the researcher of the above definitions of executive presence is offered as: *A highly influential leader with the capacity to mobilise and drive change in organisations (and society) through balancing visible personal power and relational skill and energy.*

This combined working definition will be re-evaluated in the light of evidence-based contributions from relevant leadership theories and models as well as input from the participants of this research study.

2.2.2 Nature of executive presence

There is universal agreement by the executive presence authors that it is easy to recognise and feel (in people) but hard to quantify and explain (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett et al 2012, Hewlett, 2014; Shirey, 2013; Williamson, 2011, Voros, 2000).

2.2.2.1 Associated with leadership

All authors highlight executive presence as critical for successful leadership with Dagley and Gaskin (2014) concluding it “has a substantial influence on successful leadership” (p. 197); Shirey (2013) claiming that it is “the key factor in a leaders success” (p. 373); and Williamson (2011) highlighting that 100% of the executives

interviewed believed executive presence to be a leadership differentiator and indicating that “consistently we found the attributes of presence were very similar to attributes of leadership” (p. 33).

There is debate as to the meaning of the executive element of executive presence. Whilst there is no explicit exploration of the concept of executive presence as role-specific, there is an implicit understanding that executive presence is for leaders irrespective of any formal authority or role. Dagley and Gaskin (2014) conclude that it is beyond any formal authority and is important for leadership (and leader success) in general rather than being specific to the role of executive. Williamson (2011) concurs by stating explicitly that one does not need to be an executive to demonstrate executive presence. Executive presence is thus aligned to leadership presence in general and is not exclusive to the role (of an executive). It seems that the words executive and leadership are utilised interchangeably within the presence construct.

2.2.2.2 Perceptions versus traits

Trait theory was one of the earliest leadership theories and is based on the idea that individual differences result in the emergence and effectiveness of leadership. Individual differences are based on inborn traits, attributes and qualities that are stable and enduring over time (Colbert, Judge, Choi, & Wang, 2012; Dinh et al., 2014). The extent to which executive presence is located in the perceptions of others, rather than an inherent, innate, and objective trait, competency or characteristic, is inconclusive in the literature with most theorists identifying multiple traits while also acknowledging the role of perception (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011).

Williamson (2011) concludes that it should be seen as a spectrum of skills as is leadership whilst also arguing that presence is earned from others and not given to oneself and that “presence is defined by the impressions of others” (p. 33). Dagley and Gaskin (2014) conclude that executive presence is based on perceptions and suggest that this finding “departs from some of the executive presence literature, in which trait-based models of executive presence are proposed (e.g. Voros, 2000)” (p. 207). Hewlett et al (2012) implicitly focus on executive presence as perceptions-based

and argue that appearance is the most critical factor relating to first impressions (Hewlett, 2015).

Changes to perception over time are suggested by Dagley and Gaskin (2014) who describe how perception of executive presence is based on both impressions (formed immediately) and evaluations (formed over time). Dagley and Gaskin (2014) propose two (of the four) presence archetypes based on how perceptions alter over time, namely: *unexpected presence* (initially unfavourable and subsequently favourable) and *unsustainable presence* (initially favourable and subsequently unfavourable).

Dagley and Gaskin's (2014) rationale for the conclusion that executive presence is perceptions based is attributed to the finding that perceptions of presence can alter over time. Whilst this is an interesting perspective the conclusion that executive presence is based on perceptions may be premature for two reasons, namely: 1) the structure of the question(s) may have impacted on validity; and 2) the rationale may not sufficiently incorporate a process-orientated view of leadership traits.

In terms of the research questions that may have impacted on validity, it is suggested that one (or more) of the Dagley and Gaskin's (2014) questions may have been leading in that it "points a respondent towards an answer'' (Freedman, Aykan, & Kleban, 2003, p. 666). The research study involving interviews was based on four questions, one of which instructed participants to think of a person whose executive presence had changed over time. The question is 'leading' as it assumes that examples of changes to executive presence over time do exist and participants may not have constructed their perceptions of executive presence as changeable over time without being prompted to do so. In addition, the participants were asked to complete the questions in a written format rather a verbal response to an interviewer; it can be postulated that participants may have been affected by the format of the research, which is more formal and 'test-like' than a verbal discussion.

Within a dispositional view of leadership, changes over time are not expected as specific traits and characteristics that are fixed, innate and stable over time correlate with leadership emergence. However, there is precedent in the literature for traits to show change in a process-orientated and multistage viewpoint that introduces the

concepts of distal and proximal attributes (Dinh & Lord, 2012). Distal attributes match early trait theory as being traits and abilities that remain stable over time and are not contextually specific, whilst proximal attributes may change over time and are context specific (Dinh & Lord, 2012). The exclusion of the importance of traits from executive presence by Dagley and Gaskin may, therefore, be premature. It could be argued that this is indicative of the absence of a sufficient conceptualisation of the relevant theories of leadership relevant to executive presence in Dagley and Gaskin's (2014) work.

2.2.2.3 Impressions management

A related debate in the literature is the extent to which executive presence is about impressions management (of the perceptions of others) or related to personal development of executive presence and the components of executive presence. While impressions management focuses on others, personal development focuses on the self. Dagley and Gaskin (2014) note the debate without drawing a conclusion whilst Cuddy's (2015) exploration of presence focuses on development of personal power and suggests that presence is not found in charismatically managing the impressions of others but is based on an internal connection with self (this is outlined further in the following section on leadership presence).

2.2.2.4 Innate (fixed) versus developed (learnable)

Dinh and Lord (2012) describe the advancement in trait theory to a process-orientated view of leadership wherein the leader displays a degree of behavioural flexibility that allows for adaption to changing circumstances. A process-orientated viewpoint would support a premise that executive presence components can be developed and learned over time. Dagley and Gaskin (2014) find that perceptions can change over time but there is no conclusive finding as to whether executive presence is static or changeable. Williamson (2011), Hewlett (2012, 2014) and Bates (2015) support the developmental approach to executive presence.

2.2.2.5 Dark presence

There is a lack of agreement on whether executive presence is limited to positive leadership or whether it may also be negative. Whilst negative presence or dark presence was included in the construct by Dagley and Gaskin (2014), there is no additional reference to dark presence in the executive presence literature. Dagley and Gaskin (2014) offer the definition of dark presence archetype to be: 1) unfavourable perceptions of interpersonal integrity, values-in-action, engagement skills; and 2) use of coercive power. The use of coercive power is described as enforcing compliance, the generation of fear and causing people to feel threatened and vulnerable, diminished and unvalued, pressured, or off-balance and not trusted (Dagley & Gaskin, 2014).

There is precedent for negative leadership in the literature with destructive or abusive leadership found in the meta-study by Dinh et al. (2014) as one of the key areas of focus in academic leadership literature, and de Haan (2015) stating that the negative "shadow of leadership" (p. 8) is of increasing risk to organisations. Negative leadership was acknowledged in trait theory by Judge, Piccolo, and Kosalka (2009) where leader associated traits are categorised as bright or socially desirable or dark and socially undesirable.

In the meta-study on destructive leadership Krasikova, Green, and LeBreton (2013) define the concept as:

> volitional behaviour by a leader that can harm or intends to harm a leader's organization and/or followers by (a) encouraging followers to pursue goals that contravene the legitimate interests of the organization and/or (b) employing a leadership style that involves the use of harmful methods of influence with followers, regardless of justifications for such behaviour (p. 1310).

There seems to be some precedent in the literature of the existence of negative presence and a more detailed analysis and research of dark presence is required in order to understand the extent to which dark presence and negative leadership are related constructs.

2.2.2.6 Summary

The nature of executive presence is easy to recognise but difficult to articulate, and is an essential aspect of leadership and critical for the leader's success. Multiple aspects of the construct contain gaps which gives room for the development of a new and emerging construct. The extent to which the construct in based on innate characteristics versus contained within the perceptions of others is debateable. There are multiple characteristics, competencies and abilities as well as a capacity for authenticity, integrity and living of one's values that are part of executive presence. Tabulated below (Table 2.1) is a summarised comparative overview of the nature of the construct of executive presence. These components are explored in the following section.

Table 2.1:

A comparative summary of the nature of executive presence

	Dagley and Gaskin (2014)	Hewlett, et al (2012) Hewlett 2014	Voros (2000)	Williamson (2011)	Bates & Weighart (2014, 2015)
Recognition scale	Easy	Easy	Easy	Easy	Easy
Articulation scale	Difficult	Difficult	Difficult	Difficult	Difficult
Necessary for leadership	Yes	Yes	Yes	Yes	Yes
Perceptions of others versus innate characteristics	Found to be Perceptions based	No conclusive finding; perceptions and characteristics included	No conclusive finding; perceptions and characteristics included	No conclusive finding; perceptions and characteristics included	No conclusive finding; perceptions and characteristics included
Impressions management versus personal development	No conclusive finding	No conclusive finding	No conclusive finding	No conclusive finding	No conclusive finding
Restricted relevance to role of executive	No	No	No	No	No
Inclusive of negative presence	Yes	No conclusive finding	No conclusive finding	No conclusive finding	No conclusive finding
List of required components (qualities and abilities) inclusive of authenticity	Yes	Yes	Yes	Yes	Yes

2.2.3 Components of executive presence

One key similarity across all the authors was that executive presence was inclusive of a number of components or qualities, characteristics, skills and / or abilities (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011). These categorisations are summarised, compared and synthesised at great depth in the following section as the descriptions contribute significantly to an understanding of the components of executive presence.

Dagley and Gaskin (2014) identified ten core characteristics of executive presence. There are five characteristics that inform initial impressions and five characteristics that are evaluated over time. Table 2.2 lists the components identified by Dagley and Gaskin in their model of impressions and evaluations.

Table 2.2:

The characteristics of executive presence (Dagley and Gaskin, 2014, p. 204)

Initial impressions	Evaluated over time
• Status and reputation; • Physical appearance; • Projected confidence; • Communication ability; and • Engagement skills.	• Interpersonal integrity; • Values-in-action; • Intellect and expertise, • Outcome delivery ability; and • Coercive power use.

Hewlett, et al. (2012) concluded that executive presence includes three weighted elements: 1) gravitas, 2) communication and 3) appearance. Gravitas relates to an individual's ability to demonstrate intellectual heft; "grace under fire", courage to speak one's mind, and exude or project confidence. Communication relates to both verbal and nonverbal components that contribute to an ability to "command a room" and to "clearly and concisely articulate a substantive message" (p.16). Appearance relates to presenting a distinctive and polished professional image inclusive of dress; the ability to project confidence, decisive judgment, and authority (beyond one's positional power) using voice, speech and physical bearing in an effective, powerful and professional manner (Hewlett et al, 2012; Hewlett, 2014).

In the study of Hewlett et al (2012), the elements were weighted as follows: 67% of study respondents reported that gravitas contributes the most toward executive presence, 28% highlighted communication and only 5% weighted appearance as component of highest importance (however, despite this low ranking overall appearance contributes heavily to first impressions) (Hewlett et al., 2012; Hewlett, 2014).

Voros (2000) identified eight factors central to executive presence; in order of importance these factors are: 1) focus (a commitment to the long term and strategic drivers); 2) intellect; 3) charisma (i.e., a combination of confidence, intensity, and commitment, as well as appearing caring, concerned, and interested); 4) communication skills; 5) passion; 6) cultural fit; 7) poise; and 8) appearance.

Bates and Weighart (2014) identified a three-dimensional model with multiple components relating to each; namely: 1) character, 2) substance and 3) style. Character is related to one's identity, including values, dispositional tendencies, and essential beliefs and includes authenticity, integrity, concern, restraint, and humility. Substance qualities are those we develop over time that demonstrate maturity and include practical wisdom, confidence, composure, resonance, and vision. Style attributes are aspects of communication that drive execution and performance and include appearance, intentionality, interactivity, inclusiveness and assertiveness.

Williamson (2011) suggests that executive presence is composed of four distinct levels presented in a hierarchy of importance (Figure 1), namely: 1) physical (least important to the construct), 2) functional, 3) rational, and 4) emotional (most important to the construct). The basic physical level (level 1) refers to attributes that include the person's external manifestations, such as their appearance, polish, or refinement. The functional level (level 2) includes attributes such as learned skills (role knowledge, expertise) and personality traits (preparedness, professionalism, attention to detail) associated with leadership role competence. Rational level (level 3) reflects attributes necessary to engage others and includes the ability to listen, persuade, and influence. The emotional level (level 4) is the most important level in the hierarchy and

encompasses leaders who possess the ability to express empathy, model authenticity, demonstrate transparency, and build positive relationships (Shirey, 2013; Williamson, 2011).

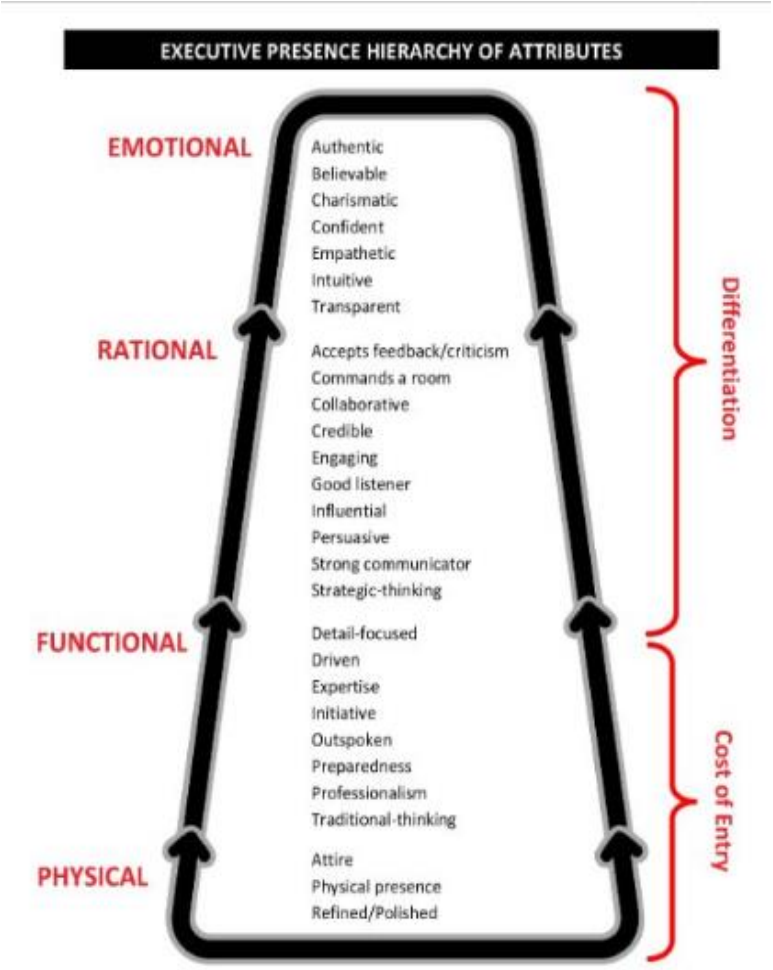

Figure 1: Hierarchy of executive presence attributes

Whilst some theorists offer simply a list of components (Voros, 2000; Hewlett 2012; Hewlett, 2014), other authors have categorised the components more indicative of an emerging model for executive presence. Dagley and Gaskin (2014) suggest impressions and evaluation. Bates and Weighart (2014, 2015) categorise components of character, substance, and style. Williamson (2011) outlines four ranked and hierarchical levels ranging from physical to emotional. These are summarised in Table 2.3.

Table 2.3:

Overall comparative summary of models and components of executive presence

	Dagley and Gaskin (2014)	Hewlett, et al (2012)	Voros (2000)	Williamson (2011)	Bates & Weighart (2014, 2015)
Includes categorisation beyond simply a list of components	Yes	No	No	Yes	Yes
Categorisation description	Initial impression vs. evaluated over time	NA	NA	Four distinct levels: 1. Physical, 2. Functional, 3. Rational 4. Emotional	Three dimensions: 1. Character, 2. Substance 3. Style
Ranked Hierarchy of importance	No	Yes	Yes	Yes	No
Number of attributes	Two categories, five attributes per category	Three	Eight	Four levels a with approximately 14 underlying attributes	Three dimensions with approximately 15 underlying attributes

Table 2.4 provides a comparative review of the models of executive presence and is a summary of the models of executive presence as related to the components.

Table 2.4:

Comparative view of executive presence components

Dagley and Gaskin (2014)	Hewlett, Leader-Chivee, Sherbin, Gordon and Dieudonne (2012)	Voros (2000)	Williamson (2011)	Bates & Weighart (2015)
Status and reputation				
Physical appearance	Appearance	Appearance Poise	Physical Level: appearance polish refinement	Appearance
Projected confidence	Gravitas	Charisma	Confidence	Confidence Composure Assertiveness
Communication ability	Communication	Communication skills	Communication (skill and desire)	Aspects of communication
Engagement skills		Charisma	Rational Level: attributes necessary to engage others and includes the ability to listen, persuade, and influence	Interactivity
Interpersonal integrity			Emotional Level: leaders who possess the ability to express empathy, model authenticity, demonstrate transparency, and build positive relationships	Authenticity Inclusiveness Concern Resonance
Values-in-action		Charisma		Integrity Restraint Humility
Intellect and expertise	Gravitas	Intellect	Functional Level: Learned skills (role knowledge, expertise) Personality traits (preparedness, professionalism, attention to detail)	
Outcome delivery ability				Practical wisdom
Coercive power use				
		Focus (a commitment to the long term and strategic drivers) Passion		Vision Intentionality
		Cultural fit		

Table 2.5 is a comparative overview of the primary components of executive presence per author. Some components are the same or extremely high in similarity, for example, all authors included ‘appearance’ and many included ‘communication’. Some components are largely similar; for example, ‘interpersonal integrity’ and ‘emotional level’. Some components overlap with multiple components, for example – ‘charisma’ includes both ‘projected confidence’, ‘engagement skills’ and ‘values-in-action’ and ‘gravitas’ includes both ‘projected confidence’ and ‘intellect’’

Table 2.5:

Comparative synthesis of executive presence components

Writers Synthesis Column A	Combined constructs across theorists	Dagley and Gaskin (2014)	Hewlett, et al (2012)	Voros (2000)	Williamson (2011)	Bates & Weighart (2015)
Status and reputation;	Status and reputation;	X				
Physicality	Physical appearance; Appearance Poise External manifestations: appearance, polish, or refinement	X	X	X	X	X
Projected Confidence / Charisma	Projected confidence; Confidence Gravitas Charisma Composure, Assertiveness	X	X	X	X	X
Communication Skills	Communication ability & Skills Communication	X	X	X	X	X
Engagement Skills	Engagement skills Charisma Rational level: attributes necessary to engage others and includes the ability to listen, persuade, and influence Interactivity	X		X	X	X
Authenticity / Emotional intelligence	Interpersonal integrity Emotional level: leaders who possess the ability to express empathy, model authenticity, demonstrate transparency, and build positive relationships Authenticity Inclusiveness Concern Resonance,	X			X	X
Authenticity / Ethical leadership	Values-in-action Charisma Integrity Restraint Humility	X		X		X
Intellect	Intellect and expertise, Intellect Learned skills (role knowledge, expertise) Personality traits (preparedness, professionalism, attention to detail)	X		X	X	
Outcome delivery	Outcome delivery ability Practical wisdom	X				X
Coercive power use	Coercive power use	X				
Future focused	Focus (a commitment to the long term and strategic drivers) Vision Intentionality			X		X
Passion	Passion			X		
Fit	Cultural fit			X		

Table 2.6 shows a comparative synthesis of the primary components of executive presence per author by combining concepts with high similarity in one categorisation (writer's synthesis in column A).

Table 2.6:

Executive presence components ranked

Components	Number of theorists that included
Appearance	Five
Projected confidence	Five
Communication	Five
Engagement	Four
Rational level	Four
Values in action / integrity;	Three
Intellect and expertise	Three
Authenticity, emotional intelligence	Three
Outcome delivery	Two
Coercive power use	One
Status and reputation	One
Focus	One
Passion and	One
Cultural fit	One

Table 2.7 is a list of executive presence components (synthesised by writer) in order of number of executive presence theorists who included the component.

Table 2.7:

Descriptors of components of executive presence

Components of Executive Presence	Description of components as summarised across theorists	References
Status and reputation;	▪ This related to significant and known achievements, impressive networks and senior roles in organisations.	Dagley and Gaskin (2014) Dagley (2013)
Physical appearance; Appearance Poise External manifestations: appearance, polish, or refinement	▪ Grooming and good looks, stature including height and physical size, and nonverbal body language (including eye contact, style of walk, and posture); ▪ Is generally the least weighted of the attributes but most critical to component of first impressions; and ▪ A much higher focus is on grooming and polish over physical attractiveness.	Dagley and Gaskin (2014) Dagley (2013) Hewlett, et al (2012) Voros (2000) Williamson (2011) Bates & Weighart (2014, 2015)
Projected confidence; Confidence Gravitas Charisma Composure, Assertiveness	▪ Descriptors included confidence, calmness, composure, a sense of self, demonstrated self-control and emotional intelligence; ability to present with authority; charisma and big personalities (but not extroverted); ▪ Gravitas or weightiness and heft possibly due to projecting intellectual depth with confidence and credibility even under pressure and ability to appear calm, confidant and steady;	Dagley and Gaskin (2014) Dagley (2013) Voros (2000) Bates & Weighart (2015)

Components of Executive Presence	Description of components as summarised across theorists	References
	▪ Includes characteristics of confidence; decisiveness; integrity; emotional intelligence; reputation and standing, and vision or charisma	
Communication ability & Skills Communication	▪ Able to articulate messages in clear, convincing, and appealing forms and the ability to use their voices in a way that maximises being heard ▪ Gravitas is communicated via the authority of a leader which includes tone of voice, bearing and body language with a particular focus on eye contact	Dagley and Gaskin (2014) Dagley (2013) Hewlett, et al (2012) Voros (2000) Williamson (2011)
Engagement skills Charisma Rational Level:	▪ The ease of engaged with others and interpersonal skills inclusive of eagerness to engage, charm, seductiveness, sincerity, witty and friendliness ▪ Attributes necessary to engage others and includes the ability to listen, persuade, and influence ▪ Tendency to interact and ensure inclusivity with concern for others ▪ Has concern for others as well as the capacity to create resonance	Dagley and Gaskin (2014) Dagley (2013) Voros (2000) Williamson (2011) Bates & Weighart (2015)
Interpersonal integrity; Emotional Level Authenticity Restraint Humility	▪ Includes actions such as acknowledgement of contributions, inclusivity, remembered pertinent personal facts, display the human touch, consistent of high relational approach regardless of changing circumstances ▪ Emotional: leaders who possess the ability to express empathy, model authenticity, demonstrate transparency, and build positive relationships ▪ Authenticity, Restraint, and Humility	Dagley and Gaskin (2014) Dagley (2013) Bates & Weighart (2015) Williamson (2011)
Values-in-action; Charisma Integrity	▪ One who acts in accordance with principled personal values and is genuine, trustworthy, authentic to values, courageous—speaks from the heart, tough-minded	Dagley and Gaskin (2014) Dagley (2013) Voros (2000) Bates & Weighart (2015)
Intellect and expertise, Intellect Learned skills	▪ High quality of task focused thinking; has impressive intellect, knowledge in one's field, long term thinker, insightful, demonstrated excellent judgement and wisdom ▪ High level of learned skills including role knowledge and expertise ▪ Uses and extends cognitive abilities though personality traits such as preparedness, professionalism, attention to detail	Dagley and Gaskin (2014) Dagley (2013) Voros (2000) Williamson (2011)
Outcome delivery ability; Practical wisdom	▪ Pertains to one's ability to deliver key outcomes and includes a range of factors relating to ensuing outcomes including: strong decision-making, the ability to be flexible, commitment and follow-up, being energetic and hardworking, and achieving delivery through others	Dagley and Gaskin (2014) Dagley (2013) Bates & Weighart (2015)
Coercive power use.	▪ Enforcing compliance through the use of coercive power, the generation of fear and causing people to feel threatened and vulnerable, diminished and unvalued, pressured, or off-balance and not trusted.	Dagley and Gaskin (2014) Dagley (2013)
Focus Vision Intentionality	▪ Shows a focused commitment to the long term and strategic drivers, is future focused on desired vision and communicates strong intentionality or the commitment to achieve stated outcomes	Voros (2000) Bates & Weighart (2015)
Passion	▪ Is highly energised and enthusiastic around stated outcomes	Voros (2000)
Cultural fit	▪ Is aligned to the culture of the organisation (misalignment reduces presence)	Voros (2000)

2.2.4 Leadership presence

As outlined above, the executive presence literature does not sufficiently ground executive presence within an analysis of existing leadership constructs and it has remained somewhat untethered to the leadership body of knowledge including leadership presence. It is probably fair to suggest that this is an oversight as both constructs are related to presence in the leadership domain. Indeed, Koskela and Schuyler (2016) suggest that generative qualities of presence may be an (integral) aspect of developing leaders.

Felgen and Lewis-Hunstiger (2011) describe presence as “showing up” with a deep commitment that is “fully attentive in the moment” both to what is happening and to “what might unfold” (p. 6). Senge, Scharmer, Jaworski, and Flowers (2004) contribute a similar description of presence as being “fully conscious and aware in the present moment” and able to consciously participate in a “larger field for change” that is a shift from “re-creating the past to manifesting, realising or ‘letting come’ an emerging future” (p. 7). Jones (2003) proffered a similar focus for presence when he outlined presence as the capacity to access (capture) and articulate intuitive insights emerging in the moment rather than downloading of information from memory. The author posits that articulation is a critical component of presence as it is created by people who are “willing to speak out, to bring to the fore their unique point of view” (p. 32), which includes the capacity to “ask the right questions and bring forth a viewpoint that inspires others and helps them see their own unique gifts and inner strengths” (p. 32).

Cuddy (2015) defines presence as a trust and belief in one’s authentic self, which is made visible to others primarily in non-vocal ways including voice, gestures and facial expression. Presence is a ‘state’ of “being attuned to, and able to comfortably express our true thoughts, feelings, values and potential” (Cuddy, 2015, p. 37). Additionally, one’s ability to influence is predicated on perceptions of warmth and competence (Cuddy, Glick, & Beninger, 2011; Cuddy, Kohut, & Neffinger, 2013; Fiske, Cuddy, & Glick, 2007).

Senge et al. (2004) describe the concept of ‘presencing’ as an act that results in a powerful presence or life force which can be felt and that results in an individual’s

ability to tap more deeply into who we truly are in the context of what we are here to do, individually and collectively. It is a blend of the concepts of presence and sensing. It is wholly concerned with the future which "depends on us to bring it into being" (Senge, Scharmer, Jaworski & Flowers, 2005, p. 7). Presencing requires non-attachment to the past or future (to be present in the now) in order to sense and shape emerging future possibilities. This can be achieved through Theory U – a model proposed by Scharmer (2009) as a framework and a method for leading profound change. The framework of Theory U moves beyond learning from the past through downloading into presencing. Downloading refers to habitual ways of thinking, seeing the world through an entrenched viewpoint, and rejecting or deflecting interpretations and options outside of one's developed mind-set (Senge et al, 2004). Presencing allows one to sense, shape and actualise emerging future possibilities (Hall, 2008a). Theory U is depicted in Figure 2.

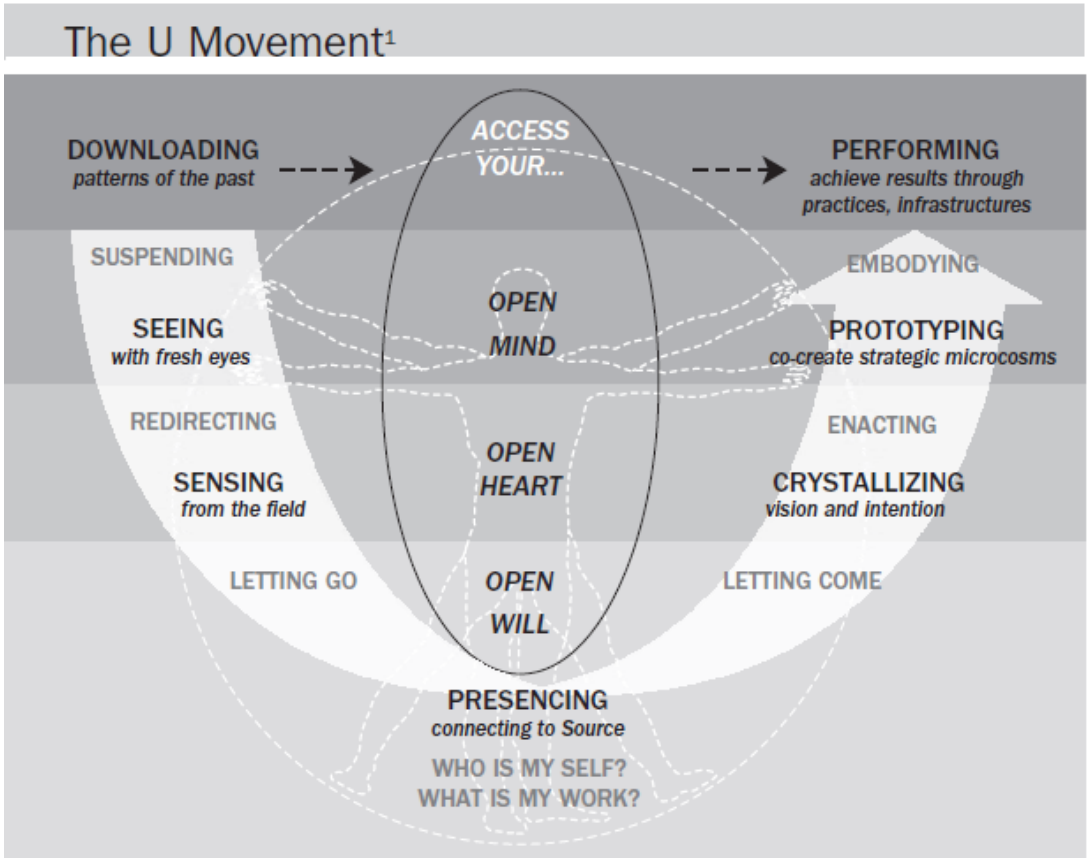

Figure 2: The U movement

Source: (Hall, 2008a, p. 43; Scharmer, 2009, p. 85).

Presencing allows for a movement from an ego base (focused on self) to an eco-based state (connected to the whole) (Scharmer & Kaufer, 2013). It has been suggested that this capacity for presencing as an eco-orientated activity is a requirement for creating a sustainable future as the growing social and organisational issues are no longer being adequately responded to (Paulin, 2014).

The Presencing Institute (c2015) grew out of the MIT Centre for organisational learning through collaborative efforts of Scharmer, Flowers, Senge, and Kaufner and is described as “an awareness-based action research community for profound societal innovation and change” (Presencing Institute, c2015). The presencing process is a journey that connects us more deeply both to what wants to emerge in the world and to our emerging, higher self (Presencing Institute, c2015).

A methodologically-based, consistent model of presence is not developed within the leadership literature and there is widespread divergence amongst authors about the definitions and descriptions of leadership presence or presence. Common elements of leadership presence are inclusive of one who: demonstrates personal power (Cuddy 2015); has a trust and belief in one’s authentic self (Cuddy 2015); creates perceptions of warmth and competence (Cuddy et al., 2011; Cuddy et al., 2013; Fiske et al., 2007); is conscious and aware in the present moment and able to suspend preconceived ideas and remain open to an emerging future (Felgen & Lewis-Hunstiger, 2011; Jone’s, 2003; Senge, Hamilton, & Kania, 2015; Senge et al., 2004; Senge et al., 2005); is focused on the system or the ‘whole’ rather than self-focused (Scharmer & Kaufer, 2013); and has presencing capacity (Hall, 2008b; Scharmer, 2009; Scharmer & Kaufer, 2013).

Leadership presence and executive presence show marked similarity in the focus on: power and influence, authenticity, warmth and competence, relationally focused; and future orientated. Central to leadership presence is present moment awareness and capacity for presencing and these factors are not highlighted as a component of executive presence and requires additional research. Mindfulness as it relates to present moment awareness and executive and leadership presence is included in this literature review.

2.2.5 Personal power

Cuddy (2015) proffers that power is both synonymous with presence as well as the path to presence and views presence as the opposite of powerlessness. The author argues that presence requires personal power (access and control of infinite inner resources such as skills and abilities, values and authentic selves) rather than social power (influence over others through control of resources including money, information, status or even affection). Keltner, Gruenfeld, and Anderson (2003) concur by suggesting one can only have presence through personal power. Anderson, John, and Keltner (2012) contributed further to Cuddy's (2015) outline of personal power by suggesting that it includes one's perception of one's ability to influence others.

Cuddy's (2015) position is that personal power is distinct from the socio-structural indicators of power. Social power was first outlined by French and Raven (1959) cited in Anderson et al. (2012) and Raven (2008) who outlined six bases of social power; namely: informational, reward, coercion, legitimate, expertise, and referent power. While Dagley and Gaskin (2014) did suggest that the six bases of power is a useful framework within which to consider executive presence, the comparison is to some extent fleeting and unsubstantial and additionally does not include a reference to personal power which is included in the construct of presence by Cuddy (2015).

Personal power is part of the definition of executive presence suggested by Williamson (2011). Whilst both Cuddy (2015), Williamson (2011) and Dagley and Gaskin (2014) outline the importance of power for the understanding of executive presence only Cuddy (2015) and Williamson (2011) make a distinction between personal power and social power.

2.2.6 Authenticity and authentic leadership

Authenticity is defined as involving both owning one's personal experiences (values, thoughts, emotions and beliefs) and acting in accordance with one's true self (expressing what you really think and believe and behaving accordingly) (Harter, Schmidt, & Hayes, 2002).

The link between authenticity and executive presence specifically includes the following: Dagley and Gaskins' (2014) component of interpersonal integrity, Bates' (2015) components of concern, and possibly inclusiveness as well as Dagley and Gaskins' (2014) values in action and Williamson's (2011) inclusion of authenticity. Cuddy (2015) defines presence as a trust, belief and comfort in one's authentic self, attunement to internal thoughts, feelings, values and potential and a willingness to make those visible. Cuddy (2015) argues that there is a positive correlation between a capacity for authenticity and the ability to be present with presence.

It is suggested that the link between authenticity and executive presence as explored above extends to authentic leadership the focus on allowing additional space for authenticity for self and others (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Luthans & Avolio, 2003).

2.2.6.1 Authentic leadership

Authentic leadership is defined as a:

> pattern of leader behaviour that draws upon and promotes both positive and psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalised moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008, p. 94).

The four components of authenticity are positioned to be: 1) self-awareness; 2) balanced processing; 3) authentic behaviour / acting; and 4) authentic relational orientation (Ilies, Morgeson, & Nahrgang, 2005). These components are based on an original model by Kernis (2003).

Balanced processing is the processing of information related to one's self in a manner that does not distort, deny, exaggerate or ignore information relating to one's internal experiences and external feedback. It is based on deep-seated acceptance of oneself including strengths and weaknesses (Ilies et al., 2005). Executive presence does not focus or highlight intrapersonal capacity, self-mastery or focus on oneself explicitly (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013;)

although it may be implicitly an aspect of Williamson's emotional level (Williamson, 2011).

Authentic behaviour is related to actions and behaviour that are in accordance with one's own values, preferences and needs rather than an attempt to exert influence on others and control their reactions. However, authentic leaders will be aware of and sensitive to the fit between their own authentic behaviour and the environment and the potential implications of their behaviour. Authentic behaviour includes a self-regulatory component for expressive behaviour and its fit to the environment. (Kernis, 2003).

Authentic relational orientation relates to an intention and effort applied to achieving openness and truthfulness in relationships which involves an active application of self-disclosure; the development of intimacy and a propensity to approach others with a relatively high degree of openness and truthfulness (Ilies et al., 2005; Kernis, 2003). Development of authenticity produces optimal and stable levels of self-esteem and individuals who (knowing their strengths and weaknesses) accept themselves and hence display minimal amounts of defensive biases (Kernis, 2003).

Both authentic behaviour and authentic behavioural orientation are similar to the executive presence constructs of intrapersonal integrity (Dagley & Gaskin, 2014) and emotional level (Williamson, 2011).

According to Walumbwa et al. (2008), there is some debate in the literature as to whether authentic leadership includes a moral or ethical component ranging from theorists who view an advanced moral development as part of the construct to theories who argue that one can know oneself without high moral standards or ethical conduct (Avolio & Gardner, 2005). Executive presence includes an ethical component in values-in-action (Dagley & Gaskin, 2014) and charisma (Hewlett al, 2012, Hewlett, 2014) and integrity (Bates & Weighart, 2014).

Table 2.8:

Comparative overview of components of authentic leadership and executive presence

Authentic Leadership (Ilies et al., 2005).		**Executive Presence Components**
Component of Authentic Leadership	**Description**	
Self-awareness	Knowledge and awareness of self	Not explicitly outlined in the literature on executive presence, implicit in some components
Balanced processing	Lack of distortion in thinking about self and reality	Emotional level (Williamson, 2011)
Authentic behaviour	Behave in accordance with one's values	Interpersonal Integrity (Dagley & Gaskin, 2014) Values in action (Dagley & Gaskin, 2014)
Authentic relational outcome	Open, honest, transparent relationships with high self-disclosure	Interpersonal Integrity (Dagley & Gaskin, 2014) Emotional level (Williamson, 2011) Inclusiveness, concern, resonance (Bates & Weighart, 2015)
Ethical or moral component	Advanced moral development and ethical conduct	Values-in-action (Dagley & Gaskin, 2014) Charisma (Hewlett et al, 2012, Hewlett, 2014) Integrity (Bates & Weighart, 2014)

It can be concluded from this comparative overview that executive presence includes a capacity for authenticity and authentic leadership.

2.2.7 Present moment awareness and mindfulness

Integral to leadership presence – although not highlighted as a component of executive presence – is a capacity for present moment awareness. The inclusion of present moment awareness in the executive presence construct requires additional research.

Jones (2003) suggests that present moment awareness is required by business given the world of accelerating change and uncertainty where "memory is outdated and expertise is not the solution" (p. 32). Much of the development of the research on present-moment awareness is embedded within the body of knowledge on mindfulness and an overview of the construct with a view to examining its contribution to the construct of executive presence is therefore outlined in the section below.

There is much debate in the literature on the definition of mindfulness ranging from simply observation of the present moment to a multifaceted paradigm inclusive of attitudinal and motivational qualities and goal-directed behaviour.

Cavanagh and Spence (2013) define mindfulness inclusive of a practice and state of mindfulness (but excluding philosophy and trait-based models of mindfulness) as: “a motivated state of decentred awareness brought about by receptive attending to present moment experience” (p. 117). Dane (2010) defines mindfulness as: “a state of consciousness in which attention is focused on present-moment phenomena occurring both externally and internally” (p. 4).

Kabat-Zinn (2016) offers the definition as to “pay attention on purpose in the present moment non-judgementally…(in the service of self-understanding and the cultivation of wisdom and compassion).” (p. 124) in a manner that lends itself to an intimate relationship and embodiment with awareness (Williams & Kabat-Zinn, 2011). This is supported by Teper, Segal, and Inzlicht (2013) who claim that mindfulness is composed of two facets: present moment awareness and non-judgmental acceptance of emotions and thoughts. Non-evaluative interpretative thought is replaced by experiential processing or observation (Cavanagh & Spence, 2013; Good, Lyddy, Glomb, Bono, Brown, Duffy & Lazar, 2016)

This experiential processing allows for presence in the here and now due to reduction in distractions of “ruminations about the past and fears regarding the future” (Shapiro, Astin, Bishop, & Cordova, 2005, p. 165). One’s ability for “non-defensive engagement with present realities” (Cavanagh & Spence, 2013, p. 118) in a manner described as curious, open and accepting is increased.
For the purposes of this research mindfulness is viewed as being fully present to the here and now through non-interpretive awareness and observation.

Whilst the link between leadership presence and present moment awareness or mindfulness is apparent, the overlap between these ideas requires further research.

2.2.8 Embodied leadership

Inclusive to the present-moment awareness inherent in the concept of leadership presence and mindfulness is attentiveness to phenomena occurring internally, namely sensory-motor or bodily-based information and sensations. A focus on the body and the ability to develop cognitive, sensory and dispositional ways of knowing the world is a departure from traditional cognitive science and towards what is a more inclusive and integrated discourse (Brendel & Bennett, 2016; Shilling, 2016).

This capacity for holistic learning methodologies (including mindfulness and somatic practices) is based on a premise that understands human beings as an "integrated and interdependent system of mind, body and spirit" (Brendel & Bennett, 2016, p. 412).

Theorists describe elements of the approach utilising various terminology including: somatic practice, somatic learning, embodied knowing, and embodied cognition (Brendel & Bennett, 2016; Shilling, 2016). For the purposes of this research, the terms are utilised interchangeably to describe the embodied leader.

The embodied leader is described as one who "elicits a substantial presence… and… embody a way of being, an aligned presence with purpose that spans all context so that individual and leader are not separate entities but rather a fully cohesive self" (Brendel & Bennett, 2016, p. 419). The embodied leader is described by Brendel and Bennett (2016) as having the capacity to "create change that is not only cognitive but known, felt, and supported by the entire mind–body system" (Brendel & Bennett, 2016, p. 419). Palmer and Crawford (2013) describe the embodied leader as one who is able to generate a stable, expanded personal space that conveys a felt-sense of inclusive, connected ledership presence where one is part of something larger than themselves.

Embodiment includes tacit knowledge that is "anchored in the body" (Hubrich, 2015, 42) and a one-sided focus on the cognitive may decrease embodiment with a resultant diminishment of presence. Lakoff (2012) highlights that our sense of what is real depends on the body, and the original western paradigm of rationality that is separate from a bodily-felt sense is no longer supported by the evidence in cognitive science.

A definition of embodied cognition was presented by Harquail and Wilcox King (2010) to refer to theories that reveal how human capacities to process (acquire, interpret, remember, and express) information are functions of bodily experiences that extend beyond “abstract conceptualizations” and include a “broad range of biologically based sensorimotor capacities” that result in a knowledge that “resides in our bodies” and cannot always be verbally expressed (p. 1619).

Embodied cognition is referred to as a third wave of cognitive science and is based on a central assumption, namely that the body is: 1) directly involved in cognition (processing information and gaining knowledge are functions of bodily experiences); and 2) influencing the mind to a greater degree than has previously been recognised.

Cognition is no longer perceived as event taking place solely in the mind but is embedded (involves bodily interaction with the world wherein the body defines our perceptual involvement in the world); grounded (conceptual understandings are located within a grounded experiential state); situated pragmatically in real-life specific contexts; temporal (varying according to time available); action relevant and distributed (environment co-creates cognitive system) (Brown & Reimer, 2013; Harquail & Wilcox King, 2010; Hung & Labroo, 2011; Larkin, Eatough, & Osborn, 2011; van de Laar & de Regt, 2008).

A few examples of suggested embodied knowledge include: importance is rooted in the grounded experiential state of weight and weighted items are judged as more important (Leitan & Chaffey, 2014); power is associated with a vertical dimension in physical space (Schubert, 2005); tightening muscles increases willpower and the ability to self-regulate (Hung & Labroo, 2011) and a view of gestures as an “extension and act of thought” (Chase & Wittmann, 2013, p. 94).

Embodied cognition allows for the more effective engagement with conflicts and complexity that is required by 21st century leaders as described by Brendel and Bennett (2016):

> Developing deep and broad awareness of self, other, and environment; staying in the present moment to remain open and responsive; suspending judgment

> …remain open to diverse ideas and solutions; and intentionally shifting attention to and beyond oneself to engage effectively with conflict and complexity (p. 143)

The embodied leader has similarity and overlap with the construct of executive leadership in descriptors such as: deep and broad awareness of self and others (engagement skills, interpersonal skills, charisma); openness; shifting attention from self (engagement skills); engaging effectively with ambiguity and complexity (intellect and intelligence); groundedness and engagement (projected confidence) and aligned presence and purpose (focus).

Additionally, the embodied leader is based on a focus inclusive of the body and executive presence involves a focus on the physical component which includes nonverbal body language and in particular style of walk and posture as well as non-verbal skills required for communication. Executive presence has been described as an impression based on how someone walks into the room (Dagley & Gaskin, 2014; Hewlett, 2014; Williamson, 2011) and this phenomenon would align to the description of an embodied leader. These overlapping factors between the constructs suggest that executive presence may be an 'embodied' state. The extent to which the construct of executive presence is based on the ability be an embodied leader, with an orientation towards embodied learning requires additional research.

2.2.9 Cognitive Intelligence

According to Gottfredson (1997), a high IQ is required for highly complex or fluid jobs and the "practical advantages of having a higher IQ increase as life settings become more complex (novel, ambiguous, changing, unpredictable, or multifaceted)" (p. 14). There is widespread agreement on the inclusion of intellect, intelligence, and expertise as part of the executive presence construct (Dagley & Gaskin, 2014; Hewlett et al., 2012, Voros 2000, Williamson 2011). Given the context of increasingly high ambiguity and complexity for 21st century organisations, the inclusion of intelligence as a necessary component for presence would seem fitting.

Intelligence has been extensively researched over decades resulting in multiple theories and models of intelligence as well as measurement instruments (Cole &

Randall, 2003; Jewsbury, Bowden, & Duff, 2016). While an in-depth overview of the vast field of intelligence is outside the scope of this paper, a brief positioning of certain primary focus points is listed as a contribution to the understanding and link with executive presence.

A significant evolution in models of intelligence related to a movement from viewing intelligence narrowly on ability relating to analytic tasks associated with memory, reasoning, judgment, and abstract thought to intelligence as a broader array of mental abilities (Brackett, Rivers, & Salovey, 2011; Mayer, Salovey, & Caruso, 2004). This broad approach is reflected in a definition offered by Gottfredson (1997) and signed by 52 highly-regarded scholars across multiple disciplines defining intelligence as a:

> very general mental capability, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects broader and deeper capability for comprehending our surroundings - "catching on," "making sense" of things, or "figuring out" what to do (p. 13).

While the viewpoint that intelligence consists of different types has been fairly consistent across the timespans (Salovey & Mayer, 1990), Gardener is credited with advancing the contemporary theory of multiple intelligences (Brackett et al., 2011) and suggests eight intelligences, each oriented to a specific type of information, namely: linguistic, logical-mathematical, musical, spatial, bodily kinaesthetic, naturalistic, interpersonal, and intrapersonal (Brackett et al., 2011; Gardner & Moran, 2006).

A fundamental debate within the intelligence body of knowledge is intelligence as a fixed entity (entity theorists) versus intelligence as developmental or acquirable (incremental theorists) with multiple theorists supporting a developmental approach (Gardner & Moran, 2006; Mangels, Butterfield, Lamb, Good, & Dweck, 2006; Nussbaum & Dweck, 2008).

Intelligence as part of the executive presence construct is described as intellect, excellent judgement, strategic thinking ability, quiet wisdom, persuasion (requires

verbal intelligence), credible and highly knowledgeable with great expertise in one's field (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011). These intelligence descriptors would seem to reflect a general rather than a narrow intelligence as well as reflect multiple intelligences including, linguistic, logical-mathematical, and interpersonal, and intrapersonal (Gardner & Moran, 2006). The probability of the inclusion of bodily kinaesthetic intelligences as linked to the concept of embodied leadership (Brendel & Bennett, 2016; Palmer & Crawford, 2013) would be worth exploring further in research. The extent to which executive presence is impacted by an entity versus incremental belief about intelligence in leaders (Mangels et al., 2006) is unknown and requires further research.

Emotional intelligence is rooted in the concept of being a "cooperative combination of intelligence and emotion" (Mayer et al., 2004, p. 197); a comparative overview of emotional intelligence and executive presence is outlined below.

2.2.10 Emotional intelligence

Williamson (2011) outlines the highest level in her model as 'emotional' including the ability to focus on others and engage and connect at a personal level displaying empathy, authenticity and transparency. Additional components of executive presence related to emotional intelligence include 'engagement skills', 'interpersonal integrity', Dagley and Gaskin (2014) 'concern', 'restraint', and 'authenticity' (Bates & Weighart, 2015).

Emotion in western psychology paradigms was labelled disorganised, disruptive, lacking in purpose and generally undesirable until a seminal paper by Mayer, Caruso, and Salovey (1999) made an early argument for emotions as an organising and adaptive force rather than a destructive and non-rational force (Mayer et al., 2004). There is widespread agreement that emotional intelligence allows one to face reality and maintain commitment to an adaptive stance that maximises the potential for constructive outcomes (Brackett et al., 2011; Qualter, Gardner, & Whiteley, 2007)

Mayer et al (2004) define emotional intelligence as

> The capacity to reason about emotions, and the use of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (p. 197).

Emotional intelligence includes a variety of definitions and models, and contemporary perspectives have resulted in two scientific models; namely: the intelligence or ability model and the mixed model (Brackett et al., 2011; Caruso et al., 2016)

Theorists who view emotional intelligence as an intelligence posit that emotional intelligence is similar to other broad intelligences and meets traditional criteria for an intelligence in that it is: an ability that operates with and on emotional data; is a mental ability that can be measured (assessments have a criterion of correctness where there are more and less correct answers); and is best measured in an objective manner (Mayer, Caruso, & Salovey, 2016)

Mixed models view emotional intelligence as a set of leadership competencies or a set of personality traits, such as assertiveness, optimism, self-esteem and emotional self-efficacy (Mayer et al 1999; Mayer, Salovey, & Caruso, 2008).

Mayer et al. (2004) outlined a four-branch model that conceived emotional intelligence as the ability to perceive emotion, use emotion, understand emotions and manage emotion. Goleman's (1998) original model of emotional intelligence includes five key components which the author (Goleman) subsequently updated to include four domains: self-awareness, self-management, social awareness, and relationship management (Clarke, 2010). There are overlaps and differences between Mayer et al. (2004) and Goleman's model of emotional intelligence (Clarke, 2010) and a detailed comparative analysis is seen as beyond the scope if this paper. Table 2.9 below shows a comparative view of components of emotional intelligence and overlap with components of executive presence.

Table 2.9:

Comparative overview of components of emotional intelligence and executive presence

Emotional Intelligence Characteristics (Goleman, 1998, Clarke, 2010)		**Executive Presence Components**
Emotional Intelligence	**Description**	
Self-awareness	Self-confidence, awareness of own internal emotional landscape and how behaviour impacts others.	Projected confidence (Dagley & Gaskin, 2014)
Self-management	Using self-regulation to manage own behaviour in line with desired outcomes, managing conflict, clearly expressing ideas.	Communication ability (Dagley & Gaskin, 2014) Restraint (Bates, 2015)
Social awareness	Aware of the underlying emotional landscape of others and 'what is not said', empathic responses to others.	Interpersonal integrity (Dagley & Gaskin, 2014) Emotional level (Williamson, 2011) Concern (Bates, 2015) Resonance (Bates, 2015)
Relationship management	An inspirational leader able to influence and act as a change catalyst, interested in developing others.	Charisma (Voros, 2000; Hewlett et al 2012; Hewlett 2012) Engagement (Dagley & Gaskin, 2014)

2.2.11 Transformational and charismatic leadership

Charismatic leaders are described as extraordinary, gifted, transcendent, repeatedly successful, visionary, capable of powerful effects, magnetic, persuasive and superhuman (Avolio & Gardner, 2005; Burke & Brinkerhoff, 1981; Conger & Kanungo, 1987; House, 1999; Judge & Bono, 2000; Sharma & Grant, 2011). Senge (interview with Hall, 2008b) contributes his understanding of charisma as one with a "quality of power with which we resonate" (p. 41).

According to Dinh et al. (2014), neo-charismatic theory received most attention in the latest leadership research with charismatic theory and transformational theory following close behind. Aggarwal and Krishnan (2013) consider the terms transformational leadership and charismatic leadership to be used interchangeably and for the purposes of this comparative analysis, transformational and charismatic leadership are regarded as synonymous.

Burns (1978) defined a transformational leader as “one who raises the followers’ level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes” (p. 141). Transformational leaders have a profound influence on followers (Bass, 1999). McCleskey (2014) described an influence relationship as one where a follower works to maintain a high-quality relationship with a (transformational) leader who exudes self-confidence and deep personal concern for his / her follower(s).

Transformational leaders are juxtaposed with transactional leaders who are more task, operational and short-term focused. According to Bass (1999) there are four components of the transformational leader: namely: 1) idealised charisma, 2) inspirational motivation, 3) intellectual stimulations and 4) idealised consideration.

The overlap between transformational leadership and executive presence includes the high capacity for influence through engagement. Additionally, the components of executive presence such as ‘projected confidence’, ‘charisma’, ‘engagement skills’, and intelligence are integral aspects of transformational leadership. Table 2.10 below shows a comparative view of components of transformational leadership and components of executive presence.

Table 2.10:

Comparative overview of components of transformational leadership and executive presence

Transformation / charismatic leaders characteristic from Bass (1999)		**Executive Presence Components**
Component of Transformational Leadership	**Description**	
Idealized influence/ charisma	Ability to influence by arousing a desire to emulate the influencer who is seen as a winner with characteristics of confidence, persistence, competence and willingness to take risks.	Projected confidence (Dagley & Gaskin, 2014) Status & reputation (Dagley & Gaskin, 2014) Charisma (Voros, 2000) Engagement skills (Dagley & Gaskin, 2014)
Inspirational motivation	Achieved through creating meaning and challenge	Communication ability (Dagley & Gaskin, 2014; Voros, 2000; Williamson 2011)
Intellectual stimulation	Ability and encouragement to look at old problems in new ways	Intellect & expertise (Dagley & Gaskin, 2014, Voros, 2000, Williamson 2011)

Individualized consideration	Involves deep personal attention and concern to another	Interpersonal Integrity

The basic premise and definition of transformational / charismatic leadership is a high match for executive presence; that is a leader / individual who has a high degree of influence and effect on followers and who are “potent drivers of large scale change in followers and organisations” (Zaccaro, 2012, p. 719). Additionally, it is apparent from a comparative analysis of transformational leadership and executive presence that there is a high degree of similarity between the components of transformational / charismatic leadership and executive presence as outlined in the table.

Despite the high degree of similarity in the construct of executive presence and transformational / charismatic leadership, Dagley and Gaskin (2014) did not include any reference or analysis of this in their findings.

2.2.12 Perceptions and impression management

Dagley and Gaskin (2014) found that executive presence is based in the perception of others but did not include a contextual analysis of the moderating effect of follower perceptions based on literature. The brevity is perhaps too inconclusive and may not allow for a comprehensive understanding of the importance of perceptions. A brief overview of the importance of follower perceptions and the implications for executive presence is included in this section.

According to Dinh and Lord (2012), classical or early trait theory fails to articulate the role of the follower in the leadership construct in that followers attribute leadership status based on a perceived match to a cognitive prototype of leadership characteristics or a generalised collection of traits. This perceived match to a “leader stereotype” is acknowledged by Ensari, Riggio, Christian, and Carslaw (2011) who suggested that a critical element of recent leadership research is an acknowledgement that followers grant leadership status based on how much an individual fits the shared preconceptions (of followers) made up of a collection of traits that form a leader prototype.

Within the leadership prototype or schema there are a number of interconnected traits and expectations based on what a leader is expected to display (Foti, Knee Jr, &

Backert, 2008). According to Foti et al. (2008), individuals will use automatic processing and utilise the most common prototypes; thus there is often an 'automatic' perception of leaders based on trait inferences and even stereotypes. Implicit leadership theory contributes to the idea that leadership is a perception within which there is a leadership prototype (images of the traits or expected behaviours) that is shared. The theory accepts that the way in which a leader will be perceived is dependent upon the cognitive processes of a follower (Schyns, Kiefer, Kerschreiter, & Tymon, 2011; Verlage, Rowold, & Schilling, 2012).

Judge et al (2009) make the point that, due to the importance of followers' perceptions of what constitutes leadership, reputation is as important as identity. This would overlap with Dagley and Gaskin's (2014) finding that most participants included reputation as an important component of executive presence.

The Global Leadership and Behavioural Effectiveness Project (GLOBE) is based on implicit leadership theory and compares cultures and attributes of effective leadership across 61 countries (House, Javidan, Hanges, & Dorfman, 2002). According to GLOBE, social culture, organisational culture and practices inform how leadership comes to be viewed and leader acceptance / evaluation is a function of the match between leader attributes / behaviour and the implicit images of leaders. Therefore, implicit prototypes will lead to a follower's decision as to whether an individual is a leader or not, depending on evaluated behaviour / attributes against implicit leadership prototypes (House et al., 2002; Verlage et al., 2012). This may have some bearing on the inclusion of cultural fit as part of the construct of executive presence by Voros (2000).

One key finding is that charismatic leadership is accepted as a recognised leadership prototype and was rated as highly efficacious (Verlage et al., 2012). The prototype of the charismatic leader continues to dominate our collective attention within leadership theory and research body of knowledge, and perceptions of followers can be influenced through activation of the charismatic leader prototype by a display of the behaviours associated with this prototype (Aggarwal & Krishnan, 2013; Conger & Kanungo, 1987; Foti et al., 2008).

Impression management or self-presentation is defined as a process by which people "present themselves to others to create and maintain a desired perception in the minds of significant others and elicit a desired response" (Aggarwal & Krishnan, 2013, p. 303). A positive correlation has been found between the use of impression management techniques and the tendency of followers to attribute charismatic attributes to the leader utilising these techniques. According to Shah and Mulla (2013), the use of acquisitive impression management techniques include: 1) ingratiation (an attempt to become more likable to the target); 2) exemplification (portraying oneself as a role model); 3) intimidation (creating fear); and 4) self-promotion (through self-enhancements and entitlements). The authors conclude that active impressions management has a positive effect on leader's perceived charisma and the organisation the leader represents. The authors go so far as to recommend the use of impression management consultants in order to maximise one's charisma (Shah & Mulla, 2013).

Other theorists have found a negative correlation between impressions management and presence and suggest that impressions management is likely to result in: perceptions of manipulation over time (Gardner, Avolio, Luthans, May, & Walumbwa, 2005); a decline in one's own cognitive ability and confidence (Cuddy, 2015); a poor net result of success in job interviews (Barrick, Shaffer, & DeGrassi, 2009); and declining effectiveness over time in job interviews (Cuddy, Wilmuth, Yap, & Carney, 2015). Cuddy (2015) suggests that presence is enhanced when one's focus is internal on the impression one makes on oneself rather than externally focused on the impression one makes with others.

Dagley and Gaskin (2014) do not make any conjecture as to whether an attempt to manage the impressions of others enhances executive presence. A key finding by Dagley and Gaskin (2014) is that perceptions of executive presence are mediated by both the impressions formed during initial contact as well as evaluations over time. Whilst an ability to manage the impression of others might not sustain perceptions of executive presence, it would contribute towards an initial impression of it. This is supported by Williamson's (2011) results where the ability to observe the impressions one is making on others is noted as important to executive presence. The author

argues that it is critical for leaders to focus attention on managing the impressions they are making on others (Williamson, 2011).

Cuddy (2015) has suggested a link between formulation of impression and presence as based on the perceptions of two characteristics: warmth and competence. High warmth elicits active facilitation and engagement (Cuddy et al., 2011), and a combination of high warmth and high competence translates into trust and perceptions of influence or presence (Fiske et al., 2007). Warmth may include friendliness, trustworthiness, empathy, and kindness; whilst competence includes an assessment of internal and external resources, ability, (such as intelligence) and power (including efficacy) the person has at their disposal (Cuddy et al., 2011, p. 74; Sevillano & Fiske, 2016). The authors outline the implications for executive presence is to "connect then lead" (Cuddy et al., 2013, p. 55) where connection is related to warmth and is regarded as the "conduit of influence" (p. 55) and ongoing leadership requires competence.

2.2.13 Summary and working definition

The description of executive presence includes: 1) a general overview of the nature of the construct; as well as 2) an outline of the components (characteristics, traits, behavioural tendencies, competencies, skills, abilities, capabilities, competencies, states of being).

Based on the literature review, it can be inferred that executive presence is an essential aspect of leadership and critical to leader success, is easy to recognise but difficult to articulate; may be based on innate characteristics, perceptions of others or be inclusive of both; and is broadly related to leadership rather than specifically related to the role of executive. Executive presence is aligned to leadership presence in general and influence beyond authority rather than restricted to the role of executive.

There are multiple characteristics, competencies and abilities as well as a capacity for authenticity, integrity and living of one's values that are part of executive presence. The characteristics include: appearance, projected confidence, communication, engagement or the rational level, values in action / integrity; intellect and expertise; interpersonal integrity, authenticity, emotional level, outcome delivery, coercive power

use, status and reputation, focus, passion and cultural fit. These characteristics are based on a synthesised analysis of the executive presence literature.

A synthesis by the researcher of the definitions of executive presence based on the executive presence literature was offered as:

> A highly influential leader with the capacity to mobilise and drive change in organisations (and society) through visible personal power (inclusive of confidence and persuasion) and relational energy and skill (inclusive of connection).

A second and updated synthesised definition inclusive of the analysis of leadership presence and related leadership theory concepts and theories is offered by the writer as:

> A highly influential leader with the capacity to mobilise and drive change in organisations (and society) through balancing visible personal power; relational energy and skill; and mindful leadership embodiment.

This combined working definition will be re-evaluated in the light of significant evidence-based contributions from relevant leadership theories and models.

Research Question One

Based on the above literature review research question one is confirmed as: formulate and describe the nature and components of the leadership construct of executive presence.

2.3 Coaching for Executive Presence

Coaching has been described by de Vries (2005) as “one of the most powerful strategic and tactical weapons in the executive repertoire” (p. 62) and there is extensive support and acknowledgement for coaching as a critical modality for leader and leadership development (Carey et al., 2011; Kempster & Iszatt-White, 2013; Passmore, 2015).

In an extensive integrated literature review from 1996 to 2010 on coaching models for leadership development, Carey et al. (2011) found that coaching has become a popular strategy for leadership development and change in complex environments. Williamson (2011) advocates for the inclusion of presence in all leadership development programmes and assert that “presence is a coachable skill but it is rarely a self-identified one” (p. 104).

Executive coaching is related to leadership effectiveness (Kombarakaran et al, 2008) and leadership development, which is a “specialism within the spectrum of (evidence based) executive coaching” (Kinsler, 2014, p. 97). Executive, business and leadership coaching have been described as sub-disciplines of coaching and distinguished by: 1) the construct of a dual client for the coach (both coachee and their organisation); and 2) the need to produce success, results and positive impact for the organisation and the individual (Ely, 2010; Joo, 2005; Kilburg, 2004; Stout-Rostron, 2009; Stout-Rostron, 2014; Worldwide Association of Business Coaches, 2017). Kahn’s (2014) model of coaching depicts the coaching relationship on a two-dimensional axis. Dimension one is the environment (the business and organisational system within which the individual operates) and dimension two is the individual (Kahn, 2014, & Kahn, 2011).

Day (2000) and Day et al. (2014) distinguish between leader development focusing on an individual leader and leadership development involving multiple leaders. Leader development is focused on an individual’s capacity (being expanded) whilst leadership development is related to the organisation’s ability to generate leadership potential and includes the interaction between individual and the environment within which they function (Ardichvili & Manderscheid, 2008).

This research establishes the relevant and impactful aspects of executive coaching for leader and leadership development in order to explore the relevant aspects of coaching for executive presence.

2.3.1 Coaching approaches

Coaching approaches explored within this literature review are inclusive of methodologies, underlying principles and theoretical underpinnings; frameworks, guidelines and tools (specific models, exercises, and practices).

2.3.1.1 Multiplicity of approaches

Foremost coaching approaches based on related theoretical perspectives have been suggested to include: psychodynamic or psychoanalytic, behaviourist or cognitive-behavioural, person-cantered, cognitive therapeutic, system-oriented or systemic, adult development, and action learning, (Cox, Bachkirova, & Clutterbuck, 2014; Dagley, 2010; Feldman & Lankau, 2005). Effectiveness and assessment of helpfulness of coaching approaches based on underlying theoretical perspectives is inconclusive and additional research is required (Passmore & Fillery-Travis, 2011; Spence, 2007).

There are a multitude of influences in coaching, leading to a wide spectrum of coaching approaches that have been found helpful and effective with a fairly egalitarian success ratio and little ranking of effectiveness between different approaches (Cox et al., 2014). Approaches are so similar in the correlation to results that differences in approaches have been described as “irrelevant” by Kilburg (2004, p. 207).

However, this finding does not imply that “eclectic, pluralistic or nihilistic coaching would be sufficient” (de Haan, 2008, p.55). The successful application of an approach requires the coach to: 1) utilise techniques from the broad theory of coaching; 2) understand both the technique and the theory on which the technique is based; 3) ensure that interventions should fit with the specific ideology and basic assumptions of the coach; 4) believe in and be committed to the interventions; 5) fit with the requirements, preferences, beliefs and levels of inspiration for the client; and 6) meet the objectives of the coaching (Cox et al., 2014; Ellinger, Egan, Cox, Bachkirova & Clutterbuck, 2014; Passmore, 2015).

A selective and informed eclectic approach that meets the criteria outlined above is appropriate. It is suggested that this ability to select one’s approach is an “opportunity

rather than a problem" (Cox et al., 2014, p. 156) as it allows the coach to apply an evidence based coaching approach where the coach reviews, assesses, critically evaluates, adapts and incorporates applicable and relevant coaching methodologies (Grant, 2005; Kinsler, 2014).

Clutterbuck and Megginson (2011) link the coach's capacity to utilise multiple approaches to the coach's maturity and suggest four phases, namely: mechanistic, process, discipline and systems eclectic. Coaches on a lower level and usually new to the field mechanistically apply models from a defined approach. Process-based approaches utilise structured linking of related techniques and models and have a broader range of tools to select from. A philosophy or discipline level of maturity uses a broad portfolio of responses to client needs based on a broad set of assumptions about development. The highest level of maturity is systems-eclectic coaches who have an integrated way of being with the client that has access to a wide array of models and toolkits and an intelligent, sensitive ability to apply these appropriately based on individual client needs.

In can be postulated that coaching for executive presence may utilise a number of approaches effectively provided that 1) the approach is based on a theoretical framework that the coach is knowledgeable about, believes in and is committed to; and 2) the selection of the approach is based on client needs and preference; and 3) the coach is skilled and mature to allow for a systems eclectic approach

2.3.1.2 Client needs and preferences

The selection of a coaching methodology or approach for utilisation should be based on the requirement or needs of the client (Cox et al., 2014; Joo, 2005; Witherspoon & White, 1996). Categories of client requirements have been suggested as either learning, performance, and / or finding meaning in work by Cox et al, (2014) and either skills, performance, and / or developmental by Witherspoon & White, (1996).

Skills coaching relates to the acquisition of required skills, may be fairly short-term and often requires a focus on specific behaviours. Performance coaching relates to improved performance over time and typically includes a more strategic focus and ability to set goals and overcome obstacles. Developmental coaching is a focus on an

individual's journey of growth to meet current and future challenges and relies on an increasing understanding of the self; others and the organisational system (Grant 2005; Sperry, 2008; Witherspoon & White, 1996). Developmental coaching is for the high-functioning individual and requires the highest levels of engagement and personal reflection (Thach, 2002). Grant et al. (2010) cites executive and leadership development coaching as inherently developmental although some performance and / or skills-focused coaching may be present.

Ives (2008) proposes that the client requirement will dictate a coaching approach ranging on a spectrum of three different areas namely; directive versus non-directive, personal development versus goal-focussed, therapeutic versus performance-driven. A development application would be non-directive, personal development and therapeutic.

It is likely that coaching for executive presence is primarily developmental with some skills focus and is thus more suited to primarily a non-directive rather than directive, personal development rather that goal focused, and therapeutic rather than performance approach.

2.3.1.3 Coach-coachee relationship

It has been proposed that the effectiveness of coaching is less reliant on any one supposedly superior approach than on the common elements across all approaches and the relationship between coach and coachee (de Haan, Culpin, & Curd, 2011; de Haan & Duckworth, 2013; de Haan, Grant, Burger, & Eriksson, 2016; Gessnitzer & Kauffeld, 2015; Kilburg, 2004). The relationship has been postulated to be the central vehicle for development and transformation (Critchley, 2010; Egan & Hamlin, 2014) and hence building strong relationships is an important component of executive coaching (Joseph & Murphy, 2013, Kilburg, 2004, Messer & Wampold, 2002). An extensive meta-study completed by de Haan, Grant, Burger, & Eriksson (2016) confirmed that the strengths of the working alliance is significantly related to perceived effectiveness of coaching by coach, coachee and sponsor, and that the task and goal focus of the alliance was more important than the bond.

Relational coaching is based on prioritising the importance of the co-created, 'here-and-now' relationship and attending (explicitly) to the relationship (Critchley, 2010). De Haan (2014, p. 88) encourages the coach to remain within an inquiry-orientated focus in order to hold the quality of the relationship as paramount. This inquiry-orientated approach has a threefold focus for the coach: 1) a focus on one's own state of mind, feelings, impressions, and in particular one's 'felt' bodily sense; 2) a focus on the client and the material he or she is bringing in the moment; and 3) the relationship of coaching as it unfolds.

It can be postulated that the relationship between coach and coachee would be of primary importance to the effectiveness of the coaching for executive presence and that an inquiry-based focus on the relationship by the coach is important to the success and helpfulness of the coaching.

2.3.2 Coaching for components of executive presence

This section offers some analysis on coaching for selected components of executive presence. Whilst it is not feasible to include a detailed analysis of coaching specifically for all the various elements of executive presence, coaching for a number of the primary components is explored. The components included include 1) self-awareness, emotional intelligence and authentic leadership; and 2) mindfulness, embodied leadership and somatic practices.

2.3.2.1 Coaching for self-awareness, authenticity and emotional intelligence

Coaching is considered a supporting framework that allows for the client to develop self-awareness (Christierson, 2016). Facilitating self-awareness and learning has been suggested as one of the principal roles of the coach (Rogers, 2012) and is reflected as such in the definition of coaching by Passmore and Fillery-Travis (2011) as "a Socratic based dialogue between a facilitator (coach) and a participant (Client) where the majority of interventions used by the facilitator are open questions which are aimed at stimulating the self-awareness and personal responsibility of the participant" (p. 74).

Coaching is widely portrayed as a catalysing force for the development of an authentic leadership style that aligns with the coachees personal values (Gardner et al., 2005). Gardner, Cogliser, Davis, and Dickens (2011) agree with Resnick (2016) that emotional intelligence is the "most essential component of leadership and professional coaching" (p. 302). Kinsler (2014) recommends evidence based leadership coaching and mindfulness training within a company-wide leadership development programme as interventions for coaching for self-awareness and self-regulation (the pillars of authenticity and authentic leadership).

Boyatzis (2009) suggests that behavioural competencies such as emotional and social intelligence can be developed and 21st century organisations are increasingly supportive of the need to invest in the development leader's emotional intelligence (Blattner & Bacigalupo, 2007; Grant, 2007).

It may be postulated that executive presence coaching would focus include self-awareness, emotional intelligence and authenticity as key components.

2.3.2.2 Coaching for mindfulness and somatic practice

Coaching for mindfulness is outlined here from the perspective of: 1) the inclusion of mindful practices and mindful state for the client as part of the coaching journey and 2) the practice of mindfulness by the coach.

- *Mindfulness for the Client*

Consistent application of mindfulness and somatic practices produces an "embodied leadership presence that is internally sensed and read by others as open, engaged, and trustworthy" (Brendel & Bennett, 2016, p. 412). Embodied leadership, mindfulness and somatic practices have been presented as part of the construct of leadership development (Fisher & Robbins, 2015, Harquail & Wilcox King, 2010, Lindgren & Johnson-Glenberg, 2013) and coaching for mindfulness is explored briefly here.

Good et al. (2016) argue that mindfulness has a critical role to play in successful coaching outcomes and recommends it as one aspect of the coaching process. Senge (2012) concurs on the importance of mindfulness training for leaders:

> Until you can stop the habitual thought flow of your mind, you cannot see what's around you. If you're going to be in a position of authority, you'd better have a high level of awareness of what's going on. Otherwise all you can do is project your inner dynamics on the outer world. . . . (pp. 326-327).

This section outlines the somatic practices of sensory experience focus and power poses.

- *Focus on sensory experience*

Multiple theorists emphasise the importance of focusing on sensory experience; building a systemic, whole body awareness and expanding awareness to receive mind-body insights as catalysts for an intense ability to be present that expands one's presence (Brendel & Bennett, 2016; Goldman Schuyler; Tobin & Tisdell, 2015; Silsbee, 2008).

Cremona (2010) argues that one aspect of the coach's role is to ensure the client is able to "slow down and note bodily responses" in order to facilitate the "experiencing of feeling in the body, and in the present" (p. 53) as this somatic practice is what leads to change. One study found that cultivating a focus on sensory experience creates moments of waking up characterised by a state of intense presence with a magnified awareness of what is happening within or around one (Goldman Schuyler et al., 2016).

A reflection on the knowledge of the body and awareness of bodily-felt sense moves one from unconscious embodied knowledge to conscious embodied knowledge or deep knowing referred to by one participant as knowing "down to my ribs" (Tobin & Tisdell, 2015, p. 215) and forms the basis for new and consciously chosen behaviour (Brendel & Bennett, 2016; Strean & Strozzi-Heckler, 2009; Teper et al., 2013).

This heightened embodied awareness often generates a feeling of connectedness, groundedness, safety, appreciation, and gratitude, increased empathy, belief that relationships were more workable, and life had more meaning (Goldman Schuyler et al., 2016). Participants described feelings of creativity, flow, an alignment between

mind, body, and spirit, and effectiveness or knowing exactly what to do (Goldman Schuyler et al., 2016) increases helpful leadership attitudes such as patience and letting go (Horan, 2009); and ensures that self-regulatory and executive functioning is utilised optimally (Tobin & Tisdell, 2015)

An extensive review of the scholarly literature on mindfulness and coaching (Virgili, 2013) concludes that mindfulness may enhance well-being and effectiveness of coaches and the clients who are taught mindfulness skills. Additionally, it is recognised as an evidence-based technique able to facilitate change.

Examples of evidence based mindfulness techniques for utilisation in coaching include: the Sensory Awareness Mindfulness Training (Collard & Walsh, 2008); Mindfulness-Based Stress Reduction (MBSR) (Kabat-Zinn, 2011) and Mindfulness-Based Cognitive Therapy (MBCT) (O'Leary, O'Neill, & Dockray, 2016); and application of the Feldenkrais Method of Somatic Learning® Goldman Schuyler (2004). These techniques are based on a combination of connection to senses and non-judgemental observation of stimuli (Kabat-Zinn, 2011). Somatic practices for embodies leadership can include breath work, feeling gravity, meditation, and types of attention (Palmer, 2008).

- *Power poses: the body as a causal system for personal power*

Whilst much of mindfulness and somatic embodiment theory focuses on an integrated mind-body connection or utilising the body to understand the mind, Cuddy (2015) espouses that the body is a causal factor for emotions or states such as personal power and presence. She reasons that power is expressed through non-verbal movements described as 1) expansive open body postures that make one bigger and take up one's fair share of space; 2) the way one walks (expansive, more arm movement and longer stride and more pronounced vertical movement); and 3) one's voice (initiate speech more often, make more eye contact whilst speaking, speak more slowly, lower one's frequency and pitch) (Cuddy, 2015; Carney, Cuddy, & Yap, 2010; Cuddy et al., 2011). On the other hand, powerlessness is the opposite of executive (presence) and is both expressed and exacerbated through contracted postures,

folding in on oneself, and return to the foetal position, gaze aversion, and a myriad of other gestures that make ourselves smaller (Cuddy, 2015; Carney et al., 2010; Cuddy et al., 2011).

In their study utilising preparatory unobserved high-power nonverbal displays prior to social engagement Cuddy et al (2011) found that “power poses” of open expansive postures resulted in changes in: 1) neuroendocrine levels (increased testosterone, decreased stress hormone cortisol) and 2) behavioural indicators (such as risk-taking). Cuddy (2015) concluded that displays of power (through power poses) caused “advantaged and adaptive psychological, physiological, and behavioural changes” (p. 1363). In a subsequent study utilising mock job interviews, Cuddy et al. (2015) highlighted the impact of power poses on power and presence for real-life scenarios through concluding that preparatory power poses appositively impact overall performance evaluations and likelihood of being hired. Research on embodied psychological changes due to expansive versus contractive posture is tabulated by Carney, Cuddy, and Yap (2015) and includes 33 independent experiments published with a total of 2,521 research participants.

These is a substantial body of evidence that body language creates “strong, meaningful, and self-reinforcing outcomes in workplace interactions” that allows leaders to become more influential (Cuddy et al., 2011 p. 89). Palmer and Crawford (2013) concur that a “centred, uplifted posture” allows for perspective and possibilities and an “open, inclusive posture” conveys interconnection that allows for collaboration (p. 15). Making a significant contribution to the link between body and mind, Carney et al. (2010) propose that “embodiment extends beyond mere thinking and feeling, to physiology and subsequent behavioural choices” (p. 1364).

- *Mindfulness by the coach*

de Haan (2014) suggests that a basic coaching function of the coach is offering a ‘grounded, open and reflective presence’ (pp. 90) similar to Buddhist mindfulness. This reflective presence involves “sitting at the feet of your experience” (p. 80) by observing, being present to what is emerging in the here and now and suspending evaluation. The basic function is “akin to listening, and also quite delicate, being at some peril of

diminishing in the face of goal-setting, results-orientation or directive interventions" (p. 81).

2.3.3 Coach competencies

Coach competencies, skills and critical attributes for effectiveness of coaching outcomes postulates a wide variety of elements as helpful and important with very little prioritisation (de Haan, Culpin & Curd, 2011). Table 2.11 outlines some of the coach skills and attributes identified in the literature as important to successful coaching interventions and outcomes.

Table 2.11:

Summary of the coaching skills / competencies required as reflected in the literature review

Critical coach skill categories	Critical coach skills	Author
Coaching relationship	Co-creating the coaching relationship (comprising of relationship building and coaching presence);	Graduate School Alliance for Education in Coaching 2017) (GSAEC) Stout-Rostron (2014)
	Credibility, empathy, respect, open, honest, authentic, ability to form a strong 'connection' with clients	Dagley (2010) Wasylyshyn, Shorey, and Chaffin (2012)
	Grounded, open, non-evaluative, reflective presence "Freedom from the tyranny of the question" or the capacity to do less	de Haan (2014) Clutterbuck and Megginson (2011)
Making meaning	Making meaning with others which entails listening and open-ended and skilful questioning Skilful utilisation of questions to facilitate reflection	GSAEC (2017) Rogers (2012); Stout-Rostron (2014) Witherspoon (2014)
	Skilful challenging	Dagley (2010)
	Diagnostic skill and insight Acute perception	Dagley (2010) Sherman and Freas (2004)
Contributing to success	Helping others succeed (comprising of reframing and contributing skills)	GSAEC (2017)
Coach knowledge & ability	Accreditation by a professional body & use of coach supervision Upholding ethical guidelines	Passmore and Fillery-Travis (2011) Clutterbuck and Megginson (2011) Stout-Rostron (2014)
	Up to date with current common factors making a positive contribution to the psychotherapy body of knowledge	de Haan (2008)
	Approach flexibility and range the ability to employ many techniques, to use them well and at the right moment	Dagley (2010) de Haan et al. (2011)

Critical coach skill categories	Critical coach skills	Author
	Working to the business context and business knowledge and experience Business and leadership coaching	Dagley (2010) Clutterbuck and Megginson (2011) Feldman and Lankau (2005) Kahn (2011) (2014) Stout-Rostron (2014)
	Ability for both objectivity and maintaining a systemic perspective	Rogers (2012) Stout-Rostron (2014)
Coach personal development	A focus on self-care that allows the coach to appear attractive, competent, warm and trustworthy	De Haan (2008, p. 112)
	Ongoing learning and personal development Self-awareness through reflection Authenticity	Clutterbuck and Megginson (2011) Jarvis, Lane, & Fillery-Travis, 2006) Gatling, Castelli, and Cole (2013) Stout-Rostron (2014)

Coaching for leadership development or executive coaching requires specialist knowledge experience and credentials (Ely, 2010; Grant, 2005; Kinsler, 2014). Specialist knowledge includes leadership theory, leadership assessment tools, organisation behaviour and development, and business environment within which the leader operates. Coaching experience should be extensive and allow the coach to deal with sensitive, confidential and ambiguous situations. The executive coach's credentials need to match the client's expectations and include professional credibility, business, management, leadership and political expertise (Grant, 2005; Kinsler, 2014)

It is likely that numerous coach behaviours and skills are found helpful but that coaching for executive presence is likely to require specialist knowledge, experience and credentials that match the expectations of the business and executive client. These have been broadly categorised above based on an adaption of the Graduate School Alliance for Education in Coaching (GSAEC) competencies and a synthesis of the literature to include: coaching relationship; making meaning, contributing to success, coach knowledge and coach personal development.

2.3.4 Coaching phases

The coaching phases include a focus on the sequential nature of the coaching intervention; Passmore and Fillery-Travis (2011) note six generic stages including: 1)

formal contracting; 2) relationship building; 3) assessment; 4) getting feedback and reflecting; 5) goal setting; and 6) implementation and evaluation. Tabulated below (Table 2.12) is a synthesised outline of a coaching process that is based on and adapted from these six phases, with adaptions and explanations from the literature.

Table 2.12:

Coaching phases

Phases	**Description**
Phase 1: Contracting	Contracting is conducted during the first sessions where the coach ensures there is clarity about the coaching process (Naidoo, 2016; Rogers, 2012). Contracting should take place with both the individual client as well as the organisation in order to ensure a three-way partnership (coach, individual client, organisation) (Hall, Otazo, & Hollenbeck, 2000; Kahn, 2011). One mechanism to ensure this occurs is engagement with the line manager during the contracting phase to ensure alignment between the goals of the coachee with organisational purpose as well as to gain management support for practical application of in the organisation (Kahn, 2014, Sherman & Freas, 2004).
Phase 2: Relationship Building	Relationship building is an ongoing aspect of the process rather than a sequential step but is inclusive of a specific step after contracting where there is a dedicated period to understand the background, experiences, competencies, personal and professional history of the client (Feldman & Lankau, 2005; Kahn, 2014).
Phase 3: Assessment	The performance, personal development, behaviour and leadership style of the client can be assessed though assessment tools. A majority of coaching models explored in an extensive and integrative meta-analysis by Carey et al. (2011) used in-depth assessment tools to gain comprehensive feedback.
Phase 4: Feedback and Reflection	Feedback is a critical component of self-development; a powerful mechanism for personal development and leadership development; and a primary component of coaching. Since executives are often excluded from feedback, coaching that is inclusice of feedback and exploration in a safe and developmentally focused space, is often invaluable (Feldman & Lankau, 2005; Milner & Bossers, 2004; Rogers, 2012; Witherspoon, 2014).

Phases	Description
	Reflection is a recognised mechanism for intentional, autonomous and ongoing learning and leadership development (Boud, Keogh, Walker, 1996; Kompf & Bond, 2001; Witherspoon, 2014).
Phase 5: Goal setting	There is a range of views on the importance of goal setting in the literature. Self-directed goals are seen as important in developmental coaching by Cox et al (2014) and Grant (2012) while Stelter (2014) and Stelter, Law, Campus and Lane (2010) advocate a focus on creating meaning through a focus on values and identify rather than a goal focused approach. Cox et al. (2014) found that a focus on goal setting was more of an American approach whereas goal setting is less valued by European coaches.
Phase 6: Implementation and Evaluation	Implementation occurs throughout the coaching relationship by the client and evaluation of effectiveness can be explored during the coaching process. Implementation includes a self-learning component where the client implements practices and / or personal development actions identified in the coaching session (Carey et al., 2011; Passmore, 2007) Additionally the impact of the coaching relationship can be evaluated after the coaching has concluded (Feldman & Lankau, 2005). This should occur with both individual and organisation as client. Ely (2010) recommends collaborative partnerships between client, coach, client organisation and even coaching organisation for facilitate system is evaluations based on multi-source feedback.

Coaching for executive presence is likely to include the following processes: formal contracting; relationship building; assessment; feedback and reflection; goal setting; implementation and evaluation; partnership and alignment with organisation through line management.

2.3.5 Coaching outcomes

Various authors noted that research in outcomes of coaching is in its infancy (de Haan et al., 2011; de Haan & Duckworth, 2013; Bozer, 2012). In the studies that have been completed, the effectiveness of coaching included an increase in leadership effectiveness based on self and other ratings (Bozer 2012; de Haan et al., 2011;

Nieminen, Smerek, Kotrba, & Denison, 2013). In a meta-analysis of 107 articles Theebom, T., Beersma, B. & Van Vianen, A. (2014) found that coaching has significant positive effects on: performance and skills, well-being, coping, work attitudes, and goal-directed self-regulation.

Kombarakaran et al (2008) declare that executive coaching is an effective method of leadership development and results in increased executive effectiveness in leadership roles with specific changes noted in the following five areas: people management, relationships with managers, goal-setting and prioritisation, engagement and productivity, and dialogue and communication. The outcomes of coaching for executive presence may be increased leader effectiveness reflected through various elements primarily relating to relational aspects and achievement or success for leader and organisation.

2.3.6 Summary and working definition

It would appear that (business and executive) coaching is a well-regarded modality for leadership development and certain aspects may be relevant and applicable in a coaching for executive presence model. These include: 1) the appropriateness of a wide variety of approaches utilised by a skilled, mature and knowledgeable coach that meets the client's expectations and in line with the client's coaching requirements and outcomes; 2) the primacy of the importance of the coach's ability to form a strong relationship; 3) structured and planned within coaching phases; and 4) inclusive of a focus on self-awareness, authenticity, emotional intelligence, mindfulness and embodied leadership through somatic practices.

A synthesised definition of coaching for executive presence by the researcher of the implications of the literature is offered as:

> Coaching for executive presence is a business integrated coaching-on-the-axis phased offering for leadership development, incorporating the use of multiple approaches based on sound theoretical and well-understood methodologies and the requirements of the individual and organisational clients, in order to deliver leadership enhancement and business ROI.

This combined working definition will be re-evaluated in the light of significant evidence based contributions from relevant leadership theories and models.

Research Question Two

The literature review confirms research question two as: establish the relevant and impactful aspects of coaching for the development of executive presence.

2.4 Chapter Summary

This chapter has revealed executive presence as a new and emergent construct lacking in a sound, valid, reliable and scientific theoretical model. Executive presence is shown to be related to leadership presence and includes cognitive, emotional and embodied intelligence as well as perceptions of and traits attributed to leaders. The literature review shows that coaching for executive presence is of particular value to leaders operating in 21st century organisations and contexts where demands are extreme and complexity and change continue to increase.

For such coaching to be successful, a competent coach would use a range of appropriate coaching models within a defined coaching framework and is likely to require specialist knowledge, experience and credentials that match the expectations of the client. The outcomes of coaching for executive presence may be increased leader effectiveness reflected through various elements primarily relating to relational aspects and achievement or success for both the leader and the organisation.

The next chapter describes the research design.

3. RESEARCH METHODOLOGY

This section outlines the methodology utilised to explore the implications of the relevant aspects of theory outlined in the literature review with reference to the sub-problems identified for this research study. Included in the outline of the research methodology utilised is a description of the research design; population and sampling methods; procedures for data collection and analysis inclusive of the research instrument, limitations of the study, and elements relevant to validity, reliability and ethical considerations.

According to Passmore and Fillery-Travis (2011), knowledge evolves over time starting with an exploration to define the concept and ending with exploring exceptions to a well-established and empirically tested theory. The authors describe the progression of research methods for developing knowledge. Initial emergence is characterised by a sharing of the experience and increasing understanding of the boundaries of the concept and what is included and what is excluded. This may or may not involve qualitative research.

Once the boundaries of the concept have been established, research typically focuses on development of models and theories usually through case studies and qualitative methods with a low degree of structure. Theory building through research based on large sample sizes; surveys, structured qualitative and increasingly quantitative methods follows. Once theory is established structured qualitative and quantitative research is often utilised for the testing of exceptions and variances, and in the late stages of research, meta-analysis emerges

Although the first meta-analysis of coaching took place in 2009, it may be suggested that the primary stage of the coaching research is within a theory-building phase (Passmore & Fillery-Travis, 2011). As there is minimal research on executive presence and even less for coaching for executive presence, these constructs are in an emergent phase. A qualitative research method is deemed the appropriate methodology for research involving a newly-emerging knowledge base.

3.1 Research paradigm

Constructivism-interpretivism stems from a paradigm that acknowledges multiple realities as constructed by individuals, as opposed to the positivist view of an external and singular reality (Ponterotto, 2005). As such there is alignment between the constructivist-interpretivist paradigm underpinning a phenomenological qualitative approach and a research question that seeks to explore and generate meaning from the experience of individuals on a construct that has not been the focus of research and does not have the basis for a sound, valid, scientific, theoretical model in place. Constructivism-interpretivism reflects the broad philosophical framework of the researcher; which has been identified as desirable by research methodology writers (Creswell, Hanson & Plano Clark, 2007).

Passmore and Fillery-Travis (2011) concluded that for emerging concepts where there is a great deal of meaning that needs to emerge a phenomenological qualitative exploration is recommended. As emerging concepts, executive presence and coaching for executive presence are not mature enough for quantitative research.

3.2 Research Design

Creswell et al. (2007) provide a descriptive overview of five types of qualitative data design namely: narrative research; case study; grounded theory; phenomenology; and, participatory action research. The type of research question drives the selection of the research data design.

Phenomenological research design is suited to questions that explore the “essence” of a phenomenon. The focus is on describing emerging themes from the lived experience of the participant who is regarded as the expert because they have the lived experience (Struthers & Peden-McAlpine, 2005; Tiani, 2009; Wilding & Whiteford, 2005). As part of this principle of phenomenological research, the researcher focused on attending to the participants’ descriptions of executive presence rather than interpreting or imposing pre-defined definitions of the construct (Giorgi, 2005).

This research will utilise a phenomenological approach as it is the best fit for the research question and goals of the study which seeks to explore the emerging concepts or phenomenon of executive presence and coaching for executive presence.

3.3 Population and sample

3.3.1 Population

The population for the research is leaders and coaches in South Africa. Leaders are employed at senior levels of private sector organisations in Gauteng province. Coaches are either employed or contracted to deliver coaching at senior levels of private sector organisations in Gauteng. The organisations represent a cross section of industries.

3.3.2 Sampling

The researcher selected both leaders, and leadership, executive or business coaches for the sample group considered most relevant to explore both the construct of executive presence and coaching for executive presence.

The sampling method utilised for both leaders and coaches of leaders is purposive sampling, which is designed to “enhance understandings of selected individuals or groups experience(s) or for developing theories and concepts” (Devers & Frankel, 2000, p. 264). As the research aims to contribute towards a conceptual description and model of executive presence and coaching for executive presence, this is an appropriate sampling method.

The Leadership Pipeline model (Charan, Drotter, & Noel, 2011) was utilised to define the categories for selecting the required sample of leaders. The Leadership Pipeline model delineates six leadership passages and is used here to scope the ‘level’ of leader appropriate for the exploration of the role of executive presence for leadership The seven leadership passages are: 1) managing self, 2) managing others, 3) managing managers, 4) functional manager, 5) business manager, 6) group manager, and 7) enterprise manager (Charan, Drotter, & Noel, 2011). While managers of others may still have individual functional responsibilities, managers of managers are required to invest 100% of their time in management or leadership.

The sample selected for this research study included level-3 managers of managers and up. The sample excluded levels 1 and 2 in Leadership Pipeline model. In addition, the leaders were required to have completed a coaching intervention as a coachee within the two years prior to the study.

The sample of coaches were current coaches of 'managers of managers' and levels above that within the organisational hierarchy.

Table 3.1:

Profile of respondents

Description of respondent type	Number to be sampled
Managers of managers or above who had completed a coaching intervention within the last two years	Nine (including one pilot)
Coaches (coaching managers of managers and above)	Eight

Seventeen interviews with the sample groups, inclusive of an initial pilot interview, were conducted. This included nine managers of managers and eight coaches of managers of managers.

All leaders and coaches had been coached within the last two years and additionally many of the leaders were involved in formal or informal coaching within their organisation (although this was not an exclusionary criteria). Details on some of the pertinent factors are included in the table below (Table 3.2)

Table 3.2:

Profile of respondents

Coaches	**Description**
Coach A	Executive and business coach across multiple industries Awarded top leadership development programme 2015
Coach B	Executive and business coach across multiple industries Owner and founder of coaching company Head of an African based coaching and accreditation company Editor of African based peer reviewed journal External coach for top tier consulting company and for top business school
Coach C	Executive and business coach across multiple industries Partner at top coaching company
Coach D	Executive and business coach across multiple industries Publications: books and peer review publications External coach for top tier consulting company,

Coaches	Description
Coach E	Head of internal coaching unit at one of top four banks
Coach F	External coach for one of top four banks
Coach G	External coach for one of top four banks
Coach H	Head of coaching division for top tier consulting house with 60 plus coaches
Coach Q	External coach for one of top four banks
Leaders	**Description**
Leader I	Former CEO for top technology company Current head of venture capitalist company Completed executive coaching qualification Recruits coaches on contract for involvement in venture capital business
Leader J	Head of sales at top telecommunication company
Leader K	Executive at top financial services company Internal coach
Leader L	Former General Manager of top telecommunication company and current executive consultant Consultant Coach
Leader M	Former GM at top technology company Coach for venture capital company targeted at executives and CEOs
Leader O	Executive at major transportation company
Leader N	Current GM at top technology company Internal coach
Leader P	CEO of top auction house SA

The selection criteria outlined above ensured that all participants had experienced the construct being researched, namely executive presence (as a leadership construct) and coaching (Creswell, 1988).

Sampling sufficiency was not assumed by the number of participants but rather by saturation. Saturation is a mechanism utilised to determine the extent to which the pertinent ideas relating to a phenomenon have emerged, or categories and the relationships between them have been fully outlined. Saturation is typically reached when no new codes emerge (Guest, Bunce, & Johnson, 2006; Nicholls, 2009; O'Reilly & Parker, 2013)

3.4 The Research Instrument

According to Devers and Frankel (2000), there are a number of factors to consider when determining the degree of structure to impose on qualitative interviews. They list three primary factors. Firstly, the purpose of the study would dictate the degree of structure; an initial or exploratory or discovery-orientated purpose would be best served by a very open-ended interview structure.

Secondly, the extent of prevailing or existing knowledge would contribute to the design of the interview in terms of degree of structure. Minimal knowledge would result in an

application of a minimal degree of structure to ensure that information emerged from the field rather than finding what is expected or settling on an explanation before enough information has emerged.

Finally, the less the degree of structure, the greater the time investment required. This factor would lend itself to a more structured approach as a master's level programme dictates extremely limited timeframes.

As the research focus on executive presence and coaching for executive presence is exploratory and based on minimal existing theoretical models, an unstructured to semi-structured interview technique was appropriate. Due to time constraints and degree of comfort for the participants, a semi-structure interview technique was selected.

A letter of consent for potential participants is included in Appendix A and the semi-structured interview guide is provided in Appendix B. The semi-structured interview questions contained in the interview guide were designed in accordance with the qualitative research guidelines on designing questions (Jacob & Ferguson, 2012; Seidman, 2013), as follows: the interview starts and ends with scripted prompts for the researcher to ensure that critical information is covered (Jacob & Ferguson, 2012); and the questions are open-ended, broad and expansive in order to allow the experiences of the interviewee to emerge unhindered by any imposition of meaning from the researcher (Jacob & Fergurson, 2012; Seidman; 2013).

No overt or pre-defined definition of executive presence was included; rather the researcher asked the participants to picture someone whom they associate with executive presence. This is important within a phenomenological approach in order to allow the concept to emerge from the lived experience of the participants. As part of a study on mindfulness and presence, Goldman Schuyler et al. (2016) described their rationale for not predefining the concept to ensure that participants are invited to "bring their own experiences of this phenomenon to life" (p.1) and in this way to avoid the risk that a predefinition would result in participants attempting to "achieve or meet some externally imposed standard" (p.1). They describe the lack of a shared definition as an important component of a phenomenological approach to provide "a rich foundation for understanding this long-acknowledged yet little-studied phenomenon"

(p.1). As executive presence and coaching for executive presence is an also a little-studied phenomenon, this is appropriate.

Jacob and Ferguson (2012) stated that initial questions are designed to be easier to answer and to collect some background data on the participants with a view to building trust. The questions often begin with the phrase: "'tell me about…'' as the phrase allows for the emergence of a story but sets up an expectation of receiving information. In addition, the questions have prompts for the sole purpose of the researcher; these prompts have been designed from critical points that emerged in the literature review.

3.5 Procedure for Data Collection

The data collection tool was a semi-structured interview, regarded as most suitable for the emergence of meaning in the early phases of the development of a body of knowledge (Devers & Frankel, 2000). The advantages of this approach are that it provides a degree of comfort with a recognised interview format within the business environment; some level of guidance through broad and open-ended questions; a large degree of flexibility to allow for the emergence of meaning from the participant as the expert experiencer; and some reduction of time required through a degree of structure. The disadvantages are that structure may prematurely impose some degree of meaning or categorisation. This risk is moderated by the broad questions contained within the semi-structured interview guide.

The interviews were scheduled appointments with leaders and coaches at their places of business. The interviews were recorded with the participants' permission, and hand-written notes were taken (notes included observations of environment and body language); and the interviews were transcribed.

3.6 Data Analysis and Interpretation

According to Hsieh and Shannon (2005), there are numerous ways to analyse text including: content analysis, ethnography, grounded theory, phenomenology and historical research. Passmore and Fillery-Travis (2011) suggest that content analysis is an appropriate methodology for the emergent stages within the knowledge cycle. This research utilises qualitative content analysis, which is defined as: "a research

method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p. 1278).

There are three types of content analysis: conventional, directive and summative content. Conventional content analysis allows for an inductive approach where codes emerge from an immersion in the content of the information. Directive content analysis deductively pre-defines its codes and then categorises the data accordingly. Summative content analysis is generally utilised for an exploration of written documentation such as manuscripts and involves an initial count for the occurrence of words (Hsieh & Shannon, 2005).

According to Hsieh and Shannon (2005), conventional data analysis is generally employed as part of an inductive exploration when knowledge is limited. A directive coding scheme in which theory is used to establish code prior to the interviews may allow researchers to verify and extend theory but is inherently potentially biased and should thus only be utilised where theory is established. It has been noted that knowledge for both executive presence and coaching for leadership presence is limited and emergent. As such, the imposition of structure would limit the emergence of meaning (Hsieh & Shannon, 2005) and an inductive approach where categories and themes are allowed to emerge is appropriate. Due to the emergent nature of the body of knowledge as well as the exploratory nature of the research question, this research utilises conventional content analysis to allow for meaning to emerge because the development of a body of knowledge for executive presence and executive presence coaching is at a preliminary stage.

The process for conventional data analysis typically includes: generation of knowledge; transcribing; immersion; coding; categorisation; and development of themes (Saldana, 2009) and this research has applied these steps.

Generation of knowledge took place through semi-structured interviews. These interviews took place at a location of choice for the participants and generally lasted approximately 60 minutes with a couple lasting between 45 minutes to 55 minutes and one lasting just under 90 minutes. The interviews were uploaded into DropBox before leaving the interview and subsequently transcribed.

Once the transcribed interviews were returned, an immersion process was implemented which included reading and re-reading all the interviews. The transcripts were loaded onto Atlas TI for the analysis. Codes were derived by extracting sections of the text with meaning, and from these codes categories or clustering of codes of similar meaning were created. The codes extracted from Atlas TI can be viewed in Appendix C. The categories developed contributed to the development of themes and concepts included in this research study as the basis for working definitions and models proposed in chapter 5.

The data analysis and interpretation methods utilised allowed direct information to emerge from participants without ‘’imposing preconceived categories” (Hsieh & Shannon; 2005, p. 1278).

3.6 Limitations of the Study

The following pertinent points have been identified as the most important limitations:

1. Time limitations – research conducted for a Master’s degree has time limitations.
2. As a qualitative design, the study does not attempt to offer a measurement of a causal relationship and does not concern itself with any form of quantitative measurement or statistical analysis.
3. As a phenomenological research design, the study is by its nature a snapshot of life in the here and now and makes no claim for being true across time and within different contexts – interpretations might change if the study were to be repeated (Cope, 2005).
4. The researcher is not considered an objective observer who is able to impartially interpret data but rather offers a personal interpretation.

3.7 Validity and Reliability

Verification strategies that ensure both reliability and validity include: 1) methodological coherence, 2) sampling sufficiency, 3) relationship between sampling, data collection and analysis, 4) thinking theoretically and 5) theory development (Morse, Barrett, Mayan, Olson, & Spiers, 2002). The extent to which this research meets the identified verification strategies is described below.

Methodological coherence is the match between scientific paradigm, research design, instrument and questions and sampling and a match between all components to meet the research goal must be apparent. This research shows high methodological coherence through the utilisation a qualitative phenomenological approach based on semi-structured interviews within a constructivist-interpretivist paradigm. This approach will maximise the emergence of the subjective meaning of the expert 'experiencer' and minimise the imposition of meaning. This is critical to the exploration of a construct with a limited body of knowledge.

Sampling sufficiency must ensure the appropriateness of the sample to contribute towards the reassert (Nicholls, 2009). Participants must have appropriate knowledge of the construct – in selecting business leaders and coaches, this research has ensured sampling appropriateness. This research monitored for saturation in order to ensure sampling sufficiency.

The researcher focused on the relationship between sampling, data collection and analysis though theoretical thinking and concurrent data collection with ongoing analysis. Preconceptions and cognitive assumptions were avoided through this concurrent process.

The applicability of validity and reliability measures to qualitative research has been questioned with Graneheim and Lundman (2003) suggesting that a more appropriate test for qualitative research is trustworthiness, also described as credibility and dependability (Sinkovics & Alfoldi, 2012). Trustworthiness can be measured through the selection techniques and data gathering process. This research ensured that selection techniques included "information-rich" participants (Hennink, 2013, p. 41) – the criteria for selection are outlined in the section on sampling above. The data-gathering process for this research ensured trustworthiness through transparency created in the outline of the research methodology applied, as well as recordings, transcribing, immersion in the data and coding.

3.7.1 Validity

Credibility refers to how well the data and analysis focus on the goals, aims or intentions of the study (Morse et al., 2002). This research ensured rigorous selection

techniques through purposive sampling; the inclusion of a pilot study; a sufficient number of participants to achieve saturation, a thematic analysis as well as a rigorous literature review.

Additional ways the research achieved validity were prolonged engagement and persistent observation, and characteristics of the investigator as responsive, adaptable and sensitive, using paraphrasing and other interview technique skills (Morse et al., 2002).

Dependability refers to the extent to which data changes over time. As qualitative research is based on a constructivist interpretivist paradigm, it is not possible to achieve dependability as the interviews would differ should they take place with different people at different times and with other researchers (Giorgi, 2005).

3.8 Ethical Considerations

Ethical considerations are important from a professional as well as research position (Shaw, 2003). As the coaching profession is not regulated, it is of particular importance that practitioners adhere to the standards of the governing body to which they belong and incorporate supervision into their practice (Allan & Ho, 2009). This is of critical importance within research with time constraints or financial pressures which may create the potential for ethical backsliding (Gallagher, 2015).

This research maintained and met all the standards required by the University of the Witwatersrand. Included in the appendices of this research are the agreement and confidentiality forms as well as the interview guide and examples of the coding results and process.

4. PRESENTATION OF RESULTS

This chapter is a presentation of results for the two research questions outlined in chapter 1. The first section describes the results for research question one relating to the exploration of the nature and components of executive presence and the second section describes the results for research question two on coaching for executive presence. The description of results for each research question is presented by primary themes with supporting quotations from the participants. In order to ground the presentation of results in the respondents' experience and conceptual images, the findings are tabulated. This presentation of the results is followed by a discussion of the results in chapter 5, where the findings are interpreted in the context of the literature review. The order of results are the same in both chapters.

4.1 Results for Research Question One

This first section is an overview and description of the results pertaining to research question one: Formulate and describe the nature and components of the leadership construct of executive presence.

It is presented according to primary themes emerging which include: 1) an overview of the nature of executive presence; 2) descriptions of the components that make up executive presence; 3) executive presence as a continuum from dark presence to positive presence; 4) executive presence as a perception comprising both impressions and evaluations; 5) executive presence as innate and fixed as opposed to a developed and learnable set of components; and, 6) executive presence as personal power as opposed to perceptions and impressions management.

Participants described the overall nature of executive presence as a construct after identifying someone they knew with executive presence. The respondents shared the descriptions of the nature of executive presence without naming their example.

Respondents were asked to:

Think of a person(s) with executive presence. Once you have this person in mind let me know when you are ready. I will ask you a number of questions relating to executive presence, please keep this person in your mind eye.

Respondents were asked the following questions:

- What does an individual with executive presence look like?
- What does a person with executive presence DO (what are specific behaviours)?
- Tell me about the influence this person with executive presence has / had on you and others?
- What components are part of executive presence?
- In what ways is executive presence important to the organisation?

The structure of the chapter is a tabulation of primary outcomes with associated quotes from participants organised within primary themes. The references to each transcript are also provided in the tables, for example: P 6: Coach_F.rtf - 6:27 (152:152). Tabulated below is an outline of the reference components.

Reference	**Meaning**
P6	Refers to the page number of the transcript, in this case page 6
Coach_F	Refers to the name of the transcript
6:27	Refers to the transcript number and the quote number (so in this case transcript 6 and quote number 27)
152-152	Refers to the line in the transcript

Each tabulation results in one or more primary findings, which are presented after each tabulation, or in some cases where tables are related, after a series of tables. These findings are then discussed in chapter 5.

4.1.1 Overall Description of the Nature of Executive Presence

Participants had general or overview comments on executive presence relating to 1) the ease of articulation and general description 2) the relationship to the leadership

construct and meaning of executive; and 3) the universality of the construct. Findings are encapsulated after the third table.

Table 4.1 is a description of the nature of executive presence relating to articulation and identification.

Table 4.1:

Overall description of the nature of executive presence – articulation and identification

Outcomes: overall descriptions	**Participants' Quoted Descriptions**
Intangible, subtle and difficult to articulate construct composed of multiple and blended components	
Intangible	…it can be quite intangible. **P 6: Coach_F.rtf - 6:27 (152:152)**
Subtle	it is a very subtle thing. **P 3: Coach_C_.rtf - 3:56 (228:228)**
Difficult to articulate	*So very often people would say … this person has got such presence. And if you were to say: 'so, what makes you say that?', they might be not be able to articulate what makes them say that.* **P 6: Coach_F.rtf - 6:29 (160:160)**
Blended	*A lot of stuff is how you blend several things together. It is not necessarily one power per item*. **P13: Leader_M.rtf - 13:83 (18:18)**
Not all required	*When I think about executives that I've seen in the industry that have been very successful and have a lot of presence, they don't necessarily carry all those attributes*. **P 9: Leader_I.rtf - 9:88 (144:144)**
Easy to feel as a felt-sense	*If I compare it from a presence perspective – both when they walk into a room you could feel them. If you knew who they are you could feel it. . … it is a kind of touch, feel, smell kind of sense* ***P11:*** **Leader_K.rtf - 11:91 (122:122)**

Table 4.2 is a description of the nature of executive presence and its association with leadership as the participants view it. It provides the meaning of the 'executive' aspect of executive presence from the participants' perspectives.

Table 4.2:

Overall description of the nature of executive presence – leadership association

Outcomes: overall descriptions	**Participants' Quoted Descriptions**
Executive presence is associated with leadership and influence	
Required for leadership	*It would be hard to be a leader without (executive presence).* **P 3: Coach_C_.rtf - 3:43 (176:176)**
Attribute of Leadership	*I think executive presence is an attribute of leadership.* **P 3: Coach_C_.rtf - 3:42 (172:172)**

Outcomes: overall descriptions	Participants' Quoted Descriptions
Interchangeable with leadership	*Well, I think, to me, my personal opinion is that it should be one and the same. An executive presence should have leadership. Leadership doesn't necessarily have to be an executive. But the qualities (are) sort of interchangeable…* **P15: Leader_N.rtf - 15:24 (338:338)**
Relational aspect of leadership	*I think the ability to build relationships is a critical aspect of leadership. I think it is about connecting, it is about the ability to connect with people, anyone that is part of the presence, particularly, the ability to connect with people.* **P 6: Coach_F.rtf - 6:58 (324:324)**
Reassuring through change	*I think it is all about that human emotional feeling and executive presence in all these things appeals to that and makes the person, you might not even have to say it, hey, it is all alright, we'll get through this; it is the right thing we're doing. And that's to me is executive presence especially through change*. **P15: Leader_N.rtf - 15:16 (243:243)**
Influential aspect of leadership	I *think what happens is that there will be a time that you look and say, well, who am I going to follow here? …Who's got what it takes to take us to the next thing? And they might do it subconsciously but they' do it and say, that's the one. And then you almost get a mass following when people come, that's the guy, that's the guy that can do it.* **P 9: Leader_I.rtf - 9:63 (257:257)**
Influence is critical	*Because if I am not aware and I'm not effective around my presence and impact then I can't influence and if the world of work is around influence to get things done you are just reinforcing what is important.* **P 5: Coach_E.rtf - 5:34 (464:464)**
Influence through relationships	*And then in terms of relationships, is not to necessarily, manage through complexity just by force but in a very influential way, I would say.* **P17: Coach Q.rtf - 17:4 (29:29)**
Not a particular leadership style	*And whether it is a servant leadership or however the leadership looks like.* **P 1: Cchng_Coach_A_.rtf - 1:16 (84:88**
	Ja, so she engaged, to me she had a very, I would describe it as a servant leadership approach in leadership style. So not authoritative or hierarchical. **P 8: Coach_H.rtf - 8:2 (36:36)**
	So it is very much around …leading people by inspiration, you know, almost like transformation of leadership – if I can call it that. So that's what comes to mind when I look at the leaders that I look up to and subscribe to. **P10: Leader_J.rtf - 10:68 (10:10)**
Executive refers to any leadership role and or operating in business context	*I think you use the word "executive"... and there's something about presence and then there's something about executive presence… I guess with executive one has to look at the role the person is in… whether the person is in a role where they are at a particular level of organisation or whether we are talking about a business person or a leader.* **P 7: CoachG.rtf - 7:26 (86:86)**

Table 4.3 is a description of the nature of executive presence relating to universality from the perspective of the participants.

Table 4.3:

Overall description of the nature of Executive Presence - universality

Outcomes: overall descriptions	**Participants' Quoted Descriptions**
Executive presence is about 'human presence' that is universal and uniquely manifested by an individual operating in a business environment and / or in a leadership role	
Human presence	*I suppose for me, executive presence is a construct – it may or it may not exist... There's human presence... because for me, executive is a role, which means there is an assumption that an executive should look a certain way in that role. And I don't say that it's right or wrong. I'm just saying that it is important to be aware that people are not roles - they are people. So the executive actually creates their presence by being humanly present. And I think that's kind of like how for me it shows up. I know there's human presence ... you show up and you are a human being, you show up as a human being. And you just happen to be in the role of an executive … so when we keep saying that maybe that's what we're describing when people are being humanly themselves.* **P 2: Coach_B_21.rtf - 2:29 (216:227)**
Universal	*If you are going on the principle that everyone has presence, some form of presence then … yes, we all have some form of presence*. **P 6: Coach_F.rtf - 6:25 (125:125)**
Uniquely embodied	*Oh, I think it is quite personal. I don't think that there is a way of having an executive presence. So each person embodies executive presence in their own way.* **P 3: Coach_C_.rtf - 3:98**
	So I think different people hold it (presence) differently … **P 1: Cchng_Coach_A_.rtf - 1:8 (31:35)**
	You see, I don't think there's one mould that fits people who have executive presence. **P 9: Leader_I.rtf - 9:48 (144:144)**

Summary of the findings in Tables 4.1, 4.2, and 4.3

- Executive presence is subtle and difficult to articulate but easy to identify as a 'felt-sense'; it is blended or composed of several different components rather than any single component (not all of which are required for the construct).
- Executive presence is associated with leadership and influence rather than the role of executive. The construct applies within a business context for individuals in the leadership domain (which may or may not be at a particular level in the organisational hierarchy including at the C-Suite or executive level).
- Everyone has their own unique manifestation or embodiment of executive presence which is an expression of one's unique and authentic personality, being, or 'humanness'.

4.1.2 Components of Executive Presence

Tabulated below are the components of executive presence that emerged; namely: The components that emerged include: impactful intelligence and emotional intelligence; relational orientation; communication skills; mindfulness; somatic embodiment; physicality; openness, flexibility / adaptability and confidence balanced with authority and conviction.

Authenticity was described in themes of 1) a general overview, 2) leadership ethos and appropriate transparency. These are explored in the two tables below.

Table 4.4:

Authenticity as a component of executive presence – overview description

Outcomes: Authenticity	**Participants' Quoted Descriptions**
Authenticity is the ability to know and be yourself and increasing / maximising the visible expression of authenticity activates one's executive presence.	
Genuine reflection of one's inner being in one's actions	*Actually the right word is genuine. It is picking up that you are genuine about who you are, what you're talking about, what you're trying to get across, that interaction with people is genuine. That feeling of yes, this guy is genuine.* **P15: Leader_N.rtf - 15:11 (165:165)**
Authentic expression of self in behaviour rather than a defined or exclusive list of characteristics	*When it comes to the way they move, the way they speak, and they can be just as argumentative or fast or non-fast or compliant or harmonious or whatever, it is not to do with that, it is to do with how they be who they are.* ***P 4: Coach_D.rtf - 4:7 (19:19)***
	And that's the delightful part that makes executive presence possible for a wide range of people. It's not just a suit that you put on, it's the one suit. ***P 3: Coach_C_.rtf - 3:96 (200:200)***
	It is not a switch you can turn on and it is different for each person. ***P 3: Coach_C_.rtf - 3:97 (228:228)***
	I do believe it shows up in different ways. ***P 5: Coach_E.rtf - 5:2 (164:164)***
Not defined or exclusive list of characteristics - example of executive presence in two very different people	*But the sense that you got from the presence was very different.. and when Lisa walks in it is kind of very serene, fantastic versus Johan would say, okay, guys let's get down to business. You know he's a very different kind of presence, both very strong, but very different.* ***P11: Leader_K.rtf - 11:91 (122:122)***
Self-awareness a requirement for Authenticity	*I think authenticity is really at the heart of…self-awareness, personal mastery,* ***P 5: Coach_E.rtf - 5:19***
Authenticity expands with learning	*You see I think that our authenticity changes the more we learn about who we really are …and as I learn more about myself and I become more mature I might question or expand my authenticity.* ***P 6: Coach_F.rtf - 6:33 (184:184)***
Authenticity is related to internal alignment and congruence	

Outcomes: Authenticity	Participants' Quoted Descriptions
High level of congruence - felt and displayed emotion.	*That congruence is back to the emotion...it is responding at an emotional level that is required by the situation. So going back to this gentleman I was talking about that I've worked with, when he was irritated you knew. So he doesn't have this godly face every time. He'll go like: 'hell, no, I'm really irritated how they're running things'… and you feel it. You see the emphasis in terms of their body and it is congruent with how they are feeling at that time and the rest of the room reacts in that way…* **P 2: Coach_B_21.rtf - 2:31 (258:258)**
High alignment between stated and realised intention.	*So when he decided that something was going to happen it happened.* **P 3: Coach_C_.rtf - 3:20 (38:38)**
High alignment between what one says and does	*when (they) make contributions or when they make commitments on certain things they always stand by it. They always stand by it.* . **P14: Leader O.rtf - 14:14 (141:141)**
High alignment between beliefs and levels of displayed certainty	*I think people catch on very quickly because if (people with executive presence) are feeling uncertain…. about (the) future.. the authenticity of (the) executive presence will communicate that and it will make it harder for people to follow.* **P 3: Coach_C_.rtf - 3:45 (188:188)**

Table 4.5 is a general description of authenticity as a component of executive presence.

Table 4.5:

Authenticity as a component of executive presence – leadership ethos and appropriate transparency

Outcomes: Authenticity	Participants' Quoted Descriptions
Authenticity is inclusive of one's uniquely individually crafted, understood and consistently applied leadership ethos based on an ethical application of values	
Unique leadership ethos / style	*Who you are as a leader…kind of starts preceding you. What's your leadership ethos? What do you stand for? What don't you stand for? Which you kind of build-up over time. And you as a leader yourself starts defining that and not try to mimic a Maria or Marius but you have your own unique leadership style.* **P11: Leader_K.rtf - 11:88 (75:75)**
Ethics	*So that for me is where there's ethics there. Ethics. Because very often people tell you what you want to hear.* **P 6: Coach_F.rtf - 6:35 (196:196)**
Honesty	*The other thing for me is very important … is the honesty factor. …and I pick it up in a person very quickly. The right and wrong that governs me and my decisions as well, honesty, loyalty, that kind of thing is very important to me.* **P16: Leader_P_2016.rtf - 16:14 (93:93)**
Strong value system	*You need to add that to the value system that is really solid...very solid*. **P13: Leader_M.rtf - 13:16 (42:42)**
Built over time	*…it is not something you sit down and one morning you wake up and say this is my leadership style, this is what I stand for. It is something that you over time you build* **P11: Leader_K.rtf - 11:89 [(98:98)**
Consistent across different roles and situations	*great leadership is …, whether you're at home, whether you at work, whether you with clients, whether you at a social braai or you're at the cricket with whatever – it is the same thing.* **P15: Leader_N.rtf - 15:7 (94:94)**

Outcomes: Authenticity	Participants' Quoted Descriptions
Authenticity does not require total hone'sty but is balanced with a level of transparency that is appropriate in the workplace.	
Appropriate authenticity	*Because for me part of being authentic is knowing that you can't be authentic all the time. Sometimes you have to fake it a little bit. You are not always, for example, going to have all the answers or you're not going to be able to answer all the questions. I'm thinking about a project we're working on now with people who are going to go through a big change but they don't know it yet. The consultants aren't finish with the models. And then there is trying to look like calm and everything will be fine.* **P 7: CoachG.rtf - 7:16 (46:46)**

Summary of the findings in Tables 4.4 and 4.5

- Executive presence exudes visible authenticity that is reflected in a genuineness of being and congruence and alignment between thought, words, actions and outcomes; as such it is not only correlated with a particular set of behaviours but rather is an authentic and visible expression of who one is.
- Executive presence authenticity includes a leadership ethos that is deeply personal, unique, known, consistent, individually crafted and based on strong values and ethical orientation involving appropriate rather than total honesty and transparency.

Table 4.6 is a description of the impactful intelligence described by participants as part of executive presence.

Table 4.6:

Impactful intelligence

Outcomes: Impactful Intelligence	Participants' Quoted Descriptions
Impactful intelligence is required for Executive Presence and is inclusive of high cognitive functioning and IQ relating to business competence in both thinking styles and in visible business related outcomes (efficacy).	
The levels of one's intelligence emerged as a component of executive presence	*Absolutely, I mean, you have to have a certain level of IQ* **P12: Leader L.rtf - 12:84 (158:158)**
	...it was her cognitive ability. **P 8: Coach_H.rtf - 8:12 (84:84)**
	Very intelligent. I know that he is so intelligent that he is always one ahead of a person. …You can respect them for that. And I respect that kind of person. **P16: Leader_P_2016.rtf - 16:13 (85:85)**
	The way they think could be very fast. The way that they calculate, the way they interpret, the way they discern, whatever they discern

Outcomes: Impactful Intelligence	**Participants' Quoted Descriptions**
	from people's conversations, they're not seemingly going fast but they can be very quick whilst feeling completely relaxed. **P 4: Coach_D.rtf - 4:10**
The intelligence associated with Executive Presence is related to the one's type of cognitive functioning and is described as multifaceted and business orientated:	
Related to one's cognitive functioning	*I think mentally, there's an agility, there's an acuity, there's a structure, there's a strategy.* **P 1: Cchng_Coach_A_.rtf - 1:10 (46:46)**
A business orientated strategic, conceptual and practically orientated intelligence or learning style that obtains results	*the level of intelligence that is required for presence -there's no doubt that the sharper mind is often respected, …and that mind in a business sense needs to run at a conceptual level for a long-term dynamic, unstructured view of the business future.* **P13: Leader_M.rtf - 13:22 (74:74)**
Strategic thinking	*So her strategic thinking capabilities in the organisation.* **P 8: Coach_H.rtf - 8:13 (84:84)**
	So...to really be able to think strategically...versus completely tactically. **P 9: Leader_I.rtf - 9:80 (477:477)**
A thinker	*And somebody who has executive presence would be a thinker. And so not necessary a leader but would be a thinker.* **P 4: Coach_D.rtf - 4:27 (134:134)**
An ability to articulate and make verbal one's intelligence which includes the requisite knowledge	*It is about knowledge. What qualifies you in this position? So knowledge, opinion, thinking, curiosity, continuously wanting to expand your thinking impact on the world in addition to expanding your physical impact*. **P 3: Coach_C_.rtf - 3:54 (228:228)**
	The moment she opens up her mouth… you understand and listen and (know) that you're dealing with a highly intelligent person, highly knowledgeable person around the industry. The person has got a little more grey matter than the average person. **P11: Leader_K.rtf - 11:73 (16:16)**
Knowledge and being a subject matter expert is a critical component	*… I know if I come with a challenge or I come with a problem to this individual in this area that they are an expert on I'm going to get some food for thought. … to think about this challenge in a totally different way.* **P10: Leader_J.rtf - 10:108 (313:313)**
A lack of intelligence in the form of knowledge, qualifications, technical expertise in one's field is a sure detractor from presence.	*...if you don't know what you're talking about and you don't have the qualifications, people look at you and say, well, you're a palooka. What is coming out of your mouth I can sense it is a waste of time. Why must I listen to you?* **P15: Leader_N.rtf - 15:8 (106:106)**
	to put it bluntly, you will spot a bullshitter. And that's not executive presence. **P17: Coach Q.rtf - 17:18 (148:148)**
	you could have a person who is very good with relationships but then if they're not able to validate their executive presence through a technical component then that also falls flat. **P17: Coach Q.rtf - 17:19 (152:152)**
Technical expertise not sufficient on its own	*They may be technically brilliant but they don't have the presence.* **P17: Coach Q.rtf - 17:17 (140:140)**
Political acumen	*PQ.... so ... how they play the politics sometimes is very important because if you overplay the politics you can lose a lot of credibility on executive presence.* **P14: Leader O.rtf - 14:37 (564:568)**

Outcomes: Impactful Intelligence	Participants' Quoted Descriptions
	They're also astute in that they have a high level of IQ, know how to play the politics and know how to keep it under the radar of not impacting their executive presence. **P14: Leader O.rtf - 14:38 (574:574**
Intelligence in action for organisational results	*the level of intelligence that is required for presence …needs to come down to a very practical that we got to do this now and make it happen and get going. So you've got to bridge that sort of conceptual view due to the strategic (outcome) of the operation, if I could call it that.* **P13: Leader_M.rtf - 13:22 (74:74)**

Summary of the findings in Tables 4.6

- An impactful intelligence that actualises business strategy is critical for executive presence and reflects in a multifaceted and business orientated cognition inclusive of: a conceptual and strategic thinking ability (rather than operational or tactical); technical expertise and the subject matter expertise or knowledge (in one's field); and political astuteness that is able to navigate the power structures in a corporate environment.

Table 4.7 is an overview of the emotional intelligence required for executive presence

Table 4.7:

Emotional intelligence (EQ)

Outcomes: EQ	Participants' Quoted Descriptions
Emotional Intelligence (EQ) is a required element for Executive Presence:	
Emotional Intelligence acts as a necessary pre-requisite for presence	*It requires some high level of emotional intelligence. You're not going to have executive presence unless you have that as a basic building block.* **P 3: Coach_C_.rtf - 3:70 (316:316)**
A lack of emotional intelligence reduces one's presence.	*I mean I work with everything that is possible to work with and from all this experience with executives I know they are very rarely aware of … (the) need to understand other people in order to get what I want from them'. And that impacts and reduces their executive presence*. **P 4: Coach_D.rtf - 4:36 (166:166)**
Components of EQ: Self-awareness	
Self-awareness	*Self-awareness is very important*. **P15: Leader_N.rtf - 15:12 (173:173)**
	Once we built awareness then we can build presence. **P 1: Cchng_Coach_A_.rtf - 1:81 (304:304)**
	But then it is also something around ignorance. As long as I do tasks and I lead the organisation forward and I'm oblivious of who I am, I think that is also dangerous, **P 5: Coach_E.rtf - 5:18(307:307)**

Outcomes: EQ	Participants' Quoted Descriptions
Social awareness starts with self-awareness	*So I do believe that somebody who is quite self-aware, who knows what is happening for themselves is able to create that for others. So that people can be at their best … if you are clueless about yourself you are going to be clueless about others. … emotional intelligence … is like …the five pillars. The first one is self-awareness. You can't have social awareness if it is not starting with yourself.* **P 5: Coach_E.rtf - 5:21 (318:318)**
Connection to others starts with a spiritual connection to self	*You can't connect with people at a soul level if you don't have a spiritual connection with yourself…. So for me it (spirituality) is basically an alignment with my body and if there is that alignment, that straight line, I am able then to align with my true north. …. So if I'm not able to spend enough time in quiet time with myself to be able to unpack who I am and what is my reason to be and what are my talents, … then there's no way that I can go and identify that within someone else or within an organisation. So it is absolutely has to start with self-awareness* **P10: Leader_J.rtf - 10:88 (153:153)**
Self-awareness includes one's intention and the impact on others.	*…so be very aware around impact because it could come from, … a good intent but it can trigger stuff for others*. **P 5: Coach_E.rtf - 5:35 (554:554)**
Aware and present	*So it is not about changing my centre being it is just being very mindful of the possible impact and that is work. Because it means that with every conversation you need to be very aware and present ….* **P 5: Coach_E.rtf - 5:36 (554:554)**
Reflective of impact	*Then we're going into the system and one is being present, okay, how am I being that this is happening* **P 1: Cchng_Coach_A_.rtf - 1:28 (196:196)**
	And probably having enough insight to understand that how does my behaviour impact others … So it is a high level of self-awareness I think is what probably I'm trying to articulate. **P17: Coach Q.rtf - 17:11 (80:80)**
Self-awareness of one's purpose is necessary especially when linked to what needs to be achieved.	*Clarity around who they are and why they are there. So that is very clear. .. there's ..clarity around why they're there in terms of the purpose. So there's why am I here as a person in terms of what am I bringing in comparison to everybody else plus why am I here in terms of purpose*. **P 2: Coach_B_21.rtf - 2:2 (14:14)**
Self-awareness and alignment to one's purposes includes a clarity on the future destination	*Well, if executive presence is about knowing who I am and where I'm going and being able to inspire people to come on that journey with me, it is a critical part of change (provided the leader buys into change).* **P 3: Coach_C_.rtf - 3:44 (180:180)**
	Clarity on who I am and where I'm going and why people should follow me. **P 3: Coach_C_.rtf - 3:35 (136:136)**
An analogy of long distance ocean swimming to describe the relationship between doing and being.	*Yes when you are pulling underneath that is indicative of internal beingness that gives you momentum and when you lift your arm from the water from that place you are completely relaxed in your doingness in the world; that's a nice way to describe it.* **P 4: Coach_D.rtf - 4:11 (65:65)**
Components of EQ: Emotional Literacy:	
Emotional Intelligence requires	*And in my understanding, to build awareness, and I'm thinking at the top of my head, that you would probably have to start with emotional*

Outcomes: EQ	Participants' Quoted Descriptions
that one is able to perceive and understand emotions	*literacy and build a repertoire for feelings* **P 1: Cchng_Coach_A_.rtf - 1:82 (304:304)**
EQ includes the skill of using and managing emotion	*There's no unnecessary smile. It is just calm presence. So that same calm presence would then exist in terms of how they interact with others. There's no unnecessary emotionality.* **P 2: Coach_B_21.rtf - 2: (78:78)**
Emotions are genuine, utilised consciously, and applicable in a time and context and then released. The ability to use one's emotion must have no element of manipulation.	*So when you think about the whole area of emotional intelligence…I always talk to people about emotional outcome – the ability to be able to use your emotions to get what you want without being manipulating. So when you're excited you are excited because it is the right time to be excited at that point and you're not apologising for it but when you are irritated you are irritated because it is the right time to be irritated but it's done - it is over and done with immediately. And then when it is time to just be neutral, just be with people to be with people. So that's kind of what I'm talking about I think from a presence perspective*. **P 2: Coach_B_21.rtf - 2:10 (82:82)**
Components of EQ: Empathy	
Emotional intelligence involves displays of empathy	*So you know it is about almost like putting yourself in that person's shoes.* **P 2: Coach_B_21.rtf - 2:39 (163:163)**
	Ja, empathy, lots of empathy … in her engagements. **P 8: Coach_H.rtf - 8:6 (48:48)**
Components of EQ: Personal Mastery	
Managing emotion, self-regulation and personal mastery.	*Around personal mastery, if I don't know what are my triggers and what is my focus, and what are the things that, my motives, my passions, all of those things, as a leader, how do I create an environment where purpose, where passion, where behavioural drivers or triggers are enabled for others.* **P 5: Coach_E.rtf - 5:20 (315:315)**
Self- regulation	*I think 'in chargeness' starts with self-awareness…and self-knowledge. To know what are my buttons, …. Can I in the moment correct? So I think it is an awareness in the moment and a self-correction.* **P 7: CoachG.rtf - 7:27 (98:98)**
Self-mastery as a strong internal locus of control	*People around someone with executive presence are influenced by the strength of the internal locus of control.* **P 3: Coach_C_.rtf - 3:34 (128:128)**
Self-mastery refers to a high level of psychological integration also referred to as ego integration	*To get to that kind of integrated, internal space where because I've done my own integration and my own work, that I'm absolutely present to people because I don't have my cluttered stuff happening, or my shadow stuff happening, or my projections happening about positive and negative. That for me would be an authoritative presence* **P 1: Cchng_Coach_A_.rtf - 1:35 (251:251)**
	So the ego integration, **P 8: Coach_H.rtf - 8:16 (155:155)**
In order to lead others one must first understand and have the capacity to lead oneself	*Leadership is about self-leadership. If I don't know who I am then I am going to project myself differently in different kind of audiences … so it truly starts with self. … then it is also something around ignorance. As long as I do tasks and I lead the organisation forward and I'm oblivious of who I am, I think that is also dangerous.* **P 5: Coach_E.rtf - 5:18 (307:307)**
	It forces you to take ownership of your life so that it moves you from being a victim into someone who takes ownership and is a leader in their lives. So if you cannot be a leader in your life firstly, you can't

Outcomes: EQ	Participants' Quoted Descriptions
	be a leader… unless you've taken charge of your own life. **P10: Leader_J.rtf - 10:90 [(161:161)**
Ego-integration leads to effectiveness as a change leaders	*For me that (ego integration) is the leader that can stay stable, that's got a lot of knowledge and self-awareness, emotional intelligence and the ability to be an effective change leader and lead change effectively.* **P 8: Coach_H.rtf - 8:17 (169:171)**
Ego integration allows individuals to be fully present within the current reality and context through appropriate boundary setting.	*Yes. And how to create the boundaries. If there's stuff happening at home, how to create the intentional awareness to put that aside so that they can do whatever they need to do.* **P 1: Cchng_Coach_A_.rtf - 1:48 (391:391)**
Lack of presence results in lack of alignment reflected somatically	*Yes, and if you have a sensitive team, and I think any system is sensitive, there will be…an awareness at some level, that there's a double signalling. So my leader is saying this but actually, somatically, he is double signalling and the body doesn't tell me that at all.* **P 1: Cchng_Coach_A_.rtf - 1:49 (395:395)**
A lack of congruence at any level impacts on the team	*So how do I be if my leadership is incongruent? And especially if it is unconscious. If I can't put my finger on it if I'm never quite aware of it maybe what is happening in the team because of this incongruence*. **P 1: Cchng_Coach_A_.rtf - 1:50 (403:403)**
A high level of self-awareness and self-mastery allows one to create a conscious and intended environment that is conducive for others. Leadership of others begins in leadership of self.	*Around personal mastery, if I don't know what are my triggers and what is my focus, and what are the things that, my motives, my passions, all of those things, as a leader, how do I create an environment where purpose, where passion, where behavioural drivers or triggers are enabled for others.* **P 5: Coach_E.rtf - 5:20 (315:315)**
Components of EQ: Social Intelligence	
Understanding others	*I need to be aware where others are at and that is the work.* **P 5: Coach_E.rtf - 5:38 (562:562)**
	I think they have to have a very high EQ to ensure that they get a sense of what is happening in the world. P **9: Leader_I.rtf - 9:49 (144:144)**
	You've got to be able to lead people and read people and understand them and have that human aspect. **P16: Leader_P_2016.rtf - 16:25 (265:265)**
	Yes, because I'll talk to someone across the road in the other building and I'll say, and I'll just say, what's wrong? And the tears go, and it is like how did you know? …You have to understand them and be able to read them so that you interact with them all the time. **P16: Leader_P_2016.rtf - 16:27 (297:297)**
Social skills and the ability to make people feel comfortable.	*So comfort with themselves and then making people comfortable I think maybe a reaction to that, was an impact of that* **P 7: CoachG.rtf - 7:2 (22:22)**
Social Skills starts in understanding the	*She said to me *****, you don't ever underestimate the impact you have on people. You don't realise it, but do not ever take it for*

Outcomes: EQ	Participants' Quoted Descriptions
impact one has on others.	*granted. … I mean it is part of kind of building your EQ over time.* **P11: Leader_K.rtf - 11: (346:346)**
	Because unless your EQ is high you don't have an internal compass that allows you to understand when you're over the boundaries, when you are not reading the room, when you are not engaging at the right level and you can't see that people are not getting you.] **P12: Leader L.rtf - 12: (201:201)**

Summary of findings in Table 4.7

- Emotional Intelligence (EQ) is a required element for executive presence and components include: self-awareness, emotional literacy, empathy, personal mastery and social intelligence.

Relational orientation is expressed as it emerges from participants' descriptions as care and attention (Table 4.8); growth and potential (Table 4.9); and impact on others (Table 4.10). All these tables focus on the description of the relational focus of someone with executive presence.

Table 4.8:

Relational – care and attention

Outcomes: Relational	Participants' Quoted Descriptions
A strongly relational approach by the person with executive presence is manifested in one who reaches out to individual, invests time and energy in building a relationship and values others beyond any outcome or abilities as human beings:	
A high relational focus starts with a focus on the individual as a human being	*I think executives who really excel see people as human beings rather than resources.* **P 3: Coach_C_.rtf - 3:10 [I think executives...] (14:14)**
	A guy with executive presence for me and the people that I think have a large amount of it, they always want to find out how you are before they get to anything else. **P14: Leader O.rtf - 14:18 [A guy with executive presence ...] (199:199)**
Relatedness is an investment of time and caring energy	*Well, you see it by the way they ask questions… My husband and I had been ill. He called us two days later to say, 'I'm so sorry to hear you've been ill'. He didn't realise that my husband had been ill and very ill. And that is somebody who thinks about the other, who connects people into the world, is integrative and I think that's an aspect of a characteristic of executive presence.* **P 4: Coach_D.rtf - 4:37 [Well, you see it by the way th..] (174:174)**
	look at the most successful leaders… (make) an investment in time. There is a connection, a true connection. **P10: Leader_J.rtf - 10:106 [It does. It does and I mean yo..] (309:309)**
Know their people	*I think someone with presence would know their people* **P14: Leader O.rtf - 14:17 [I think someone with presence ..] (191:191)**

Outcomes: Relational	**Participants' Quoted Descriptions**
Genuine caring	*Genuine caring. I also know this specific person with executive presence would make at least two calls a week to you after hours just to chat; just to chat with no agendas per se.* **P14: Leader O.rtf - 14:21 [Genuine caring. I also know th..] (223:223)**
People feel appreciated, seen and heard	*Mostly it is not just the engaging in a cognitive level but it would be in a way that makes the person feel appreciated and seen and heard.* **P17: Coach Q.rtf - 17:2 [Understand, yes. So that is wh..] (22:22)**
Warmth	*… the warmth and the face-to-face engagement*. **P 8: Coach_H.rtf - 8:7 [was the warmth and the face-to..] (56:56)**
Acknowledgment, often public of the team.	(*talking publicly about his team)... he would say things, like...these are intelligent guys, I depend on these guys. . I just come here to drink coffee. These are the guys that make it happen.* **P14: Leader O.rtf - 14:11 [The other thing about this spe..] (85:85)**
Collaboration and genuine respect for the input of people.	...*he gets your inputs, if he doesn't use your inputs rest assured you're going to get feedback as to why he's not using it.* **P14: Leader O.rtf - 14:11 [The other thing about this spe..] (85:85)**
Equality is emphasised	
Equality is an important part of the construct.	*I'm here and I'm present and I'm equal to whoever else is in the room; because regal for me, the reason why I have a little bit of discomfort with it, because there is possibly the sense of I exceed, I'm over, I'm above...* **P 2: Coach_B_21.rtf - 2:35 [It's more.] (58:74)**
Democratic	*Very democratic, involving people on different levels of projects*. **P 8: Coach_H.rtf - 8:3 [Ja, very democratic, involving..] (40:40)**
Humble	*… in you won't immediately see this guy (with presence) wearing his title on his head. He immediately departs from a premise where we are all on the same level, that type of thing. Very humbling, his approach*. **P14: Leader O.rtf - 14:3 [But within the South African c..] (19:19)**
An ability to work without undue influence of one's title and to set people at ease	*And I think I know I'm not using it in a very shallow way where you treat people as equals, I mean we're not equal. But it's how you make them feel that listen, there's no major gap between you and I. I can still operate on your level. You can operate on my level. You don't have to behave in a certain way because I'm here. Be yourself type of thing.* **P14: Leader O.rtf - 14:8 [And I think I know I'm not usi..] (67:67)**
Executive presence can reveal itself through practical or symbolic actions that embody equality	*He has executive presence, when he goes onto the factory floor he wears an overall. He doesn't go with his attire.* **P14: Leader O.rtf - 14:31 [he has executive presence, whe..] (281:281)**
	When he's in the yard he goes with, obviously the safety gear but he goes with the overall. **P14: Leader O.rtf - 14:32 [When he's in.] (285:285)**
With the people	*There was a function where we were celebrating some success and they had a separate place where the executives were going to have lunch and a separate place where the others were going to have lunch….He got mad ... He said no-one is going to go anywhere. So they (the executives) stood in line and got their food parcels like everybody else and they engaged with the people. And I remember asking the person, I mean, I said, you know, they prepared for you inside. He said, I'm going to know about the business here. I'm not going to know about it there. I want to be with the people. We're here to spend time with the people. So we're with the people.* **P14: Leader O.rtf - 14:33 [There was a function where we ..] (285:300)**

Table 4.9:

Relational – growth and potential

Outcomes: Relational - growth & potential	**Participants Quoted Descriptions**
Observing, identifying and challenging for growth and potential is an aspect of the relational focus of executive presence.	
Demand the best	*So he could be extremely hard on you and demand the absolute best that you didn't even know that you had inside you, to a point where it became uncomfortable at times but then he would show how much he cared about you,* **P 3: Coach_C_.rtf - 3:8 [So he could be extremely hard ..] (10:10)**
	I had people who ... gave me the necessary tools but .. they threw me in the deep end, … I now call (them) my mentors…who wanted to connect with me at a soul level. … who saw something in me that I didn't see. **... P10: Leader_J.rtf - 10:76 [So let's start off with impact..] (93:93)**
Squeezing potential	*Seeing other people's potential which they may not even have realised they have yet and squeezing it out of them even when it is uncomfortable for them.* **P 3: Coach_C_.rtf - 3:81 [seeing..] (14:14)**
Observing one's (hidden) potential	*Observation of which (potential) made you prepared to do anything for him because he saw you in a way that other people possibly didn't.* **P 3: Coach_C_.rtf - 3:9 [which made you prepared to do ..] (10:10) Codes:**
Support for causes or outcomes that are important to one's people; often in a way that creates the safety to drive outcomes.	*Nadia ... read... about a breast cancer initiative that was going global called Pink hijab day ... And she brought this to the office and said I think we should be involved in this. ..And immediately, because it inspired Nadia he saw the potential for it to inspire other people and so within forty-eight hours with his sole support we had sourced I think it was three thousand pink hijabs. We had labels printed saying with compliments from Islamic Banking. ...He was with us the whole time participating. He made sure that we had supper. He made sure that everyone had transport home. So it was that human touch, and that made a difference*. **P 3: Coach_C_.rtf - 3:86 [A silly (34:34)**
Balance between care, support and challenge and drive for achievement and activation of potential.	*So Mr X was very Enneagram 8 and he was prepared to kick down doors and be rude to people and take big risks to drive his agenda, but he always looked after the people who he had chosen as his people.* **P 3: Coach_C_.rtf - 3:84 [So Mr X was very Enneagram 8 a..] (30:30)**

Table 4.10:

Relational – impact on others

Outcomes: Relational - impact	**Participants' Quoted Descriptions**
The relational component of executive presence can have a strong and powerful impact on others.	
The kind of impact of relational	*So you never felt that you were on your own. You knew that Mr X had your back*. **P 3: Coach_C_.rtf - 3:87 [So you never felt that you wer..] (42:42)**

Outcomes: Relational - impact	Participants' Quoted Descriptions
construct includes feeling supported	
Able to instil a feeling of safety allowing others to focus on the task at hand.	*So a leader with executive presence is able to instil a sense of security and care into his people so they are not distracted with their own stuff but able to share his vision and follow it.* **P 3: Coach_C_.rtf - 3:33 [So a leader with executive pre..] (120:120)**
They evoke the feeling that one can relate to them and a desire to relate to them.	*When somebody walks in the room and they're going to do business with you and you feel: oh God here is somebody I can relate to. ... there is something about them. What is it? When it sets up that kind of curiosity you know there's something kind of larger than life about them but yet, they're not shouting about themselves... I think it awakens something in people*. **P 4: Coach_D.rtf - 4:23 [When somebody..] (118:118)**
Emotional connection and a strong sense of loyalty.	*So there's an emotional connection. So I think those are some of the things that people will feel if they are in it together. You know, remember I'll go to war for you. Impact. (41:55)* **P 6: Coach_F.rtf - 6:56 [So there's an emotional connec..] (320:320)**
Empathy.	*So people walk in and say, you know, this guy I can work with him. I feel, you know, he empathises with me. He understands where I'm going.* **P 9: Leader_I.rtf - 9:54 [So people walk in and say, you..] (148:148)**
Relational aspect is required to unlock engagement.	*... it is an engaging perspective, then I can work with you and we can walk a while. If it is thou shalt, because I'm here, then it's a very different culture. Then I work because I have to and I am not going to give my full self.* **P 5: Coach_E.rtf - 5:14 [And if it is an..] (275:275)**
Emotionally connected state.	*Human beings, I think human beings are incredible things and just by having a connection to somebody opens up a wealth of… an ability to go out, to talk, to get better performance out of them, and it is all done on the emotional connectivity state.* **P15: Leader_N.rtf - 15:18 [es, you can send out an email...] (255:255)**
Inspirational and influential.	*So harshness comes from a sense of insecurity or a need to control and people with executive presence don't need to control because they authentically and automatically pull people along with them. So stamping control is less important than inspiring contribution.* **P 3: Coach_C_.rtf - 3:69 [So harshness comes from a sens..] (308:308)**
	most of them, people want to listen to them, **P 9: Leader_I.rtf - 9:86 [most of them, people want to l..] (497:497)**
	I have a lot of respect for the individual. … I can freely allow learned behaviour because I know the sincerity that if you look at this person's following, if you look at how people speak about this individual, there's definitely that executive presence. ...people will never, ever drop him. .... And people who almost, if this specific person has to call me and ask me to do something, I'd actually be honoured... **P14: Leader O.rtf - 14:22 [I think, I mean, it had a big ..] (235:235)**

Summary of findings from Tables 4.8, 4.9 and 4.10.

- A strongly relational approach is manifested in one who focuses and reaches out to all individuals irrespective of title; invests time and energy in building a

relationship; values others as human beings beyond any mere superficial focus on outcome or abilities; and is democratic, humble and values equality.

- The relational focus of executive presence is inclusive of observing, articulation and challenging for the realisation of (sometimes hidden) potential and growth.
- The relational component of executive presence has a strong and powerful impact on others.

Table 4.11 outlines the kind of communication skills exhibited by one with executive presence.

Table 4.11:

Communication Skills

Outcomes: Communication	**Participants' Quoted Descriptions**
Open	*It's communication. Just communicate, being open, talking to people, asking people how they're feeling.* **P15: Leader_N.rtf - 15:14 [It's communication. Just commu..] (235:235)**
Story-telling	*(The) art of storytelling and narrative and all those things come in, it is just so compelling.* **P 5: Coach_E.rtf - 5:6 [art of storytelling and narrat..] (183:183)**
Compelling	*If you are able to communicate a compelling story that in itself would have an impact. It is almost a bit of a short cut.* **P 5: Coach_E.rtf - 5:16 [If you are able to communicate..] (295:295)**
Verbal intelligence	*... We'll definitely observe that kind of voice, messaging, so both content – the how and the what of communication and conversation...* **P 7: CoachG.rtf - 7:45 [I think there's definitely the..] (174:174)**
	So he doesn't talk a lot but when he does talk everyone keeps quiet because he articulates it well. He talks at different levels. He gives examples for it. He rationalises why it's there. **P12: Leader L.rtf - 12:8 [So he doesn't talk a lot but w..] (54:54)**
Adaptive to audience	*So yes, he adapts it to the audience. So if he's talking to someone in a retail context he doesn't use the words that he uses at an exco level.* **P12: Leader L.rtf - 12:9 [So yes, he adapts it to the au..] (58:58)**
	...So he has the ability to communicate that people understand what he is saying. ... He paints a picture for everybody. **P12: Leader L.rtf - 12:10 [But even at an exco level some..] (58:58)**
	I would say somebody who is able to articulate to a level of understanding, no matter who or what group they're addressing. If they're addressing a board they would adjust according to that. If the person is addressing a cleaner that would be in that way. **P17: Coach Q.rtf - 17:1 [I would say somebody who is ab..] (18:18)**
Listening	*Listening. He in fact never talks first, which I find the most fascinating thing. He never talks first and even when he is presenting he will start by engaging with the audience first and then do his*

Outcomes: Communication	Participants' Quoted Descriptions
	presentation. In management meetings he allows people to get their feedback individually and then he consolidates and talks about it. **P12: Leader L.rtf - 12:12 [Listening? He in fact never ta..] (66:66)**
	...listening is one of the indicators ...most of the time they would keep quiet ... And they would listen. To give you an example, the Head of Finance is speaking about what are the challenges, and the Head of Finance in this instance is a guy who is very nervous. He is a nervous guy who stutters a bit in the presence of executives ... He would calmly and quietly let him finish. **P 2: Coach_B_21.rtf - 2:19 [In fact, the whole motivation ..] (163:163)**
	... listening, in essence it is about listening. **P 2: Coach_B_21.rtf - 2:37 [Being aware of that and being ..] (163:163)**

Summary of findings from Table 4.11

- The executive presence construct includes advanced adaptable communication skills across audiences including compelling narrative and story-telling; verbal intelligence; and highly attuned listening skills.

Table 4.12 describes mindfulness element of executive presence.

Table 4.12:

Mindfulness

Outcomes: Mindfulness	Participants' Quoted Descriptions
Executive presence is grounded in present moment awareness - the ability to hold an attentive focus in the 'here-and-now' and current reality or 'space'	
In the moment	*That would be about how is that executive being in the moment (quality and extent of)* **P 1: Cchng_Coach_A_.rtf - 1:71 [that would.] (7:7)**
Conscious and present to here and now	*… Awareness or consciousness is important. It's key because as an executive if you're conscious you can be present in this space in the way that this space requires; however it is. … You will exude the behaviour of the room….. Yes, you're communicating in a way that is very congruent to what is happening in the situation. It feels real.* **P 2: Coach_B_21.rtf - 2:30 [Yes. I think then in following..] (239:250)**
Present	*I think they show interest in where they are. I think they're present. If someone walks in and they're sitting on their cell phone, being there, but they're not present. I'm present, I'm here.* **P 9: Leader_I.rtf - 9:87 [I think they show interest in ..] (513:513)**
Present to hold the space	*I have my own practices that enable me to stay grounded and centred and maybe that has something to do with holding the space but I can't hold this space if I'm all over the place, if my head is all over the place, and I'm interested in what that person is doing, I can't hold the space that way.* **P 6: Coach_F.rtf - 6:32 [I have my..] (164:164)**

Outcomes: Mindfulness	Participants' Quoted Descriptions
Holding space	*It is that presence of holding space, being contained in the energy; you cannot impart the energy of panic in change.* **P 6: Coach_F.rtf - 6:54 [It is that presence of holding..] (312:312)**
Mindful Executive presence results in contained, settled, calm and stable state regardless of surrounding ambiguity, complexity, uncertainty or change	
Contained	*So I think that is contained… that equanimity, is a word that I've used before but it is an important rule… (41:20)…sake*. **P 6: Coach_F.rtf - 6:57 [So I think that is contained… ..] (320:320)**
	Contained is another word I would use. **P 6: Coach_F.rtf - 6:2 [Contained is another word I wo..] (10:10)**
	I am [expanding] to contain. **P 6: Coach_F.rtf - 6:8 [I am [expanding].] (38:38)**
Settled	*I do think that it helps people to navigate…change if they know their leaders are settled … there is some certainty even if it is sometimes a delusion of certainty*. **P 7: CoachG.rtf - 7:17 [I do think..] (50:50)**
Calm	*So they look like they're calm.* **P 6: Coach_F.rtf - 6:1 [So they..] (10:10)**
	So their responses will not be emotional. It would be well thought through. It would be calm and it would not come from an emotional point of view **P17: Coach Q.rtf - 17:41 [So their responses will not be..] (326:326)**
Stable in uncertainty, ambiguity and change	*… that kind of environment … complexity, uncertainty and very nice for me was how stable she was in that. So it didn't rattle her.* **P 8: Coach_H.rtf - 8:14 [So cause that kind of environm..] (96:96)**
	So it is a person that would be able to deal with that uncertainty and/or anything that would put them off balance, change of direction, changes in the organisation and it wouldn't derail them I think. **P17: Coach Q.rtf - 17:40 [So it is a person that would b..] (318:318)**
Mindfulness as an aspect of executive presence reflects in an ability to observe, accept and work constructively with the reality one is presented with.	
Accepting of reality	*Presence is about being able to face the brutal facts. Some people just shy away from problems and bad stuff. And I think that presence in a way is a manager saying, this is just not working. This is absolutely a mess, whichever way you look at it. I'm not blaming anyone whatever, but it is just a bloody mess.* **P13: Leader_M.rtf - 13:35 [There's one..] (134:134)**
	They face the issue head on. Okay, how are we going to handle it? And go. It is not like we all fall down, it is a problem, it is okay, let's go. Nothing is insurmountable. It is that kind of character. **P16: Leader_P_2016.rtf - 16:5 [hey face the issue head on. Ok..] (18:18)**
	Accepting things for what they are instead of addressing or changing or whatever **P13: Leader_M.rtf - 13:36 [Yes, but accepting things for ..] (138:138)**
	They're not overwhelmed by issues. **P16: Leader_P_2016.rtf - 16:4 [They're not overwhelmed by iss..] (14:14)**

Summary of findings from Table 4.12

- Executive presence in mindful through being: attentive; fully present and grounded within the 'here-and-now time and space; accepting of current reality; and embodies a contained, settled, calm and stable state regardless of surrounding ambiguity, complexity, uncertainty or change

Table 4.13 and 4.14 provides a focus on practices for somatic embodiment and somatic embodiment practices.

Table 4.13:

Somatic embodiment

Outcomes: Somatic Embodiment	**Participants' Quoted Descriptions**
The somatic element generally refers to the manifestation of an internal state through one's body.	
The body reflects our internal state before our mental processes are expressed verbally	*...messages come through somatically before they come through our head. It is because our body is where it all happens.* **P 6: Coach_F.rtf - 6:18 [Somatics are somatics and at a..] (82:82)**
An internal sense of congruence which is then reflected by the body	*I think it is how we sit in the presence of others and that if I'm sitting congruous, with an open heart, with genuine focus on space… my body will signal first before anything else.* **P 1: Cchng_Coach_A_.rtf - 1:60 [I think it is how we sit in th..] (462:462)**
Posture is reflective of an internal state relating to an absence of shame	*There's an uprightness, with their head looking around, so there's no shame…no looking down, shoulders… so there's really standing upright.* **P 2: Coach_B_21.rtf - 2:6 [P: The way they walk. I: Yes? ..] (42:50)**
Posture is a powerful way to increase how others 'feel' one's presence	*Hmmm. It could be in just physical posture. You're looking at somebody where the presence is felt is probably in the way they carry themselves* **P17: Coach Q.rtf - 17:22 [You're looking at somebody whe..] (176:176)**
Facial expressions embody a calm presence and there is no unnecessary emotionality.	*Going back to the question around the confidence, it is also about the face, the facial expression. It is pretty open. So there's no frowning. There's no unnecessary smile. It is just calm presence. So that same calm presence would then exist in terms of how they interact with others. There's no unnecessary emotionality.* **P 2: Coach_B_21.rtf - 2:8 [Because when you asked now goi..] (78:78)**
The reflection of our internal state through the body, specifically micro facial expressions	*…micro expressions … those small behaviours that we don't pay attention to but they play themselves out. I mentioned the whole facial expressions, because many times people don't notice how their facial expressions have an impact on their environment.* **P 2: Coach_B_21.rtf - 2:13 [Yes, absolutely. That is quite..] (130:130)**
An example of how our internal state reflect in our bodies where there is a lack of executive presence	*She is quite nervous. She has a very strong nervous energy. And it shows up in her body. She has restless legs syndrome and she apologises for everything. So exactly the opposite of that behaviour.* **P 2: Coach_B_21.rtf - 2:22 [Part of the conversation we we..] (163:163)**
Manifestation of self-mastery	*So it's about owning your body space and your energy*. **P 3: Coach_C_.rtf - 3:49 [So it's about owning your body..] (208:208)**
Owning one's space	*So as you walk, walk with this feeling of owning your energy field, of being expanded into your space. Rather than I have to go and do it*

Outcomes: Somatic Embodiment	Participants' Quoted Descriptions
	because I'm in a hurry. Slow down. Expand. Own your space and take that sense of ownership of your space with you wherever you go. So it is about that kind of energy work. It really works. **P 3: Coach_C_.rtf - 3:50 [Yes. [LAUGHTER] And to do that..] (224:224)**
Executive presence is grounded which is a somatically embodied state	
Grounded	*They're grounded* **P 4: Coach_D.rtf - 4:5 [They're grounded] (19:19)**
Groundedness is related to the body and voice	*So that's grounding, just making sure that my body is relaxed and grounded*. **P 6: Coach_F.rtf - 6:16 [So that's grounding, just maki..] (66:66)**
Groundedness – posture	*Well, I think the groundedness you can see it in posture P* **7: CoachG.rtf - 7:12 [Well, I think the groundedness..] (34:34)**
Groundedness – voice.	*So I think you can hear it in tone of voice, whether it is a high pitched and too many words and too fast or whether it is slower… I think a voice can sound more grounded, a tonality. I think you can sound grounded or you can hear oh, my goodness, there's a nervousness here or there's a waffling.* **P 7: CoachG.rtf - 7:13 [So I think you can hear it in ..] (34:34)**
Groundedeness is an underlying state that underpins behaviour.	*Well, I think introverts and extroverts are very different. Extroverts are very noisy and rush about and all over the place – I'm being completely general here. Introverts tend to be quieter and more reflective. But the person I'm thinking of and the kind of presence I'm thinking of integrates the two things where they could be introvert or extrovert but they are very grounded and not in a hurry but they can be in a hurry.* **P 4: Coach_D.rtf - 4:4 [Well, I think introverts and e..] (19:19)**
Groundedness is an internal alignment between cognitive, emotional and somatic.	*Well, I think groundedness, there's something for me in the sense of the person. And maybe you pick it up more if you're trained in sensing that in people but there's something about talking from all the centres; so it is not just these thoughts and I'm thinking out loud. It is also a felt thing and it is also an instinct. So it is almost like there's an alignment between head and heart and gut and body.* **P 7: CoachG.rtf – 7:7 [Well, I think groundedness, th..] (30:30)**
Groundedness is seen over time in consistency.	*I think groundedness then over time we can also see it in the decision making – what I'm saying is consistent, there's a consistency.* **P 7: CoachG.rtf – 7:10 [I think groundedness then over..] (30:30)**
Grounded is related to the process of feeling comfortable with having the required information.	*So it is like I'm hearing, I'm taking information, I'm analysing, I'm getting views and multiple perspectives. I'm not uncomfortable with the fact that there is complexity that I might not have all the information or all the answers. There's something around that decision making and acting from a place of groundedness; whether it is grounded in information and grounded having had all the views.* **P 7: CoachG.rtf – 7:11 [So it is like I'm hearing, I'm..] (30:30)**
Groundedness as a choice – self-mastery and self-regulation.	*I think in all other cases it is good to go with authenticity, but I think there's sometimes you have to maybe show more groundedness that you necessarily feel.* **P 7: CoachG.rtf – 7:19 [I think in all other cases it ..] (66:66)**
	Ja. I think as a coach we do that sometimes to, I mean, to think of it. Sometimes you do sit opposite to someone and you don't feel that grounded but you have to be **P 7: CoachG.rtf – 7:20 [Ja. I think as a coach we do t..] (70:70)**

Outcomes: Somatic Embodiment	**Participants' Quoted Descriptions**
Somatic embodiment is related to a high environmental consciousness:	
Includes a focus and understanding of the impact of the environment on oneself.	*And then how is the environment impacting me? And how is this person impacting me?* … **P 1: Cchng_Coach_A_.rtf - 1:22 [And then how is the environmen..] (134:134)**
An environmental consciousness and intelligence is based on a somatic awareness.	*And that ability is then structured on that somatic; that you can't do the environmental without the somatic*. **P 1: Cchng_Coach_A_.rtf - 1:26 [And that ability is then struc..] (172:172)**
Somatic awareness manifests in observation of others.	*And that for me would be… that they're mentally present but somatically present also. I suppose that lends itself to attention to detail and that would be about how is that executive being in the moment? And that would look like picking up on the little things like who walks in, where did they sit, how did they sit, who is the clumsy one* **P 1: Cchng_Coach_A_.rtf - 1:5 [And that for me would be… that..] (7:7)**
Being present allows for an environment conscious.	*What does the light in the room look like? What is the noise in the room? Is the noise harmonious or disconcerting and why? Why would that be?* **P 1: Cchng_Coach_A_.rtf - 1:4 [What does the light in the roo..] (11:11)**
The environmental consciousness allows one to track the impact on the environment on self.	*If it was disharmonious noise, how does that make me feel and where am I feeling that and why am I feeling like that?* **P 1: Cchng_Coach_A_.rtf - 1:7 [If it was disharmonious noise,..] (15:15)**
The environmental consciousness allows one to track the impact on the environment on others in the workplace.	*So what is the building like? How is the open plan working? And in considering that, who in my team struggles with the sensitivities of say, the noise or the light or their orientation in the room and as a present leader, how could I facilitate taking some of the sensory stress off the team so that the team can actually function in their environment because we can't necessarily change the buildings that they're in. So who are my sensitive that I can face against the wall. So I can use my wall space so they're not filtering from behind.* **P 1: Cchng_Coach_A_.rtf - 1:23 [So what is the building like? ..] (150:150)**
	So if I've got wall space, who can I put against the walls so that they've got one area of the four directions actually blanked out that they're not having to filter from. And could we get in plants? Or who can I put next to the windows so that they've got enough light? And who of my big extroverts, who are high thresholds, lot of [registers]… can we put in our heavy traffic ways? **P 1: Cchng_Coach_A_.rtf - 1:75 [So if I've got wall space, who..] (158:158)**

Table 4.14:

Somatic embodiment practices

Outcomes: Somatic Embodiment	**Participants' Quoted Descriptions**
Somatic embodiment can be created:	
Somatic embodiment can be created through practices	*A somatic process is for me is a key part of leadership embodiment. The somatic process of what I do before I go to hold a space.* **P 6: Coach_F.rtf - 6:10 [P: A somatic process is for me..] (46:46)**
Creating somatic embodiment through visualisation	*So that preparation is around visualising that we are in this space together – we're not separate. So we're in this together. So that for me is visualising the space as containing either you and I or all of us. It is a huge room that means I connect with each corner of the room and all four corners and contain that space. So there is that somatic.* **P 6: Coach_F.rtf - 6:11 [So that preparation is around ..] (54:54)**
Creating somatic embodiment through breathing	*The other thing is the use of your breathing. So and that, you know, so what I want to say is it is not stuff that you just, okay, here is my tick list and now this is what I do and then I do that and I do that and then I breathe.* **P 6: Coach_F.rtf - 6:12 [The other thing is the use of ..] (54:54)**
	Parasympathetic system and the in breath is the sympathetic system. So when we're all tense and keyed up about going into something the breathing level rises. If I'm not using breathing as a practice I won't be able to ground myself quickly as I walk into the room. **P 6: Coach_F.rtf - 6:17 [So my breath is my tool for re..] (78:78)**
	So if my body recognises the stress then I can respond to those signals by using my breath. So I always say stress makes you stupid because when we get stressed the story in our head speeds up and so everything speeds up with it, including the breathing. And when the breathing speeds up you're not getting enough oxygen to the brain so you don't think well. **P 6: Coach_F.rtf - 6:19 [So if my body recognises the s..] (90:90)**
Creating somatic embodiment through one's stance	*I think when you talk to a crowd of people I think there is something about being planted firmly; not one leg and not fidgeting too much and whether it is in a room do you use the room into it or am I just behind my little pedestal in the front?* **P 7: CoachG.rtf - 7:38 [I think when you talk to a cro..] (146:146)**
	… it is body language as well, in how you carry yourself. **P11: Leader_K.rtf - 11:76 [maybe it is body language as w..] (16:16)**
	...it could also be in the way that they carry themselves. **P17: Coach Q.rtf - 17:14 [But it could also be in the wa..] (128:132)**
Self-care a necessity for embodied executive presence	*So where a leader is somatically aware and in tune with their bodies and looking after their bodies and self-regulating and doing that kind of self-care it models in the team; a systemic kind of acceptance that it is okay to be in touch and say… I don't have capacity now or sure, I am filled with capacity at the moment. I can take some of the lead now. And I do think that executive presence is about being present to themselves first.* **P 1: Cchng_Coach_A_.rtf - 1:20 [So where..] (111:111)**

Outcomes: Somatic Embodiment	Participants' Quoted Descriptions
Somatic embodiment can be created:	
	First, to self. So how am I feeling today? So did I get enough sleep? Have I drunk enough water? Am I hungry or angry now? **P 1: Cchng_Coach_A_.rtf - 1:21 [First, to self. So how am I fe..] (126:126)**

One participant mentioned a somatic practice in her interview, crediting Wendy Palmer's Conscious Embodiment.

> *"Look at Wendy Palmer Conscious Embodiment and that's a really powerful, bold… she's written two books … linked to leadership presence. … So it's about owning your body space and your energy. Just two minutes, I can give you an example".*

Interviewer: *Please.*

> *"Put your feet in flat of the floor. Sit comfortably in your chair. And imagine, close your eyes – I'll close mine too, can you imagine that the area beyond your body to which the [walls] of your body extends. Imagine that area in front of you that's almost your energy field. It's the part of this room that your body heat is influencing. Imagine that in front of you. Imagine it on your left side. Imagine it on your right side. Imagine it above your head and then just expand your body into that energy field. How can you expand a little more into that energy field? Take a deep breath and feel your energy with your breath running up your spine, and then as you breathe out flowing outwards into your energy field. Okay?"*

Summary of findings from table 4.13 and 4.14

- The state of executive presence is a somatic embodiment of an internal state of self-mastery that is reflected in one's body as: groundedness reflecting in relaxed body, controlled pace, verbal tonality; congruence between gestures and thoughts; an open forward looking posture and pose; the quality of one's walk; and calm facial micro-facial expressions.

- Somatic executive presence includes high environmental consciousness.
- Embodied executive presence can be created through various practices including visualisations, breathing, one's stance and through self-care.

Table 4.15 outlines the physical aspects of executive presence which is primarily dress; some elements of appearance or physical attributes (which is helpful but not a requirement) and health.

Table 4.15:

Physicality

Outcomes: Physicality	**Participants' Quoted Descriptions**
Dress is described as part of one's image that contributes towards the perception one creates. Minor changes can make a large impact to one's executive presence.	
Dress	*There's a lot for me around how people dress and that often just by lengthening somebody's trousers to the right length and changing the shoes, one, it changes the gait of how we walk in the shoes, and two, there's subtle stuff that people read in how we present ourselves, and how we present and address ourselves make how people address us. So sometimes with an executive, I would also just suggest wardrobe changes.* **P 1: Cchng_Coach_A_.rtf - 1:61 [There's a lot for me around ho..] (466:466)**
High heels	*…often I see women wearing too high heels. And so there's a place where a really high heel just give us a little bit of emphasis when you walk in a room of men who are genuinely taller than us. …But I often notice that women in platform shoes who genuinely can't walk. It looks like a cripple case or something. Just wear shoes where you're actually able to walk effectively. Because again, men have more rods than cone's in their eyes (and) look at us as prey. So when you're mincing along you do look like a (prey)* **P 1: Cchng_Coach_A_.rtf - 1:70 [But often I see women wearing ..] (501:501)**
Dress	*Unfortunately, we live in a superficial world. So when I look at all the leaders that I [look] up to; not all but ninety per cent of them, that have basically made impact there is the way that they dress, the way that they carry themselves* **P10: Leader_J.rtf - 10:101 [Unfortunately,.] (289:289)**
Dress	*… would include how you dress, coming to a meeting, the impression that you leave. If I came to this meeting today and I had torn socks. I might be the most intellectual person but the impression that you have you won't even get to… the level where you [evaluate] my intelligence because your mind is preoccupied by looking at these potatoes in the sock.***P10: Leader_J.rtf - 10:103 [The soft..] (289:289)**
Well-presented / well-dressed.	*And it's just that stature – you know, well-presented, well-dressed, maybe I'm a bit old school and that sort of thing, but you look at them, okay, you're somebody that I'll listen to, I'll look up to, you come across well. I suppose presentable is an all-encompassing word* **P15: Leader_N.rtf - 15:1 [And it's just that stature – y..] (15:15)**

Outcomes: Physicality	Participants' Quoted Descriptions
	So for me, in the industry that I'm in because it is corporate and that sort of thing, it is the professional look. It is clean cut, it is look presentable, you know, that sort of thing. **P15: Leader_N.rtf - 15:4 [So for me, in the industry tha..] (35:35)**
	Generally, tidy people, neat but not, the one thing is they're not, you'll find people in the corporate industry who are absolutely manicured, smell of aftershave and perfumes when they walk in and that is the CEOs and top executives are never that. It is not that. It's normally someone who is well-presented, neat – no frills. I find they're not frilly people. **P16: Leader_P_2016.rtf - 16:16 [Generally, tidy people, neat b..] (160:160)**
The importance of dress decreases over time.	*So executive presence is about a wide range of things. It is about the energy that you bring with you, about the visual impact. So how you dress, at least at first is important. Once you are fully established in your presence it becomes much less important. But as you are… if I'm working with someone towards (executive presence) I'll ask them to check their dress.* **P 3: Coach_C_.rtf - 3:53 [So executive presence is about..] (226:226)**
	clearly on the first one you do have an element of physical presence or athletic presence or looks or dress or height is also a factor. But that is a short-term one. It actually dissipates as you go into long-term view of presence. **P13: Leader_M.rtf - 13:85 [And clearly on the first one y..] (18:18)**
Appearance contributes to executive presence	
Physical attributes contribute to executive presence	*I think they will contribute.* **P 3: Coach_C_.rtf - 3:30 [So it is not about being big. ..] (101:105)**
One can have executive presence without physical attributes.	*He was quite a short guy. So it wasn't about stature because stature makes it easy if you're very big and tall, that brings… all you need to do is walk into a room and your size would make a statement.* **P 3: Coach_C_.rtf - 3:2 [he was quite a short guy. So i..] (10:10)**
	I *don't think that anyone is every condemned not to have an executive presence because of some physical attribute.* **P 3: Coach_C_.rtf - 3:29 [I don't think that anyone is e..] (108:108)**
	So it is not about being big. It is not about having a wonderful, rich voice. *Hmmm, I'm thinking of executives – short, tall, fat, I think they come in all sizes, all shapes and sized and colour, but most of them got something.* **P 9: Leader_I.rtf - 9:83 [Hmmm, I'm..] (493:493)**
Health contributes to executive presence	
Health is a contributor to executive presence and creates 'physiological presence'	*I find a lot of them has got like one, they'll either be they've got that and then they've got golf or they're runners or they're cyclists or they've always got a second tier to them, not all of them.* **P16: Leader_P_2016.rtf - 16:18 [I find a lot of them has got l..] (175:175)**
	You've got to have some presence in terms of physical, physiological presence as well, health, et cetera, energy, that sort of, physiological presence to bring to the party. **P13: Leader_M.rtf - 13:15 [You've got to have some presen..] (42:42)**
Health contributes towards the posture	*More importantly, they actually give a damn about their health. So they quickly realised that their wealth is their health. So carry yourself is not just about shoulders out, chest up but it's about other*

Outcomes: Physicality	Participants' Quoted Descriptions
that creates executive presence	*facets, including your health*, **P10: Leader_J.rtf - 10:102 [more importantly, they actuall..] (289:289)**
Healthy habits creates ability to be present	*Well, I guess if you are more fit, you're a bit more conscious of what you eat and drink and whether you smoke or not, which does give you some energy. It also gives you the ability to be more present with certain things than rather wanting to escape it through whatever little bad habits you have.* **P 7: CoachG.rtf - 7:41 [Well, I..] (166:166)**

Summary of findings of Table 4.15

- The primary components of physical elements contributing to executive presence is appearance (not an absolute requirement), dress and health.

Many participants describe the capacity to be open in multiple ways. Table 4.16: outlines and describes the capacity for openness that is part of executive presence.

Table 4.16:

Openness

Outcomes: Openness	Participants' Quoted Descriptions
Openness is described as the capacity for vulnerability and self-disclosure as well as a lack of defensiveness. They are open to alternate options, adaptable and flexible, and this reflects in an open body posture and language.	
Vulnerability / self-disclosure	*There is that openness thing, because openness is vulnerable as well. So you've got to be able to be vulnerable (and) open myself up.* **P 6: Coach_F.rtf - 6:39 [And I..] (220:220)**
	The thing about powerful leadership in a way let's talk about it as from a presence perspective is how you self disclose. **P 2: Coach_B_21.rtf - 2:23 [So as we're ..] (163:163)**
	Wow, that is probably one of the biggest life lessons I have learned. Most of the time I am always in my head or people only see my behaviour but they don't know what is going on. So that self-disclosure becomes very important. **P 2: Coach_B_21.rtf - 2:24 [Wow, that t..] (182:182)**
Lack of defensiveness	*… And I find great leadership presence is not about being defensive. Just these are your views and there's a value system, your conviction and you move forward. And you're prepared to make that call.* **P13: Leader_M.rtf - 13:11 [I would call it more that beca..] (34:34)**
	Because I think it is human nature to defend ourselves. (And does that diminishes our presence?) Absolutely. So working with presence is hard work because you are at some level going against your natural fight/flight …messages. **P 6: Coach_F.rtf - 6:40 [Because I..] (228:232)**
	I think it's about an element of trust… the defence mechanism don't kick in. **P13: Leader_M.rtf - 13:13 [I think..] (38:38)**
	Exactly. When people build defences around them and they build these walls, you can sense it. Some people are very good at masking it but generally, I think people can sense it always, well, not always, but you

Outcomes: Openness	Participants' Quoted Descriptions
	know, that there's guys, we've cordoned off here. **P15: Leader_N.rtf - 15:37 [Exactly. You can when people b..] (458:458)**
Friendly	*So very open personality, very friendly, always smiles, hmmm, knew many, many people by name and greeted them and welcomed them in sessions, you know, who are lower in ranks. And a very open personality.* **P 8: Coach_H.rtf - 8:1 [So very open personality, very..] (24:24)**
Reflected physically	*I think when it is in a one on one there is something about having open stance.* **P 7: CoachG.rtf - 7:35 [I think when it is in a one on..] (146:146)**
	Yes, body language. A very open body language, friendly, approachable. **P 8: Coach_H.rtf - 8:31 [Yes, body language. A very ope..] (320:320)**

Summary of findings from Table 4.16

- Openness is described as the capacity for vulnerability and self-disclosure, openness to alternate options, friendliness, and well as a lack of defensiveness that manifests somatically in an open posture and natural body language.

Levels of adaptability as an additional aspect of the construct of executive presence.

Table 4.17 describes a level of adaptability and flexibility of one's behaviour.

Table 4.17:

Adaptability

Outcomes: Adaptability	Participants' Quoted Descriptions
Open to alternate options, adaptable and flexible	*It is not just going in a direction without being able to broaden and open up to that flexible view. Not necessarily that you are trying to achieve x, but if you're not open to other ways of getting to that point I think that would be a person who struggles. And in my mind they would not have that presence.* **P17: Coach Q.rtf - 17:8 [It is not just going in a dire..] (49:53)**
Adapt for outcomes achievement	*So it's definitely that..being able to adapt – also based on what you're trying to achieve, to adapt…* **P17: Coach Q.rtf - 17:6 [So..] (41:41)**
Adapts to circumstances	*You can't walk into a meeting, a risk meeting with a … the same that I would walk into a meeting with my colleagues or a meeting with subordinates or a general discussion, a town hall discussion is very different. You have to, it is very different, and still staying true to yourself. You have to adapt to the situation. But I can't walk into a crisis situation meeting the same way I walk into a farewell.* **P11: Leader_K.rtf - 11:103 [You can't walk into a meeting,..] (315:315)**
Adapts to culture	*And the main thing is positive presence has different interpretations in different cultures and that would be the leader's ability to adjust to*

Outcomes: Adaptability	Participants' Quoted Descriptions
	the values and the norms of different cultures. **P 8: Coach_H.rtf - 8:44 [And the main thing is positive..] (456:456)**
Adapts but remains genuine	*Yes, they would change their behaviour. I'm going to go on the guy I'm thinking of as an example who has played some extraordinary roles in South Africa full of conflict and he has stayed with that seeming exterior being grounded but he's tough. So his language has changed, his tone has changed, but he hasn't ostensibly become another person. Does that make sense?* **P 4: Coach_D.rtf - 4:22 [ould they stay the same even i..] (118:118)**

Summary of findings from Table 4.17

- Executive presence is inclusive of adaptability and flexibility.

In Table 4.18 below the participant's descriptions of the levels, types and projections of confidence for executive presence are included. Confidence is described as an assuredness about oneself and the future that can be felt and seen.

Table 4.18:

Confidence

Outcomes: Confidence	Participants' Quoted Descriptions
Confidence is described as assuredness that can be felt and seen	
Assuredness	*There's definitely a sense of assuredness. So it is not certainty, but it is assured. So you can call it confidence perhaps. So there's that sense of confidence*. **P 2: Coach_B_21.rtf - 2:1 [There's definitely a sense of ..] (14:14)**
Visible	*You know it and you feel it. And there are certain individuals who just doesn't have a presence at all. It doesn't matter how intelligent they are or knowledgeable they are. Maybe it's a confidence issue that they don't come across as confident enough.* **P11: Leader_K.rtf - 11:79 [I don't know. You know it and ..] (28:28)**
	Knowing someone is confident you can see it. So we will define confidence. Well, it is difficult because I actually can see when someone is confident. **P12: Leader L.rtf - 12:6 [Knowing someone is confident y..] (38:38)**
	a lot of confidence. You have to have confidence and belief. **P16: Leader_P_2016.rtf - 16:3 [a lot of confidence. You have ..] (10:10)**
	They walk in with that sense of confidence. And I don't have to be absolutely sure and I don't have to know everything, but I know what I know. **P 2: Coach_B_21.rtf - 2:4 [They walk in with that sense o..] (30:30)**
Not Arrogance	*I think one of the key things is an element of confidence and absolutely not arrogance. So it is more of a, not necessarily a quiet confidence, but that's better I think; a quiet confidence at display. …* **P13: Leader_M.rtf - 13:86 [I think one of the key things ..] (18:18)**
Confidence is also expressed in clarity	*It's about that innate confidence in self and passion for the direction, the future. So it is about I know who I am, I know the value I bring to*

Outcomes: Confidence	Participants' Quoted Descriptions
in the future and belief that one can lead successfully towards this future	*the process, and I know where I am taking my people.* **P 3: Coach_C_.rtf - 3:92 [It's about that innate confide..] (112:112)**
	You know like having with the visionary thinking confidence that those markets would sell. **P 8: Coach_H.rtf - 8:15 [You know like having with the ..] (108:108)**
Confidence is embodied	*It could be in just physical posture. It is probably in the way that they speak, carry themselves, the language they use and the kind of conviction that they have when they say something.* **P17: Coach Q.rtf - 17:20 [It could be in just physical p..] (168:168)**

Summary of findings from Table 4.18

- Visible confidence is a critical and necessary part of executive presence and is described as an assuredness that can be felt and seen, and a quiet certainty of what one does know. This confidence often stems from and expresses itself though belief in the future and one's ability to lead towards that future. It is not absolute certainty, pretence of knowing what one does not, arrogance, swagger or posturing.

Table 4.19 describes authority as a component of the executive presence construct.

Table 4.19:

Authority

Outcomes: Authority	Participants Quoted Descriptions
Capacity to wield power through being in control and in charge	*So I assume they could have executive presence from a being in-chargeness or being in control of self and situation and context and content, whatever it is. So I think there's an in-chargeness I suppose or being in control.* **P 7: CoachG.rtf - 7:25 [so I assume they could have ex..] (90:90)**
Not Inflexibility	*How much do they need of you to be in charge? Some people need you to be in charge less. So maybe there's something about adapting yourself to others and the situation and levels*. **P 7: CoachG.rtf - 7:33 [How much do they need of you t..] (130:130)**
Accountability for a mandate contributes to executive presence	*... I think you've got a mandate...this is now talking about a person with executive presence, You have a mandate so you have to hold the mandate; whether it is making the final decision or whether it is to facilitate the input of others ... whatever the topic at hand is or what the agenda is that's on the table. I think there's an in-chargeness of the conversation and of getting to a decision and what do you do if there's conflict for example? Are you taking charge of that? Are you facilitating that conversation or calling it quits? I think those are the*

	kind of things that's coming up for me in the in-chargeness of others. **P 7: CoachG.rtf - 7:28 [I don't know the word that com..] (106:106)**
	So it is the authority I have but it is also the authority I give you to say, I would like for you to go and do this or here's a budget and go and achieve that. And then there's mandate that goes with that. But it comes from me so it is an empowerment. **P 7: CoachG.rtf - 7:29 [So it is the authority I have ..] (114:114)**
	I think with mandate I mean authority. **P 7: CoachG.rtf - 7:30 [I think with mandate I mean au..] (110:110)**

Summary of findings from Table 4.19

- Executive presence includes a capacity to wield power described in multiple ways including being in control, being in charge, and having authority. Being in charge does not mean inflexible. Accountability for a mandate contributes to executive presence.

Table 4.20 is a description of conviction as correlated to the executive presence construct.

Table 4.20:

Conviction

Outcomes: Conviction	**Participants' Quoted Descriptions**
Conviction is described as being part of the construct of executive presence	A *lot of conviction, as I said.* **P13: Leader_M.rtf - 13:12 [A lot of conviction, as I said..] (30:30)**
	… That's the other thing. Some people put something on the table and I don't know if it is going to land and other people when they speak it is like this is me, this is what … I'm not saying that I'm right but this is my conviction…. This is the way… and then people are like oh, okay. Maybe it is their conviction coming through and giving people [colourless] and say, wow*.* **P13: Leader_M.rtf - 13:44 [It is almost how you enter a c..] (170:170)**
	Except, let me tell you, there's a very strong presence in a manager who has gone through the works and say, fine, okay, this is it – my way. I think it is very powerful. **P13: Leader_M.rtf - 13:45 [Except, let me tell you, there..] (174:174)**
Conviction creates direction	*So you must have conviction and how to do it and the whole company will just operate in that direction.* **P13: Leader_M.rtf - 13:61 [Yes, it is the other side of c..] (278:278)**
Conviction leads to confidence	… So if you're a leader you've got to lead. You've got to have a view of what you want to achieve and how best to achieve it and you've got to believe that… it is a case of the individual of having this balance of this very strong personal conviction of the way and the right thing to do because I thought it through... But balancing that with really listening to the team and understanding … that creates a huge presence because a lot of people don't have conviction about

	something. They think or they're still unsure, bit of grey. But here is somebody really black or white, … (0:3:36)… **P13: Leader_M.rtf - 13:86 [I think one of the key things ..] (18:18)**
Conviction is positively correlated with judgement	I think it is important. Yes, I think very few people, maybe judgment needs to come into it because that goes with conviction. Very few people are confident to make a judgment call on something. **P13: Leader_M.rtf - 13:97 [I think it is important. Yes, ..] (286:286)**

Summary of findings from Table 4.20

- Conviction is a clear and communicated view of future and how best to create it that creates direction for the organisation.

Section 4.1 has outlined the components of executive presence in line with what participants have described. The components that emerged include: impactful intelligence and emotional intelligence; relational orientation; communication skills; mindfulness; somatic embodiment; physicality; openness, flexibility / adaptability and confidence balanced with authority and conviction.

4.1.3 Additional constructs of executive presence

In addition to the introductory overview of the construct of executive presence as well as a presentation of the descriptions of the components of executive presence, a number of additional aspects of the construct of executive presence emerged that contributes towards the understanding of how the construct is formulated including: 1) executive presence as a continuum from dark presence to positive presence; 2) executive presence as a perception comprising both impressions and evaluations; 3) executive presence as innate and fixed versus developed and learnable set of components; and, 4) executive presence as personal power versus perceptions and impressions management.

These four elements are described below.

4.1.3.1 Executive presence as a continuum (from negative or dark presence to positive presence)

Table 4.21 is an overview and description the presence continuum inclusive of dark presence as one of the poles.

Table 4.21:

The executive presence continuum

Outcomes: dark presence	**Participants' Quoted Descriptions**
Executive presence is a continuum between dark presence and positive presence	
Presence is a continuum between two poles of positive and negative presence	So I think the first thing everybody's got presence; it is either positive or negative. **P11: Leader_K.rtf - 11:108 [So I think the first thing eve..] (458:458)**
	There's good and there's bad presence. **P13: Leader_M.rtf - 13:91 [There's good and there's bad p..] (114:114)**
	The presence is there…constructive or destructive. **P 5: Coach_E.rtf - 5:24 [Or you might have a fear for e..] (377:377)**
	… you can be an ex-murderer and have presence. You know what I mean? **P13: Leader_M.rtf - 13:30 [So presence is… I suppose you ..] (110:110)**
Positive presence – ego-contained	You see the way I see it, the ideal leader is positive and the ideal leader doesn't need to be seen as the front guy. He doesn't need to be… his ego can be contained. **P 9: Leader_I.rtf - 9:56 [You see the way I see it, the ..] (169:169)**
Positive presence – inspiring	The positive is kind of inspiring, uplifting, hope, direction, strength, ability… **P11: Leader_K.rtf - 11:108 [So I think the first thing eve..] (458:458)**
Description of negative presence - autocratic	You can have an executive for example that has got a lot of presence but it is autocratic presence. **P 8: Coach_H.rtf - 8:34 [You can have an executive for ..] (355:355)**
Description of negative presence – intellect and vision with narcissistic and fear based tendencies	I think it is quite a contradictory thing. Power to me is a very important attribute of executive presence but it doesn't necessarily come from the right place always…. And then people who wield power a lot of them just, you know, I don't know but narcissist is a strong word, but a lot of them just don't care. So they might have the right amount of intellect, the right amount of vision, but people follow them through fear **P 9: Leader_I.rtf - 9:56 [You see..] (169:169)**
	Steve Jobs is an interesting executive presence. Steve Jobs is a narcissist….is the guy that didn't care about people. He took people out. It was very much about himself. An unbelievable individual who created amazing things, but he doesn't fit the ideal leader …in the last 10 years or 15 years he has been one of the most successful executives with the highest amount of executive presence that there has been in the world. **P 9: Leader_I.rtf - 9:56 [You see..] (169:169)**
Description of negative presence – intellect, networked and able to wield power	You see a lot of (negative) presence climb the hierarchy to positions because of the use of power. They have the cognitive capability and they use their power and they use their networks to climb the hierarchy and they lead by fear and they get results but it is normally short-term results. It is not sustainable results **8: Coach_H.rtf - 8:39 [You see a lot of (28:13) climb..] (398:398)**
Description of negative presence – correct physicality but unapproachable	Yes, the negative side, yes. So the body language, everything is right. The dressing is right but the person is not really approachable. **P 8: Coach_H.rtf - 8:35 [Yes, the negative side, yes. S..] (359:359)**
	It's the distance, they keep themselves from others. So it is a physical distance. **P 8: Coach_H.rtf - 8:42 [It's the ..] (429:429)**

Outcomes: dark presence	Participants' Quoted Descriptions
Description of negative presence – not open or flexible	They're not really open. So you go there for a conversation and when it starts reflecting back in terms of what needs to change and.. the feedback that's been given, the information is not taken in and the behaviour doesn't change. **P 8: Coach_H.rtf - 8:38 [They're..] (386:386)**
Autocratic presence applied at the right time may not be destructive	
Autocratic leadership applied at a time when it is needed is positive for the systems and the individual who applied it retains their presence	I think there's places for autocratic leadership and that sometimes it just actually has to come with a directive and that it is followed like that. **P 1: Cchng_Coach_A_.rtf - 1:74 [I think there's places for aut..] (100:100)**
Authoritarian presence emerges in dysfunctional systems - is required in a crisis or emergency	Sometimes when it is needed it is because something is really, really bleeding or there's a huge crisis. **P 1: Cchng_Coach_A_.rtf - 1:76 [Sometimes when it is needed it..] (219:219)**

Summary of findings from table 4.21

- Executive presence is on a continuum between positive presence or an ideal leader and dark presence which is autocratic and authoritative.
- The utilisation of autocratic leadership and authority applied at a time when it is needed can be positive for the systems.

4.1.3.2 Perceptions including Impressions and Evaluations

Table 4.22 describes that executive presence is both an immediate perception of executive presence as well as an evaluation over time.

Table 4.22:

Perceptions (impressions and evaluations)

Outcomes: Perceptions	Participants' Quoted Descriptions
Executive presence would be perceived differently by different people	*Different people will see presence in different ways… and react to it differently and interact with it and all the rest differently. That's why I love the human being because everybody is just so different. I can sit and get goose bumps listening to a person and the person next to me could be falling asleep because they're just not (engaged)…* **P15: Leader_N.rtf - 15:38 [So is executive presence also ..] (476:481)**
	The other thing is if I meet one of them you immediately either connect with them or you don't. It's either you're on the same page or you don't.

Outcomes: Perceptions	Participants' Quoted Descriptions
	I think it is types. It is what you connect with **P16: Leader_P_2016.rtf - 16:20 [The other thing is if I meet o..] (194:214)**
An impression or immediate perception of an individual's executive presence based on a projected presence can be formed.	
Executive presence can be noticed immediately on observing an individual	*Generally, they'd be very relaxed and very at ease and very grounded and whether they are short or tall they would be big. They would have a big presence in the room. They would be, when they walk in the room, you notice them. There's something about them and there's something magnetic about them. And it has nothing to do with how beautiful they are or how ugly they are. It has to do how they bring themselves into the room.* **P 4: Coach_D.rtf - 4:12 [Generally, they'd be very rela..] (69:69)**
	There's individuals who walk into a room and just around their physical presence they almost sort of claim this space **P 5: Coach_E.rtf - 5:3 [There's individuals who walk i..] (183:183)**
	it is just something around the confidence in which they enter a room and they demand, not demand in an arrogant way, there is just that, I'm using that word again, gravitas, just walking in. **P 5: Coach_E.rtf - 5:4 [it is just something around th..] (183:183)**
	There are cases when you meet someone and you can feel an absolute presence. And it is maybe the way the person looks, maybe the way the person is reacting you feel a presence. **P11: Leader_K.rtf - 11:83 [are their times when it is imm..] (34:36)**
	And he walked past one day … and all the people there said, who's that guy? I said, why? Well, he looks like one of the big bosses. … he wasn't dressed in a suit. …he certainly didn't dress like a CEO. And all of those people on that row said who was that man? So there is a presence about him. You can actually feel there is this powerful human being. So I think sixty per cent is the essence and the forty per cent also then talks to his height, the way he carries himself, the confidence. **P12: Leader L.rtf - 12:5 [How do people pick up on essen..] (32:38)**
	his executive presence, I think if you walk in a room I think you have to be living under a rock not to feel his power. He physically has a presence. That is my experience. **P12: Leader L.rtf - 12:1 [I think his executive presence..] (14:14)**
	It's an essence or an energy. I mean I've seen him walking into the auditorium and him walking into the auditorium has silenced the people. He's never said a word. **P12: Leader L.rtf - 12:3 [It's an essence or an energy. ..] (26:26)**
One's impression of executive presence can be confirmed or disproven over a time based evaluation of the individual	
Evaluation over time of positive presence	*And you can do short-term presence on the external behaviour on all sides but your longer-term presence comes from your meaning and your intent and your approach and your values and your authenticity and all of that stuff which you can't hide. I mean not to say that the nicest guys are at the top of the pile.* **P13: Leader_M.rtf - 13:66 [And you can do short-term pres..] (311:311)**
	So I think one can split the topic into short-term presence, if you've got an hour. Move on or if you've got two or three years with your team… how does that presence play out. **P13: Leader_M.rtf - 13:84 [So I think one can split the t..] (18:18)**
	You know what? I think it is both (immediately and over time). … most of the time you feel that executive presence immediately but you get

Outcomes: Perceptions	Participants' Quoted Descriptions
	the evidence I think to substantiate later. **P17: Coach Q.rtf - 17:12 [Does the recognition of execut..] (86:88)**
	… at first it would be in a way that the person behaves and later that executive presence probably builds from a technical point of view to say okay, so now, we have more evidence that this person is at that level or understands complexity, can deal with ambiguity and all those kinds of things. So therefore you've got more evidence, from that point of view. **P17: Coach Q.rtf - 17:16 [I think the executive presence..] (136:136)**
	I can have a perception of you when you walk into a room I can have a perception of your presence. I can feel your presence or not. But it can be quickly proven or disproven. **P11: Leader_K.rtf - 11:21 [But I think it is very quickly..] (44:48)**
Unsustainable Presence is where the favourable impression of executive presence formed upfront differs to one's longer term evaluation	
The participants did describe scenarios where an individual was immediately perceived to have presence but over time and evaluation this immediate presence does not sustain itself.	*The other thing about presence that is very concerning for me and has always been, is that people with the loudest voice get noticed and get presence and that they've even done studies with subjects like mathematics where you can fundamentally score whether a comment is correct or not or how correct or whatever. So you put a mathematical problem on a table and you put five people around the table and they now try and solve it. Most times the person who speaks the most is the leader perceived to have the presence.* **P13: Leader_M.rtf - 13:24 [The other thing about presence..] (78:78)**
	And they proved that they don't have to be correct to be there…it is very much so and I've seen people do too well purely on noise and they flame out. You know it's not sustainable. **P13: Leader_M.rtf - 13:25 [And they proved that they don'..] (82:82)**
Evaluation over time of executive presence creates a reputation which further contributes to the perception of executive presence	*… a very senior executive walked into, came to deal with the stuff because it was chaos, absolute chaos, and the person immediately, when the person walked into the room it is under control. And it is not because the person did anything but there's a certain reputation that came with the person built over many years.* **P11: Leader_K.rtf - 11:71 [o the example I was thinking a..] (8:8)**
	However, just the reputation built around Maria and the way that she reacts in certain situations gives her an immense presence. When she walks into a room and you know it is Maria you can feel it. **P11: Leader_K.rtf - 11:74 [However, just the reputation b..] (16:16)**
	… as an example, when he came in that presence wasn't that obvious. … when people met him the first time, oh, this guy used to make up coffee… what the hell is he doing? …Once you start getting to know the person and people are in his presence it starts building and his kind of reputation starts preceding him. …And if you don't know the person you couldn't care less. Who is this guy with the jeans walking into the room? You've got no idea. **P11: Leader_K.rtf - 11:81 [The reality is what I've seen …] (28:32)**

Summary of findings of Table 4.22

- Executive presence is moderated by the perceptions of one's audience and can be formed immediately based on impressions of embodied presence or evaluated over time.
- Impressions can be altered (proved or disproved) over time and this movement results in presence archetypes: unsustainable presence and unexpected presence. Unsustainable Presence is where the favourable impression of executive presence formed upfront differs to one's longer term evaluation. Unexpected Presence is where the unfavourable impression of (poor) executive presence formed upfront differs to one's longer term evaluation of positive presence.

4.1.3.3 Innate versus developed

Table 4.23 describes the extent to which executive presence is learnable and developed over time.

Table 4.23:

Innate versus developed

Outcomes: Innate vs. developed	**Participants' Quoted Descriptions**
Executive presence is both an innate and learnable construct that is developed over time, with experience and with practice and coaching	
One grows into presence through experience	*But I think it is something that people grow into through experience.* **P 4: Coach_D.rtf - 4:26 [But I think it is something th..] (134:134)**
Requires practice	*Leadership is practice. Leadership presence is practice.* **P 6: Coach_F.rtf - 6:13 [Leadership is practice. Leader..] (54:54)**
Emerges over time	*So it really emerges over time ….It can't happen instantaneously.* **P10: Leader_J.rtf - 10:13 [So if you are going into a roo..] (58:66)**
	Look, it is a time-based thing. …. It cannot have it overnight. Fortunately, when you're dealing with emotions and self … it's a journey with, in my view with no end destination but you know that you're pegging, where you're heading towards and you put your blinkers on and you might reach where you thought you'll never reach. **. P10: Leader_J.rtf - 10:92 [Look, it is a time-based thing..] (173:177)**
	…You can't come in and have it. It is something you develop over years. …. **P14: Leader O.rtf - 14:44 [Before habits set in. A lot of..] (676:676)**
A learnable construct	*Absolutely, it is learnable.* **P10: Leader_J.rtf - 10:87 [Absolutely,.] (149:149)**
	so they learn formally and informally. … Informally, it can happen haphazardly meaning that you are forced in the situation because of circumstance. … So you literally break down and you have nothing left and you're forced to pick yourself up and in that process of picking

Outcomes: Innate vs. developed	Participants' Quoted Descriptions
	yourself up there's a lot that you learn about yourself what is important and what is not. ..which forces you to dig deep and really break down for you to rise up again. **P10: Leader_J.rtf - 10:89 [so they inf..] (153:153)**
	is going to be able to master the art of putting it on and learning how to do it … And then you suddenly realise that maybe it is something that is put on and it is not that genuine born with type of quality. **P15: Leader_N.rtf - 15:13 [it is something that you're bo..] (177:177)**
Both innate and developed	*I suppose some people are natural, Mr X was probably born with it. So I think for some people (executive presence) is a natural way of being and they may have learned that from someone in their early years of their development. For other people it's a conscious path of development and growth.* **P 3: Coach_C_.rtf - 3:58 [I suppose some people are natu..] (232:232)**
Can be learnt through coaching	*He learnt from her … he would mention how he used to be versus how he is (now). He is highly opinionated. He is highly intelligent. He is highly competitive and he would mention that I was a very brash, very hard young man and winning was everything. However, thanks to my wife, we would be sitting together and she would coach me, … to become the kind of person I am. So I am kind of almost seventy per cent grateful to her for who I am.* **P 2: Coach_B_21.rtf - 2:16 [He learnt from her and we didn..] (156:156)**
Some elements of executive presence are easier than others to develop	*Depending on what are the reasons for the gaps. If it is an issue around continuity or sincerity and that type of thing, it takes longer to grow.* **P14: Leader O.rtf - 14:56 [Depending on what are the reas..] (602:602)**

Summary of findings from table 4.23

- Executive presence may be based on a number of blended and innate characteristics which can be developed both formally (in classrooms, workshops and through coaching) and informally through life events. Some elements of executive presences are easier to learn than others.

4.1.3.4 Personal power versus perceptions and impressions management

Table 4.24 outlines executive presence as a focus on oneself versus an external focus in managing the perceptions of others.

Table 4.24:

Personal power versus perceptions and impressions management

Outcomes: Personal power	Participants' Quoted Descriptions
Executive presence is generated internally from a being aspect of the human psyche (rather than a doing level) and whilst one is acutely aware of the responses and perceptions of	

Outcomes: Personal power	Participants' Quoted Descriptions
others the focus of an individual with executive presence is on the vision and on expressing authenticity rather than managing the impressions of others.	
Generated from the inside	*… Well, I don't think there is any such thing as a person having a look like they're male or female or they're well-dressed or they're unkempt because I think it comes from inside.* **P 4: Coach_D.rtf - 4:1 [Oh, that's really interesting…] (11:11)**
	And parts of that will show up in their behaviour which will then impact the way they look. **P 4: Coach_D.rtf - 4:3 [And parts of that will show up..] (15:15)**
Managing perception is not a focus but a by-product.	*(perception management) is a by-product. It happens because they're being where they are. it is not about trying to make that, which is quite interesting.* **P 1: Cchng_Coach_A_.rtf - 1:27 [As a by-product. It happens be..] (188:188)**
	I don't think they think about it in that way (managing perceptions of others). It is more about being clear on their own vision and engaging others in their vision, which would naturally affect perceptions but that's a by-product. **P 3: Coach_C_.rtf - 3:39 [Do people with executive prese..] (146:148)**
	I think if they truly have leadership presence the mechanics (of the managing the perceptions of others) aren't where they pay attention. P 3: Coach_C_.rtf - 3:40 [I think if they truly have lea..] (152:152)
Executive presence is focused on achieving the future vision	*… the focus is on the business, what is it going to take to fix and make everything right. .. in the sense that they can help that situation; either understand it better or move it forward in the right direction rather than I'm managing the perception to protect myself or the team.* **P13: Leader_M.rtf - 13:34 [Managing perceptions, I mean, ..] (126:126)**

Summary of findings from Table 4.24

- Executive presence is focused on manifesting personal power in order to effect change, implement the future vision and achieve business growth and results. Whilst those with executive presence are acutely aware of impact on others, as well as the responses and perceptions of others, the management of the perceptions of others is a by-product of achieving the vision and attention remains on own personal power and vision.

4.2 Results for Research Question Two

This section presents a description of the results relating to coaching for executive presence. Participants tended to describe aspects relating to a 1) coaching approach

including methodologies, frameworks and tools; 2) the coaching phases; 3) coaching skills; 4) coaching specifically for the components for executive presence; and 5) outcomes of both coaching for executive presence and executive presence for leaders and organisations. These findings are described and tabulated in the sections below.

Coach respondents were asked to think of a client where a focus included executive presence, influence or one or more of the components of executive presence that we discussed; Leader respondents were asked to think of your coaching sessions and any themes relevant to executive presence.

Respondents were asked:

- Tell me a little bit about your perceptions of coaching
- Tell me about the role of coaching for development of executive presence (i.e. how coaching influences executive presence)
- What aspects of coaching influence executive presence the most
- Tell me about the relationship between coaching for executive presence and the organisation

4.2.1 Approach (methodology, framework, tools)

Participants described the approach for coaching for executive presence and this included methodologies, frameworks and tools. The approach is focused on a description of the 'how' coaching for executive presence is done. The methodologies described relate to the underlying principles and practices often based on psychology and psychological frameworks. The frameworks presented provide guidelines (without too much detail and / or rigidity) that constitute direction on the preferred way to coach for executive presence. Tools are specific models, exercises, practices or aids for learning that are utilised.

There is a multitude of approaches, tools and underlying methodological underpinnings in coaching for executive presence, which broadly focus on a leadership development paradigm and highlight the importance of relationship. This is outlined in the tables below.

4.2.1.1 Development focused

Table 4.25:

Coaching for executive presence is development focused

Outcomes: development focused	**Participants' Quoted Descriptions**
Coaching for executive presence is development focused; it is based on elements common to leader development whilst also being highly individualised and unique	
Coaching for executive presence is highly individualised and unique	*It would be different from one person to another. What might keep a person from displaying that executive presence for one, it could be confidence and for the other, it could be language. It could be they don't have the necessary behavioural sensitivity. So it would be different for each person.* **P17: Coach Q.rtf - 17:25 [it would be different from one..] (188:188**
	I have not had one coaching programme exactly the same. So I would say there is no one-size-fits-all. **P17: Coach Q.rtf - 17:37 [As I said, for me, I have not ...] (287:287)**
Ensuring alignment and congruence to future goals	*Yes, so there's lack of congruence and are you aware that in terms of the eight elements, is your skill, so every time you're not comfortable in a role, is it your skill that is making you uncomfortable and not performing to the best of your ability or are you misaligned in terms of purpose or are you misaligned in terms any of the other stuff? So it is about that whole alignment and congruence and how it works, and it has nothing to do with me. I won't say to them, change this. Who am I to say that? I will ask them starting right from the back. What do you want to achieve? What is your purpose? Does you holding this value help you to achieve it?* **P 2: Coach_B_21.rtf - 2:33 [Yes, so there's lack of congru..] (285:285)**
Focus on the underlying needs and obstacles rather than only the stated issue	*It would be trying to understand as you go through your coaching journey you see more gaps and what you tend to see is or what I've seen, is originally they bring something to the table, it is not necessarily always the issue that needs to be addressed. You know that. So depending on what that is that they want to achieve if they come to you and say, I want to improve my executive presence, there might be other things around that's stopping them from getting there. It is not just the executive presence.* **P17: Coach Q.rtf - 17:26 [It would be trying to understand..] (196:196)**
	Exactly. So what are the things that happen before a person leaves way upfront? So for me if you know there's an issue around executive presence, when a person brings that as a coaching issue, that's not where you start. It's like you eventually end up understanding what is stopping them from having that executive presence but you can't just focus on that. I think it would be too narrow to just focus on executive presence **P17: Coach Q.rtf - 17:33 [Exactly. So what are the thing..] (260:260)**
Coaching for executive presence is based on common leadership development themes such as self-awareness	*I actually don't deliberately coach people for executive presence and there's a reason for it. I feel it would be different for everyone. So what I've described is (for) this particular person. However, the underlying stuff would be similar… for most people that possess it that I've seen. So what I coach people to do is those behaviours, that self-awareness. So I have a model that I use in terms of working with a human landscape, the personal landscape, which moves from the outside to the inside. So I take people from working on the outside, which is focused on skills, focus on knowledge to okay, let's talk about your values, let's talk about what*

Outcomes: development focused	Participants' Quoted Descriptions
	is your attitude how those skills are demonstrated, let's talk about how your motivation continuously and consistently shows up in terms of what drives you. **P 2: Coach_B_21.rtf - 2:18 [I actually don't deliberately ..] (163:163)**
Requires a broad focus on a number of different areas	*I think executive presence is an outcome of probably a number of things. You would have to work on a number of areas in order to get that holistic presence. So I can't say that it would be one or the otherP17*: **Coach Q.rtf - 17:24 [I think executive presence is ..] (188:188)**
Building awareness of one's impact on others	*So before I can unlearn something I have to know what I'm unlearning. So if something has become my practice and I am ignorant about its impact on others I am not going to do anything about it until I come into the light about the impact that it is having on others. As a leader, you're having impact all the time – conscious or unconscious.* **P 6: Coach_F.rtf - 6:21 [So before I can unlearn someth..] (109:109)**
An underlying meaning rather than achievement of positional power is important of the development of executive presence	*And a lot of people unfortunately, as I say, their meaning of work is that I want to be an executive on the board and that's not a meaning… it is not a why. It is a position or a role. It is a thing. And they chase it. So they'll come for coaching. They'll spend a lot of money on coaching dollars because they want to learn the tricks of the trade and the stuff that we've discussed and try and build it into their armoury to get there. But it is not authentic.* **P13: Leader_M.rtf - 13:48 [nd a lot of people unfortunate..] (202:202)**
	Yes, because the goal for me encouraging is always to see if we can improve your effectiveness and how fulfilled you feel. So am I effective out there but do I also feel fulfilled in what I do and who I am and so forth? And I can definitely see presence being part of that. **P 7: CoachG.rtf - 7:50 [Yes, because the goal for me e..] (182:182)**
Coaching is a long-term intervention and not a targeted time-bound intervention	
For long-term	*So that is why I think my coaching has evolved over a period of time and I've stayed as long as I have. And I have no intention of leaving it, by the way. So I think every executive should have a life-invested coach that continues to invest in themselves.* **P12: Leader L.rtf - 12:76 [So that is why I think my coac..] (550:550)**
	So I mean I will never stop coaching. I think it is an evolutionary process over a period of time P12: Leader L.rtf - 12:80 [So I mean I will never stop **co..] (554:554)**

Summary of findings for Table 4.25

- Coaching for executive presence is development focused. It is highly individualised, unique and customised to specific individual's developmental needs including meaning and purpose. It is also based on elements common to leader development such as self-awareness. Development is ongoing and as such coaching is a long-term intervention.

Table 4.26:

Coaching for leadership development

Outcomes: leadership development	**Participants' Quoted Descriptions**
Effective coaching for executive presence should be embedded in the organisational context through a systemic understanding and approach. Effective coaching for executive presence is a leadership development modality that is inclusive of a systemic understanding of the context in which the leadership operate, the relationship between leaders and the leadership charters and frameworks required for development.	
Coaching for executive presence requires a systemic approach	*It's almost like, if, and I relate to my environment, if you want to retain your staff you don't start at the end. Look at all the things that are impacting executive presence.* **P17: Coach Q.rtf - 17:32 [It's almost like, if, and I re..] (256:256)**
The relationship between leaders is critical aspect of executive presence	*Or how does the kind of conversations we have, the agenda, the trust we have with each other, the level of mandate, the type of leader that is the top leader, the CEO influence executive presence as well?* **P 7: CoachG.rtf - 7:72 [Or how does the kind of conver..] (366:366)**
Executive presence as a leadership development modality is in the context of a group or team	*I think because it is such a core part of leadership, and I think the thinking is definitely shifting to leadership being a group activity or a team activity. I think one needs to consider the presence, how does that facilitate the context. Here we have a boardroom full of executives how present can I be here?* **P 7: CoachG.rtf - 7:73 [I think because it is such a c..] (362:362)**
	So I think there must be something about the context or the group or the team I'm part of and how open I would be or how present I am. **P 7: CoachG.rtf - 7:74 [So I think there must be somet..] (370:370)**
Coaching for executive presence should be aligned to a leadership framework	*So for lots of organisations leadership architecture we would custom design a leadership framework and then we would do a battery of psychometric assessments to assess capability, identify successes and some of it incorporated for us in a development intervention of the leadership behaviour charter, leadership competence framework, assessments, feedback coaching, executive coaching and formal leadership development programmes.* **P 8: Coach_H.rtf - 8:53 [o for lots of organisations le..] (549:549)**
	We normally develop what we call a leadership behaviour charter based on the gaps and then individual assessments and then the three sixty would be based on the leadership behaviour charter. It is enhancing and limiting behaviours, three sixty feedback on that. And then continuous feedback to one of the executive teams, senior leaders and sub teams focus on that. … **P 8: Coach_H.rtf - 8:21 [We normally develop what we ca..] (238:238)**
The importance of the executive team in creating leadership culture	*Yes. It basically shows that the tougher the organisation normally copies the behaviour of the leaders at the top. So if one can change the behaviour of the executive and the senior leadership team it starts cascading down. Because subordinates normally copy the behaviour of their superiors. So if you can create change at the top starts changing the leadership culture and then subordinates …change will cascade*

Outcomes: leadership development	Participants' Quoted Descriptions
	down in the organisation. **P 8: Coach_H.rtf - 8:24 [Yes. It basically shows that t..] (270:270)**
	What is happening in the divisions where the executives and senior leaders are being coached? Their relationships between one another. So their perceptions and assumptions and power dynamics around one another. So it is identifying those patterns and then also engaging the CEO and the Exco team on those patterns so they come aware of the overt and covert behaviour patterns in the leadership culture that needs to shift. **P 8: Coach_H.rtf - 8:49 [What is happening in the divis..] (493:493)**
Coaching for executive presence may involve group coaching and 360 degree feedback	*Yes, so I'm busy with such a process with an executive team… where each member of the executive team has an opportunity to define their roles and tasks, what they think they do right and what they think they can do more of. And everyone has an opportunity to present and the team provides feedback to the individual of what they're doing right and what they think they're missing.* **P 8: Coach_H.rtf - 8:51 [Yes, so I'm busy with such a p..] (505:505)**

Summary of findings from table 4.26

- Effective coaching for executive presence should be embedded in the organisational context through a systemic understanding and approach. Effective coaching for executive presence is a leadership development modality that is inclusive of a systemic understanding of the context in which the leadership operate, the relationship between leaders and the leadership charters and frameworks required for development. Effective coaching for executive presence may require an understanding of the elements in the organisational system that will impact on executive presence. The development of executive presence requires that these are identified, understood and mitigated.

One participant outlined the role of business coaching as a critical organisational development intervention to drive leadership development and overall business results as shown in Table 4.28 below.

4.2.1.2 Aligned to organisation

Table 4.27:

Alignment to organisation - Business and executive coaching

Outcomes: business and executive coaching	**Participants' Quoted Descriptions**
The role of business coaching is a critical organisational development intervention to drive leadership development and overall business results	
Business coaching approach to involve multiple coaching interventions (individuals, team and group coaching) that is tied to organisational growth strategy	*We do individual, team coaching and group coaching. It is a very intense process; a very measured process to get leaders to take up their role and drive the change. And then to get organisations that's got a growth strategy so they're more stable and the executive coaching then mainly focus, it is more of a business coaching approach rather than an executive coaching approach.* **P 8: Coach_H.rtf - 8:25 [We do individual, team coaching…] (281:281)**
	So executive coaching would focus on the individual and the individual leader. Business coaching would include a component of executive coaching but focuses on the psychology of the leader but also has a very strong focus on performance and business growth. **P 8: Coach_H.rtf - 8:26 [So executive…] (285:285)**
	So organisations with a growth strategy would normally have more of a business coaching approach. Organisations that's in crisis more of an executive coaching approach. **P 8: Coach_H.rtf - 8:27 [So organisations with a growth…] (289:289)**
	In business coaching the results is squarely on business growth and creating a high performance organisational culture and exceeding targets and so on. **P 8: Coach_H.rtf - 8:29 [in business coaching the result…] (293:293)**

Summary of findings from Table 4.27

- Coaching for executive presence may involve a business coaching approach that is tied to organisational growth strategy and may involve multiple coaching interventions (individuals, team and group coaching).

Table 4.28:

Alignment to organisation – linked to talent management and other leadership development approaches

Outcomes: organisational development	**Participants' Quoted Descriptions**
Coaching for executive presence should be integrally aligned to the organisations talent management approach	
Talent development programmes	*The other thing that I think is important, over and above coaching, we should have these programmes, the CE talent, that they recognise high flyers and they expose them to this and they should, I think, they should have people who can take them under their wings.* **P14: Leader O.rtf - 14:57 [The other thing that I think i..] (673:673)**
Coaching as part of talent management process should be implemented early in the careers of targeted individuals.	*I think that it's important that that starts earlier than later. And then I don't know if someone's got to a certain stage in their career and it doesn't matter which side of the continuum they are, if they stayed in a particular, I'm not sure where the cut-off point is because people are different, but I've had far less success in implementing coaching where I've wanted companies to go through transformational things to older leaders because they just stay where they are.* **P 9: Leader_I.rtf - 9:79 [I think that it's important th..] (469:469)**
	So I think the concept of coaching being identify high potential, get the coaching done early because when that happens it becomes habit. You know the younger you get that thing it becomes more habit and you play it out rather than… **P 9: Leader_I.rtf - 9:78 [So I think the concept of coac..] (461:461)**
	And I lot of these cases you'll find the young engineers who come in, very technically astute and so forth, but really executive presence, I think if we can get to them and develop them quicker at a younger age, we can get more around that. **P14: Leader O.rtf - 14:43 [And I lot of these cases you'l..] (673:673)**
Coaching should proceed only after ensuring that potential is identified	*Actually, I think your first point is right. It doesn't matter about age. Coaching can't take people to if they don't have the potential.* **P 9: Leader_I.rtf - 9:81 [Actually, I think your first p..] (481:481**
Coaching should be implemented for all individuals as part of talent development	*So for me I'm a very big proponent of having some level of coaching for each and every employee; some level of coaching for each and every employee* **P10: Leader_J.rtf - 10:100 [So for me I'm a very big propo..] (269:269)**
Coaching can be tied to other developmental processes within the organisation	
Mentorship	*But over and above coaching, it is just that taking them under the wings of some of the senior people who have been around.* **P14: Leader O.rtf - 14:46 [But over and above coaching, i..] (680:680**
Workshops	*So if I think about formal development around executive presence there's a specific workshop that's called impact, influence in leadership presence.* **P 5: Coach_E.rtf - 5:31 [So if I think about formal dev..] (440:440)**

Summary of findings from Table 4.28

- Coaching for executive presence should be integrally aligned to the organisation's development and learning activities including talent management, mentorship and leadership development workshops and programmes.

4.2.1.3 Multitude of underlying methodologies

Table 4.29 summarises the multitude of underlying methodologies and approaches and tools used in coaching.

Table 4.29:

Coaching methods

Outcomes: coaching methods	**Participants' Quoted Descriptions**
Participants described various different methodologies or psychological underpinnings for a coaching approach when describing coaching for executive presence.	
Strength based coaching	*And the more important thing is to understand your strengths and to become better at what you're good at. And focus on that and then you'll become big and powerful.* **P13: Leader_M.rtf - 13:47 [And the more important thing i..] (194:194)**
NLP based coaching	*My most powerful change that I have ever done is from a mental coaching … every time I see her, she says, you saved my life, I don't have guilt. I've got a career. I've got a family. It's working. So I tell you there's a lot to be said for that NLP-based …* **P13: Leader_M.rtf - 13:79 [My most powerful change that I..] (391:391)**
Cognitive based coaching	*Well, it's like let's just test that assumption. Where is the evidence to support that other than the story you're telling yourself?* **P 6: Coach_F.rtf - 6:49 [Well, it's like let's just tes..] (282:282)**
	I think there's a cognitive piece as well and I think the cognitive piece has got to do with multiple perspectives. Can I hold complexity? And there's obviously a few tools and I know the business schools are trying to add to their toolbox to not just be systems thinking, but I think it is the best thought out and easiest to practice methodology out there. Then there's obviously others as well – integrative thinking, there's all sorts. But some thinking training. **P 7: CoachG.rtf - 7:68 [I think there's a cognitive pi..] (278:278**
Humanism	*Yes, yes, I was broken. So the kind of coaching at the time which was needed was more of a support, emotional type of coaching to a point where please now I am at a safe level now. The kind of coaching now is around goals, around those things whereas there was all the mushy support, let me cry type of thing and let's unpack the emotional side of things.* **P10: Leader_J.rtf - 10:42 [Yes, yes, I was broken. So the..] (194:198)**
	Yes, for me I suppose my coaching frame would be different for other people, but my coaching frame is around valuing this person in front of me. It is not about me. I'm really just a catalyst in the process of them getting them to wherever they want to be. And

Outcomes: coaching methods	Participants' Quoted Descriptions
	sometimes it might be that whatever the behaviour is they are doing is not congruent to what they are trying to achieve. And it is about helping them to become aware. **P 2: Coach_B_21.rtf - 2:32 [P: Yes, for me I suppose my co..] (277:281)**
Futuristic	*I will ask them starting right from the back. What do you want to achieve? What is your purpose? Does you holding this value help you to achieve it? Because if it doesn't maybe you need to let it go.* **P 2: Coach_B_21.rtf - 2:34 [I will ask them starting right..] (285:289)**
Positive psychology and psychodynamic coaching	*So if I just take an example of positive psychology, a lot of executive coaches use positive psychology, so they work very much on a conscious level but they forget about the power of the unconscious. You know what is actually happening covertly and covertly normally, there's a lot of de- authorisation dynamics that plays out between leaders with (39:15) or between divisions.* **P 8: Coach_H.rtf - 8:50 [So if I just take an example o..] (493:493)**
Jung Archetypes	*And then she also, which was absolutely fascinating for me, and I like absorbed it. I was really taken with it, is the Jung (archetypes)…* **P16: Leader_P_2016.rtf - 16:35 [And then she also, which was a..] (431:431)**
Greek Archetypes	*So for me, I sort of saw myself in those but especially in Athena.* **P16: Leader_P_2016.rtf - 16:36 [So for me, I sort of saw mysel..] (447:447)**
Integral coaching	*Yes. Because the way that I coach is in the integral model. So you cannot follow a one step, two steps, three steps, four steps kind of approach and that will give you the executive presence. You need to take the person and their immediate environment into consideration when you design a coaching programme or the coaching journey that you embark on. So for me I would say no, it is very specific and the way that we coach I will (23:20)… coach is in that way. So not one of my coachees that I have ever coached has been the same and their journeys are also very different.* **P17: Coach Q.rtf - 17:38 [Yes. Because the way that I co..] (291:291)**
Application of adult learning	*I think there is firstly, around the notion of adult learning.* **P5: Coach_E.rtf - 5:27 [I think there is firstly, arou..] (436:436)**
Ongoing tracking of the individuals learning journey	*She'd say to me, what did we learn today? What are you going to take with you today?***P16: Leader_P_2016.rtf - 16:42 [She'd say to me, what did we l..] (543:543)**

Table 4.30:

Multitude of tools for both coach and participant

Outcomes: tools	Participants' Quoted Descriptions
Participants described relatively few tools utilised by themselves during coaching for executive presence. They also described the tools for utilisation by the coachee.	
Tools for utilisation by the coach: Stephen Karpman's drama triangle	*It goes back to honestly if all I did as a coach, is taught people Stephen Karpman's drama triangle. It would be effective.* **P 1: Cchng_Coach_A_.rtf - 1:56 [It goes back to honestly if al..] (446:446)**
	and his work specifically on the emotional awareness scale; that's incredibly useful and part of it is to give the verbal words to be able to identify oh, this is me and this is what I look like and knowing that this

Outcomes: tools	Participants' Quoted Descriptions
	is not ideal. What would it look like if it was ideal? So those two models for me are very, very… **P 1: Cchng_Coach_A_.rtf - 1:57 [and his work specifically on t..] (446:448)**
Tools for utilisation by the coach: Amy Cuddy	*Sure, and I'll go as far as, that Amy Cuddy work where you're faking it till you make it.* **P 1: Cchng_Coach_A_.rtf - 1:66 [Sure, and I'll go as far as, t..] (466:466)**
Tools for utilisation by the coachee - recording	*There's some little tricks to do, an example of one, a very young woman got a very big position in Standard Bank in IT and related to caring for people, I said to her, just in the back of your meeting book start a list of basic information about your team members. So know when each person's birthday is. Know their spouse's name. Know their children's names and how old their children are. So that you can ask questions that make people feel seen. So how is Mary doing today? Is little Johnnie enjoying pre-school? That common touch has made such a big difference to her and because she gets such fantastic responses from the people she works with it builds her confidence. So it is reciprocal.* **P 3: Coach_C_.rtf - 3:62 [here's some little tricks to d..] (260:260)**
Tools for utilisation by the coachee – dashboard reporting	*And another little trick we did for her was to build a dashboard that helped her to communicate the status of everything under her control in a quick, impactful way. I mean, she was amazing because I used to see it as I offered her a brick and she built a city with it. So she took that little technique and she created such a great dashboard that everyone at Standard Bank copies it now. So she was easy to work with, yes.* **P 3: Coach_C_.rtf - 3:63 [And another little trick we di..] (272:272)**
Tools for utilisation by the coachee – Visualisation	*Yes, rugby and I played cricket. And both of the sport they teach you to visualise. You go through certain actions when certain things happen. You visualise things even though you practice it on a day-to-day basis you actually visualise the contact, you visualise the reaction of opponents or whatever.* **P11: Leader_K.rtf - 11:101 [Yes, rugby and I played cricke..] (299:299)**

Summary of findings from Table 4.29 and 4.30

- There are multiple different theoretical methodologies underpinning coaching for executive presence and a multitude of approaches and tools for both coach and coachee.

4.2.1.4 Relationship

Table 4.31:

Importance of the relationship between coach and coachee

Outcomes: relationship	Participants' Quoted Descriptions
The importance of the relationship between the coach and coachee is highlighted and thus forms an integral aspect of the approach	
The relationship is more important than the methodologies	*Look, I think the methodologies and stuff, and there's lots of them and they're just there as assistance. If you get the right coach who connects with the individual being coached you can use any*

Outcomes: relationship	Participants' Quoted Descriptions
	methodology. **P 9: Leader_I.rtf - 9:75 [Look, I think the methodologie..] (407:407)**
Partnership and trust is a requirements for coaching	*I'm thinking coaches do it automatically… you can't coach unless we have complete trust between us and our clients that's why you can't coach just anyone. There has to be a partnership.* **P 3: Coach_C_.rtf - 3:71 [I'm thinking coaches do it aut..] (320:320)**
	I think it is less seeing than feeling. So it is a feeling of mutual trust and respect and mutual benefit. So I'm learning from you as my client at the same time as you're learning from me. And our joint objective is to unlock even more potential and it is about building belief. People choose a coach for a specific reason which is personal to them. And once… so it's about their choice of: "this is the person that I want to work with. This the person who I relate to. This is the person that I trust to be able to unlock more of my potential". **P 3: Coach_C_.rtf - 3:72 [I think it is less seeing than..] (328:328)**
	I think it is trust. I think the trust that gets built there and then from there the comfort. **P 7: CoachG.rtf - 7:59 [I think it is trust. I think t..] (234:234)**
	I think let's assume the coach is trained and competent but there's definitely something of a relationship. There's a strong trust relationship. It comes back to trust. So there's a strong trust relationship. Not that you trust me if I'm the coach but also that I have trust that I can say when I don't know or that I can be confrontational almost but in a way that's compassionate. You know? **P 7: CoachG.rtf - 7:61 [I think let's assume the coach..] (258:258)**
	Yes. Separate I could tell her my innermost thoughts because in my world is a very lonely world. I can't show people everything about me. **P16: Leader_P_2016.rtf - 16:38 [Yes. Separate I could tell her..] (496:496)**

Summary of findings from Table 4.31

- The importance of the relationship between the coach and coachee is highlighted (and generally considered more important than the approach).

4.2.2 Coaching Phases

The coaching process is a description of what coaches do to coach for executive presence. It includes a focus on the sequential nature of the coaching intervention and would form the basis for the development of a model. The following process steps are explored in the tables below.

Table 4.32:

Coaching phases: Contracting and relationship building

Outcomes: contracting	**Participants' Quoted Descriptions**
The first coaching session is an important component of the coaching process. It is generally longer in duration and focuses on an in-depth discussion of the individual, their life story, strengths and weaknesses, what they wanted out of life when they were younger	
Initial contracting and relationship building is critical	*Something that I'm, sorry just to get back, the coaching that I do, and that is one I learned from my very first coaching foundation, for what it is worth, is talk to them about self for two hours. Who are you? Go back… what did you want to be when you were a kid?* **P13: Leader_M.rtf - 13:72 [Something that I'm, sorry just…] (375:375)**
	The initial self-discussion – who are you, what do you like, what are your strengths, what are your weaknesses? **P13: Leader_M.rtf - 13:59 [The initial self-discussion – ..] (250:250)**
Contracting is impacted by the organisational involvement	*So obviously, it depends on how the contracting happens upfront. Is it through the individual who is asking for that coaching support or is it the organisation referring the person for coaching support and that will definitely impact how you approach it.* **P17: Coach Q.rtf - 17:43 [So obviously, it depends on ho..] (365:365**
Understanding the coachee's underlying motivations are critical:	
Understanding the underlying motivations	*Because I might say I would like to talk to senior management but now I look at all of that, is it important or not? Then you drill them on the objectives. Why do you want to be an executive? What does money mean to you? How much money do you want? Why? You really drill down into it. Because unless you really know what your motivation is you're not going to change. You're not going to have a conviction, you just jump from one ship to the next. Then you determine the two to three things that you want to coach on and then you work that. And then you do your exercises.* **P13: Leader_M.rtf - 13:77 [Because I might say I would li..] (383:383)**
	I think it is very important to understand the whys. **P13: Leader_M.rtf - 13:63 [I think it is very important t..] (303:303**

Summary of findings from Table 4.32

- The coaching process for executive presence is predicated on upfront contracting and relationship building. The first coaching session is an important component of the coaching process. It is generally longer in duration and focuses on an in-depth discussion of the individual; their life story; strengths and weaknesses; and what they wanted out of life when they were younger. Understanding the coachee's underlying motivations are critical.

Table 4.33:

Coaching phases: Objectives and goal setting

Outcomes: objectives and goals	**Participants' Quoted Descriptions**
The coaching process is predicated on upfront exploration and agreement on the agreed developmental outcomes (which may be executive presence). This would be followed by regular exploration of observable behavioural shifts and changes towards one's goals.	
Agreed outcomes are critical	*Critical. Coaching is in…danger of becoming a pleasant conversation which is … therapeutic rather than being outcomes-based. And it is only by agreeing… behaviour changes or a way of being changes upfront and checking in that those had occurred that it becomes a process which is ethical for companies to invest money in. The head of coaching at Deloitte said to me, …people love their coaches. They think that what they're coaching is so important and neither the person nor the coach knows that they're about to be fired.* **P 3: Coach_C_.rtf - 3:76 [Critical in huge ..] (344:344)**
Observable behavioural changes on development goals is important	*sometimes it is worse at senior level because once you go there people don't need a lot of input. So the coach sits with the person that the client reports to and goes through a very structured questionnaire, interrogating the responses that she gets from the manager to get complete clarity on the current perception of the client and what would be useful areas of development towards whatever coaching goal is set, if it is executive presence towards building that. And then at the end of the coaching process, which is normally about six months, you would go back to interrogate has there been observed change and growth? If there hasn't then the company has wasted its money. …the invitation is always for the manager to check in with the coach if he or she observes positive or negative things related to the contracted objectives.* **P 3: Coach_C_.rtf - 3:75 [And even at really senior leve..] (340:340)**
Utilise assessments to explore the stated objectives	*Okay, what do you want out of this coaching session? … then you go onto looking at three sixty and profiling. In fact, I have a session where I dig out what it is they really want to be attached on after that. Say, this is who you are, those are your plans, what do you want to be coached on? And then I give them views. And then you go to the three sixty. You do the profiling… At the end of that you know I'd say right, how does that change the objectives you had or the coaching that you wanted to…?* **P13: Leader_M.rtf - 13:76 [My first ..] (379:379**
Ordinary, ongoing goals are not critical to the process	*And it goes back to me, for my belief that goals aren't really that necessary and as long as we are creating environments where it is gentle and trusting and safe then we'll create positive environments for teams* **P 1: Cchng_Coach_A_.rtf - 1:58 [And it goes..] (450:450**
outcomes or audacious goals	*HAG goal. Hairy, audacious goal is in the leadership programme,* **P 1: Cchng_Coach_A_.rtf - 1:59 [You. Hairy, a..] (454:454)**

Summary of findings from Table 4.33

- The coaching process for executive presence includes an exploration and agreement on the agreed developmental outcomes (which may be executive presence). This would be followed by regular exploration of observable behavioural shifts and changes towards one's goals. Agreed outcomes and observable behavioural changes relating to one's development goals are important. Ordinary and ongoing goals are not highlighted as critical to the process but rather outcomes or audacious goals.

Table 4.34:

Coaching phases: Assessment

Outcomes: assessment	**Participants' Quoted Descriptions**
Coaching for executive presence should be integrally aligned to the overall development of the individual; it would be based on a developmental plan that is inclusive of a gap analysis	
Developmental plan and gap analysis is an integral aspect of coaching gap analysis	*I think it's like anything … you find the elements, you make an assessment of what you already have and what you need more of or less of.* **P 6: Coach_F.rtf - 6:52 [I think it's like anything … y..] (289:289)**
	So I think just doing a quick ground through the domains you would diagnose that quite early on of where it is that you might lose energy or lose impact, which I think could also be seen as presence. **P 7: CoachG.rtf - 7:48 [So I think just doing a quick ..] (174:174)**
	Yes, and then also definitely not executive coaching in the air, so personal development plans are analysed. All the themes and patterns are extracted and that goes to the (37:42)… who like kind of monitors the progress of the very sub systems in the organisation. **P 8: Coach_H.rtf - 8:48 [Yes, and then also definitely ..] (489:489**
	So where the presence is weak and the three sixty will show you that. Where is the presence weak and where shall it be bolstered? And some of it might just be external behaviour that they just haven't been aware of and some of it is more internal why. **P13: Leader_M.rtf - 13:64 [So where is the presence weak ..] (307:307)**
360 degree feedback inclusive of input from the line manager	*A meeting with a line manager is a key to get their feedback and that's another thing that is enormously powerful for the client. So three sixty feedback and performance management is extremely badly done in South Africa. Managers are not trained in having useful development conversations.* **P 3: Coach_C_.rtf - 3:74 [A meeting with a line manager ..] (336:336)**
360 degree feedback completed by the coach	*My preferred way is to do a three sixty or some form of it to interview some of the people who you work with, you know, report to you on the same level and above. So interviews, I quite like doing interviews, getting to know the people who work with you and question them around various aspects. I have a standard thing that I work through.***P 7: CoachG.rtf - 7:51 [My preferred way is to do a th..] (190:190)**
360 degree feedback completed	*If you've got a triangle like this with self, three sixty and profile. I've done this on the board round all the aspects, like that. And then what*

Outcomes: assessment	Participants' Quoted Descriptions
by the coach and utilised to highlight any differences after triangulation	*you must say, wow, this and this three sixty, these people are seeing me very differently to the way you're profiling yourself. So what is it that you're hiding and not showing and not presenting and make you not understand?* **P13: Leader_M.rtf - 13:70 [If you've got a triangle like ..] (339:339)**
Assessment instruments: - Enneagram	*So it is very Enneagram …just like Enneagram has in people and out people. And they make up their minds in seconds. And if you're in you're very in. And if you're out forget it. Don't even bother. And the accuracy around that as well. I am a huge fan of Enneagram. I've done… I'm on my third Enneagram accreditation. I believe strongly that Enneagram is very powerful* **P 3: Coach_C_.rtf - 3:83 [So it is very Enneagram …just ..] (26:26)**
Assessment instruments: - psychometrics	*And then also if people have done psychometrics I always invite them, you know, have that feedback, multi-source feedback in their performance, the management system or any stuff that they have. Because I think the more you have the more you can connect dots and see what drives what and not just respond… because it can be quite limiting just one-on-one, seeing and hearing. It can be quite limiting…* **P 7: CoachG.rtf - 7:53 [And then also if people have d..] (190:190)**
	I think that is where executive coaching is very effective. Through psychometric assessment we would normally identify interpersonal skills, presence, authority and we see through executive coaching how those attributes develop in executives at the change in behaviour, with the growing confidence. **P 8: Coach_H.rtf - 8:19 [I think that is where executiv..] (203:203)**
	So if you could turn around and say I think someone can be an executive. I think I can coach him. I think, you know, do the formal testing first to see what sort of level intellect the individual has, and if they're not an intellect, the whole EQ, intellect, the whole, and if they've got the capability, you can do that. If they don't they don't. And then throw them on the wagon. **P 9: Leader_I.rtf - 9:82 [So if you could turn around an..] (485:485)**

Summary of findings from Table 4.34

- Coaching for executive presence can utilise assessment inclusive of 360 degree feedback for developmental purposes (in line with objectives).

Table 4.35:

Coaching phases: Feedback

Outcomes: feedback	**Participants' Quoted Descriptions**
Feedback is highlighted as critical and integral to the coaching process:	
The importance of feedback	*I talk to a lot of people. And I get my clients to talk to a lot of people to get input from people's observations and perceptions about them.***P 3: Coach_C_.rtf - 3:59 [I talk to a lot of people. And..] (240:240)**
Feedback is particularly powerful to understand one's impact	*As I was saying, I realise the importance of feedback in this whole thing around impact. If I don't get feedback I don't know where I'm at. P* **5: Coach_E.rtf - 5:40 [As I was saying, I realise the..] (573:573)**
Feedback allows for ongoing self-work by the coachee	*And very often not a lot of work is needed because once the coachee has been made aware of something they can work with it on their own.* **P 3: Coach_C_.rtf - 3:61 [And very often not a lot of wo..] (252:252)**
Reflection based on feedback increases the power for development	*I think the biggest thing that opens them up to understand themselves more is giving members observations where they have to start noticing and asking others for feedback or where they are seen that things are being derailed to go and reflect on what may have caused it, what was their contribution, what they could have done differently. Things like that.* **P17: Coach Q.rtf - 17:51 [I think the biggest thing that..] (437:437)**
Feedback from multiple stakeholders interspersed throughout the coaching journey	*I always believe when you go on this thing you don't fool yourself and believe you're improving. Get inputs. Get inputs. And the fairness around the inputs depend on the audience obviously. If you're going to choose people that would be in alliance with you, you're going to get good news. So I've always been sincere around that to say, let's go on a journey before. Let's go on a journey post and post post.P***14: Leader O.rtf - 14:54 [I always believe when you go o..] (429:429)**
Feedback specific to Executive Presence to be utilised	*I have a questionnaire that looks at all aspects of executive thinking, strategy, personal relationships, influence, that type of thing.* **P 3: Coach_C_.rtf - 3:60 [I have a questionnaire that lo..] (244:244)**
Feedback should be inclusive of strengths	*Very few people can tell you what their strengths are and some people have strengths that other people see that they don't see. So I do a lot of profiling and I do a three sixty and I take a self-image and I triangulate those three. Just to see that picture …* **P13: Leader_M.rtf - 13:58 [Very few people can tell you w..] (246:246)**
One participant coach does not obtain feedback directly	*What I generally do is to say I work with the individual. If in whatever sessions you don't see a difference then we can have a conversation. But I don't like to be influenced. If you have a more or less idea of what it is that they want to achieve, the outcome of the coaching process or the programme, that's fine. But I don't like to be influenced because it does…. It gets tainted… and then the way you see…* *I: …the relationship?* *P: Not always the relationship but it affects the way that you look at the individual.* **P17: Coach Q.rtf - 17:28 [What I generally do is to say ..] (216:220)**

Outcomes: feedback	Participants' Quoted Descriptions
Group coaching can allow for powerful feedback	*Circles of coaching or leaders coaching each other I think could be very powerful as well because you get feedback there. So it is not one coach watching you but there's more people giving you that feedback. And I've seen people's presence shift in circles over time when you had them over a period as part of a programme where they'd be quite hesitant to talk unless you put the spotlight on them and later on where they are actually so insightful and it is just so amazing.* **P 7: CoachG.rtf - 7:57 [Circles of coaching or leaders..] (222:222)**
Open for feedback	*I think it's like for me, for many leaders it is an eye-opener to start looking inwards to receive all the feedback. Yet working with (22:05)… the mirror, so it's really becoming more integrated. So I think leaders are pretty open to that, they're eager to grow. They enjoy the executive coaching and one barely sees the changes. Blindfolds come off in the process. So it is quite powerful.* **P 8: Coach_H.rtf - 8:30 [I think it's like for me, for ..] (297:297)**

Summary of findings from Table 4.35

- Feedback from multiple stakeholders and associated reflection interspersed throughout the coaching journey is highlighted as critical and integral to the coaching process.

Table 4.36:

Coaching phases: Alignment to organisation through line manager

Outcomes: organisational alignment	Participants' Quoted Descriptions
The alignment between coaching for executive presence and the organisation is important	
Understanding outcome requirements of the organisation	*Okay, if it is a big programme, then what you would expect the organisation to do is to do the upfront groundwork and explain what they would want to do and what they want to get P17*: **Coach Q.rtf - 17:44 [Okay, if it is a big programme..] (373:373)**
Aligned to organisational requirements	*Well, in coaching, several things happen, particularly when hired by the organisation or a third party, which most coaches are, is that they want something to change about this executive. So in order for something to change we have to understand well, who is this executive? They need to understand who are they? How are they being perceived? What is it that the organisation wants out of them? But then what do they want? So it is kind of personal and professional. So they've got to be attached somehow to what the organisation wants otherwise they're not going to go on a journey. So we have to find a way of hooking up what they want for themselves and what the organisation*

Outcomes: organisational alignment	Participants' Quoted Descriptions
	wants for them.**P 4: Coach_D.rtf - 4:41 [Well, in coaching, several thi..] (190:190)**
	we always work with three stakeholders in the coaching relationship: coachee and the line leader is there to sponsor. It doesn't help if you're having great conversations with my coach and I go back in the workplace and people don't see me doing the things that I'm working on. So I need to get feedback from my line leader. I need to get feedback from peers or the forums where I am at as to the very same impact that I want to work with. P **5: Coach_E.rtf - 5:26 [we always work with three stak..] (440:440)**
Alignment to the organisation would include ensuring alignment with Line Manager	*I would also do … always work with the line manager. Once we've defined the coaching outcomes we get input from the line manager. And then it is always interesting to see what the line manager has to say about the ….so there's outcomes saying… or what does this mean?* **P 6: Coach_F.rtf - 6:42 [I would also do … always work ..] (255:255)**
	And there would always be three-way conversations. So it is not just a two-way engagement between the coach and the coachee but the direct line leader would also be present, in the third or fourth session to provide feedback on progress. 8: **Coach_H.rtf - 8:46 [And there would always be thre..] (478:479**

Summary of findings from Table 4.36

- The alignment between coaching for executive presence and the organisation is important and coaching should be aligned to organisational requirements; this can be achieved through ensuring alignment to and involvement of the line manager.

Table 4.37:

Coaching phases: White space and self-work

Outcomes: self-work	Participants' Quoted Descriptions
Self-work and building practices around the area for development is a critical component of the coaching process. Practices are highly specific, tied to a developmental area, planed for, executed and measured:	
Coaching is dependent on the self-work of the coachee	*If you put in the work, obviously. There is always a caveat; if you put in the work. If you don't put in the work then obviously, you're still stuck in doing the old things.* **P10: Leader_J.rtf - 10:96 [If you put in the work, obviou..] (221:221)**
Self-learning is critical	*(as a coachee) all of the things you learn, because they (coaches) don't teach – you learn. Because it is your choice and what you put in is what you get out. If I sat there like at a psychologist, lying on a coach, wharawharawhara, I've learned nothing. So there's no answer. If you're going to a coach she doesn't give you an answer … and if they do, they're not a coach, in my opinion.* **P12: Leader L.rtf - 12:70 [that is a good coach, all of t..] (519:519)**

Outcomes: self-work	Participants' Quoted Descriptions
Development of executive presence inclusive of identified practices	*So you would identify that, built observations around it, practices around it, whether its somatic practices, whether it is interactive, whether it is emotional, EQ, whether it is a combination of it, whether it is the way I'm thinking, the way I'm gathering information, what I'm open to, what I'm closed to, what I should be, am I asking enough questions, what is my quantity of listening versus talking, you know, top of my mind I think all of that, but in encouraging…I do think there's always a component of presence, ja, because if you don't have impact it could be that you don't have presence.* **P 7: CoachG.rtf - 7:49 [So you would identify that, bu..] (174:174)**
	Practices fit in the building of competence which could be, let's say for example the area that you have found is lacking is self-awareness and you've identified that, then you build a practice around self-awareness. . **P 7: CoachG.rtf - 7:54 [Practices fit in the building ..] (202:202**
	If it is a delegation issue then there could be a practice around Monday morning meetings for delegation purposes with two or three people…it is stuff that you repeat that builds a competence. **P 7: CoachG.rtf - 7:55 [If it is a delegation issue th..] (206:206)**
	So it could either be that they are setting themselves up for better presence because if I'm less stressed and I'm less rushed I would have a better presence. So the practice could be around that or it could be very directly with how I'm showing up – breathing practice, writing what I want to say, articulation, whatever. P 7: CoachG.rtf - 7:56 [So it could either be that the..] (218:218)
	So what's the plan? What I do through that journey is then get through maybe two or three coaching points. So somebody may have an issue with presence in meetings. So how do you create presence in meetings? You walk into the room, certainly on time, you greet everybody around that table and spend a little personal time with them and as more people come in you stand up and shake hands. So there is the one-on-one contact with everybody in the room. You defer to the chairman or chairlady of the meeting. So it is a little bit of organisation in that. How you talk. How loudly you talk. How fast you talk. How you sit. So you can catch for specific things. *P13: Leader_M.rtf - 13:63 [I think it is very important t..] (303:303)*
	And then you do your exercises. I love having post-its as well with phrases to put on the mirror because you've got to basically just reframe your head in terms of how you view the world. **P13: Leader_M.rtf - 13:78 [And then you do your exercises..] (383:383)**
Self-learning between coaching sessions is critical	*So sometimes she gave me homework to go and consider and/or write down and /or plan or articulate. She had me reflect on previous years what I had achieved. So there was multi-faceted conversations with multiple tools.* **P12: Leader L.rtf - 12:65 [So sometimes she gave me homew..] (511:511)**

Summary of findings from Table 4.37

- Self-work and building practices around the area for development is a critical component of the coaching process. Practices are highly specific, tied to a developmental area, planned for, executed and measured.

4.2.3 Coaching skills

Table 4.38:

Coaching skills: Coaching container / coaching space

Outcomes: coaching skills	**Participants' Quoted Descriptions**
The coach need to be skilled in setting a coaching container that and 'exudes presence'. This was described as related to the coaches pace; utilisation of brain states; being a reflective and neutral listening 'wall' and ability to parallel process	
Coaching space has a different pace to external world	*Because what happens in a coaching conversation? You go fast to go slow. You start off a few coaching sessions and you start up the beginning of every conversation and it's coming in from the busy world into an interior landscape. You're having a conversation. You're talking about them; you're not talking about you. Gradually, they slow down. They go fast to go slow. But all of a sudden it is the end of the conversation and they've sifted through something from their interior, unbelievable and all that, they're sifting through what have they…. from today, what is it that they're grappling with right now*. **P 4: Coach_D.rtf - 4:46 [Because what happens in a coac..] (208:208)**
Coaching container should exude presence	*And in those coaching conversations they step into a kind of executive presence. I never thought of that before because they slow down; do the sifting through. And then they slow down their behaviour. That is really interesting. That is really interesting. I haven't thought of that before but that's true. I think that is true*. **P 4: Coach_D.rtf - 4:47 [And in those coaching conversa..] (208:208)**
Coaches capacity for multiple and parallel process	*I sense you probably go into a different part of the brain, because you're going almost into another trance-like state in a coaching conversation but you go into…the coach has to go into quite a different space, because the coach has to have attention in quite a number of places. You have to have your attention on the content of what they're saying. The words of what they're saying. The emotions of what you hear. You've got to have your attention on creating an environment where they're safe and they can talk. And you also have to have your attention on what is going on in your head. You have to know what is your response to them, but kind of strongest to that is what is the content and what is going on for them, what are they saying, what are they not saying. But you have to have your attention in a lot of places.* **P 4: Coach_D.rtf - 4:51 [I sense you probably go into a..] (220:220)**
'Being a wall' for people to	*Because it is a way of opening up people's thoughts like having like a wall to bounce off. … people get so bogged down with their own little*

Outcomes: coaching skills	Participants' Quoted Descriptions
bounce ideas off and share problems	*world, having a coach to go (to) … just opens up your thinking. It just takes a bit of weight of people's shoulders. You know a problem shared is a problem halved, you know, that sort of thing. And I mean coaching does that a hell of a lot.* **P15: Leader_N.rtf - 15:22 [Because it is a way of opening..] (302:302)**
	… there's also that talking it out with a third party that is not involved with what you are doing on a day-to-day basis in your environment, this helps a lot. I can go and talk to my wife but that's me moaning and bitching about work. I can go and talk to (my coach) and it is more constructive, I can sort things out, I can park things, I can help unmuddle my own mind and all that sort of thing. **P15: Leader_N.rtf - 15:31 [Well, I love the fact of being..] (402:402)**

Table 4.39:

Coaching Skills: Physical environment

Outcomes: coaching skills	Participants' Quoted Descriptions
A coaching skill includes the ability to design a physical environment that is supportive of the coaching and learning journey:	
The coaching environment should be set up for creating trust and encouraging necessary conversations	*I can imagine getting a GM in the first session and creating trust. I think it has to be done in the background and again, that goes to the environment. So how the environment is set up that it creates a place of possibility to have these conversations where it is not even said? And that for me is why I like to do my first coaching session off-site, so normally in this office because this office has the right environment set up already.* **P 1: Cchng_Coach_A_.rtf - 1:84 [I can imagine getting a GM in ...] (323:323)**
The coaching environment should ensure the absence of distractions	*The biggest thing is the lack of distraction. And I think lack of distraction the extent that that there is peace in the environment. So it is an environment that is containing. I'm just wondering if it could happen in a restaurant. I suppose it could because a lot of coaches coach in restaurants and coffee shops, and I do sometimes. It is just when I have to, but it is containing, and because trust builds and there's trust and there's rapport*,**P 4: Coach_D.rtf - 4:50 [The biggest thing is the lack ..] (220:220)**
The coaching environment outside of an office may be more effective	*As a tool, I think a relaxed environment, away from the office, for me, my personal coaching and all the rest was also, it was take me out of the office and put me somewhere… put me once again in that neutral zone and also very comfortable sitting on a couch chatting I think that was also… I think it's, and I haven't had any other coaching, but if it was in an office or something I might not be as (receptive)…* **P15: Leader_N.rtf - 15:40 [As a tool, I think a relaxed e..] (505:505)**

Table 4.40 – 4.42 provide an outline of the necessary skills required by the coach for coaching for executive presence.

Table 4.40:

Coaching skills: Act as a mirror

Outcomes: coaching skills	**Participants' Quoted Descriptions**
The ability of the coach to act as a mirror for the coachee relating to areas that require development, are potential blindspots or may not be aligned to the coaches stated outcome or behavioural goal. This skill requires the coach to identify gaps through an ongoing ability to 'connect the dots' as well as probe and ask potentially challenging questions:	
Act as a mirror – for clients blindspots	*I believe that it is the fact that the coach can be a mirror of qualities that she sees and qualities that she doesn't see. And things that people do that trip themselves up like over nodding. People with executive presence are not continuously nodding their heads, which South Africans do a hell of a lot. So please just hold your head. The occasional nod is appropriate but continuously nodding while people are talking to you is not going to get…* **P 3: Coach_C_.rtf - 3:64 [I believe fact ..] (288:288)**
	So just being able to pick up on those little things that people are doing to themselves. **P 3: Coach_C_.rtf - 3:65 [So just being able to pick up ..] (296:296)**
Act as a mirror – about areas of avoidance	*She doesn't really want to do the work on herself and I said that to her: 'What you're asking for, I can do all of that, but my biggest job is to challenge you where you're not going in order for you to…and if you don't want me to do that I'm probably not going to be of much use to you'.* **P 4: Coach_D.rtf - 4:45 [he doesn't really want to do t..] (204:204)**
	So I can also say something that is a bit edgy or I don't know how you're going to take it. This is like holding the mirror up there and it might dislodge or you might retaliate but here we go. So I think there's a mutual trust that comes from a relationship that builds. . **P 7: CoachG.rtf - 7:62 [So I can also say something th..] (262:262)**
Act as a mirror – – about discrepancy and incongruence	*So the story I'm hearing and what I'm seeing are at odds I'm going to be curious about it and I'm going to ask the question around what you're telling me and what I'm seeing. Tell me – where is the disconnect?* **P 6: Coach_F.rtf - 6:46 [So the story I'm hearing and w..] (267:267)**
	Yes. So mostly what I work with is that they have to discover that but once the relationship is to a point where they start trusting and opening up more you are able to share more. I mean if you have… what I think this you may be wrong but as you gather evidence and information throughout that coaching process it also gives you more information where you can potentially see a gap and then understand where it's coming from but then to utilise that only when it is the right time. **P17: Coach Q.rtf - 17:49 [Yes. So mostly what I work wit..] (417:417)**
Act as a mirror – – for executives who receive ver little feedback	*Not really. I think. The only thing that I've seen with executives is where they've reached a stage in their careers it is almost like they've reached a, let's call it a level of success in their career, and at times they're less open to feedback and to understand because they've been successful'- they're there. So the ability to hear and understand that feedback isn't always there. So that's just something to be mindful of. It's like they're not always receiving the feedback openly*. **P17: Coach Q.rtf - 17:50 [Not really. I think. The only ..] (425:425)**
Challenge is contracted and agreed to by the client upfront	*But I think upfront is contracting the relationship and how and what will work and what will not work and also I think what has worked is upfront to say I'm not here just to give you all the good news. So sometimes that mirror that you hold up will not feel comfortable. So you set up the*

Outcomes: coaching skills	Participants' Quoted Descriptions
	discomfort upfront. **P17: Coach Q.rtf - 17:46 [But I think upfront is contrac..] (385:385)**
	So what happened is during the coaching process when, it is interesting when I could see he was like circling something and he wasn't going to go there, I said, remember that first session? You asked me not to treat you like somebody who has a disability. So right now I'm going to treat you like somebody who doesn't have a disability and I'm going to be very hone'st with you what I'm seeing you doing. And I shared that and I said, so what is stopping you from letting me explore this more? And at first he was like taken aback but because we had contracted that upfront that I'm not going to treat you differently to any other person, I think that helped a lot. **P17: Coach Q.rtf - 17:47 [I coached a person that suffer..] (397:397)**

Table 4.41:

Coaching skills: learning journey, growth and knowledge

Outcomes: coaching skills	Participants' Quoted Descriptions
The coaching learning journey is highlighted as important and the following was described as being important: coach's qualification; business acumen but not necessarily technical competence in the same field as the coachee (e.g. finance); and an advanced mastery as well as ongoing development in behavioural sciences, business and other fields related to coaching. One participant highlighted that the coach's authenticity superseded the qualifications, skills and knowledge	
Qualified	*For me it is fundamental to… I mean I guess this is my own bugbear, in South Africa, coaching is unregulated. So if you do a six-week, three-month correspondence course you can be a coach. On what basis? there is a coaching federation or governing body called COMENSA in South Africa and it is highly regulated. So they have got ethics committees. They have got, what they call supervision that actually manages the coaches, the way they engage. So there is a structured, managed ethical* **processP12: Leader L.rtf - 12:74 [P: For me it is fundamental to..] (542:542)**
Business Acumen	*And I think it really helps if the coach has operated at a senior level in business themselves. It might be difficult for a coach who hasn't had that experience*. **P 3: Coach_C_.rtf - 3:79 [And I think it really helps if..] (356:356)**
Advanced mastery as well as ongoing development in behavioural sciences, business and other fields related to coaching	*Part of her journey is that she has never stopped self-improvement. So she has never stopped studying. She has never stopped collaboration. She gives of her free time to leadership development programmes. She works in a collective way in different industries And unless I'm best in myself, again, I go back to self, I can't invest in you because I have nothing left because now you superseded me. Coachees superseded coach. Why? Because coaches have been sitting on their tush doing nothing.* **P12: Leader L.rtf - 12:75 [part of her journey is that sh..] (550:550)**

Outcomes: coaching skills	Participants' Quoted Descriptions
Intelligence	*She is intelligent. She had things that I didn't know to teach me.* **P16: Leader_P_2016.rtf - 16:41 [She is intelligent. She had th..] (536:536)**
Authentic	*there's coaches who have all of the accreditation, all of the qualification, years and hours of experience and I think something that is very critical for us from a leadership perspective is authentic self. And if somebody doesn't have that in spite of all of that I'd be very hesitant to be coached.* **P 5: Coach_E.rtf - 5:1 [there's coaches who have all o..] (51:51)**
EQ, self-regulation and undersanding of the trap of transference	*It is contextual so it depends what it is getting you in the way; whether it is performance anxiety that you might feel at the moment or that you feel a bit criticised because you said something and now the person says, oh, it is not that at all. You're like feeling a little bit wounded. Depending what it is that is getting you a bit ruffled.* **P 7: CoachG.rtf - 7:24 [focusing on that person. It is..] (82:82)**

Table 4.42:

Coaching skills: Systemic orientation

Outcomes: coaching skills	Participants' Quoted Descriptions
The ability to create a highly personalised, customised and unique intervention for a specific individual inclusive of the systems in which that individual operated (and the impact of those systems) was highlighted	
Understand client system	*They need to be fully cognisance of the system in which the client is working.* **P 3: Coach_C_.rtf - 3:73 [they need to be fully cognisan..] (332:332)**
Individualised	*The thing that makes coaching relevant in this context is that it is custom built and exclusive to that person.* **P 3: Coach_C_.rtf - 3:77 [The thing that makes coaching ..] (348:348)**

Summary of findings from Tables 4.41 – 4.42

- The coach needs to be skilled in setting a coaching environment (in coaching jargon called a coaching container) that 'exudes presence'. This was described as related to the coach's pace, utilisation of brain states, being a reflective and neutral listening 'wall' and being able to parallel process (coaching jargon for working skilfully with relationship dynamics such as transference and counter-transference in lultiple setting including supervision).
- An important coaching skill is the ability to design a physical environment that is supportive of the coaching and learning journey.

- There is great importance in the ability of the coach to act as a mirror for the coachee relating to areas that require development or are potential blind spots in behaviour and thinking that may not be aligned to the coachee's stated outcome or behavioural goal. This skill requires the coach to identify gaps through an ongoing ability to 'connect the dots' as well as to probe and ask potentially challenging questions.
- The coach requires the ability to create a highly personalised, customised and unique intervention for a specific individual including the systems in which that individual operates (and the impact of those systems)
- The coach's own learning is highlighted as important including: coach's qualification; business acumen but not necessarily technical competence in the same field as the coachee (e.g. finance); and an advanced mastery, as well as ongoing development, in behavioural sciences, business and other fields related to coaching.

4.2.4 Coaching for components of executive presence

Tables 4.43 - 4.47 provide the participants' descriptions of coaching for executive presence by focusing on the components of executive presence.

Table 4.43:

Coaching for components of executive presence: emotional intelligence

Outcomes: coaching for components	**Participants' Quoted Descriptions**
Coaching for emotional intelligence includes a focus on self-awareness and understanding of others	
Refection's to manage one's own responses to others	*So now how do I deal with that person because Colleen, to help me join the dots around I've got a problem with this person, well, not a problem with them, but it is unsettling and all the rest and I'm not sure of how to deal with them or how I should take them and it is upsetting, not upsetting me, it is making me feel uncomfortable and she just like join the dots. So okay, this is how this person is. This is probably where they're coming from; they might have whatever. And then I am able to go and have a perfectly good conversation with the people and get a better working relationship out of that and she sort of help me to join the dots together, to say, well, that's it*. **P15: Leader_N.rtf - 15:32 [So now how do I deal with that..] (418:418)**

Outcomes: coaching for components	Participants' Quoted Descriptions
Understand oneself and impact on others	*Understanding themselves so that they can understand and then understand each other. Because in the business world people operate on a very superficial level and when I work with executives and their teams we take a deeper dive to look at who are they, how do they want to be who they are and then how do people experience them.* **P 4: Coach_D.rtf - 4:20 [understanding themselves so that..] (105:105)**
Understand own internal drivers and motivators	*So you always start with them, looking at them, how they perceive themselves, how they see who they are. And then you start digging down to look inside and identify what their intrinsic drivers are? What motivates them? What gets them up in the morning? What makes them do a twelve to fifteen-hour day? So you spend a lot of time on that.* **P 4: Coach_D.rtf - 4:43 [So it was three sessions later..] (204:204)**
Understand one's own behaviour	*Then you start looking at how they operate in the world. How do they operate as a leader or a manager? How do they operate in the business world? What behaviours are they showing? What behaviours need to change? So then what is going on in terms of their thinking and feeling that impacts their behaviour? What needs to shift? Some can never get there because they can't look inside. Some people can only just go kind of skin deep because it is too scary for whatever reason to go deep inside.* **P 4: Coach_D.rtf - 4:44 [Then you start looking at how ..] (204:204)**
Building self-correcting practices	*Coaching is how do I look at my own issue and start to look at it differently. There's awareness and there's self… from a coaching language, the self-correcting practices. So I'm at a meeting and suddenly I find I can self-recognise that my voice is coming through stronger. And the coach would also maybe experience that in a one-on-one.* **P 5: Coach_E.rtf - 5:29 [Coaching is how do I look at m..] (440:440)**
Awareness specifically around presence	*Yes. Then when we have the information because what we're looking at, what are we doing, we're saying, tell me how you believe in yourself as presence and then we get the views of some others. Then it was about looking at the elements of presence and finding, having the conversation around how much awareness is there around this particular area?***P 6: Coach_F.rtf - 6:43 [Yes. Then when we have the inf..] (259:259)**
Awareness of blindspots	*So in my view coaching alone, that's why I'm saying that, if through coaching you are able to identify your blind spots and that is just one example, you are able to identify your blind spots and what your prickly issues are you are able to better manage those because you identified them. .* **P10: Leader_J.rtf - 10:98 [So in my view coaching alone, ..] (221:221)**
Self-awareness - includes ongoing observation and questioning of self in the moment	*It has helped me to look at behaviours and the way I handle things in a different light. So instead of being in the thick of it and just going you look from behind you and say, okay, hold on a second, why am I doing this? How do I handle the situation? It's more you, not more analytical, you're more aware.* **P16: Leader_P_2016.rtf - 16:30 [It has helped me to look at be..] (372:372)**
	So you need to go and observe, self-observation, which is a key leadership skill. You're teaching two things. Self-observation – we are observing something. So go away and for the next month start to become familiar with what your body does. You know people who

Outcomes: coaching for components	Participants' Quoted Descriptions
	do this, their legs go, their feet go, they don't even know they're doing it, they …(30:02) So I want you to become familiar with it. I don't even want you to stop doing it. I just want you to become familiar with it. What triggers it? Who triggers? What happens if you try and stop? So we shine a spotlight on those elements. And then we try to start building. **P 6: Coach_F.rtf - 6:44 [So you need to go and observe,..] (263:263)**
	If I alter myself I'm influencing in a different way, the likelihood is that I will get a different response. **P12: Leader L.rtf - 12:60 [If I alter myself I'm influenc..] (476:476)**
Coaching for underlying purpose or meaning and beyond positional power as a goal	*In the people who I've coached, the unfortunate thing is with a lot a coaching, people tend to arrive for the discussions is that they want presence so that they can become executives and they can make more money and they can be important people and whatever. And I'll tell you what the meaning of that is actually. And the more important thing is to understand your strengths and to become better at what you're good at. And focus on that and then you'll become big and powerful.* **P13: Leader_M.rtf - 13:49 [In the people who I've coached..] (194:194)**

Table 4.44:

Coaching for components of executive presence: Physicality

Outcomes: coaching for components	Participants' Quoted Descriptions
Coaching for physicality included health, body language, posture, walk and dress	
Health and nutrition	*So there are also other things. Things like a nutritionist. I never would have gone to a nutritionist had my coach and I not gone through an evolutionary process of physical health, exercise.* **P12: Leader L.rtf - 12:66 [So there are also other things..] (511:511)**
Physicality and expansive postures	*The reason why the couch is the way that it is, there is no divisions in the couch, often there's a lot of coaching around taking space and getting men to sit in that couch and actually open their arms and touch the other side of the couch and inherently, that creates a very kingly staunch and sit back. So that they're actually quite relaxed in their pelvis area and part of it is posturing. I mean, it is, how you position your pelvis and how you open up your space and it is small things like that* **P 1: Cchng_Coach_A_.rtf - 1:62 [The reason why the couch is th..] (466:466)**
Physicality and position of chin	*d often once they're in that position is to lift the chin just a little bit.* **P 1: Cchng_Coach_A_.rtf - 1:63 [and often once they're in that..] (466:466)**
Physicality and one's walk	*So physically, it is then layered into, how do I walk, how do I create a walk, how do I sit, how do I dress?* **P 1: Cchng_Coach_A_.rtf - 1:64 [So physically, it is then laye..] (466:466)**

Table 4.45:

Coaching for components of executive presence: Somatic embodiment

Outcomes: coaching for components	**Participants' Quoted Descriptions**
Coaching for somatic embodiment can include a focus on body language that includes an understanding of the internal state that is driving the body language.	
Body language	*It is about body language. I was working with a guy in this room on Friday who was continuously hugging himself, slouching, holding his face, like all inward energy things instead of outward expansion and those are silly little things that just create completely wrong perceptions with the people you're working with.* **P 3: Coach_C_.rtf - 3:51 [It is about body language. I w..] (226:226)**
	So you can touch people and guide people around how to act in certain scenarios, how to dress, how to use body language or not but it only takes you that far. Because as human beings we look for certain signs. So if I look down all the time you know I might come across as not interested or whatever. If I make eye contact then I kind of move with people and I connect with people and suddenly you've got a very different … my presence is very different. So you can coach people for it. . **P11: Leader_K.rtf - 11:95 [So you can touch..] (204:204)**
Somatic practices create and contribute to a mindfulness and somatic embodiment in coaching for executive presence; these included: breathing an awareness of one's body and sensory experience, centering oneself before events; meditation or other practices to create 'stillness'	
Somatic practices – Relax and breath	*she taught him to relax and to breathe* **P 4: Coach_D.rtf - 4:31 [she taught him to relax and to..] (162:162)**
	*But we forget to breathe. I mean I work with executives and I ask them tell me how you breathe. And they're like…***P 6: Coach_F.rtf - 6:20 [But we forget to breathe. I me..] (90:90)**
	Then you take a deep breath and you do a little somatic practice but I don't think it serves anyone so I'm not feeling that grounded right now. **P 7: CoachG.rtf - 7:21 [Then you take a deep breath an..] (70:70)**
Somatic practices – breathing, muscle work, awareness of body	*I find the easiest way is through somatic and there's various little exercises you can do. It's the breathing, the looking out, holding your tummy muscles, trying to slow down your heartbeat a little bit, noticing, fidgeting, kind of calming that down even if you have to sit on your hands. I think there's a lot of somatics.* **P 7: CoachG.rtf - 7:22 [I find the easiest way is thro..] (74:74)**
Somatic practices – eye utilisation	*So when we work with executive presence that's another element … another dimension is we work with hard eyes and soft eyes, because hard eyes are like a laser…Soft eyes takes in so that… I see that I've got to swop some hard eyes for soft eyes.* **P 6: Coach_F.rtf - 6:38 [So when we work with executive..] (216:216)**
Somatic practices – mindful centring	*You can't put a person to put a face on. You can… coach a person how to deal with it themselves. So 'Leader K' what do you do before you walk into that meeting? You centre yourself prior because you know there's chaos.* **P11: Leader_K.rtf - 11:97 [You can't put.] (259:259)**

	So I think if you look at presence there needs to be a centredness around the individual, him or herself. So either some sort of meditation or a practice of where you can become still and also some observations to understand yourself a lot better. So something like that could work. **P17: Coach Q.rtf - 17:39 [So I think if you..] (307:307)**

Table 4.46:

Coaching for components of executive presence: Impactful intelligence

Outcomes: coaching for components	**Participants' Quoted Descriptions**
Coaching for impactful intelligence	
Verbal intelligence and visibility	*So his presence in that meeting previously was he was just there. And until I make myself heard no-one knows anything about me. So that is part of presence is making yourself heard. And I mean you can also screw that up, by the way. So you've got to be clear about it. How do you want to make yourself heard? Because it is not just about being heard. So encouraging the client, working with the client to find their voice. It is when I do that and it works I feel completely different about myself.* **P 6: Coach_F.rtf - 6:50 [So his presence in that meeting..] (282:282)**
Coaching for vision, conceptual thinking, clarity and communication	*I think where a lot of people fall short who maybe aspire to become executives and leaders … there is clarity of vision and message. So if you want to coach someone, the first thing is coaching them to step above the day-to-day noise, pick out what is really important and set a clear path what needs to be achieved and then message that clear path and keep it going and be consistent with that path* **P 9: Leader_I.rtf - 9:74 [I think where a lot of people ..] (375:375).**

Table 4.47:

Coaching for components of executive presence: The presence continuum

Outcomes: coaching for components	**Participants' Quoted Descriptions**
Coaching on the presence continuum between dark presence and relational	
Presence Continuum	*Say, if I am coaching someone, I'm not going to coach him to be a narcissist. I'm not going to coach him as… if I see it as trends in someone I'll try and tone them down. I'll try and say, come to this side of the continuum. But maybe in the same case if I see someone who is too soft and too much of a people's person and too much, I'll try and move them the other way.* **P 9: Leader_I.rtf - 9:67 [Say, if I am coaching someone,..] (327:327)**
	I'd definitely try and move them over. You have to make some hard core sometimes and you have to put feelings aside because you're doing it for the business. **P 9: Leader_I.rtf - 9:68 [I'd definitely try and move th..] (335:335)**

Summary of findings from Table 4.43 – 4.47

- Coaching for emotional intelligence and self-awareness is critical and may include a focus on the following: an understanding of self and underlying purpose or meaning (and moving beyond positional power as a goal); understanding of how self-impacts on others; one's intrinsic drivers and underlying motivation; awareness of one's own presence; one's behaviours and methods of operating; awareness of one's blind spots; ongoing observation and questioning of self in the moment that leads to self-correction.
- Coaching for physicality includes health, body language, posture, walk and dress.
- Coaching for somatic embodiment includes a focus on body language and an understanding of the internal state that is manifesting body language; and is inclusive of somatic practices which included breathing, an awareness of one's body and sensory experience, centring oneself before events; meditation or other practices to create 'stillness'.
- Coaching for intelligence contributes to executive presence, specifically relating to verbal intelligence and visibility; vision, and conceptual thinking, clarity and communication.
- Coaching on the presence continuum between dark presence and positive presence is dependent on the range or capacity displayed by the individual.

4.2.5 Coaching outcomes

Tabulated below is a description of the outcomes of both coaching for executive presence and the outcomes of executive presence (for the individual and the organisation).

Table 4.48:

Coaching outcomes and effectiveness for leaders

Outcomes: Coaching Outcomes	**Participants' Quoted Descriptions**
Others commented that presence has been a requested outcome by coachees	Because many of the people that I work with have a presence as an output for coaching they want to develop presence.**P 6: Coach_F.rtf - 6:26 [Because many of the people tha..] (133:133)**
Changes highlighted from coaching for executive presence included behavioural changes	

Outcomes: Coaching Outcomes	Participants' Quoted Descriptions
Shifts in behaviour observed by the coach	Have, I seen any changes in him? …do I see in shift in him? Yes, I do. I do see a more confident, because in the beginning he was like a jack rabbit all over the place…He is almost sort of calm down and he is more thoughtful. So yes, I have seen a bit of a shift **P15: Leader_N.rtf - 15:43 [Have, I seen any changes in hi..] (548:548)**
Coaching for executive presence is a powerful support for specific behavioural changes identified during formal learning programmes	But it is more, I do believe, if I look at those three buckets, what formal learning does is that it creates awareness, but I might not know, okay, now that I know I need to have a voice or this is the impact, how do I shift and change it to be more effective and that is where the coaching and the on-the-job stuff has to lift *it.* **P 5: Coach_E.rtf - 5:33 [But it is more, I do believe, ..] (452:452)**
Coaching operates as a container of anxiety within an organisation	So organisations in crisis, the shifts we see very, very quickly that executive coaching is a very good container of anxiety. So it kind of stabilises leaders and it helps them to focus on the change that they're going through. So the coaching is more of a container of anxiety for the organisation and change, **P 8: Coach_H.rtf - 8:28 [So organisations in crisis, th..] (293:293)**
Coaching for executive presence enables openness	Whether it is belief or whether it is complications or whether it is complexities, I think, from a corporate perspective, without coaching, people become more insular and become more layered. Stop being shouted or people start building walls around them and all the rest. **P15: Leader_N.rtf - 15:35 [Whether it is belief or whethe..] (450:450)**
Executive presence increases effective leadership and organisational effectiveness and hence coaching for executive presence is an organisational investment for organisations	
Executive presence allows for an increase in change agility and direction that enables transitions within the organisation	If a person is not seen as having that executive presence and not having the confidence and the conviction and this is what we're going to do, but understanding the human element of change, they would not trust to follow wherever that change generally lead them. I think that would be a huge inhibitor for the transitions that need to take place. If people don't experience that as hone'st and authentic. **P17: Coach Q.rtf - 17:36 [If a person is not seen as hav..] (283:283)**
	He has to have a large team of people that he can trust to do what needs to be done in line with his vision and bring the people along with him. So executive presence enables leaders within an organisation to take the people where they need to go in a way that inspires them to follow.**P 3: Coach_C_.rtf - 3:32 [He has to have a large team of..] (116:116)**
	I think as an employee if you experience your leaders as people with executive presence, it builds your trust and confidence in them knowing that they would probably lead the organisation in the right direction and the right way*.* **P17: Coach Q.rtf - 17:34 [I think as an employee if you ..] (267:267)**
	But I think what that executive presence would do is that it will allow you to be more influential in forwarding your agenda. It is just more… for every ounce of effort you put in you are going to get more output with that presence. It is just more I suppose sticks*.* **P13: Leader_M.rtf - 13:46 [But I think what that executiv..] (190:190)**

Outcomes: Coaching Outcomes	Participants' Quoted Descriptions
Executive presence creates good leaders that are able to create a growth environment for employees	And then obviously, the leadership aspect. So executive presence is I think the most obvious place where it gives benefit. Am I a good leader? Am I creating context for people within which they can perform, within which they can grow, within which they feel they belong? And all the various things that you organisations can be good for. **P 7: CoachG.rtf - 7:67 [And then obviously, the leader..] (270:270)**
	I think executive presence is incredibly useful for a leader. I think without it, it could make the job more difficult. **P 4: Coach_D.rtf - 4:15 [I think executive presence is ..] (81:81)**
Executive presence results in harmonised teams	So that's around what they do. They create harmonised teams. I think that comes as a happy side product. I don't think you can create that on purpose. So I suppose a great harmonised team, you know, my example always looks like working on a yacht in a galley kitchen, you can see whether or not a couple is in harmony because there's no room to really move and when a couple is in harmony, they don't knock into each other. **P 1: Cchng_Coach_A_.rtf - 1:11 [So I ..] (61:61)**
Executive presence creates effective utilisation of teams	An executive presence would then also be mentally present to the strengths in the group. And so where they're not inclined they would be using and rerouting their team to create that holistic presence. **P 1: Cchng_Coach_A_.rtf - 1:12 [An executive presence .] (50:50)**
Executive presence creates happiness at work	*or* me would be when people are happy for the eight to ten hours where they spend most of their livesP **1: Cchng_Coach_A_.rtf - 1:54 [or me would be when people are..] (442:442)**
Executive presence increases establishment of positive relationships	You couldn't help but affect an organisation and that organisation would only be affected for the positive, and it would be enriching people's lives and deepening connections and those kind of lifelong connections people would make where by the time they're retiring they would have an existing set of friendships that would carry on outside of the workplaceP **1: Cchng_Coach_A_.rtf - 1:55 [ou couldn't help but affect an..] (442:442)**
Executive presence reduced labour disputes	And I'll give you an example of the person that I've been discussing in this entire interview. They have not had any strikes in this organisation for a while; number one, in their areas.**P14: Leader O.rtf - 14:25 [And I'll give you an example o..] (254:254)**
	Number two, they could implement things that a lot of other people would have battled and largely, it is because of their relationship they had with the unions and people on the (22:20). **P14: Leader O.rtf - 14:26 [Number two, they could impleme..] (254:254)**
Executive presence creates sustainability for organisations	I think it is so vitally important that corporates shift because people are what make businesses succeed. Until we're all robots and computers and all that sort of things it is about people. And if they're not investing in people and listening and taking care and doing the best for them I don't see how companies will last. **P15: Leader_N.rtf - 15:45 [We've touched on it but I just..] (569:569)**
Executive presence allows for the Effective representation of the organisational brand	So yes, I think that when you're out there and you're representing your organisation, you're representing your country or whatever it might be your level of executive presence - You've got to be taken seriously. **P 6: Coach_F.rtf - 6:53 [So yes, I..] (297:297)**

Summary of findings from Table 4.48

- Outcomes of coaching for executive presence indicated the interventions as a powerful support for specific behavioural changes identified during formal learning programmes; a container of anxiety within an organisation; and an enabler of openness.
- Executive presence increases effective leadership and organisational effectiveness and hence coaching for executive presence is an organisational investment for organisations.

Table 4.49 is a description of the outcomes of coaching for executive presence and coaching for executive presence.

Table 4.49:

Coaching outcomes and effectiveness for organisations

Outcomes: Coaching Outcomes	**Participants' Quoted Descriptions**
Measurable benefits for organisations after implementing coaching for executive presence	
ROIs include increase in turnover and reduced staff attrition	*I suppose the dry answer could be when we're coaching for executive presence the effect on an organisation is, you know, on the ROIs and on the turnover, and yes, we know that, in my experience, from what I've done in terms of my research on the leadership programme is the programme has had an effect anything between fourteen to twenty-six per cent increase in turnover. And staff attrition when industry standard was twenty-five per cent had dropped down to seven per cent. So the dry answer is yes, coaching has an effect on organisations. Anyone who is going to increase the turnover by twenty-six per cent is going to be very, very happy.* **P 1: Cchng_Coach_A_.rtf - 1:53 [I suppose the dry answer could..] (438:438)**
Increased savings	*So I think it will save money.* **P 7: CoachG.rtf - 7:65 [So I ...] (270:270)**
Increased profitability, revenue, staff performance, and decreased staff turnover and absenteeism	*So the benefit to the organisation, in my opinion, is measurable. It is measurable in a business context. And how do you measure it? You measure it by all the basic, fundamental business principles. Has profitability increased? Has revenue increased? Has staff turnover decreased? Has productivity increased? Has sick days decreased? There are real measurable that are the benefits of an executive being a coach because remember, the sum total of what I do is I have a blue sky picture which I tweak from time to time but I facilitate people's output. And if I'm not facilitating the output there's no output.* **P12: Leader L.rtf - 12:81 [So the benefit to the organisa..] (570:570)**

Summary of findings from Table 4.49

- Measurable benefits and ROIs for organisations after implementing coaching for executive presence includes: increase in turnover and reduced staff attrition; increased savings; increased profitability, revenue, and staff performance; and decreased staff turnover and absenteeism.

4.3 Summary of the results of chapter

This chapter has presented the results for the two research questions outlined in chapter 1.

The first section was an overview of the results pertaining to research question one on the components of executive presence. It is presented according to primary themes emerging which include: 1) an overview of the nature of executive presence; 2) descriptions of the components that make up executive presence; 3) executive presence as a continuum from dark presence to positive presence; 4) executive presence as a perception comprising both impressions and evaluations; 5) executive presence as innate and fixed versus developed and learnable set of components; and, 6) executive presence as personal power versus perceptions and impressions management.

The second section presents a description of the results relating to coaching for executive presence. Participants described aspects relating to the: 1) coaching approach; 2) coaching phases; 3) coaches' skills; 4) coaching for the components of executive presence; and 5) coaching outcomes.

The next chapter provides an interpretation of the findings in the context of the literature review.

5. DISCUSSION OF THE RESULTS

This chapter is a discussion, explanation and interpretation of the results presented in chapter 4 for the two research questions. This analysis is structured within the context of the literature review.

The first section is inclusive of an interpretive analysis for research question one relating to the exploration of the nature and components of executive presence; and the second section depicts the interpretive analysis for research question two on coaching for executive presence.

The analytical discussion of results for each research question is structured to present each finding and a short analysis of the finding in the context of the literature (following the order utilised in chapter 4)

5.1 Discussion and findings pertaining research question 1

This chapter is a description and explanation of the results in relation to the literature review pertaining to research question 1 on the nature and components of executive presence. This analysis culminates in a model for executive presence based on the findings and the implications from literature.

5.1.1 Overall description of the nature of executive presence

Executive presence is subtle and difficult to articulate but easy to identify as a 'felt-sense'; it is blended or composed of several different components rather than any single component (not all of which are required for the construct).

This finding is consistent with the literature containing universal acknowledgement that executive presence is easy to recognise but hard to articulate (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett et al, 2012; Hewlett, 2014; Shirey, 2013; Williamson, 2011; Voros, 2000). Williamson (2011) encapsulates the blended nature of the component by stating that executive presence will "always be elusive because it spans a range of attributes" (p.173).

The difficulty in articulation may be reflective of the emergent nature of executive presence and highlights the requirement for a theoretical model based on empirical evidence for practitioners.

Additionally, the difficulty of articulation for an easily recognised construct that can be powerfully 'felt' may be reflective of the embodied nature of executive presence. A theoretical framework based on mind-based cognition that excludes an embodied cognition framework may contribute to the difficulty of articulation due to this exclusion or gap.

Executive presence is associated with leadership and influence rather than the role of executive. The construct applies within a business context for individuals in the leadership domain (which may or may not be at a particular level in the organisational hierarchy including at the C-Suite or executive level).

The strength of the association between executive presence and leadership has been outlined in the literature review with all authors acknowledging executive presence both as a critical component for the success of leadership and integrally related to leadership. There is a mutual focus on influence and relational capacities as a core element as well as similarity in multiple components (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011).

Everyone has their own unique manifestation of executive presence which may be an expression of one's unique and authentic personality, being, or 'humanness'.

Authenticity, which is by nature unique, is acknowledged as an important construct in the executive presence literature. Dagley and Gaskin (2014) referred to it as Intrapersonal Integrity; Bates and Weighart (2015) include an authenticity component and Williamson (2011) included authenticity as part of the highest level of emotionality in the author's model. There is an inclusion of authenticity in the construct, and Hewlett (2012) captures the unique nature of executive presence when commenting: "it turns out that becoming a leader… hinges on what makes you different, not on what makes you the same as everyone else" (p. 10).

5.1.2 Components of executive presence

A number of components or elements of executive presence emerged; namely: authenticity; impactful intelligence; emotional intelligence; relational focus; communication skills, mindfulness, somatic embodiment; physicality, openness, flexibility / adaptability, confidence, conviction and authority. There is a great deal of similarity between the elements emerging in this study and the characteristics outlined in the literature. Table 5.1 is a description of an overlap between the researcher's summary or synthesis of the components of executive presence identified in the literature and the components highlighted in this research.

Table 5.1:

Overlap between findings and literature

Researcher's synthesis of theorists (see Table 2.5 for comparison to executive presence theorists)	**Components from research with overlap**
Status and reputation;	**Status:** Authority emerged as a component in this research study and was described as the capacity to wield power. This may overlap with status **Reputation:** Although not listed as a trait on its own this study did highlight reputation as an aspect of Impactful Intelligence.
Physicality	Physicality
Projected Confidence / Charisma	Confidence
Communication Skills	Communication Skills
Engagement Skills	Relational
Authenticity / emotional intelligence	Relational / Authenticity / Emotional Intelligence
Ethical leadership	Included in authenticity
Intellect	Impactful Intelligence
Outcome delivery	Included in Impactful Intelligence
Coercive power use	Authority
Future focused	Included in Impactful Intelligence, confidence and conviction
Passion	Conviction
Fit	Included in flexibility (new component)
	Flexibility / adaptability
	Mindfulness
	Somatic embodiment
	Openness

There are many components that are the same or highly similar including physicality, confidence, communication skills, engagement skills, authenticity, emotional intelligence, and intellect. Additionally, many components have a high degree of overlap including authority and coercive power use, passion and conviction and ethical

leadership and authenticity. Voros's (2000) component of fit did not emerge in this research, however flexibility, adaptability and openness (which may speak to the capacity to create fit) emerged in this research as components of executive presence. The components of mindfulness and somatic embodiment as components of executive presence did not emerge in the executive presence literature and is a new finding.

The components are discussed in the context of the literature review below.

5.1.2.1 Authenticity

Executive presence exudes visible authenticity that is reflected in a genuineness of being and congruence and alignment between thought, words, actions and outcome. As such executive presence is not solely correlated with a particular set of behaviours but rather is an authentic and visible expression of who one is. Authenticity is both implicitly and explicitly acknowledged as a critical aspect of the construct. Williamson (2011) explicitly argues that personal authenticity is of critical importance to executive presence. Multiple characteristics highlighted by other theorists are reflective of authenticity such as 'values in action' (Dagley & Gaskin, 2014) and 'authenticity' and 'integrity' (Bates & Weighart, 2015). However, all executive presence models offer characteristics required for executive presence such as appearance in addition to authenticity (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011). Executive presence is both associated with a capacity to be oneself (authenticity) and a predefined blended set of characteristics. Authenticity is a required element of executive presence but not sufficient in and of itself to create a perception or aura of executive presence; a blend of characteristics is required in addition.

Authenticity as part of executive presence includes a leadership ethos that is deeply personal, unique, known, consistent, individually crafted or developed and based on strong values and ethical orientation. An executive presence leadership ethos is applied based on practical and appropriate levels of disclosure of organisational realities – an authentic leadership ethos is not total transparency. The leadership ethos shares similarity with Bates and Weighart (2014) components of 'character' (relating to one's identity) including values and dispositional tendencies such as authenticity, integrity, concern, restraint, and humility. Strong values and ethical tendencies are

acknowledged as part of the construct of executive presence in the literature (Dagley & Gaskin, 2014; Voros, 2000; Williamson, 2011).

5.1.2.2 Impactful Intelligence

An impactful intelligence that actualises business strategy is critical for executive presence and reflects in a multifaceted and business-orientated cognition inclusive of: a conceptual and strategic thinking ability (rather than operational or tactical); technical expertise and subject matter expertise or knowledge (in one's field); political astuteness that is able to navigate the power structures in a corporate environment.

Participant's related intelligence to a business-orientated intelligence and many outlined the requirement for intelligence to be impactful in its suitability to business success (in order for it to contribute to executive presence). Impactful intelligence that is business-orientated bears similarity to Calof and Wright's (2008) description of a business-orientated intelligence as "strategic thinking that may be labelled foresight, competitive or business intelligence, forecasting, strategic planning and similar names" (p. 725). The intelligence highlighted by participants includes learned skills and knowledge relevant to one's business fields and it is acknowledged that technical brilliance is not sufficient. There is widespread agreement on the inclusion of intellect, intelligence, and expertise as part of the executive presence construct (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011).

Intelligence for executive presence is associated with visibility and results indicating that the intelligence must have a successful outcome or efficacy to translate into an executive presence. Intelligence was the most highly correlated with leadership in a Lord, Foti, and De Vader (1984) analysis, and one of the strongest predictors of leadership emergence in a study done by Ensari et al. (2011). Participants reflected this viewpoint with most commenting on a level of intelligence required.

Impactful intelligence as a component of executive presence is inclusive of the intellect and outcomes delivery ability of Dagley and Gaskins' (2014) model as participants tended to describe the two concepts simultaneously. In the executive presence

construct, intelligence is valuable only to the extent that it results in a decision to take action and result in successful practical implementation. This is supported by Calof (2015) postulating that intelligence without action is not useful and should form the basis or catalyst for action.

5.1.2.3 Emotional intelligence

Emotional Intelligence (EQ) is a required element for executive presence and components include: self-awareness, emotional literacy, empathy, personal mastery and social intelligence. Emotional intelligence is an integral aspect of executive presence in the literature. Williamson (2011) outlines the highest level in her model as 'emotional' including the ability to focus on others and engage and connect at a personal and believable level displaying empathy, authenticity and transparency. Additional components of executive presence related to emotional intelligence includes 'engagement skills' and 'interpersonal integrity', (Dagley & Gaskin, 2014) as well as 'concern', 'restraint', and 'authenticity' (Bates & Weighart, 2015)

Components of EQ identified by the participants are outlined below:

- Self-Awareness: Self-awareness is an integral aspect of the concept and includes deep awareness of self; awareness of one's impact on others; and, awareness of one's purpose and destination as well as an alignment between being and doing. Self-awareness is part of Goleman's (1988) model and is related to Mayer et al.'s (2004) model, more specifically the ability to perceive and understand one's own emotion.
- Emotional Literacy: Emotional literacy requires that one is able to perceive and understand emotions as well as apply the skill of using and managing emotion. Displayed emotions are genuine; utilised consciously (without any element of manipulation); applicable in a time and context; and then released. Emotional literacy is similar to both self-awareness and self-management in Goleman's (1998) model and the ability to perceive and understand emotion in Mayer et al.'s (2004) model.

- Empathy: Emotional intelligence as part of the executive presence construct includes displays of empathy. Goleman (1998) included empathy as part of relationship management.
- Personal Mastery: personal mastery includes managing emotion and self-regulation which requires a high level of psychological integration or ego containment. Self-mastery allows one to be fully present and undistracted by internal ego demands, Personal mastery is synonymous with Goleman's (1998) self-management and the intrapersonal aspect of Mayer et al.'s (2004) ability to use emotions and management emotions.
- Social Intelligence: Social intelligence includes the ability to understand others and apply a level of social skills that ensures other people feel comfortable. These social skills are grounded in understanding the impact one has on others. Social intelligence is related to Goleman's (1998) social awareness and relationship management as well as Mayer et al.'s (2004) ability to manage emotions (interpersonal)

The participants described five primary components of emotional intelligence all of which bear marked similarity to both models discussed above. Whilst a comparative review of the differences between the models is beyond the scope of this paper, Table 5.2 provides a comparative view of the overlaps between the participants' highlights of executive presence emotional intelligence, Goleman's and Mayer et al.'s models.

Table 5.2:

Comparative overview of emotional intelligence

Participants	**Goleman (1998)**	**Mayer et al.'s (2004) 4-branch model**
Self-awareness	Self-awareness	Perceive emotion – intrapersonal Understand emotions – intrapersonal
Emotional literacy	Self-awareness and Self-management	Perceive emotion – intrapersonal and interpersonal Understand emotion - intrapersonal and interpersonal
Personal Mastery	Self-management	Use emotion
Empathy	Relationship management	Use emotions
Social Intelligence	Social awareness and relationship management	Managing emotions

There is a high degree of similarity between the participants' view of emotional intelligence and the components of both Goleman's (1998) and Mayer et al.'s (2004) models.

5.1.2.4 Relational focus

A relational focus was a widespread description of the construct of executive presence amongst participants. A strongly relational approach is manifested in one who focuses and reaches out to individuals, invests time and energy in building a relationship and values others as human beings beyond any mere superficial focus on outcome or abilities. The relational approach is highlighted across the executive presence literature at both a definition level as well as the components of executive presence. Dagley and Gaskins (2014) 'interpersonal integrity' is relational. Williamson (2011) placed 'compassion and connection' as central to the definition of executive presence and named as level 4 of Williamson (2011) model. Whilst some of the components in the Character categorisation in the Bates (2015) model would underpin relationality (authenticity, concern, resonance, inclusiveness), relationality seems somewhat peripheral to the model. Voros's (2000) rather wide definition of charisma which includes 'caring', 'concern' and 'interest' ensures that charisma is related to relationality.

The construct of the relational aspects of executive presence bears resemblance to the transformational leader and specifically the component of individualised consideration, which involves deep personal attention and concern for another (Bass, 1999). The relational focus of executive presence is inclusive of observing, articulating and challenging for the realisation of (sometimes hidden) potential and growth. There is a balance between care and challenge for achievement and activation of potential. This aspect of relational executive presence bears similarity to the inspirational motivation component of transformational leadership which is achieved through creating meaning and challenge (Bass, 1999).

The relational component of executive presence has a strong and powerful impact on others. Participants described the impact as feeling supported and safe; freed up to focus on the task at hand; evoking the desire to relate to them; and emotional

connection and a strong sense of loyalty; highly engaged; feelings of warmth and inspiration and great influence.

These effects are synonymous with those described for transformational leadership within which charismatic leaders are described as extraordinary, gifted, transcendent, repeatedly successful, visionary, capable of powerful effects, magnetic, persuasive and superhuman (Avolio & Gardner, 2005; Burke & Brinkerhoff, 1981; Conger & Kanungo, 1987; R. J. House, 1999; Judge & Bono, 2000; Sharma & Grant, 2011).

5.1.2.5 Communication skills

The executive presence construct includes advanced communication skills including compelling narrative and story-telling; highly attuned listening skills; and verbal intelligence.

Communication skills were suggested as a critical component of executive presence in the literature (Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011) with only Bates (2015) not referring directly to communication skills as a component on its own. Shirey (2013), Bates (2015) and Williamson (2011) include a focus on the engagement necessary to drive or mobilise change within the definition of executive presence. Williamson (2011) highlights both 'ability' and 'desire' to engage as critical as well as highlighting the "confidence to express ideas with conviction" (p.2).

5.1.2.6 Mindfulness

Executive presence is mindful through being attentive; fully present and grounded within the 'here-and-now' time and space; accepting of current reality; and embodies a contained, settled, calm and stable state regardless of surrounding ambiguity, complexity, uncertainty or change. The mindfulness literature concludes that mindfulness is composed of two facets: present moment awareness and non-judgmental acceptance of emotions and thoughts (Kabat-Zinn, 2016; Teper et al, 2013). The literature on executive presence does not highlight present moment awareness or non-judgemental acceptance as components of executive presence.

However, the related constructs of leadership presence, presence and embodied leadership does highlight present moment awareness, acceptance and self-mastery.

Some of the common elements between the mindfulness of executive presence identified by the participants and the literature on leadership presence includes demonstration of personal power; being conscious and aware in the present moment; and shows the ability to suspend preconceived ideas and remain open to an emerging future (Cuddy 2015; Felgen & Lewis-Hunstiger, 2011; Jones, 2003; Senge et al., 2004).

Additionally mindfulness in the construct of exective presence bears similarity to the embodied leader described by Brendel and Bennett (2016), including present, responsive, connected, able to stay grounded and responsive under conflict and pressure, able to apply an open awareness when faced with conditions of ambiguity and complexity, and having the capacity to "create change that is not only cognitive but known, felt, and supported by the entire mind–body system" (Brendel & Bennett, 2016, p. 419).

This research would indicate that the present moment awareness of mindfulness included in the construct of leadership presence and embodied leadership would be an aspect of executive presence. Present moment awareness is not included within the existing literature on executive presence.

5.1.2.7 Somatic embodiment

The state of executive presence is a somatic embodiment of an internal state of self-mastery that is reflected in one's body as: groundedness reflecting in relaxed body, controlled pace, verbal tonality; congruence between gestures and thoughts; an open forward looking posture and pose; the quality of one's walk; and calm facial micro-facial expressions. This finding of executive presence as a somatically embodied state reflecting internal personal power, self-mastery and present moment awareness is synonymous with an integrated mind and body pedagogy outlined in the embodied leadership and embodied cognition literature (Brendel & Bennett, 2016; Harquail &

Wilcox King, 2010) and a view of gestures as an “extension and act of thought” (Chase & Wittmann, 2013, p. 94).

The descriptions of groundedness made by the participants referred to both posture and voice indicating that groundedness is an embodied state and a knowledge that resides in the body (Harquail & Wilcox King, 2010). Williamson (2011) stated that “learning to open the body and come forward makes all the difference in establishing physical presence” (p. 71) and that learning to “utilise one’s voice is a core presence skill” (p. 77).

Executive presence as an embodied leadership includes high environmental consciousness. Many of the participants described the environmental consciousness and somatic intelligence belonging to executive presence. This is reflective of a knowledge that is situated pragmatically in real-life specific contexts and entrenched in one’s environment as described by the embodied cognition theorists (Brown & Reimer, 2013; Harquail & Wilcox King, 2010; Hung & Labroo, 2011; Larkin et al., 2011; Leitan & Chaffey, 2014; van de Laar & de Regt, 2008).

Leadership embodiment can be created through various practices including visualisations, breathing, and one’s stance. The literature emphasises importance of focusing on sensory experience and building a systemic, whole body awareness to trigger states of intense present moment awareness and presence. Both breathing and focusing on objects in one’s sensory reality were found to trigger these moments of waking up (Goldman Schuyler et al, 2016).

Palmer (2008) suggests multiple somatic practices for leadership embodiment including focusing on breath, gravity, balance dropped attention (focus only on oneself) and open attention (attention on all sensory input). Palmer and Crawford (2013) views leadership embodiment as a cultivated exercises consisting of “study, practice, patience and repetition” (p.17). Additional examples of evidence-based mindfulness techniques for utilisation in coaching are proposed by Collard and Walsh (2008); Goldman Schuyler (2004) and O’Leary et al. (2016). These techniques are

based on a combination of connection to senses and non-judgemental observation of stimuli (Kabat-Zinn, 2011) and are outlined in the literature review.

5.1.2.8 Physicality

The primary components of physical elements contributing to executive presence are appearance, dress and health. Appearance is acknowledged as a component by participants in this research study. There is widespread agreement that physical appearance is important for executive presence (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011) with Hewlett et al (2012) acknowledging that whilst it is the least weighted factor in terms of importance, it is one of the key factors utilised for immediate and first impressions. It is also one of the five immediate impressions characteristics outlined by Dagley and Gaskin (2014).

The importance of appearance is supported in the literature; in a meta-analysis Langlois, Kalakanis, Rubenstein, Larson, Hallam and Smoot, (2000) conclude that an attractive appearance is of critical importance across cultures, genders and age and is positively correlated with health. Anderson, Adams, and Plaut (2008) concur with the finding that attractiveness results in more positive life outcomes.

In line with the literature, participants within the research study highlighted appearance as important. Additionally, participants commented more on factors of physicality in the control of individuals such as the importance of neat, polished dress and appearance, the way one holds oneself or posture and health rather than a physical 'beauty'. Nevertheless, according to participants the importance of appearance reduces over time.

5.1.2.9 Openness

Openness is described as the capacity for vulnerability and self-disclosure, openness to alternate options, friendliness, and well as a lack of defensiveness that manifests somatically in an open posture and natural body language. Openness is not a component highlighted in the executive presence literature, but it is a critical outcome of the present moment awareness outlined in the mindfulness and leadership embodiment literature. Cavanagh and Spence (2013) describe a shift from an ego-centric position to a decentred perspective that allows for receptivity, non-defensiveness, curious, open and accepting responsiveness. The participants

described openness somatically in terms of body posture as well as psychologically indicating a fit within an embodied cognition framework.

5.1.2.10 Flexibility / Adaptability

Executive presence is an adaptable and flexible approach to options, outcomes achievement, circumstances and culture. Flexibility and adaptability is not a component highlighted in and of itself in the executive presence literature except briefly as part of the description of Dagley and Gaskin's (2014) component of outcome delivery ability. However, it is pervasive as part of the intelligent use of emotions (Mayer et al., 2004) and it is an outcome of mindfulness (Cavanagh & Spence, 2013).

5.1.2.11 Confidence

Visible confidence is a critical and necessary part of executive presence and is described as an assuredness that can be felt and seen and a quiet certainty of what one does know. This confidence often stems from and expresses itself though belief in the future and one's ability to lead towards that future. It is not absolute certainty, pretence of knowing what one does not, arrogance, swagger or posturing. Projected visible confidence is widely agreed to be a critical element of executive presence (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011), with Williamson (2011) including it as part of the definition. Cuddy (2015) includes confidence (without arrogance) as a critical component of presence.

5.1.2.12 Authority

Executive presence includes a capacity to wield power described in multiple ways including being in control, being in charge, and having authority. Being in charge does not mean inflexible. Authority is not a component highlighted in and of itself in the executive presence literature (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011); however, it does form part of the descriptions of various aspects of the executive presence construct. Dagley and Gaskin (2014) describe executive presence as influence beyond formal authority and include the ability to present with authority as part of the description of the component projected confidence Hewlett et al. (2012) describe gravitas as communication with the authority of a leader.

5.1.2.13 Conviction

Conviction as part of the executive presence construct is a clear and communicated view of the future; clarity on how best to create it and creation of direction for the organisation. Conviction is not a component highlighted in and of itself in the executive presence literature (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011), although Williamson (2011) refers to conviction in the definition of executive presence as "one with the confidence to express ideas with conviction" (p. 15). Additionally, conviction is largely described by the participants as relating to the creation of directions for the future and this future focus and capability is part of Voros's (2000) component of focus and Bates' (2015) components of vision and intentionality.

5.1.3 Overview of the components of executive presence

Section 5.2 has presented a discussion on the findings of the components of executive presence including intelligence and emotional intelligence; relational factors; communication skills; mindfulness; somatic embodiment; physicality; openness, flexibility / adaptability and confidence balanced with authority and conviction.

In addition to the introductory overview of the construct of executive presence as well as a presentation of the descriptions of the components of executive presence, a number of additional aspects of the construct of executive presence emerged that contribute towards the understanding of how the construct is formulated. These include: 1) executive presence as a continuum (dark presence to positive presence); 2) executive presence as a perception which can be both an impression (formed immediately) and an evaluation (formed over time); 3) executive presence as innate (predicated in internal traits) versus developed (competencies that can be developed); and, 4) executive presence as personal power versus perceptions management. These four elements are described below.

5.1.4 Additional constructs of executive presence

5.1.4.1 Executive presence as a continuum (dark presence to positive presence)

Executive presence is on a continuum between positive presence or an ideal leader and dark presence which is autocratic and authoritative. Dark presence is described by Dagley and Gaskin (2014) as the use of coercive power to enforce compliance and

resulting in the generation of fear. There do not appear to be additional references to dark presence in the executive presence literature (Bates & Weighart, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011).

The utilisation of autocratic leadership and authority applied at a time when it is needed can be positive for the systems. The participants described a needs-based authority as a flexible and specific application of autocratic leadership and authority applied at a time when it is needed; this is positive for the systems and the individual who applied it retains their presence. Authoritarian presence tends to emerge in dysfunctional systems and is often required when there is a crisis or emergency

5.1.4.2 Perceptions including impressions and evaluations

Executive presence is moderated by the perceptions of one's audience and can be formed immediately based on impressions of embodied presence or evaluated over time. Dagley and Gaskin (2014) include the conclusion that executive presence is based on perceptions rather than innate traits of an individual and suggest that an executive presence model predicated on five impression based characteristics and five characteristics evaluated over time.

Participants concurred that presence could be both impression based and evaluated over time and utilised multiple descriptions of forming an immediate impression of executive presence. Multiple descriptions seem to refer to an embodied presence and descriptors such as "essence", "when they walk into a room you notice", "magnetic", "physical presence", "claim the space", and "silences people without saying word".

Impressions can be altered (proved or disproved) over time and this movement results in presence archetypes: unsustainable presence and unexpected presence. Unsustainable presence is where the favourable impression of executive presence formed upfront differs from one's longer-term evaluation. Unexpected presence is where the unfavourable impression of (poor) executive presence formed upfront differs from one's longer term evaluation of positive presence. Dagley and Gaskin (2014) suggested unsustainable presence and unexpected presence in their model and participants in the research study concurred with both archetypes.

5.1.4.3 Innate (fixed) versus developed (learnable) characteristics

Executive presence may be based on a number of blended and innate characteristics which can be developed both formally (in classrooms, workshops and through coaching) and informally through life events. Some elements of executive presence are easier to learn than others.

According to Bates (2015) model that includes style, character and substance as primary categories of executive presence, the substance qualities are those developed over time that demonstrate maturity and include practical wisdom, confidence, composure, resonance, and vision. Williamson (2011) refers to attributes such as learned skills in the author's model within the functional level (level 2) including role knowledge and expertise (and learned skills develop over time). It would appear from the literature that there is support for the concept of executive presence as components that can be developed over time.

5.1.4.4 Personal power versus perceptions management

Executive presence is focused on manifesting personal power in order to effect change, implement future vision and achieve business growth and results. While it is acutely aware of the impact on others as well as the responses and perceptions of others, management of the perception of others is a by-product. Dagley and Gaskin (2014) refer to "the apparent tension within the literature as to whether executive presence is something more than the management of perceptions" (p. 199). The view that executive presence is internally generated is supported by Cuddy (2015) who advocated that presence is focused on the "impression one is making on oneself" (p. 274) rather than trying to affect the perceptions of others. Based on the findings relating to the model of executive presence and the components a model of executive presence is offered in Figure 3 below.

5.1.5 Model for Executive Presence

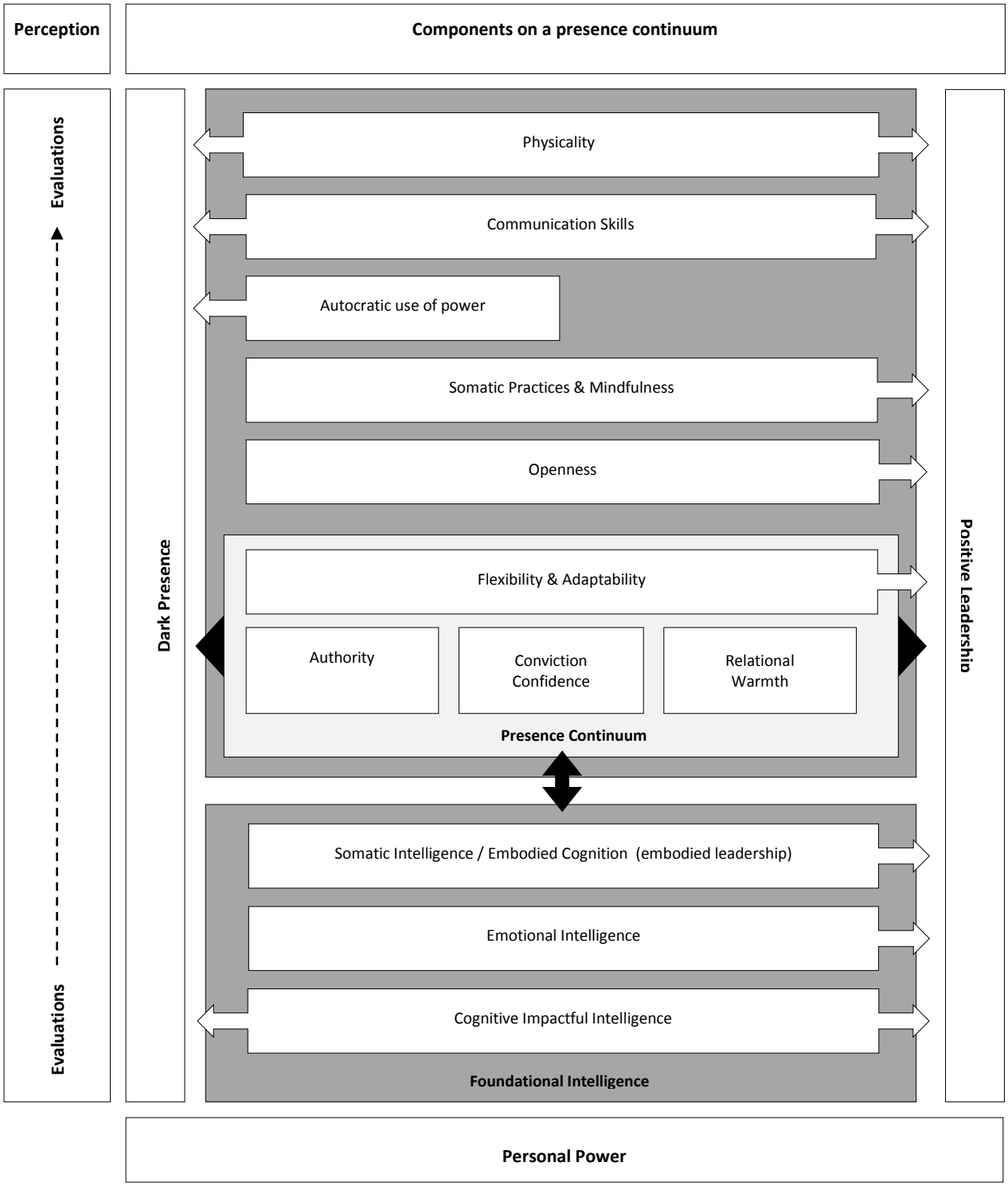

Figure 3: Model of Executive Presence

Executive presence is based on personal power and a foundation of multiple intelligences including (impactful) cognitive intelligence, emotional intelligence and somatic intelligence or embodied cognition.

Executive presence operates on a continuum from authority (on one pole of the continuum), to relational focus and warmth (on the other side of the continuum). In the model, authority lies to the left of the continuum, conviction and confidence lie to the centre of the continuum and relational focus and warmth lie to the right of the continuum. This continuum creates the dark presence pole and the positive presence pole. Coaching on the presence continuum between dark presence and relational ensures capacity for positive presence.

Executive presence is the appropriate determination and selection of a behavioural response ranging from authority to relational in each unique situation. With flexibility and adaptability, one can select the most constructive and adaptive response at any point on the presence continuum and thus express the full range of executive presence. A lack of flexibility combined with consistent autocratic use of power results in dark presence.

Cognitive, emotional and somatic intelligence create positive presence (indicated by arrows in the figure) whereas dark presence is created by cognitive intelligence but not emotional or embodied cognition.

Authenticity, openness and somatic practices increase positive presence. Physicality and communication skills can create and contribute towards both dark and positive presence.

One's executive presence exists in the perceptions of others which can be both impressions (formed immediately) and evaluations (formed over time).

5.1.6 Working definition of executive presence

Based on the findings the writer offers an updated synthesised definition of executive presence. A synthesis by the researcher of the definitions of executive presence was offered by the writer in the literature review section:

> *A highly influential leader with the capacity to mobilise and drive change in organisations (and society) through balancing visible personal power and relational skill and energy.*

Based on the findings, the working definition of executive presence is updated to be:

> *A highly influential and embodied leader with the capacity to mobilise and lead organisations (and society) from the emerging future through mindful and projected personal power, and the flexibility and openness to operate across the presence continuum.*

5.2 Results pertaining to research question two

This section presents a description and explanation of the results relating to coaching for executive presence. Participants tended to describe aspects relating to: 1) a coaching approach including methodologies, frameworks and tools; 2) the coaching process; 3) coaching skills; 4) coaching specifically for the components for executive presence and the 5) outcomes of both coaching for executive presence and executive presence for leaders and organisations. These findings are described and tabulated in the sections below.

5.2.1 Approach (methodology, framework, tools)

5.2.1.1. Development focus

Coaching for executive presence is development-focused. It is highly individualised, unique and customised to specific individuals' developmental needs. It is also based on elements common to leader development such as self-awareness. Development is ongoing and as such coaching is a long-term intervention.

In line with Ives' (2008) views, coaching for executive presence is primarily developmental with some skills and performance focus and is thus more suited to primarily a non-directive rather than directive, personal development rather that goal focused, and therapeutic rather than performance approach. Additional literature on developmental coaching highlights a focus on an individual's journey of growth to meet current and future challenges and relies on an increasing understanding of the self; others and the organisational system (Witherspoon & White, 1996, Grant 2005).

5.2.1.2 Organisationally embedded

Effective coaching for executive presence should be embedded in the organisational context through a systemic understanding and approach. Effective coaching for executive presence is a leadership development modality that is inclusive of a systemic understanding of the context in which the leadership operate, the relationship between leaders and the leadership charters and frameworks required for development. Effective coaching for executive presence may require an understanding of the elements in the organisational system that will impact on executive presence. The development of executive presence requires that these are identified, understood and mitigated.

Executive presence has been integrally tied to the influence required for leading and mobilising for change within organisation and society (Bates & Weighart, 2014; Dagley & Gaskin, 2014; Hewlett, 2014; Shirey, 2013; Williamson, 2011). As such it has a role to play in the achievement of business vision and mission and business sustainability. With this contextualisation, coaching for executive presence is associated with leadership development, which involves multiple leaders and the collective capacity to contribute to organisational effectiveness; this distinction is advocated as important in the literature (Day, 2000; Day et al., 2014).

Furthermore, coaching for executive presence may involve a business coaching approach that is tied to organisational growth strategy. The literature outlines business coaching as aligned to the organisational requirements for positive business impact as well as a dual coach approach and this is an important aspect of coaching for executive presence (Khan, 2011, Kahn, 2014) Coaching for executive presence should therefore be integrally aligned to the organisations development and learning activities including talent management, mentorship and leadership development workshops and programmes (Stout-Rostron, 2014).

5.2.1.3 Multiple methodologies

There are multiple different theoretical methodologies underpinning coaching for executive presence and a multitude of approaches and tools for both coach and

coachee. Theoretical underpinnings suggested by the participants included: strength-based coaching; NLP-based coaching; cognitive based coaching; humanism; futuristic; positive psychology and psychodynamic coaching; Jung archetypes; Greek archetypes; integral coaching (which is inclusive of systems approaches(s), and adult development.

In the literature, it has been suggested that foremost coaching approaches based on related theoretical perspectives include psychodynamic or psychoanalytic, behaviourist or cognitive-behavioural, person-centred, cognitive therapeutic, and system-oriented or systemic, adult development and action learning (Cox et al., 2014; Dagley, 2010; Feldman & Lankau, 2005).

There is a wide overlap between underlying methodologies and approaches being utilised by coaches in coaching for executive presence and those highlighted in the literature.

The lack of any inherently superior approach is well supported by the literature in both coaching and other helping interventions such as psychology (Cox et al., 2014; de Haan, 2008; Grant, 2005; Kinsler, 2014; Passmore, 2015). The research shows that coaching for executive presence may utilise a number of approaches effectively provided that 1) the approach is based on a theoretical framework that the coach is knowledgeable about, believes in and is committed to; and 2) the selection of the approach is based on client needs and preference (Cox et al, 2014; de Haan, 2008).

5.2.1.4 Coach-coachee relationships

The importance of the relationship between the coach and coachee is highlighted (and generally considered more important than the approach). The importance of the relationship to coaching outcomes shown in this research is well supported in the coaching literature (de Haan et al 2011; de Haan & Duckworth, 2013; Gessnitzer & Kauffeld, 2015) and other helping professions (Kilburg, 2004).

5.2.2 Coaching for components of executive presence

Participant's descriptions of coaching for the components of executive presence are explored in this section.

5.2.2.1 Coaching for self-awareness

Coaching for self-awareness is critical and may include a focus on the following: an understanding of self and underlying purpose or meaning (and moving beyond positional power as a goal); understanding of how self-impacts on others; knowing one's intrinsic drivers and underlying motivation; awareness of one's own presence; awareness of one's behaviours and methods of operating; and awareness of one's blind spots. Coaching for self-awareness also includes an on-going observation and questioning of self in the moment that leads to self-correction. Coaching for self-awareness and emotional intelligence is established as important aspect of development coaching in the literature (Christierson, 2016; Passmore & Fillery-Travis, 2011; Rogers, 2012).

5.2.2.2 Coaching for physicality

Coaching for physicality included health, body language, posture, walk and dress. Participants described coaching for expansive body posture as well as dress, and one coachee described how her coach referred her to a nutritionist.

5.2.2.3 Coaching for somatic embodiment

Coaching for somatic embodiment includes: a focus on body language; understanding of the internal state that is manifesting body language; centring oneself before events; and, meditation or other practices to create 'stillness' (e.g. breathing). The development of somatic embodiment (including coaching) in this literature review focused on sensory experience though somatic practices (Goldman Schuyler et al., 2016; Silsbee, 2008), including a number of valid and reliable instruments in mindfulness techniques (Collard & Walsh, 2008; Goldman Schuyler, 2004; O'Leary et al., 2016); and power poses (Carney et al., 2010; Cuddy, 2015; Cuddy et al., 2011).

Participants described multiple somatic practices but did not reference formal mindfulness techniques or power poses.

5.2.2.4 Coaching for intelligence

Coaching for intelligence contributes to executive presence; specifically relating to verbal intelligence and visibility; vision, and conceptual thinking, clarity and communication. Coaching for intelligence includes business-orientated intelligence.

5.2.3 Coaching Skills

5.2.3.1 Coaching environment (container)

The coach needs to be skilled in setting the container that is supportive of the coaching process and can be done through the coach's listening; pace; ability to connect the dots from various integrated aspects across the coaching journey; utilisation of brain states; and ability to parallel process. Participants described the coaching environment as needing to be set up for creating trust and encouraging necessary conversations and to ensure an absence of distractions (participants commented that a coaching environment outside of the coachee's office may be more effective).

Part of setting the container described by the participants included the ability to design a physical environment that is supportive of the coaching and learning journey. Setting the container inclusive of a physical environment is broadly related to relationship building and coaching presence outlined in the literature review. (GSAEC, 2017, Dagley, 2010). The capacity of the coach to parallel process includes "1) observational or awareness skills (mindful reflection), 2) interpersonal relationship management skills (parallel relationship patterns), and 3) change facilitation skills (parallel protocols)" (Oades, Crowe, & Nguyen, 2009, p. 63).

5.2.3.2 A mirror

A critical skill is to be a mirror for the coachee for developmental areas, potential blind spots, and behaviour not aligned to the coachee's stated outcome, behavioural goal or values. This skill requires the coach to identify gaps through an on-going ability to "connect the dots" as well as to probe and ask potentially challenging questions. The

coach's ability to act as a mirror is broadly aligned with he making meaning skill of the coach through listening, questioning, skilful challenging and diagnostic skill and insight outlined in the literature review (GSAEC, 2017).

5.2.3.3 Unique intervention

The coach requires the ability to create a highly personalised, customised and unique intervention for a specific individual inclusive of the systems in which the coachee operates (and the impact of those systems). The ability to customise the interventions based on client requirements is broadly related to the 'contributing to other's success' outlined in the literature review. (GSAEC, 2017).

The coach's own learning is highlighted as important including: coach's qualification; business acumen but not necessarily technical competence in the same field as the coachee (e.g. finance); and, an advanced mastery, as well as on-going development in behavioural sciences, business and other fields related to coaching. One participant highlighted that the coach's authenticity and ethics superseded the qualifications, skills and knowledge.

The finding on the coach's learning from the participants is related to the coach knowledge and coach personal development outlined in the literature review (de Haan, 2008; Dagley, 2010; Gatling et al., 2013; Jarvis, Lane, & Fillery-Travis, 2006; Passmore & Fillery-Travis, 2011).

5.2.4 Coaching phases

Coaching phases is a description of what coaches do to coach for executive presence. It includes a focus on the sequential nature of the coaching intervention and forms the basis for the development of a coaching model. This interpretive analysis lists all the findings and provides an analysis in the context of the literature review on all the sequential processes as a whole (as opposed to an analysis after each finding):

- The alignment between coaching for executive presence and the organisation is important and coaching should be aligned to organisational requirements; this can be achieved through ensuring alignment to and involvement of the line manager.
- The coaching process for executive presence is predicated on upfront contracting and relationship building. Participants described the first coaching session as an important component of the coaching process. It is generally longer in duration and focuses on an in-depth discussion of the individual; their life story; strengths and weaknesses; and what they wanted out of life when they were younger. Understanding the coachee's underlying motivations are critical.
- The coaching process for executive presence includes an exploration and agreement on the agreed developmental outcomes (which may be executive presence).
- Coaching for executive presence can utilise assessment and the importance of 360 degree feedback was highlighted (although there was debate about extent of coach involvement).
- Feedback from multiple stakeholders interspersed throughout the coaching journey is highlighted as critical and integral to the coaching process.
- Self-work and building practices around the area for development is a critical component of the coaching process. Participants describes practices as highly specific, tied to a developmental area, planned for, executed and measured.

This coaching process is similar to the six generic steps proposed by Passmore and Fillery-Travis (2011) with some proposed additions including the alignment to the organisational requirements; and a focus on the self-work between coaching sessions as a step in and of itself.

5.2.5 Coaching outcomes

The key findings on coaching outcomes are that

- Outcomes of coaching for executive presence indicated the interventions as a powerful support for specific behavioural changes identified during formal learning programmes; a container of anxiety within an organisation; and an enabler of openness.

- Executive presence increases effective leadership and organisational effectiveness and hence coaching for executive presence is an organisational investment for organisations.
- Measurable benefits and ROI for organisations after implementing coaching for executive presence include increase in turnover and reduced staff attrition; increased savings; increased profitability, revenue, and staff performance; and decreased staff turnover and absenteeism.

Organisational impacts of increasing executive presence include an increase in change agility and direction that enables transitions within the organisation; creation of good leaders that are able to create a growth environment for employees; harmonised teams; effective utilisation of teams; happiness at work; establishment of positive relationships; reduced labour disputes; effective representation of organisational brand; and organisational sustainability.

Various authors noted that research in outcomes of coaching is in its infancy (Bozer, 2012; de Haan & Duckworth, 2013; de Haan et al., 2011). In the studies that have been completed, the effectiveness of coaching included an increase in leadership effectiveness based on self and other ratings (Bozer, 2012; de Haan et al., 2011; Nieminen et al., 2013).

The literature indicates that the outcomes of coaching for executive presence may be increased leader effectiveness reflected through various elements primarily relating to relational aspects and achievement or success for leader and organisation. Kombarakaran et al (2008) suggest increased executive effectiveness in leadership roles with specific changes noted in the following five areas: people management, relationships with managers, goal setting and prioritization, engagement and productivity, and dialogue and communication.

The literature supports executive coaching as an effective method of leadership development and results in increased executive effectiveness in leadership roles with specific changes noted in the following five areas: people management, relationships with managers, goal-setting and prioritisation, engagement and productivity, and dialogue and communication (Kombarakaran, et al., 2008). These five areas broadly support the areas of impact highlighted by participants above.

The exploration of the coaching approach, process, and coach skills is outlined in the researcher's model (Figure 4).

5.2.6 Model for Coaching for Executive Presence

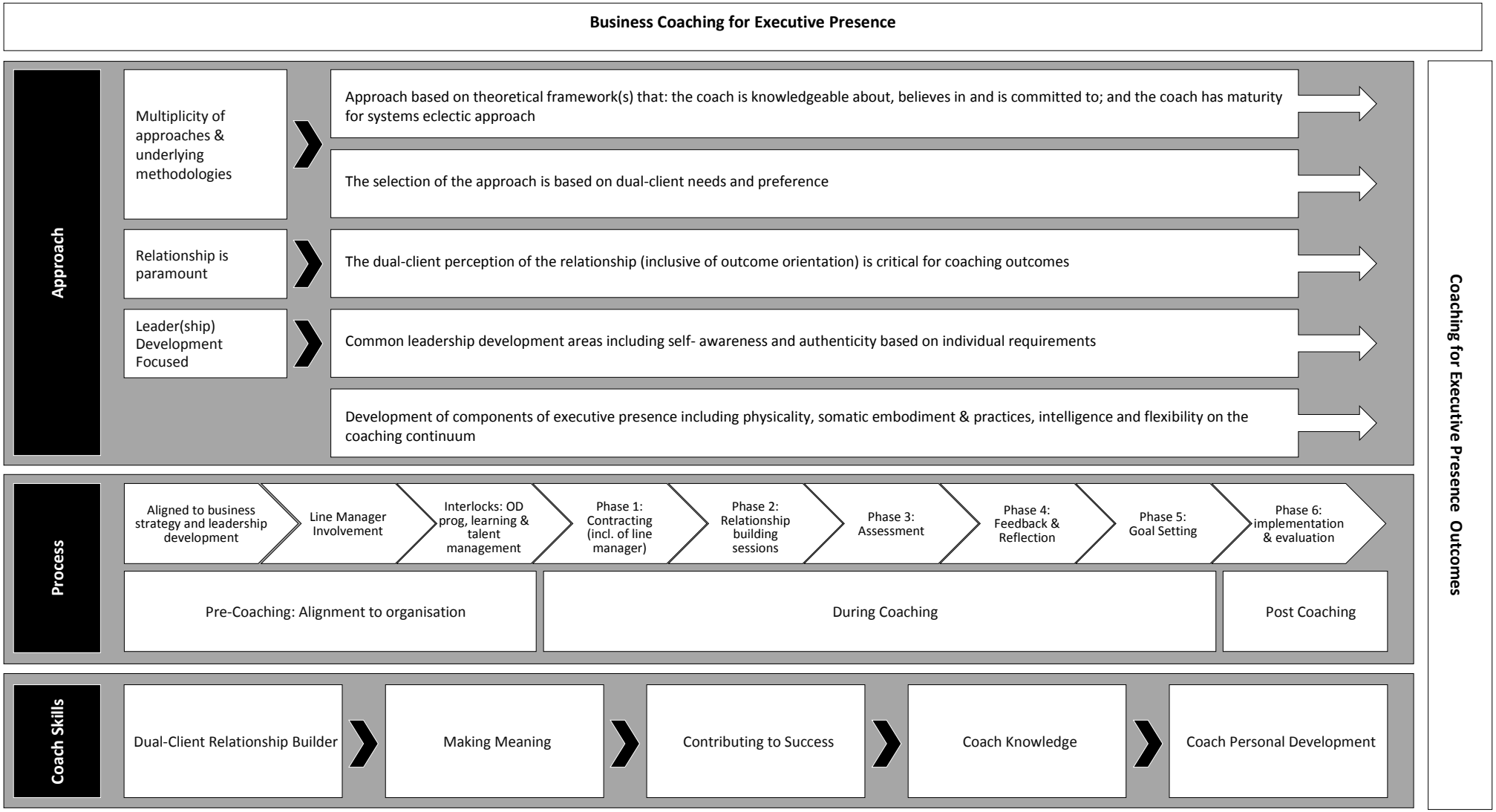

Figure 4: Model for coaching for executive presence

Business and executive coaching is related to leadership development and is an important component of coaching for executive presence. Business coaching is inclusive of dual client (coachee and organisation) focus and business success requirements.

Coaching for executive presence may utilise a number of approaches effectively provided that 1) the approach is based on a theoretical framework that the coach is knowledgeable about, believes in and is committed to; and 2) the selection of the approach is based on client needs and preference. It is acknowledged that the relationship between coach and coachee is of primary importance to the effectiveness of the coaching for executive presence.

A leadership development framework is applicable to coaching for executive presence and is inclusive of multiple leaders and the impact of culture and business success and growth of the whole of the leadership rather than individual leaders.

Coaching for executive presence is likely to include the following processes: formal contracting; relationship building; assessment; feedback and reflection; goal setting; implementation and evaluation; partnership and alignment with organisation through line management.

Numerous coaching behaviours and skills are found helpful; however, coaching for executive presence is likely to require specialist knowledge, experience and credentials that match the expectations of the business and executive client. These have been broadly categorised above based on a synthesis of the literature to include: 1) coaching relationship; 2) making meaning; 3) contributing to success; and 4) coach knowledge and coach personal development.

5.2.7 Working definition of coaching for executive presence

A synthesised definition of coaching for executive presence by the researcher from the literature was offered as:

Coaching for executive presence is a business integrated coaching-on-the-axis phased offering for leadership development, incorporating the use of multiple approaches based on sound theoretical and well-understood methodologies and the requirements of the individual and organisational clients, in order to deliver leadership enhancement and business ROI.

A working definition to incorporate the key findings from this research study is suggested as:

Coaching for executive presence is a business integrated coaching-on-the-axis phased offering for leadership development, incorporating the use of multiple approaches based on sound theoretical and well-understood methodologies and the requirements of the individual and organisational clients, in order to deliver leadership presence capable of leading from the emerging future for the achievement of the organisational vision.

5.3 Summary of the results chapter

This chapter is a presentation of results for the two research questions outlined in chapter 1; the first section describes the results for research question one relating to the exploration of the components of executive presence and the second section depicts the results for research question two on coaching for executive presence.

The first section is an overview of the results pertaining to research question one on the components of executive presence. It is presented according to primary themes emerging which include: 1) an overview of the nature of executive presence; 2) descriptions of the components that make up executive presence; 3) executive presence as a continuum from dark presence to positive presence; 4) executive presence as a perception comprising both impressions and evaluations; 5) executive presence as innate and fixed versus developed and learnable set of components; and, 6) executive presence as personal power versus perceptions and impressions management.

Coaching for executive presence includes the: 1) coaching approach; 2) coaching phases; 3) coach's skills; 4) coaching for the components of executive presence; and 5) coaching outcomes.

A working model and working definition for both executive presence and coaching for executive presence is included as a contribution towards the theoretical body of knowledge.

6 CONCLUSIONS AND RECOMMENDATIONS

Executive presence is critical for leadership success (Bates & Weighart, 2014, 2015; Dagley & Gaskin, 2014; Williamson, 2011) and a useful framework for the adapted behaviours and competencies required for successful leadership in the 21st century context (Cox et al, 2014; Crossan et al., 2008; Johansen et al., 2011) of increasing complexity, ambiguity and volatility (Kinsinger & Walch, 2016; Shukla et al., 2015).

This research study offers a formulation and description of the construct of executive presence and establishes the relevant and impactful aspects of coaching for executive presence. It is suggested that this research is a valuable contribution to the development of the theoretical body of knowledge of executive presence and coaching for executive presence; and of significance to leadership development and the practice of coaching for executive presence in the context of the 21st century organisation.

This research has made four primary contributions to the body of knowledge; namely: 1) evidence-based analysis; 2) working definitions; 3) synthesis of components of executive presence and 4) a theoretical model. Conclusions outlined in this chapter are structured within these four contributions including the context and findings of this research study, as well as the established differences with published literature.

The first contribution is the utilisation of an evidence-based approach which ensured the inclusion of well established, best practice, seminal as well as the most current and cutting-edge concepts and theories from associated fields of leadership, leadership executive coaching and coaching for leadership development (Grant, 2005). Despite presenting executive presence as a leadership construct, the executive presence theorists have not as yet convincingly grounded the construct in the leadership body of knowledge through an incorporation of relevant tenets or a comparative overview. Through its evidence-based approach this research makes a theoretical contribution to providing this grounding.

Secondly, this study offers a unified working definition for both executive presence and coaching for executive presence. These working definitions are useful as they contribute towards clarity and an understanding of what executive presence is and is

not. Although the emergent nature of the field requires additional research and the working definitions offered are not considered definitive, they are a solid base from which to conduct further scientific enquiries.

Thirdly, the study includes a synthesis of the multiplicity of components of executive presence espoused in the literature. Such synthesis is valuable as the complexity introduced by the multiplicity of components across the field reduces the clarity and hence usability of the construct for leadership (development) and coaching practices.

Finally, the study offers a model of both executive presence and coaching for executive presence as a contribution towards the development of a unified framework.

Despite the value of the construct for today's leaders there is a gap in the theoretical body of knowledge and an associated theoretical model. Practitioners in the field of executive presence development and coaching for executive presence are operating without a solid theoretical foundation, and this may detract from good practice or even impact negatively on the credibility of coaching. This study has addressed the defined gap in the body of knowledge through a contribution towards the development of a theoretical understanding of coaching for executive presence and may have a positive impact on coaching for executive presence (Spence, 2007).

In addition to presenting conclusions based on the findings of the research study and the evidence-based literature review, this chapter highlights the implications of the study for leaders, coaches and other interested stakeholders. The chapter is finalised by suggestions for future research for executive presence and coaching for executive presence.

The conclusions and findings of this research paper are outlined within the four primary contributions to the body of knowledge outlined above for both research problems.

6.1 Conclusions relating to research question one

The first research question was stated as follows: formulate and describe the nature and components of the leadership construct of executive presence.

6.1.1 Working definition of executive presence

The working definition arrived at by the researcher was updated based on the information obtained and offered by the participants during the course of this research study and is stated as follows:

> *A highly influential and embodied leader with the capacity to mobilise and lead organisations (and society) from the emerging future through mindful and projected personal power, and the flexibility and openness to operate across the presence continuum.*

The definition includes a number of concepts not previously included in the executive presence literature. To the extent that executive presence theorists did not sufficiently ground executive presence research through the utilisation of an evidence based approach multiple executive presence components did not emerge. These elements are discussed within the outline of the model (figure 3).

6.1.2 Theoretical model for executive presence

The research offers a model of executive presence (see figure 3 in chapter 5) that encapsulates the key findings of the research study. The model is discussed in chapter 5 and concluding remarks are contained in this chapter within the context of the findings and the evidence based literature review

6.1.2.1 Evidence-based: findings in the context of the evidence based literature review

Executive presence is an essential aspect of leadership and critical to leader success, is easy to recognise through a 'felt-sense' but difficult to articulate; includes innate components such as intelligence and personal power as well as the moderating influence of perceptions; and is broadly related to leadership rather than specifically related to the role of the executive.

6.1.2.2 Perceptions as a moderating factor

Dagley and Gaskin (2014) stated definitively that executive presence is based on perceptions rather than innate characteristics due to their finding that executive

presence changes over time. It is suggested that this definitive conclusion may not have considered a process-orientated view of leadership, within which behaviour can be more varied and flexible than the dispositional approaches allow for, as outlined in the literature review.

This research concurs with Dagley and Gaskin (2014) that perceptions (including impressions and evaluations) are an aspect of the executive presence construct. The research study suggests that perceptions are a moderating factor, and that internal components and skills that can be developed over time and applied flexibly (based on a high range for emotional regulation and behavioural choice) contribute to executive presence. This is consistent with the process orientated view of leadership and supports the "finer grain of analysis" called for by Dinh and Lord (2012, p. 653) where the two approaches are not "viewed as mutually exclusive, but rather as two different, yet valid approaches to leadership research" (p. 653).

6.1.2.3 Behavioural flexibility across a presence continuum

Executive presence is presented as having the flexibility and openness to function appropriately across the presence continuum through consistent selection of the most adaptive behavioural responses. The presence continuum in the model outlines executive presence as operating on a continuum from authority (on one pole of the continuum), to relational focus and warmth (on the other side of the continuum) with conviction and confidence in the centre of the continuum. This flexibility to operate across the presence continuum results in positive presence and the capacity to lead from the emerging future whilst a lack of behavioural flexibility results in negative or dark presence.

Positive presence is an act of leadership that is focused on "leading from the emerging future", a concept based on the work on presence and presencing of Senge et al. (2004) that reframes leading from an ego-based cognitive activity to an eco-based embodied activity.

The existence of dark presence was outlined by Dagley and Gaskin (2014) as an overuse of coercive power and a perceived lack or negative perception of interpersonal integrity, values-in-action, and engagement skills. Dark presence in this

model is based on a lack of flexibility to operate with behavioural responses across the presence continuum; a tendency to overuse authority and autocratic power and underuse emotional intelligence, authenticity and openness. Additionally, dark presence is seen as a lack of emotional and somatic intelligence as well as openness and authenticity.

6.1.2.4 Personal power

The research study highlights the importance of personal power for the construct of executive presence. While personal power was included in existing definitions and models of executive presence to some extent (Williamson, 2011), a distinction between personal power and social power and the details of its contribution to executive presence may not have been sufficient or well-grounded in the leadership literature (Dagley & Gaskin, 2014).

Executive presence is enhanced through an internal focus on one's own personal power whilst maintaining an awareness of one's impact on others and an exceptional capacity for behavioural response flexibility. This behavioural response flexibility is based on components such as flexibility and openness, and is developed and enhanced through mindfulness and somatic practices.

While Dagley and Gaskin (2014) pose the question of the importance of an external focus in managing the perceptions of others and impressions management no definitive conclusion is drawn. This research study finding of enhancement of executive presence through a focus on oneself rather than an external and somewhat artificial focus on impressions management is in line with Cuddy (2015).

6.1.2.5 Blended components made visible though authenticity

Executive presence is blended or composed of several different components rather than any single component and not all components are required as reflected in the literature. Whilst multiple components of executive presence were similar to those offered in the literature there were some additional components including flexibility, adaptability, openness, mindfulness and somatic embodiment.

The multiple overlapping components in the literature do not contribute to clarity of the concept of executive presence as captured by Williamson stating: “it will always be a little elusive because it spans a range of attributes” (p. 173). The model offered in this research study is a synthesis of multiple overlapping components tabulated in the literature review. Whilst terminology for highly-related components varied across models, the synthesised version of this research study increases clarity. Interpersonal integrity (Dagley & Gaskin, 2014) is similar to Williamson’s (2011) emotional level as well as authenticity, inclusiveness, concern and resonance from the Bates (2015) model. Additionally, values in action (Dagley & Gaskin, 2014) was similar to charisma (Voros, 2000) and integrity, restraint and humility (Bates, 2015).

The evidence-based approach allowed a theoretical basis for the synthesis of multiple components into existing leadership principles. An example is the leadership construct of emotional intelligence and authenticity which encapsulated multiple executive presence components such as interpersonal integrity, inclusiveness, concern, resonance, and values-in-action.

6.1.2.6 Authenticity

A capacity for authenticity is an important aspect of executive presence which has a universal application. Everyone has his/her own unique manifestation of executive presence which may be an expression of one’s unique and authentic personality, being, or “humanness”. Authenticity was widely included in the executive presence construct in the literature and Hewlett (2014) captures some of the importance of a unique authenticity when stating: “it turns out becoming a leader…hinge on what makes you different” (p. 10).

6.1.2.7 Multiple and impactful intelligences

In this model, executive presence is based on a foundation of multiple intelligences including (impactful) cognitive intelligence, emotional intelligence and somatic intelligence or embodied cognition.

Intelligence was a component of executive presence in the literature. Emotional capability was highlighted in the executive presence literature, especially in the emotional level of the Williamson (2011) model. However, theorists did not include an analysis of the well-established construct of emotional intelligence in the analysis.

Executive presence is a somatic embodiment of an internal state of self-mastery and a present moment awareness of time and space. Embodied cognition was found to be an element of executive presence in this research study. The concept of embodied cognition was included in the leadership literature on presence but was not included in the executive presence literature. Embodied cognition and somatic intelligence allow for greater embodiment of executive presence described as a contained, settled, calm and stable state regardless of surrounding ambiguity, complexity, uncertainty or change. Both mindfulness and somatic practices can contribute towards an embodied executive presence. The embodied cognition, embodied leadership and mindfulness emerged from an analysis of leadership presence but was not included in the executive presence literature.

This research study has offered a formulation and description of executive presence that contributes towards theory building for the construct.

6.2 Conclusions relating to research question two

Research question two was to establish the relevant and impactful aspects of coaching for the development of executive presence.

6.2.1 Working definition of coaching for executive presence (theoretical contribution)

A synthesised definition of coaching for executive presence by the researcher from the literature was adapted to incorporate the key findings from this research study; the working definition is thus updated as:

> *Coaching for executive presence is a business integrated coaching-on-the-axis phased offering for leadership development, incorporating the use of multiple approaches based on sound theoretical and well-understood methodologies and the requirements of the individual and organisational clients, in order to*

deliver leadership presence capable of leading from the emerging future for the achievement of the organisational vision.

6.2.2 Conceptual model

The model on coaching for executive presence outlines the elements found to be impactful and of relevance in coaching for executive presence (see Figure 4 in chapter 5).

6.2.2.1 Business coaching within a leadership development paradigm

Executive presence has been integrally tied to the influence required for leading and mobilising for change within organisation and society; as such, it has a role to play in the achievement of business vision and mission and business sustainability.

Coaching for executive presence involves a business coaching approach that is tied to the organisational growth strategy. Given that the organisational requirements are imperative to the growth strategy of the organisation and leaders are accountable for organisational effectiveness, executive coaching, or coaching on the axis (Khan, 2011), which is inclusive of dual organisational and individual client outcomes, is relevant.

Coaching for executive presence is an aspect of leadership development which involves multiple leaders and the collective capacity to contribute to organisational effectiveness (Day et al., 2014).

6.2.2.2 Multiplicity of approaches

Whilst multiple approaches based on underlying methodologies are presented in the literature (Cox et al., 2014; Dagley, 2010; Feldman & Lankau, 2005), theorists across the spectrum of psychology, coaching psychology and coaching are proposing that the correlation between type of approach and coaching effectiveness is relatively flat. In other words, most coaching approaches result in similar levels of perceived coaching effectiveness (Cox et al., 2014; Kilburg, 2004). Coaching for executive

presence may utilise a number of approaches effectively provided that 1) the approach is based on a theoretical framework that the coach is knowledgeable about, believes in and is committed to; and 2) the selection of the approach is based on client needs and preference.

6.2.2.3 Emphasis on relationship

The importance of the relationship between the coach and coachee is highlighted (and generally considered more important than the approach) (de Haan & Duckworth, 2013; de Haan et al 2011; Gessnitzer & Kauffeld, 2015; Kilburg, 2004).

6.2.2.4 Focused on development of components of executive presence

The literature has suggested that leadership development for the 21st century will not be achieved by finding the right style of leadership theory and training those leaders to match the theory but would rather be focused on development (Day et al., 2014). The findings that coaching for aspects of executive presence such as self-awareness, emotional intelligence and somatic embodiment are consistent with a development approach.

Coaching for executive presence includes a focus on self-awareness (Christierson, 2016, Rogers, 2012; Passmore & Fillery-Travis, 2011); emotional intelligence (Blattner & Bacigalupo, 2007; Boyatzis, 2009; Grant, 2007; Resnick, 2016) and authenticity (Gardner et al., 2005; Gardner, Cogliser, Davis, & Dickens, 2011) and coaching for somatic embodiment (Kinsler, 2014; Palmer, 2008; Palmer & Crawford, 2013).

6.2.2.5 Coach Skills

Numerous coach behaviours and skills are found helpful; however, coaching for executive presence is likely to require specialist knowledge and experience and credentials that match the expectations of the business and executive client. These have been broadly categorised based on a synthesis of the literature to include coaching relationship, making meaning, contributing to success, coach knowledge and coach personal development.

6.2.2.6 Coaching phases

In terms of the coaching phases the model offered by this research was based on the six generic steps proposed by Passmore and Fillery-Travis (2011) but adapted to reflect pre-, during and post-coaching categories and alignment to organisational requirements, line manager inclusion and existing leadership development programmes.

Organisational impacts of increasing executive presence include an increase in change agility and direction that enables transitions within the organisation; creation of good leaders that are able to create a growth environment for employees; harmonised teams; effective utilisation of teams; contribution to happiness at work; establishment of positive relationships; reduced labour disputes; effective representation of organisational brand; and sustainability for organisations.

This research study has offered an analysis of the relevant and impactful aspects of coaching for executive presence.

6.3 Recommendations and implications of study for coaching practice

The contribution towards a model for the development of executive presence is valuable to leaders and organisations to the extent that enhancement of executive presence contributes towards organisational growth and sustainability and leadership success. For organisations to thrive in the 21st century, a shift in leadership is required and executive presence has been suggested to be of importance in the development of the leadership capacity required to make this shift. Executive presence is based on the influence required to lead from the emerging future, and increasing levels of influence and ability to mobilise and lead sustainable change that emphasise the whole or the organisational system is required. There are multiple aspects of executive presence highlighted as critical for leading in the 21st century. The research findings around the success of mindfulness and somatic practices in operating in conditions of chaos and complexity and the breadth of behavioural response control that it delivers would be valuable for leadership and organisations.

The model of coaching for executive presence is significant and of value for specific functions concerned and mandated with ensuring the leadership capability for business success and growth, and may include HR, leadership and learning, learning and development and OD practitioners. The research has found that coaching for executive presence should be integrated within the organisational development domain, and practitioners (coaches and organisational development practitioners) should ensure that there is alignment to related programmes such as talent management and succession management.

The research contributes a great deal of value to coaches in the leadership development space. Operating without a theoretical model has negative implications for the credibility of coaching and this research has offered an evidence-based definition and model for both executive presence and coaching for executive presence. Thus, the research makes a valuable contribution towards the practice of coaching for leadership development and coaching for executive presence for organisations, leaders, coaches, human resource and organisational development practitioners.

6.3.1 Recommendations for further research

One of the focus areas within executive presence literature is on the characteristics of leaders that set them apart from followers and a multitude of characteristics have been identified. Dagley and Gaskin (2014) argue that the “breadth of characteristics that underpin this construct” serves to “highlight the complexity of executive presence” (p. 208). A multitude of components create a lack of clarity and workability for the construct. A lesson can be drawn from the related field of early trait theory containing an ever expanding multitude of traits correlated with leadership. A meta-analysis of trait theory by Bass (1990) identified 43 leadership associated personality variables. With the advent of the organising principles of personality theory, and in particular the Big 5 personality index, a more sophisticated approach to trait analysis resulted. This research has included a synthesised view across multiple components to increase clarity. Additional research aimed at synthesis and an equivalent organising principle for executive presence and away from a multiplicity of components would be useful.

A correlation between masculinity and leadership is also found in trait theory literature (Dinh et al., 2014; Ensari et al., 2011; Lord & Dinh, 2014; Lord et al., 1984) and this

overlaps with the Dagley and Gaskin (2014) finding that the majority of leaders described as having executive presence were men. Despite referencing a “male bias” (Dagley & Gaskin, 2014, p. 205) did not offer any contextualisation or exploration of the implications despite a rich theoretical body of knowledge on the implications of gender, stereotyping and attribution of leadership qualities in the leadership and gender studies body of knowledge.

Within the confines of a masters research this study did not ask the participants to identify the person they referenced when talking about executive presence and whilst both ‘he’ and ‘she’ pronouns were utilised the research did not explore the implication of gender and stereotyping for executive presence. This was assessed as beyond the scope of both an initial exploratory qualitative study on executive presence as well as for a study at a master’s level with the associated time limitations. Further research would be valuable.

There is a well-established critique of the leader-centric ‘hero as leader’ approach in the literature that highlights distributed, collective forms and systems-orientation of leadership (Anderson, 2013; Senge et al., 2015; Tian, Risku, & Collin, 2015). The extent to which executive presence contributes within a distributed leadership paradigm requires additional research. Executive presence may contribute towards a distributed view of leadership in multiple ways, some possible contributions are bulleted below:

- Executive presence is focused on a relational orientation of inclusivity and equality and therefore may relate to collective endeavours.
- Executive presence is premised on a capacity to ‘lead from an emerging future’ in a manner which, although decisive and convincing, is deeply inclusive and participative.
- Executive presence coaching is focused on leadership rather than only individual leaders and may contribute to the distributed systemic leadership principles.

Additional research including a comparative overview with models of distributed leadership would be valuable.

As appropriate for an emerging concept, this research utilised an explorative qualitative approach utilising semi-structured interviews. Exploration of the emerging model offered in the literature for both executive presence and coaching for executive presence requires additional case studies and qualitative research to ensure contributions towards theory building and a widely-researched conceptual model. Research methods would mature as appropriate to the phase of the construct and will shift towards theory building and utilisation of methods such as grounded theory and the use of quantitative studies using random controlled experiments and finally meta-analytical studies. In particular, a quantitative analysis of the organisational impact of executive presence coaching would contribute towards a scientific and theoretically based business case for the utilisation of coaching for executive presence in organisations.

There are extensive findings that the common elements across all coaching approaches and the coach-client relationship as more important than the coaching approach for an effective outcome (de Haan & Duckworth, 2013, de Haan et al 2011; Gessnitzer & Kauffeld, 2015; Kilburg, 2004), and specifically the task and goal elements of the raltionship are more important than the bond (de Haan, 2016). Future research would do well to focus on the extent to which these factors impact on coaching for executive presence.

Krasikova et al. (2013) suggested three problems inherent in the literature on destructive leadership and it could be postulated that executive presence has the same three challenges. These are: 1) the lack of a unified working definition to clarify what the concept is and what it is not; 2) a multiplicity of components; and 3) the lack of a unified framework. This research study has suggested a synthesised working definition and components, and offered a contribution towards a model as part of the progression of theory building. Future research should ensure a contribution towards these three challenges on executive presence and coaching for executive presence. This is necessary to avoid impeding scientific advances in the field.

Final words

“It is clearly time for a different kind of business leader, not necessarily a charismatic or transformational leader… but a leader who can remain connected, relational and open to scrutiny from all directions” (de Haan, 2015, p. 2)

It may be that executive presence is emerging in answer to this call.

REFERENCES

Aggarwal, J., & Krishnan, V. R. (2013). Impact of transformational leadership on follower's self-efficacy: Moderating role of follower's impression management. *Management and Labour Studies, 38*(4), 297-313. doi:10.1177/0258042x13513129

Allan, J., & Ho, L. (2009). Ethical navigation in coaching psychology -- a Socratic workshop. *Coaching Psychologist, 5*(2), 110-114.

Anderson, C., John, O. P., & Keltner, D. (2012). The personal sense of power. *Journal of Personality, 80*(2), 313-344. doi:10.1111/j.1467-6494.2011.00734.x

Anderson, S. L., Adams, G., & Plaut, V. C. (2008). The cultural grounding of personal relationship: The importance of attractiveness in everyday life. *Journal of Personality and Social Psychology, 95*(2), 352-368. doi:10.1037/0022-3514.95.2.352

Anderson, V. (2013). A Trojan Horse? The implications of managerial coaching for leadership theory. *Human Resource Development International, 16*(3), 251-266. doi:10.1080/13678868.2013.771868

Ardichvili, A., & Manderscheid, S. V. (2008). Emerging practices in leadership development: An introduction. *Advances in Developing Human Resources, 10*(5), 619-631. doi:10.1177/1523422308321718

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly, 16*(3), 315-338. doi:http://dx.doi.org/10.1016/j.leaqua.2005.03.001

Barrick, M. R., Schaffer, J. A., & DeGrassi, S. W., (2009) What you see may not be you get: Relationships among self-presentation tactics and ratings of interview and job performance. *Journal of Applied Psychology*, 94, 1394-1411.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9-32. doi:10.1080/135943299398410

Bass, B. M., & Stogdill, R. M. (1990). Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications (3rd ed.). New York: Free Press.

Bates, S., & Weighart, S. (2014). Executive presence: The X factor in employee engagement. *Employment Relations Today (Wiley), 41*(3), 47-52. doi:10.1002/ert.21464

Bates, S., & Weighart, S. (2015). Demystifying executive presence. *Leadership Excellence, 32*(1), 41-42.

Bozer, G. (2012). Examining the effectiveness of executive coaching on coachees' performance in the Israeli context. *International Journal of Evidence Based Coaching and Mentoring*, *10*(1), 14.

Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social & Personality Psychology Compass, 5*(1), 88-103. doi:10.1111/j.1751-9004.2010.00334.x

Brendel, W., & Bennett, C. (2016). Learning to embody leadership through mindfulness and somatics practice. *Advances in Developing Human Resources, 18*(3), 409-425. doi:10.1177/1523422316646068

Brown, W. S., & Reimer, K. S. (2013). Embodied cognition, character formation, and virtue. *Zygon: Journal of Religion & Science, 48*(3), 832-845. doi:10.1111/zygo.12025

Burke, K. L., & Brinkerhoff, M. B. (1981). Capturing charisma: Notes on an elusive concept. *Journal for the Scientific Study of Religion, 20*(3), 274.

Burns, J. M. (1978). *Leadership*. New York: HarperCollins

Calof, J. L., & Wright, S. (2008). Competitive intelligence: A practitioner, academic and inter- disciplinary perspective. *European Journal of Marketing, 42*(7/8), 717-730. doi:doi:10.1108/03090560810877114

Calof, J. (2015). Creating impactful intelligence: Communication lessons from the corporate environment. In R. Arcos & R. H. Pherson (Eds.), *Intelligence Communication in the Digital Era: Transforming Security, Defence and Business* (pp. 72-87). London: Palgrave Macmillan UK.

Canton, J. (c2015). *Welcome to the fast future: Insight into the CPA of the Future.* Retrieved from http://globalfuturist.com/wp-content/uploads/FastFuture-Study.pdf

Carey, W., Philippon, D. J., & Cummings, G. G. (2011). Coaching models for leadership development: An integrative review. *Journal of Leadership Studies, 5*(1), 51-69. doi:10.1002/jls.20204

Carney, D. R., Cuddy, A. J. C., & Yap, A. J. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science, 21*(10), 1363-1368. doi:10.1177/0956797610383437

Carney, D. R., Cuddy, A. J. C., & Yap, A. J. (2015). Review and Summary of Research on the Embodied Effects of Expansive (vs. Contractive) Nonverbal Displays. *Psychological Science, 26*(5), 657-663. doi:10.1177/0956797614566855

Caruso, D. R., Bhalerao, H., & Karve, S. (2016). Special issue on emotional intelligence. *Business Perspectives & Research, 4*(1), ix-xii. doi:10.1177/2278533715609205

Cavanagh, M., & Spence, G. (2013). Mindfulness in coaching: Philosophy, psychology or just a useful skill? In J. Passmore, D. Peterson, & T. Freire, (Eds.). *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring.* London: John Wiley and Sons.

Charan, R., Drotter, S., & Noel, J. (2011). An acute problem for senior executives (Vol. 35, pp. 53-53): MLR Holdings LLC d/b/a Directors & Boards.

Chase, E. A., & Wittmann, M. C. (2013). Evidence of embodied cognition via speech and gesture complementarity. *AIP Conference Proceedings, 1513*(1), 94-97. doi:10.1063/1.4789660

Clark, N. (2010). Emotional intelligence and its relationship with team processes, *Team Performance Management*, *16*(1/2), 6-32

Clutterbuck, D., & Megginson, D. (2011). Coach maturity: An emerging concept. In L. Wildflower & D. Brennan (Eds.). *The Handbook of Knowledge-Based Coaching: From Theory to Practice.* London: John Wiley & Sons.

Cole, J. C., & Randall, M. K. (2003). Comparing the cognitive ability models of Spearman, Horn and Cattell, and Carroll. *Journal of Psychoeducational Assessment, 21*(2), 160-179. doi:doi:10.1177/073428290302100204

Collard, P., & Walsh, J. (2008). Sensory awareness mindfulness training in coaching: accepting life's challenges. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 26*(1), 30-37. doi:10.1007/s10942-007-0071-4

Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review, 12*(4), 637-647. doi:10.5465/AMR.1987.4306715

Cope, J. (2005). Researching entrepreneurship through phenomenological inquiry: Philosophical and methodological issues. *International Small Business Journal, 23*(2), 163-189. doi:10.1177/0266242605050511

Cox, E., Bachkirova, T., & Clutterbuck, D. (2014). Theoretical traditions and coaching genres: Mapping the territory. *Advances in Developing Human Resources, 16*(2), 139-160. doi:10.1177/1523422313520194

Cremona, K., (2010). Coaching and emotions: an exploration of how coaches engage and think about emotion *Coaching: An International Journal of Theory, Research and Practice*, 3(1), 46-59

Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks: Sage.

Creswell, J. W., Hanson, W. E., Plano Clark, V.L.L., & Morales, A. (2007). Qualitative research designs selection and Implementation. *The Counselling Psychologist*, *35*(2), 236-264.

Critchley, B. (2010). Relational coaching: taking the coaching high road. *Journal of Management Development, 29*(10), 851-863. doi:10.1108/02621711011084187

Crossan, M., Vera, D., & Nanjad, L. (2008). Transcendent leadership: Strategic leadership in dynamic environments. *Leadership Quarterly, 19*(5), 569. doi:10.1016/j.leaqua.2008.07.008

Cuddy, A. J. C. (Fall 2015). P*resence: Bringing your boldest self to your biggest challenges*. New York: Little, Brown, & Co.

Cuddy, A. J. C., Glick, P., & Beninger, A. (2011). The dynamics of warmth and competence judgments, and their outcomes in organizations. *Research in Organizational Behavior, 31*, 73-98. doi:http://dx.doi.org/10.1016/j.riob.2011.10.004

Cuddy, A. J. C., Kohut, M., & Neffinger, J. (2013). Connect, then lead. *Harvard Business Review, 91*(7/8), 54-61.

Cuddy, A. J. C., Wilmuth, C. A., Yap, A. J., & Carney, D. R. (2015). Preparatory power posing affects nonverbal presence and job interview performance. *Journal of Applied Psychology, 100*(4), 1286-1295. doi:10.1037/a0038543

Dagley, G. R. (2010). Exceptional executive coaches: Practices and attributes. *International Coaching Psychology Review, 5*(1), 63-80.

Dagley, G. (c2013). *Executive presence: Influence beyond authority*. Retrieved from https://workingwithourselves.files.wordpress.com/2009/03/executive-presence-report-g-dagley-2013.pdf

Dagley, G. R., & Gaskin, C. J. (2014). Understanding executive presence: perspectives of business professionals. *Consulting Psychology Journal: Practice & Research, 66*(3), 197-211. doi:10.1037/cpb0000011

Day, D. V. (2000). Leadership development:: A review in context. *The Leadership Quarterly, 11*(4), 581-613. doi:http://dx.doi.org/10.1016/S1048-9843(00)00061-8

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly, 25*(1), 63-82. doi:http://dx.doi.org/10.1016/j.leaqua.2013.11.004

De Haan, e. (2008). *Relational coaching: Journeys towards mastering one-to-one learning*. Chichester, Wiley.

de Haan, E. (2014). Back to basics III: On inquiry, the groundwork of coaching and consulting. *International Coaching Psychology Review, 9*(1), 81-91.

de Haan, E. (2015). The leadership shadow: How to recognise and avoid derailment, hubris and overdrive. *Leadership*. doi:10.1177/1742715015572526

de Haan, E., Culpin, V., & Curd, J. (2011). Executive coaching in practice: what determines helpfulness for clients of coaching? *Personnel Review, 40*(1), 24-44. doi:10.1108/00483481111095500

de Haan, E., & Duckworth, A. (2013). Signalling a new trend in executive coaching outcome research. *International Coaching Psychology Review, 8*(1), 6-19.

de Haan, E., Grant, A. M., Burger, Y., & Eriksson, P.-O. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research, 68*(3), 189-207. doi:10.1037/cpb0000058

Devers, K. J., & Frankel, R. M. (2000). Study Design in qualitative research—2: Sampling and Data collection strategies. *Education for Health: Change in Learning & Practice (Taylor & Francis Ltd), 13*(2), 263-271. doi:10.1080/13576280050074543

de Vries, M.F. (2005). Leadership group coaching in action: The Zen of creating high performance teams. *The Academy of Management Executive*, 19(1), 61-75.

Dinh, J. E., & Lord, R. G. (2012). Implications of dispositional and process views of traits for individual difference research in leadership. *The Leadership Quarterly, 23*(4), 651-669. doi:http://dx.doi.org/10.1016/j.leaqua.2012.03.003

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *Leadership Quarterly, 25*(1), 36. doi:10.1016/j.leaqua.2013.11.005

Egan, T., & Hamlin, R. G. (2014). Coaching, HRD, and relational richness: Putting the pieces together. *Advances in Developing Human Resources, 16*(2), 242-257. doi:10.1177/1523422313520475

Ellinger, A. D., Egan, T., Kim, S., Cox, E., Bachkirova, T., & Clutterbuck, D. (2014). Theoretical traditions and coaching genres. *Advances in Developing Human Resources, 16*(2), 139-160. doi:10.1177/1523422313520194

Ellis, T. J., & Levy, Y. (2008). Framework of problem-based research: A guide for novice researchers on the development of a research worthy problem. *Informing Science: International Journal of an emerging Transdiscipline*, *11*, 17-33.

Ensari, N., Riggio, R. E., Christian, J., & Carslaw, G. (2011). Who emerges as a leader? Meta-analyses of individual differences as predictors of leadership emergence. *Personality and Individual Differences, 51*(4), 532-536. doi:http://dx.doi.org/10.1016/j.paid.2011.05.017

Fairhurst, G. T. (2009). Considering context in discursive leadership research. *Human Relations, 62*(11), 1607-1633. doi:10.1177/0018726709346379

Fairhurst, G. T., & Uhl-Bien, M. (2012). Organizational discourse analysis (ODA): Examining leadership as a relational process. *The Leadership Quarterly, 23*(6), 1043-1062. doi:http://dx.doi.org/10.1016/j.leaqua.2012.10.005

Feldman, D. C., & Lankau, M. J. (2005). Executive Coaching: A review and agenda for future research. *Journal of Management, 31*(6), 829-848. doi:10.1177/0149206305279599

Felgen, J., & Lewis-Hunstiger, M. (2011). The making and meaning of presence: A conversation with Jayne Felgen, MPA, RN (Vol. 17, pp. 5): Springer Publishing Company, Inc.

Fisher, K., & Robbins, C. R. (2015). Embodied leadership: Moving from leader competencies to leaderful practices. *Leadership, 11*(3), 281-299. doi:10.1177/1742715014522680.

Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2007). Universal dimensions of social cognition: warmth and competence. *Trends in Cognitive Sciences, 11*(2), 77-83. doi:http://dx.doi.org/10.1016/j.tics.2006.11.005

Foti, R. J., Knee Jr, R. E., & Backert, R. S. G. (2008). Multi-level implications of framing leadership perceptions as a dynamic process. *The Leadership Quarterly, 19*(2), 178-194. doi:http://dx.doi.org/10.1016/j.leaqua.2008.01.007

Freedman, V. A., Aykan, H., & Kleban, M. H. (2003). Asking Neutral versus leading questions: Implications for functional limitation measurement. *Journal of Aging and Health, 15*(4), 661-687. doi:10.1177/0898264303256250

Freiler, T. J. (2008). Learning through the body. *New Directions for Adult and Continuing Education,* 119, 37-47.

Gallagher, A. (2015). Ethics and research culture. *Nursing Ethics, 22*(2), 161-162. doi:10.1177/0969733014566131

Gardner, H., & Moran, S. (2006). The science of multiple intelligences theory: A response to Lynn Waterhouse. *Educational Psychologist, 41*(4), 227-232. doi:10.1207/s15326985ep4104_2

Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). “Can you see the real me?” A self-based model of authentic leader and follower development. *The Leadership Quarterly, 16*(3), 343-372. doi:http://dx.doi.org/10.1016/j.leaqua.2005.03.003

Gatling, A. R., Castelli, P. A., & Cole, M. L. (2013). Authentic leadership: The role of self-awareness in promoting coaching effectiveness. *Asia-Pacific Journal of Management Research and Innovation, 9*(4), 337-347. doi:10.1177/2319510x14523097

Giorgi, A. (2005). The phenomenological movement and research in the human sciences. *Nursing Science Quarterly, 18*(1), 75-82. doi:10.1177/0894318404272112

Goldman Schuyler, K. (2004) (2004/08/14 Annual Meeting, San Francisco). *Embodied learning in career coaching: Clinical sociology in action*.

Goldman Schuyler, K., Skjei, S., Sanzgiri, J., & Koskela, V. (2016). “Moments of waking up”: A doorway to mindfulness and presence. *Journal of Management Inquiry*. doi:10.1177/1056492616665171

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 82-91.

Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., Duffy, M. K., . . . Lazar, S. W. (2016). Contemplating mindfulness at work. *Journal of Management, 42*(1), 114-142. doi:doi:10.1177/0149206315617003

Gottfredson, L. S. (1997). Mainstream science on intelligence: An editorial with 52 signatories, history, and bibliography. *Intelligence, 24*(1), 13-23. doi:http://dx.doi.org/10.1016/S0160-2896(97)90011-8

Graduate School Alliance for Education in Coaching (c2017) retrieved from http://gsaec.org/

Graneheim, U., & Lundman, B. (2003). Qualitative content analysis in nursing research: concepts, procedures, and measures to achieve trustworthiness. *Nurse Today Education*, *24*, 105-112.

Grant, A. M. (2005). What is evidence-based executive, workplace and life coaching? *Evidence-Based Coaching Volume 1: Theory, Research and Practice from the Behavioural Sciences*, *1.*

Grant, A. M. (2007). Enhancing coaching skills and emotional intelligence through training. *Industrial and Commercial Training, 39*(5), 257-266.

Grant, A. M. (2012). An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice. *International Coaching Psychology Review, 7*(2), 146-165.

Grant, A., Passmore, J., Cavanagh, M., & Parker, H. (2010). The state of play in coaching today: A comprehensive review of the field. *International Review of Industrial and Organizational Psychology 25*, 125-167.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough?: An experiment with data saturation and variability. *Field Methods, 18*(1), 59-82. doi:10.1177/1525822x05279903

Hall, D. T., Otazo, K. L., & Hollenbeck, G. P. (2000). Behind closed doors: What really happens in executive coaching. *Organizational dynamics, 27*(3), 39-53.

Hall, G. (2008a). Inside the theory of the U (Vol. 8, pp. 6-11): SoL North America.

Hall, G. (2008b). Inside the theory of U. *Reflections, 9*(1), 41-46.

Harquail, C. V., & Wilcox King, A. (2010). Construing organizational identity: The role of embodied cognition. *Organization Studies, 31*(12), 1619-1648. doi:10.1177/0170840610376143

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis. *Journal of Applied Psychology, 87*(2), 268.

Hennink, M. M. (2013). *Understanding focus group discussions*. New York: OUP.

Hewlett, S.A., Leader-Chivée, L., Sherbin, L., Gordon, J., & Dieudonné, F. (2012). *Executive presence*. New York: Center for Talent Innovation.

Horney, N., Pasmore, B., & O'Shea, T. (2010). Leadership agility: A business imperative for a VUCA world. *People & Strategy, 33*(4), 32-38.

House, R., Javidan, M., Hanges, P., & Dorfman, P. (2002). Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. *Journal of World Business, 37*(1), 3-10. doi:http://dx.doi.org/10.1016/S1090-9516(01)00069-4

House, R. J. (1999). Weber and the neo-charismatic leadership paradigm: A response to Beyer. *Leadership Quarterly, 10*(4), 563.

Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288. doi:10.1177/1049732305276687

Hubrich, M. (2015). Embodiment of tacit knowledge. Practices between dispositifs and interaction. In Adloff, F., Gerund, K., & Kaldewey, D. (Eds.). (2015). *Revealing Tacit Knowledge: Embodiment and Explication* (Vol. 2). transcript Verlag.Hung, I. W., & Labroo, A. A. (2011). From firm muscles to firm willpower: Understanding the role of embodied cognition in self-regulation. *Journal of Consumer Research, 37*(6), 1046-1064. doi:10.1086/657240

Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. *The Leadership Quarterly, 16*(3), 373-394. doi:http://dx.doi.org/10.1016/j.leaqua.2005.03.002

Ives, Y. (2008). What is 'coaching'? An exploration of conflicting paradigms. *International Journal of Evidence Based Coaching and Mentoring, 6*(2), 100-113.

Jacob, S. A., & Ferguson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, *17*(6), 1-10.

Jewsbury, P. A., Bowden, S. C., & Duff, K. The Cattell–Horn–Carroll Model of cognition for clinical assessment. *Journal of Psychoeducational Assessment, 0*(0), 0734282916651360. doi:doi:10.1177/0734282916651360

Johansen, B., Johansen, R., & Ryan, J. R. (2011). *Leaders make the future: Ten new leadership skills for an uncertain world*: San Francisco: Berrett-Koehler Publishers.

Jones, M. (2003). From performance to presence: The organic nature of learning and change. *Reflections, 4*(3), 31-40. doi:10.1162/15241730360580186

Joo, B.-K. (2005). Executive coaching: A conceptual framework from an integrative review of practice and research. *Human Resource Development Review, 4*(4), 462-488. doi:10.1177/1534484305280866

Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. *Journal of Applied Psychology, 85*(5), 751-765.

Judge, T. A., Piccolo, R. F., & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The Leadership Quarterly, 20*(6), 855-875. doi:http://dx.doi.org/10.1016/j.leaqua.2009.09.004

Kabat-Zinn, J. (2011). Some reflections on the origins of MBSR, skillful means, and the trouble with maps. *Contemporary Buddhism, 12*(1), 281. doi:10.1080/14639947.2011.564844

Kabat-Zinn, J. (2016). 'This is not McMindfulness' (Vol. 29, pp. 124-125): British Psychological Society.

Kahn, M. S. (2011). Coaching on the axis: An integrative and systemic approach to business coaching. *International Coaching Psychology Review, 6*(2), 194-210.

Kahn, M. S. (2014). Coaching on the axis: Working with complexity in Business and Executive Coaching. London: Karnac Books

Keltner, D., Gruenfeld, D. H., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review, 110*(2), 265-284. doi:10.1037/0033-295X.110.2.265.

Kempster, S., & Iszatt-White, M. (2013). Towards co-constructed coaching: Exploring the integration of coaching and co-constructed autoethnography in leadership development. *Management Learning, 44*(4), 319-336. doi:10.1177/1350507612449959.

Kernis, M. H. (2003). Target article: Toward a conceptualization of optimal self-esteem. *Psychological Inquiry, 14*(1), 1-26. doi:10.1207/S15327965PLI1401_01

Kilburg, R. R. (2004). Trudging toward Dodoville: Conceptual approaches and case studies in executive coaching. *Consulting Psychology Journal: Practice & Research, 56*(4), 203-213. doi:10.1037/1065-9293.56.4.203

Kinsinger, P., & Walch, K. (c2016) *Living and leading in a VUCA World;* Retrieved from http://www.thunderbird.edu/article/living-and-leading-vuca-world.

Kinsler, L. (2014). Born to be me...who am I again? The development of authentic leadership using evidence-based leadership coaching and mindfulness. *International Coaching Psychology Review, 9*(1), 92-105.

Kombarakaran, F., Yang, J., Baker, M., & Fernandes, P. (2008). Executive coaching: It works! *Consulting Psychology Journal*, *60*(1), 78-90.

Kompf, M., & Bond, R. (2001). Critical reflection in adult education. *The craft of teaching adults*, 21-38.

Koskela, V., & Schuyler, K. G. (2016). Experiences of Presence as a key factor toward sustainability leadership. *Journal of Leadership Studies, 9*(4), 54-59. doi:10.1002/jls.21427

Krasikova, D. V., Green, S. G., & LeBreton, J. M. (2013). Destructive leadership. *Journal of Management, 39*(5), 1308-1338. doi:doi:10.1177/0149206312471388

Lakoff, G. (2012). Explaining embodied cognition results. *Topics in Cognitive Science, 4*(4), 773-785. doi:10.1111/j.1756-8765.2012.01222.x

Langlois, J. H., Kalakanis, L., Rubenstein, A. J., Larson, A., Hallam, M., & Smoot, M. (2000). Maxims or myths of beauty? A meta-analytic and theoretical review. *Psychological Bulletin, 126*(3), 390-423. doi:10.1037/0033-2909.126.3.390

Larkin, M., Eatough, V., & Osborn, M. (2011). Interpretative phenomenological analysis and embodied, active, situated cognition. *Theory & Psychology, 21*(3), 318-337. doi:10.1177/0959354310377544

Leitan, N. D., & Chaffey, L. (2014). Embodied cognition and its applications: A brief review. *Sensoria: A Journal of Mind, Brain & Culture, 10*(1), 3-10.

Lindgren, R., & Johnson-Glenberg, M. (2013). Emboldened by embodiment: Six precepts for research on embodied learning and mixed reality. *Educational Researcher, 42*(8), 445-452. doi:10.3102/0013189x13511661.

Lord, R. G., & Dinh, J. E. (2014). What have we learned that is critical in understanding leadership perceptions and leader-performance relations? *Industrial & Organizational Psychology, 7*(2), 158-177. doi:10.1111/iops.12127

Lord, R. G., Foti, R. J., & De Vader, C. L. (1984). A test of leadership categorization theory: Internal structure, information processing, and leadership perceptions. *Organizational Behavior and Human Performance, 34*(3), 343-378. doi:http://dx.doi.org/10.1016/0030-5073(84)90043-6

Mangels, J. A., Butterfield, B., Lamb, J., Good, C., & Dweck, C. S. (2006). Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model. *Social Cognitive & Affective Neuroscience, 1*(2), 75-86. doi:10.1093/scan/nsl013

Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence, 27*(4), 267-298.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry, 15*(3), 197-215.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: new ability or eclectic traits? *American psychologist, 63*(6), 503.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review, 8*(4), 290-300. doi:doi:10.1177/1754073916639667

McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117-130.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods, 1*(2), 1-19.

Nicholls, D. (2009). Qualitative research: Part three -- methods. *International Journal of Therapy & Rehabilitation, 16*(12), 638-647.

Nieminen, L. R. G., Smerek, R., Kotrba, L., & Denison, D. (2013). What Does an executive coaching intervention add beyond facilitated multisource feedback? Effects on leader self-ratings and perceived effectiveness. *Human Resource Development Quarterly, 24*(2), 145-176. doi:10.1002/hrdq.21152

Northouse, P. G. (2007). *Leadership: Theory and practice*. (4th ed.). Thousand Oaks: Sage.

Nussbaum, A. D., & Dweck, C. S. (2008). Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance. *Personality and Social Psychology Bulletin, 34*(5), 599-612. doi:doi:10.1177/0146167207312960

Oades, L. G., Crowe, T. P., & Nguyen, M. (2009). Leadership coaching transforming mental health systems from the inside out: The Collaborative Recovery Model as person-centred strengths based coaching psychology. *International Coaching Psychology Review, 4*(1), 25-36.

O'Leary, K., O'Neill, S., & Dockray, S. (2016). A systematic review of the effects of mindfulness interventions on cortisol. *Journal of Health Psychology, 21*(9), 2108-2121. doi:10.1177/1359105315569095

O'Reilly, M., & Parker, N. (2013). 'Unsatisfactory saturation': a critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research, 13*(2), 190-197. doi:10.1177/1468794112446106

Palmer, W. (2008). *The intuitive body discovering the wisdom of conscious embodiment and aikido*, California: Create space.

Palmer, W., & Crawford, J. (2013) *Leadership embodiment*, California: Create Space

Passmore, J. (2007). An integrative model for executive coaching. *Consulting Psychology Journal: Practice & Research, 59*(1), 68-78. doi:10.1037/1065-9293.59.1.68

Passmore, J. (2015). *Leadership coaching: Working with leaders to develop elite performance*: Kogan Page Publishers.

Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: a decade of progress and what's to come. *Coaching: An International Journal of Theory, Research and Practice, 4*(2), 70-88. doi:10.1080/17521882.2011.596484

Paulin, S. (2014). Leadership 4.0 From ego-system to eco-system. *AI Practitioner, 16*(1), 54-58. doi:10.12781/978-1-907549-18-2-11

Ponterotto, J. G. (2005). Qualitative research in counselling psychology: a primer on research paradigms and philosophy of science. *Journal of Counselling Psychology*, *52*(2), 126.

Qualter, P., Gardner, K. J., & Whiteley, H. E. (2007). Emotional intelligence: Review of research and educational implications. *Pastoral Care in Education, 25*(1), 11-20. doi:10.1111/j.1468-0122.2007.00395.x

Ranehill, E., Dreber, A., Johannesson, M., Leiberg, S., Sul, S., & Weber, R. A. (2015). Assessing the robustness of power posing. *Psychological Science, 26*(5), 653-656. doi:10.1177/0956797614553946

Raven, B. H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues & Public Policy, 8*(1), 1-22. doi:10.1111/j.1530-2415.2008.00159.x

Resnick, V. A. (2016). Emotional intelligence in coaching: Challenging the world through a gestalt perspective. *Gestalt Review, 20*(3), 302-309.

Rogers, J. (2012). *Coaching skills: A handbook.* Berkshire: McGraw-Hill Education (UK).

Rost J. C. (1991) *Leadership for the twenty-first century*. Westport: Praeger.

Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage.

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality, 9*(3), 185-211. doi:10.2190/DUGG-P24E-52WK-6CDG

Scharmer, O. (2009). *Theory U – Leading from the future as it emerges, the social technology of presencing*. San Francisco: Berrett-Koehler.

Scharmer, C. O., & Kaufer, K. (2013). Leading the relational inversion: From ego to eco. *Reflections, 13*(2), 14-25.

Schubert, T. W. (2005). Your highness: Vertical positions as perceptual symbols of power. *Journal of Personality and Social Psychology, 89*(1), 1-21. doi:10.1037/0022-3514.89.1.1

Schyns, B., Kiefer, T., Kerschreiter, R., & Tymon, A. (2011). Teaching Implicit leadership theories to develop leaders and leadership: How and Why it can make a difference. *Academy of Management Learning & Education, 10*(3), 397-408.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education & the social sciences* (4th ed.). New York: Teachers College Press.

Senge, P., Hamilton, H. A. L., & Kania, J. (2015). The dawn of system leadership. *Stanford Social Innovation Review, 13*(1), 26-33.

Senge, P. (2012). “Leaders should be people who are deeply involved in their own realization of being a human being” – An interview with Peter Senge. In K. Goldman Schuyler (Ed.). *Inner peace – Global impact: Tibetan Buddhism, Leadership, and Work* (pp. 317-327). Charlotte: Information Age Publishing

Senge, P. M., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). Awakening faith in an alternative future. *Reflections, 5*(7), 1-11.

Senge, P., Scharmer, O., Jaworski, J., & Flowers, B. (2005) *Presence exploring profound change in people, organisations, society*. London: Nicholas Brealet.

Sevillano, V., & Fiske, S. T. (2016). Warmth and competence in animals. *Journal of Applied Social Psychology, 46*(5), 276-293. doi:10.1111/jasp.12361

Shah, T., & Mulla, Z. R. (2013). Leader motives, impression management, and charisma: A comparison of Steve Jobs and Bill Gates. *Management and Labour Studies, 38*(3), 155-184. doi:10.1177/0258042x13509736

Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management, 12*(2), 164-176. doi:10.1037/1072-5245.12.2.164

Sharma, A., & Grant, D. (2011). Narrative, drama and charismatic leadership: The case of Apple’s Steve Jobs. *Leadership, 7*(1), 3-26. doi:10.1177/1742715010386777

Shaw, I. F. (2003). Ethics in qualitative research and evaluation. *Journal of Social Work, 3*(1), 9-29. doi:10.1177/1468017303003001002

Sherman, S, S., & Freas, A. (2004). The wild west of executive coaching. *Harvard Business Review*, 82(11), 82-93.

Shilling, C. (2016). Body pedagogics: Embodiment, cognition and cultural transmission. *Sociology*, 0038038516641868. doi:10.1177/0038038516641868

Shirey, M. R. (2013). Strategic leadership for organizational change. Executive presence for strategic influence. *Journal of Nursing Administration, 43*(7/8), 373-376. doi:10.1097/NNA.0b013e31829d6096

Shukla, T., Pattanaik, D., and Maity, R. (2015) Role of talent managers in a VUCA environment; *Journal of Exclusive Management Science*; *4*(8), 1-9.

Silsbee, D., (2008) Presence-Based Coaching cultivating self-generative leaders through mind, bosy, and heart. San Francisco: Jossey-Bass

Sinkovics, R., & Alfoldi, E. (2012). Progressive focusing and trustworthiness in qualitative research. *Management International Review (MIR), 52*(6), 817-845. doi:10.1007/s11575-012-0140-5

Spence, G. B. (2007). Further development of evidence-based coaching: Lessons from the rise and fall of the human potential movement. *Australian Psychologist, 42*(4), 255-265. doi:10.1080/00050060701648142

Stelter, R. (2014). Third-generation coaching – striving towards value-oriented and collaborative dialogues. *International Coaching Psychology Review, 9*(1), 33-48.

Stelter, R., Law, H., Allé, N., Campus, S., & Lane, W. (2010). Coaching – narrative collaborative practice. *International Coaching Psychology Review, 5*(2), 152-164.

Stern, L., & Stout-Rostron, S. (2013). Peer-reviewed journals which have published coaching research from January 2008 to June 2012. *Coaching: An International Journal of Theory, Research and Practice*, *6*(1).

Stout-Rostron, S. (2009). *Business coaching wisdom and practice*: Johannesburg: Knowres Publishing.

Stout-Rostron, S. (2014). *Business coaching international: Transforming individuals and organisations:* London: Karnac Book.

Strean, W. B., & Strozzi-Heckler, R. (2009). (The) body (of) knowledge: Somatic contributions to the practice of sport psychology. *Journal of Applied Sport Psychology, 21*(1), 91-98. doi:10.1080/10413200802575726

Struthers, R., & Peden-McAlpine, C. (2005). Phenomenological research among Canadian and United States indigenous populations: Oral tradition and quintessence of time. *Qualitative Health Research, 15*(9), 1264-1276. doi:10.1177/1049732305281329

Teper, R., Segal, Z. V., & Inzlicht, M. (2013). Inside the mindful mind. *Current Directions in Psychological Science, 22*(6), 449-454. doi:doi:10.1177/0963721413495869

Thach, E. C. (2002). The impact of executive coaching and 360 feedback on leadership effectiveness. *Leadership & Organization Development Journal, 23*(4), 205-214.

The Presencing Institute (c2015) Retrieved from https://www.presencing.com/overview.

Theebom, T., Beersma, B. & Van Vianen, A. (2014). Does coaching work? a meta-analysis on the effects of coaching on individual level outcomes in an organisational context. *The Journal of Positive Psychology*, 9, 1–18.

Tian, M., Risku, M., & Collin, K. (2015). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration & Leadership*. doi:10.1177/1741143214558576

Tiani, H. (2009). Interpretative phenomenological analysis: Theory, method and research. *Asia Pacific Journal of Social Work & Development (Department of Social Work, National University of Singapore), 19*(2), 100-102.

Tobin, J. A., & Tisdell, E. J. (2015). “I know down to my ribs”: A narrative research study on the embodied adult learning of creative writers. *Adult Education Quarterly, 65*(3), 215-231. doi:10.1177/0741713615574901

van de Laar, T., & de Regt, H. (2008). Special section: Is cognitive science changing its mind? *Theory & Psychology, 18*(3), 291-296. doi:10.1177/0959354308089786

Verlage, H., Rowold, J., & Schilling, J. (2012). Through different perspectives on leadership: Comparing the full range leadership theory to implicit leadership theories. *E Journal of Organizational Learning & Leadership, 10*(2), 68-91.

Virgili, M. (2013). Mindfulness-based coaching: Conceptualisation, supporting evidence and emerging applications. *International Coaching Psychology Review, 8*(2), 40-57.

Voros, S. (2000). *The road to CEO: The world's leading executive recruiters identify the traits you need to make it to the top*. Avon: Adams Media.

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management, 34*(1), 89-126. doi:10.1177/0149206307308913

Wasylyshyn, K. M., Shorey, H. S., & Chaffin, J. S. (2012). Patterns of leadership behaviour: Implications for successful executive coaching outcomes. *Coaching Psychologist, 8*(2), 74-85.

Wilding, C., & Whiteford, G. (2005). Phenomenological research: An exploration of conceptual, theoretical, and practical issues. *OTJR: Occupation, Participation and Health, 25*(3), 98-104. doi:10.1177/153944920502500303

Williams, J. M. G., & Kabat-Zinn, J. (2011). Mindfulness: diverse perspectives on its meaning, origins, and multiple applications at the intersection of science and dharma. *Contemporary Buddhism, 12*(1), 1-18. doi:10.1080/14639947.2011.564811

Williamson, S. (2011). *The hidden factor: Executive presence: How to find it, keep it and leverage it.* Atlanta: Sally Williamson and Associates.

Witherspoon, R. (2014). Double-loop coaching for leadership development. *The Journal of Applied Behavioral Science, 50*(3), 261-283. doi:10.1177/0021886313510032

Witherspoon, R., & White, R. P. (1996). Executive coaching: What's in it for you? *Training & Development, 50*(3), 14.

Worldwide Association of Business Coaches (c2017). Retrieved from http://www.wabccoaches.com/includes/popups/definition.html.

Zaccaro, S. J. (2012). Individual differences and leadership: Contributions to a third tipping point. *The Leadership Quarterly, 23*(4), 718-728. doi:http://dx.doi.org/10.1016/j.leaqua.2012.05.001

APPENDIX A: INFORMED CONSENT FORM

The Graduate School of Business Administration
2 St David's Place, Parktown,
Johannesburg, 2193,
South Africa
PO Box 98, WITS, 2050

Website: www.wbs.ac.za

MBA RESEARCH CONSENT FORM

INFORMATION SHEET AND CONSENT FORM

Who I am

Hello, I am Shekinah Dunnink. I am conducting research for the purpose of completing my Master in Business and Executive Coaching at Wits Business School.

What I am doing

I am are conducting research on executive presence and coaching for executive presence - a qualitative study with eight leaders and eight coaches.

Your participation

I am asking you whether you will allow me to conduct one interview with you. If you agree, I will ask you to participate in one interview for approximately one hour. I am also asking you to give us permission to tape record the interview. I tape record interviews so that I can accurately record what is said.

Please understand that **your participation is voluntary** and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not take part, you will not be affected in any way whatsoever. If you agree to participate, you may stop participating in the research at any time and tell me that you don't want to go continue. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way.

Confidentiality

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including my academic supervisor/s. (All of these people are required to keep your identity confidential.)

All study records will be destroyed after the completion and marking of my thesis. I will refer to you by a code number or pseudonym (another name) in the thesis and any further publication.

Risks/discomforts

At the present time, I do not see any risks in your participation.

Benefits

This study will be extremely helpful to us in understanding coaching for executive presence. If you would like to receive feedback on the study, I can send you the results of the study when it is completed sometime after February 2017.

Approval

This research has been approved by the Wits Business School. If you have any complaints about ethical aspects of the research or feel that you have been harmed in any way by participating in this study, please contact the Research Office Manager at the Wits Business School, Mmabatho Leeuw. Mmabatho.leeuw@wits.ac.za

CONSENT

I hereby agree to participate in research on the influence of coaching on executive presence. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short term.

I understand that my participation will remain confidential.

……..

Signature of participant **Date**:……..

I hereby agree to the tape-recording of my participation in the study.

……..

Signature of participant **Date**:……..

APPENDIX B: INTERVIEW GUIDE

BIOGRAPHICAL INFORMATION SHEET FOR COACHES

Question	Prompts
Name	
Current Position / Title	
Organisation (if any)	
Division	
Number of managers reporting to you (if any)	This may not be applicable to coaches – explain this and that for biographical purposes the question is included
Number of employees in your division (if any)	
Highest educational qualification	
Coaching qualification / accreditation	
Coaching for yourself / yourself as coachee: Y / N	
Coaching for yourself / yourself as coachee: Coaching period (start and end date)	
Coaching for yourself / yourself as coachee: Number of coaching sessions	
As a coach: Please give a brief description of your coaching practice	**Prompts** Coaching hours Years of experience Companies as Clients General description of individual clients Coaching approach

BIOGRAPHICAL INFORMATION SHEET FOR LEADERS (MANAGERS OF MANAGERS)

Question	Prompts
Name	
Current Position/ Title	
Organisation	
Division	
Number of managers reporting to you	
Number of employees in your division	
Years of experience	
Years spent at Manager of Managers level	
Highest educational qualification	
Coaching Y / N	
Coaching period (start and end date)	
Number of coaching sessions	
Focus / themes of coaching content	

INTERVIEW GUIDE

Question	**Prompts** To be used to stimulate conversation and look for themes from the literature Not intended to be used as chronological and comprehensive questions during interview
Think of a person(s) with executive presence (can also be thought of as strong leadership or personal presence). This person does not need to be from your organisation I will ask you a number of questions relating to executive presence, please keep this person in your mind eye.	
What does an individual with executive presence look like What does a person with executive presence DO (what are specific behaviours)	• Executive presence as influence - beyond that conferred by external authority • Perceptions of others Vs objective assessment of characteristics Vs perceptions of self o Extent of variance based on audience perceptions / executive presence different according to who / audience o Part of personality / leadership traits o Importance of mastering perceptions / impressions management vs. developing specific set of leadership skills vs. focus on own self perception • Masculine vs. feminine nature of the construct • Developed over time / different over time • Different according to place • The importance of executive presence for impact on achievement at work • Link to social power (potential to influence others to bring about change in beliefs, attitudes or behaviours) and bases of power (coercive, expert, informational, legitimate, referent, reward)
Tell me about the influence this person with executive presence has / had on you and others	• Yourself AND others • Any hint of coercive power / negative forms of leadership
What components are part of executive presence	• The following elements: gravitas, communication, non-verbal communication and appearance, focus (commitment to long-term and strategic drivers), intellect and general intelligence, charisma (combination of confidence, intensity, commitment, caring, concerned, interested), passion, cultural fit, poise, emotional intelligence and empathy • Link to transformational leadership (charisma, inspirational, intellect, relating)
In what ways is executive presence important to the organisation	• Extent to which individuals with executive presence influence organisational effectiveness; • impacts on individuals ability to contribute to achievement of organisational goals • Are more effective in leading change and general impact in the organisation??
For Coaches: Think of a client where a focus included executive presence, influence or one or more of the components of executive presence that we discussed ***For Leaders:*** Think of your coaching sessions and any themes relevant to executive presence	
Tell me a little bit about your perceptions of coaching	• General overview

Tell me about the role of coaching for development of executive presence (i.e. how coaching influences executive presence)	• Description of the role of coaching including difference after coaching / Describe impact • Coaching vs. other interventions • Coaching Categories: skills coaching; performance coaching, and developmental coaching
What aspects of coaching influence executive presence the most	• Primary factors of coaching that influenced EP including: o Approach, underlying methodology o coaches perceived competence and experience, o relationship between coach and coachee, o models, techniques, tools, interventions, exercises,
Tell me about relationship between coaching for executive presence and the organisation	• How important is executive presence for the organisation • Extent to which coaching: o Was aligned to organisation as client / strategic objectives o Impacted on clients ability to successfully navigate organisational context o Led to achievement of organisational goals o Contributes to leading change and organisational change (successfully) • Leaders (individual focused) vs. leadership development (aligned to the organisational capacity to generate leadership potential that contributes towards the achievement of organisational goals)

APPENDIX C: CODING ANALYSIS

CODES-PRIMARY-DOCUMENTS-TABLE			
Report created by Super - 2017-02-18 01:55:56 PM			
HU: [C:\Users\Shekinah\My Stuff\Masters in Coaching\Researc...\ExecutivePresenceCodeCatvs3.7.hpr7]			
Code-Filter: All [118]			
PD-Filter: All [17]			
Quotation-Filter: All [967]			
	Coach	**Leader**	
	TOTALS:	**TOTALS:**	
Com: Positive	3	7	
Com: Authenticity	17	30	
Com: Blended	7	12	
Com: Communication	10	10	
Com: Confidence	10	8	
Com: Emotional Intelligence	43	17	
Com: Impactful Business Intelligence	28	43	
Com: Influential	13	20	
Com: Inspirational	2	4	
Com: Internal Focus Vs. External Impressions Management	5	1	
Com: Leadership	8	1	
Com: Mindful	50	16	
Com: Open & adaptable	18	8	
Com: Perceptions: Impression & Evaluation	11	32	
Com: Personal Power	7	10	
Com: Physicality	12	13	
Com: Positive Vs. Dark Presence Continuum	16	9	
Com: Presence Continuum	2	10	
Com: Relational	35	66	
Com: Somatic	42	8	
TOTALS:	**339**	**325**	**664**

Total number of quotations per family / category for research question one – components and nature of executive presence

CODES-PRIMARY-DOCUMENTS-TABLE			
Report created by Super - 2017-02-18 02:01:59 PM			
HU: [C:\Users\Shekinah\My Stuff\Masters in Coaching\Researc...\ExecutivePresenceCodeCatvs3.7.hpr7]			
Code-Filter: All [118]			
PD-Filter: All [17]			
Quotation-Filter: All [967]			
	Coach	**Leader**	
	TOTALS:	**TOTALS:**	
For: Approach (Methodology, Framework, Tools)	35	28	
For: Coaching Impact	3	2	
For: Coaching Process	81	54	
For: Coaching Skills	23	15	
For: Components of Presence	39	35	
TOTALS:	**181**	**134**	**315**

Total number of quotations per family / category for the research question two – coaching for executive presence

CODES-PRIMARY-DOCUMENTS-TABLE			
Report created by Super - 2017-02-18 02:05:01 PM			
HU: [C:\Users\Shekinah\My Stuff\Masters in Coaching\Researc...\ExecutivePresenceCodeCatvs3.7.hpr7]			
Code-Filter: All [118]			
PD-Filter: All [17]			
Quotation-Filter: All [967]			
	Coach	**Leader**	
	TOTALS:	**TOTALS:**	
Org: Effective Leadership	7	5	
Org: Organisational Effectiveness	15	10	
TOTALS:	**22**	**15**	**37**

Total number of quotations per family / category for the research question two – coaching for executive presence, and specifically the impact and importance for the organisation

CODES-PRIMARY-DOCUMENTS-TABLE		
Report created by Super - 2017-02-18 02:27:18 PM		
HU: [C:\Users\Shekinah\My Stuff\Masters in Coaching\Researc...\ExecutivePresenceCodeCatvs3.7.hpr7]		
Code-Filter: All [118]		
PD-Filter: All [17]		
Quotation-Filter: All [967]		
	COACH	**LEADER**
	TOTALS:	**TOTALS:**
Com: Positive	3	7
Com: Accepting Reality	0	4
Com: Adaptable Behaviour	5	1
Com: Attribute of Leadership	6	5
Com: Authenticity	15	19
Com: Authority	5	0
Com: Blended Elements	2	6
Com: Brave	1	0
Com: Change Leadership	0	4
Com: Collective Intelligence	0	21
Com: Communication Skills	7	10
Com: Confident	6	6
Com: Contained	17	4
Com: Conviction	0	8
Com: Dark Presence	15	8
Com: Emotional Intelligence	7	10
Com: Energy	4	1
Com: Equality	5	14
Com: Examples	0	1
Com: Excellence and impeccability	1	0
Com: Feminine Leadership Style	7	0
Com: Fighting Spirit - endurance	1	2
Com: Gravitas	1	0
Com: Grounded	12	0
Com: Impression Vs. Evaluation	11	25
Com: Influence	2	7
Com: Inspirational	1	4
Com: Intangible	4	6
Com: Integrity	2	6
Com: Intelligence	13	13
Com: Internally Generated	2	0
Com: Larger than Life	1	0
Com: Leadership with Soul	0	6
Com: Leading from the front	1	0
Com: Listening	3	0

Com: Low Environmental Anxiety	1	0	
Com: Mirroring	2	0	
Com: Networking	0	1	
Com: Not in a Hurry	1	0	
Com: Not Managing Perceptions	3	1	
Com: Not Over-eagerness	1	0	
Com: Openness	13	3	
Com: Performance	3	1	
Com: Personal Power	3	1	
Com: Physicality	12	13	
Com: Play to your Strengths	0	1	
Com: Political Intelligence	0	2	
Com: Positive Presence	0	1	
Com: Preparation	0	1	
Com: Presence Continuum	2	10	
Com: Presence is Universal	7	5	
Com: Present	9	2	
Com: Process capability	1	0	
Com: Reflection	0	3	
Com: Relational	28	24	
Com: Reputation	0	4	
Com: Self-Acceptance	7	0	
Com: Self-Awareness	12	3	
Com: Self-Care	1	0	
Com: Self-Mastery	15	1	
Com: Somatic Embodiment	29	1	
Com: Systemic Intelligence	7	8	
Com: Unconscious Presence	1	0	
Com: Unsustainable Presence	0	3	
Com: Values	0	5	
Com: Visibility	3	2	
Com: Vision	1	8	
Com: Vocal Presence	11	7	
Com: Wisdom - IQ&EQ	0	9	
TOTALS:	**333**	**318**	**651**

Total number of quotations per code for the research question one – components and nature of executive presence

CODES-PRIMARY-DOCUMENTS-TABLE			
Report created by Super - 2017-02-18 02:30:57 PM			
HU: [C:\Users\Shekinah\My Stuff\Masters in Coaching\Researc...\ExecutivePresenceCodeCatvs3.7.hpr7]			
Code-Filter: All [118]			
PD-Filter: All [17]			
Quotation-Filter: All [967]			
	COACH	**LEADER**	
	TOTALS:	**TOTALS:**	
For: Adult Learning	2	0	
For: Aligned to Organisational Requirements	7	0	
For: Approach, Methodology, Tools	25	23	
For: Articulated as an output for coaching	1	0	
For: Attitude & Meaning	0	1	
For: Beyond Positional Power	0	2	
For: Broad based	1	0	
For: Clarity	0	1	
For: Coach Skill and Role	23	9	
For: Coaching Impact	2	2	
For: Coaching Process	22	13	
For: Dress	1	0	
For: Early in Career	0	6	
For: effectiveness and fulfilment	1	0	
For: Emotional Intelligence	14	12	
For: Feedback	10	5	
For: Feedback Instruments	8	4	
For: Internal Confidence	1	0	
For: Join the dots	0	1	
For: Leadership Development	7	1	
For: Mindfulness	1	1	
For: Obstacles to being heard	1	0	
For: Physicality	6	0	
For: Presence Continuum	0	3	
For: Presence in leadership teams	3	0	
For: Relating with impact	1	0	
For: Relationship	4	4	
For: resource utilisation	1	0	
For: Self-Awareness	2	1	
For: Somatic	5	1	
For: Unknown Phrase	2	0	
For: Using ones voice	1	0	
For: Vision	0	1	
TOTALS:	**152**	**91**	**243**

Total number of quotations per code for the research question two – coaching for executive presence

CODES-PRIMARY-DOCUMENTS-TABLE			
Report created by Super - 2017-02-18 02:33:57 PM			
HU: [C:\Users\Shekinah\My Stuff\Masters in Coaching\Researc...\ExecutivePresenceCodeCatvs3.7.hpr7]			
Code-Filter: All [118]			
PD-Filter: All [17]			
Quotation-Filter: All [967]			
	COACH	**LEADER**	
	TOTALS:	**TOTALS:**	
Org: Brand	1	0	
Org: Business Impedes Presence	4	0	
Org: Capacity to deal with complexity	2	0	
Org: Change Agility	1	2	
Org: Direction	2	0	
Org: Engaged Effective People & Teams	7	3	
Org: Good Leaders	1	0	
Org: Improvement	0	1	
Org: Leadership - role model	0	0	
Org: Organisational Culture	0	2	
Org: Representing your entity	1	0	
Org: Require more Executive Presence	1	0	
Org: Self-Regulating Systems	1	0	
Org: Strategy Achievement	2	4	
Org: Useful for a Leader	1	0	
TOTALS:	**24**	**13**	**37**

Total number of quotations per code for the research question two – coaching for executive presence, and specifically the impact and importance for the organisation