Whole Brain Appreciative Coaching (WBAC)
การโค้ชสมองรอบด้านด้วยคำถามเชิงบวก

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ABSTRACT

Purpose :This research aims to study the impact of Whole Brain Appreciative Coaching (WBAC) on organization development (OD). Design / Methodology / Approach : Action research is used to analyze the impact of WBAC on OD. Findings : By enabling the managers' ability to grow or to expand their brain intelligence out of comfort zone, WBAC enhances positive communication and self-coaching skill which significantly influence OD at the focal company. Originality/Value : The special value of this research lies in its strength to use WBAC as an organization development intervention (ODI) in a multinational business organization.

Keywords : Whole Brain Appreciative Coaching, Organization Development, Organization Development Intervention, Positive Communication, Self-Coaching Skill, Whole Brain Intelligence, Multinational Business Organization, Alcohol and Beverage Industry

บทคัดย่อ

　　　　งานวิจัยนี้เป็นงานวิจัยเชิงปฏิบัติการเพื่อศึกษาผลกระทบของการโค้ชสมองรอบด้านด้วยคำถามเชิงบวกที่มีต่อการพัฒนาองค์กร งานวิจัยนี้ทำขึ้นระหว่างวันที่ 11 มิถุนายน 2553 ถึง วันที่ 1 มีนาคม 2554 ที่บริษัทขนาดใหญ่แห่งหนึ่งซึ่งอยู่ในอุตสาหกรรมเครื่องดื่มของประเทศไทย โดยมีผู้บริหารระดับกลางเข้าร่วมโครงการนี้จำนวน 41 คน ทุกคนอาสาโค้ชตนเองและลูกน้องในหน่วยงานที่รับผิดชอบ เรื่องการใช้สมองรอบด้านและการตั้งคำถามเชิงบวกในการทำโครงการพัฒนาองค์กรจริงๆ จำนวน 14 โครงการ ซึ่งทุกโครงการต้องผ่านการอนุมัติจากคณะกรรมการบริหารบริษัทจึงจะถือว่าโครงการดังกล่าวประสบผลสำเร็จ

　　　　ก่อนและหลังการทำโครงการพัฒนาองค์กร มีการใช้แบบทดสอบประเมินผลผู้บริหารทุกคนในด้านต่างๆ ดังนี้ ทักษะการสื่อสารเชิงบวก ทักษะการโค้ชตนเอง และทักษะการใช้สมองรอบด้าน เพื่อศึกษาว่าปัจจัยอะไรของทฤษฎีการโค้ชสมองรอบด้าน ด้วยคำถามเชิงบวกเป็นผลทำให้ผู้บริหารประสบผลสำเร็จในการทำโครงการพัฒนาองค์กร สรุปได้ว่า ผู้บริหารที่เข้าร่วมการโค้ชสมองรอบด้านด้วยคำถามเชิงบวกทั้งหมดจำนวน 41 คนประสบผลสำเร็จในการทำโครงการพัฒนาองค์กรให้แก่บริษัทได้จริงครบทั้ง 14 โครงการ ผลการวิจัยยังสามารถสรุปเพิ่มเติมอีกได้ว่าผู้บริหารที่เข้าร่วมการโค้ชสมองรอบด้านด้วยคำถามเชิงบวกทั้งหมดจำนวน 41 คนมีการพัฒนาระดับทักษะสูงขึ้นอย่างเป็นนัยสำคัญในตัวแปรดังต่อไปนี้ ทักษะการสื่อสารเชิงบวก ทักษะการโค้ชตนเอง และทักษะการใช้สมองรอบด้าน

　　　　ผลการวิจัยนี้จึงสรุปได้ว่า การโค้ชสมองรอบด้านด้วยคำถามเชิงบวก มีผลกระทบเชิงบวกต่อการพัฒนาองค์กรอย่างเป็นนัยสำคัญ และสาเหตุหลักที่ก่อให้เกิดผลสำเร็จคือ ทักษะการสื่อสารเชิงบวก ทักษะการโค้ชตนเอง และทักษะการใช้สมองรอบด้าน สุดท้ายนี้ผลการวิจัยสามารถสรุปผลได้ว่า การโค้ชผู้อื่นคือการดึงศักยภาพทั้งของผู้อื่นและของโค้ชเองออกมา ซึ่งเป็นปัจจัยหลักที่ทำให้โค้ชสามารถเรียนรู้การพัฒนาทักษะการสื่อสารเชิงบวก ทักษะการโค้ชตนเอง และทักษะการใช้สมองรอบด้าน ได้ด้วยตนเอง

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Introduction

To enhance organizational performance is always a great challenge for managers in any business organization. Organizational development is a discipline that enables managers to design an organizational development intervention to improve corporate business performance. One of the organizational development interventions is Whole Brain Appreciative Coaching (WBAC).

Literature Review

The theories and concepts that underpin this research includes (1) organization development, (2) whole brain intelligence, (3) appreciative inquiry, (4) SOAR Model, (5) coaching, (6) leader as coach

Organization Development (OD)

It is essential to differentiate the OD discipline from change management and organization change. First, OD aims at the total system while change management and organizational change focus on modifying an organization's strategy. Second, OD focuses on the neglected personal and social characteristics of a system. Third, OD is concerned with managing planned change, but not in the formal sense typically associated with management consulting or technical innovation, which tend to be programmatic and expert-driven approaches to change. Finally, OD emphasizes the transfer of knowledge and skill so that the system is more

able to manage change in the future. In this perspective, OD involves change management and organizational change.

Whole Brain Intelligence (WBI)

The fast growing interest in the use of functional brain mapping methods in both research and in clinical medicine in the past decade has resulted from major advances in Functional Magnetic Resonance Imaging (fMRI) technology (Ridler, Suckling, Higgins, Bolton, & Bullmore. 2004; Vernooij et al., 2007). These new advanced developments have linked the research of neuroscience, psychology, and OD to medical fields such as genetics and pharmacology.

According to medical research published by the New England Journal of Medicine, functional brain mapping can help doctors improve incidental brain findings on MRI (Vernooij et al., 2007) and significantly reduce the rate of misdiagnosis (Monti et al., 2010).

Recently a team of medical doctors and scientists at the Medical Research Council Cognition and Brain Sciences Unit, University of Cambridge, performed a break-through study that involved 54 patients with disorders of consciousness known as vegetative stage (Monti et al., 2010). The researchers used brain mapping with fMRI to assess each patient's ability to generate willful, neuroanatomically specific, blood-oxygenation-level-dependent responses during yes-no mental-imagery tasks.
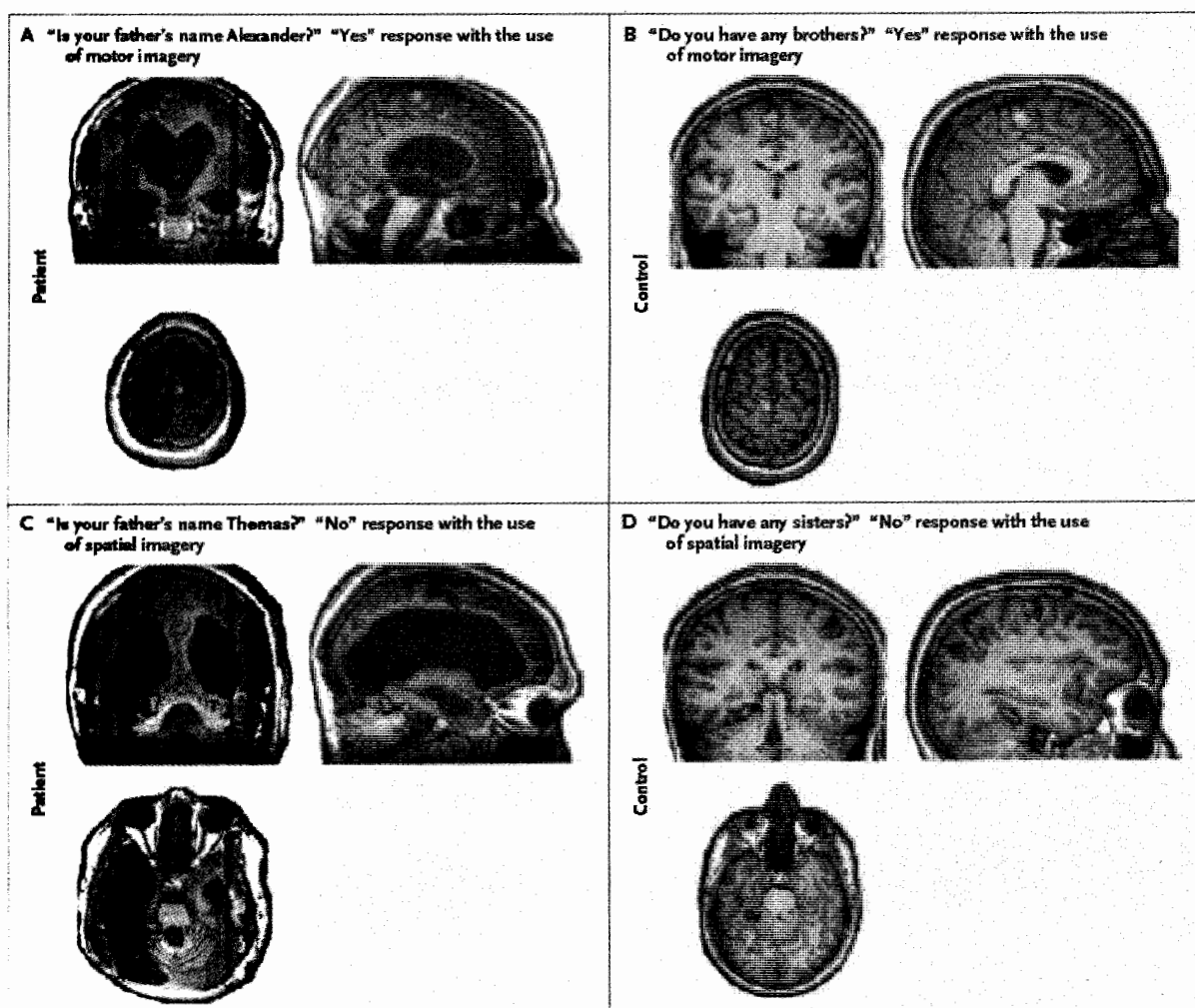
Figure 1 *Using Functional Brain Mapping to read the minds of vegetative patients* (Monti et al., 2010)

Interestingly 5 out of 54 patients diagnosed as being in vegetative stages were able to willfully modulate their brain activity by using functional brain mapping (see Figure 2.1). This milestone research proved that functional brain mapping can help even a person in a vegetative stage to communicate from inside out and to have brain activity reflecting awareness and recognition.

According to Brain Map™ Assessment Tool from Brain Technologies (Lynch, 2006), human information process skills are clustered into four quadrants, namely I-Control, I-Explore, I-Pursue, and I-Preserve, listed as Figure 2. The

clusters are in accordance with the combined distinctive functioning of human brain functional areas, such as the left, right, posterior, and anterior. The thinking process/concept is simply that *"people do not see the world the way it is but the way they think"* (Lynch, 2003); thus, what you think becomes what you see, feel, and do. The most important part is not where your brain intelligence is, but how to have whole brain functioned or the ability to shift from one mode of thinking to another to generate the information, connect the same to come up with a broader, greater, deeper conceptualization of the greater whole.
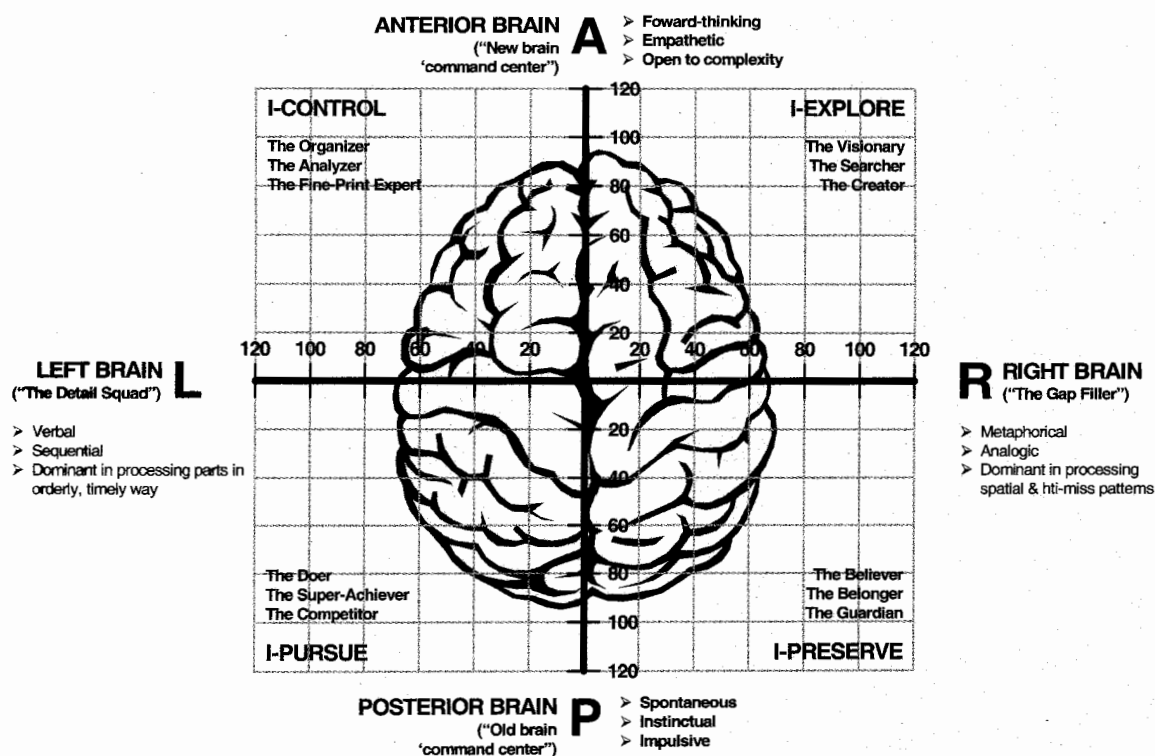
Figure 2 *The BrainMap* by *Dudley Lynch, 1984, 1988, 1993, 2004, 2006* (source: Perla Rizalina M. Tayko & Marina L. Reyes Talmo, 2010)

Appreciative Inquiry (AI)

Whitney & Cooperrider (1998) described AI as an organization development philosophy and methodology that can enhance the organization's capacity for ongoing adaptability by using positive change through inquiry. It directs the internal dialogue of the organization from problem-oriented or deficit discourse to possibility-oriented or appreciative discourse. Much research (Cooperrider & Laszlo, 2008; Whitney, 2004; Adams, Schiller & Cooperrider, 2004) conclude that AI can be contrasted to conventional approaches to organizational change along the five dimensions below:

1. The use of strength-based AI rather than deficit-based problem solving

2. The engagement of whole systems rather than small groups

3. Strategic visioning rather than strategic goal setting

4. Strategic learning rather than strategic planning

5. Strategic relationships rather than strategic analysis

Appreciative inquiry is built upon recognition of the profound power of questions in shaping our worlds; "questions are fateful; with our questions we make the world" (Adams, Schiller & Cooperrider, 2004). Questions are also at the core of how people listen, behave, and relate as individuals and in organizations. Virtually whatever people think and do are generated by questions; therefore, language is the house of being. Adams, Schiller & Cooperrider (2004) and Whitney (2004) argue that answers to questions, such as, "what's wrong?" or "who's to blame?"

lead to a world quite distinct from that which emerges from questions such as, "what's right?" and "how can we build on the strengths?"

Whitney and Cooperrider (1998); Cooperrider and Laszlo (2008) design the AI summit that can involve the number of participants from a few to 2,500. The AI summit design includes the following stages.
(as Figure 2)

Discovery: In this stage appreciative interviews are conducted. All participants engage in aone-on-one interview organized around the topics of the meeting. Then the best story as the best practice will be collectively determined and recollected by all participants.

Dream: In this stage, participants share their dreams. Discussion on the dreams is made among the participants to obtain a final picture of the dream.

Design: In this stage participants focus on crafting an organization in light of the picture of

the dream. The participants also determine what positive changes are required in order to realize the dream. Positive changes can encompass strategies, processes, systems, discussions, and collaborations in the organization. Activities include crafting provocative propositions for each organization design element. Each small group drafts provocative propositions (design statements) and incorporates the positive core change into the high impact process, systems, and programs.

Destiny (previously known as 'Delivery'): In this stage, possible actions are generated through brainstorming in the group. Inspired actions are selected and shared with other groups. The group members publicly make commitment to the inspired actions and call for cooperation and support from other groups. In this way a task force is formed to execute the inspired actions. Follow-up meetings are then pursued accordingly within the organization.
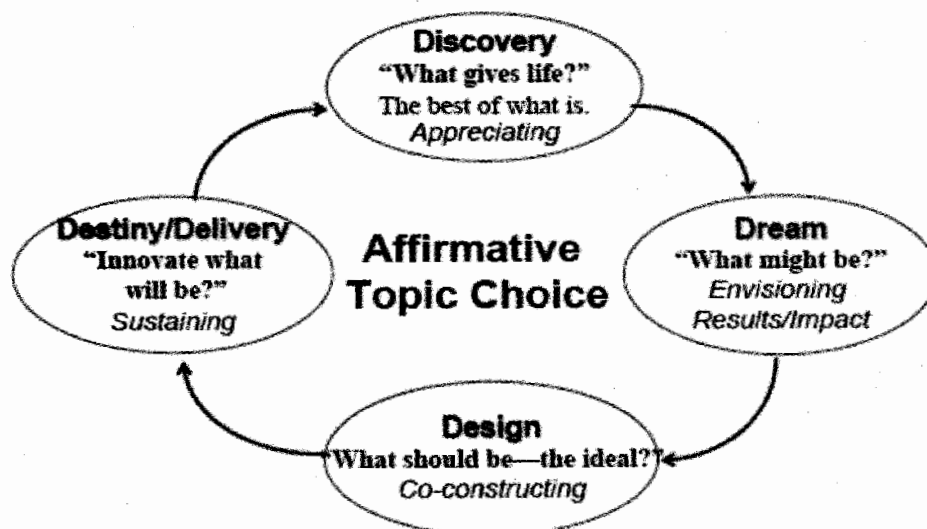

Figure 3 *Appreciative Inquiry 4-D Model* (Cooperrider, D. & Laszlo, C., 2008)

AI is a powerful organizational change methodology that continues gaining more popularity. In AI, dreaming takes place after the

organization has discovered its strengths. It occurs when organizational members collectively imagine and aspire to create a new future or new

realities. The outcome from its design is called a shared vision followed by a shared destiny, in which members begin to imagine a new future together. Eventually shared confidence, energy, and hope emerge; therefore, a bond is formed. The seeds of new relationship are embedded and nurtured. Finally, relationships become the glue that holds the change process together.

SOAR Model

People do not see the world the way it is, but the way they think it is (Lynch, 2003). This is the reason why OD researcher needs to use mental models or image lenses to enlarge his view through application of the Context / Content / Concept / Process (CCCP). Through assessment of both internal and external environments, SWOT analysis enables OD researcher to capture the *current* and *future* perspectives. With positive thinking approach Appreciative Inquiry (AI) Model is used to highlight the strengths over weaknesses and possibilities over threats. However, organizational weaknesses or threats are not entirely disregarded. Under this positive approach, SWOT analysis is transformed into SOAR analysis (Cooperrider & Whitney, 1999) as shown in Table 1

Table 1

Transformation of SWOT to SOAR (Cooperrider & Whitney, 1999)

Opportunities → Aspirations	Weaknesses → New Opportunities
Threats → Positive Results	Strengths → Strengths

While SWOT analysis focuses on the potential problems, SOAR matrix (see Table 2) is used to identify strengths, to explore new opportunities, to design ways, and to implement for the improvement of organizational performance.

Coaching

It has been universally agreed and documented that organizational coaching is expanding at an impressively high pace in recent years (Sherman & Freas, 2004; Feldman & Lankau, 2005; Ledgerwood, 2003; Gray, 2006). The great risk of failure in higher positions coupled with a new set of tasks makes coaching popular and is becoming more of a necessity rather than just a fashion.

Executive coaching is a relatively new term in organization development. It is unclear who has initiated this practice (Kampa-Kokesch & Anderson, 2001). According to Witherspoon & White (1996), the word "coach" refers to a kind of carriage dated back in the 1500s. In fact, the root meaning of "coach" as a carriage is to convey a person from one place to the desired destination; this is exactly the same meaning of executive coaching today. Also in sports and recreation fields the term "coaching" is used to imply training, motivation, and partnering with an athlete for best performance (Williams, 2003).

Many scholars (Brocato, 2003; Feldman, 2001; Feldman & Lankau, 2005) refer "coaching" to a vehicle of facilitating, learning, and improving executives from good performance to outstanding performance. The above definition is in line with the International Coach Federation or ICF (2008), the largest self-evolving international regulatory body of coaching which defines coaching as a process of facilitating, learning, and results.

Leader as Coach

Juan Enriquez (2001), the author of *As the Future Catches You*, states that whenever you desire to spread or to sell knowledge, making it exclusive and rare often leads to loss of value. The golden rule is that you gain more when you give, not take. What matters most is that the teachers become learners; and learners become the teachers, and eventually the network keeps growing. Leader as coach is not something delivered by only leaders; it is a reciprocal relationship in which both leaders and followers actively participate (Hicks & Peterson, 1999).

Many organizations fail to appreciate the intrinsic leadership development resources of their own leaders. Many great leaders are great teachers, for example, Buddha, Jesus Christ, and Mahatma Gandhi, who transform followers into leaders. Gill (2006) describes leader as coach by mentioning "avoid taking decisions as much as possible because as CEO, your job is to teach other people how to make the decisions."

The idea of leader as coach has gained much popularity recently (McAlearney, 2005). New generations believe that top leaders need to take personal responsibility for developing other leaders in the organization and energizing them to be teachers. Leader as coach (or leader as teacher) is a clear example of double loop learning-learning how to learn. People learn much more by teaching. The most successful organizations, for instance, P&G, IBM, GE, Hewlett-Packard, Intel, and Shell, use leaders to develop leaders by sharing their experiences in creative and teachable ways.

Conceptual Framework

Based on the reviewed theories and related concepts, the impact of WBAC on OD may lead to enhancement of positive communication, action-based self coaching skills and whole brain intelligence. The conceptual framework of this research is then illustrated as in Figure 4.
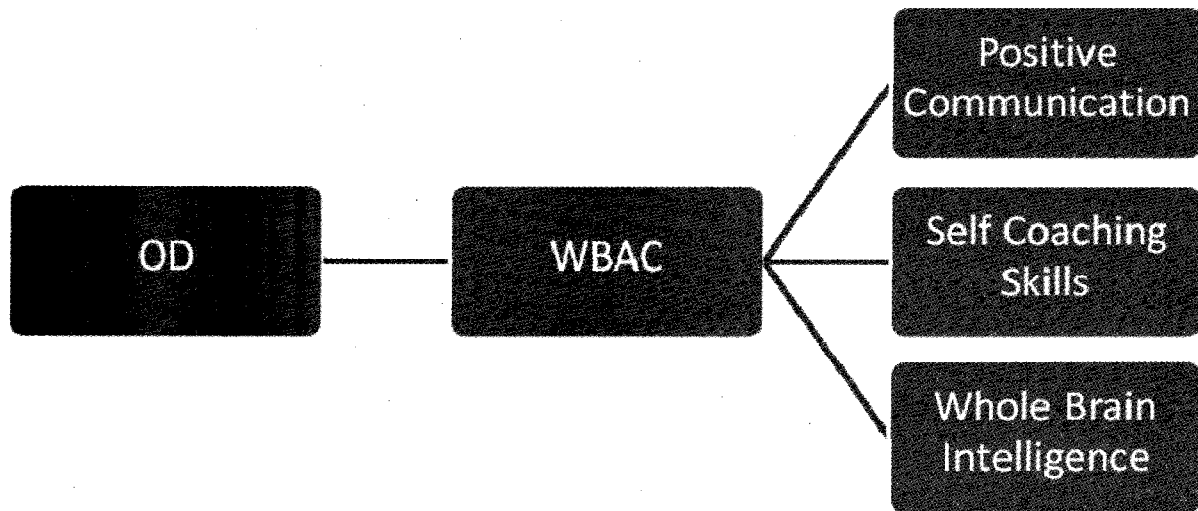
Figure 4 *The Conceptual Framework of Whole Brain Appreciative Coaching (WBAC)*

Research Objectives

This research had focal points expressed in key questions as follows :

Q 1 : Is there a significant difference between Pre-ODI and Post-ODI on participants' positive communication, coaching skills, and dominant brain intelligence quadrants?

Q 2 : What are WBAC elements that significantly influence OD?

Both questions were intended to demonstrate the difference of Pre-ODI and Post-ODI on managers in a multinational business organization and to identify WBAC elements that significantly influence OD

Scope and Limitation

The scope of the research is primarily on WBAC in the context of OD. This study is an action research focusing entirely on the focal organization, SC, which is a long established large-size business in the industry of manufacturing and marketing alcohol and non-alcohol beverages in Thailand.

Due to the confidentiality agreement, the researcher can neither disclose its real identity nor details of its initial systems analysis, management self assessment and brain mapping assessment results. Since this research is a part of an ODI, a purposive sampling method is used.

The action research is inductive; therefore, the findings and ODI implication might not be applicable to other companies or other industries or other countries. Nonetheless, this research assumes that an in-depth systematic analysis of a single organization would provide significant insight into dynamics of the relationship between the underlying variables of positive communication, self coaching skills, and whole brain intelligence.

Research Methodology

Action research was used for this study. 41 middle level managers at the focal company were selected as the sample group to participate in the research. The process consisted of making

participants to understand AI, training participants to acquire action-based self coaching skills, familiarizing participants to Whole Brain Intelligence (WBI) concept, engaging participants into ODI or iCSR Project. Feedback data were collected from all participants through questionnaires and periodically through a small group meeting.

The brain mapping self-assessment (BrainMap™, Brain Technologies, 2006) was used to diagnose the four quadrants of brain intelligence and the twin operating systems (WBI process) for all managers. Due to the BrainMap™ copyright and confidentiality agreement, the BrainMap™ assessment and results were not included in this paper.

The questionnaires on self coaching skills and positive communication are rated on 5.0 Likert scale with 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently or always. The respondents also were asked to indicate key WBAC elements that significantly influenced OD.

To gain in-depth primary data, an one-on-one interview is deployed for each participant before and after the ODI. An interview guideline was developed and shared among participants to ensure the consistency and validity of interview questions. Moreover, all participants were scheduled to meet regularly with the researcher in a small group of 6-7 persons to share and to feedback their coaching experiences.

The Research Findings

The influence of WBAC on OD was indicated through significant improvement of positive communication, improvement of action-based self coaching skills, and expansion of brain intelligence as shown in table 2. The cited key WBAC elements at SC were positive communication, self-coaching skills, and whole brain intelligence.

Table 2

The comparison between Pre-ODI and Post-ODI (source: managers' interview)

WBAC	Pre-ODI	Post-ODI	Change%
Positive Communication Shift	0	41	100%
Self Coaching Skills Shift	0	41	100%
Brain Intelligence Shift	0	41	100%

Conclusion

Although this study was conducted within a focal company, the positive implication of WBAC can be learned by other business organizations. This study found that WBAC significantly influenced OD at the focal company in terms of participants' improvement in positive communication, self coaching skills, and brain intelligence shift.

The ODI activities include action-based self coaching and AI under the framework of WBI. The well-executed ODI leads to double-loop

change (changing how to change). By being a coach, each manager can learn more from the WBAC process. The WBAC process can help managers expand their dominant brain intelligence quadrants out of their comfort zone. Therefore, the ODI can be considered as inside-out transformational change.

Based on this study, the researcher sees that positive communication, action-based self

coaching skills, and whole brain intelligence can directly improve organization performance. Through a double-loop learning process, managers can learn while coaching others and they can expand their WBI with self coaching as well as positive communication. The WBAC model derived from this action research can be showed as Figure 5.
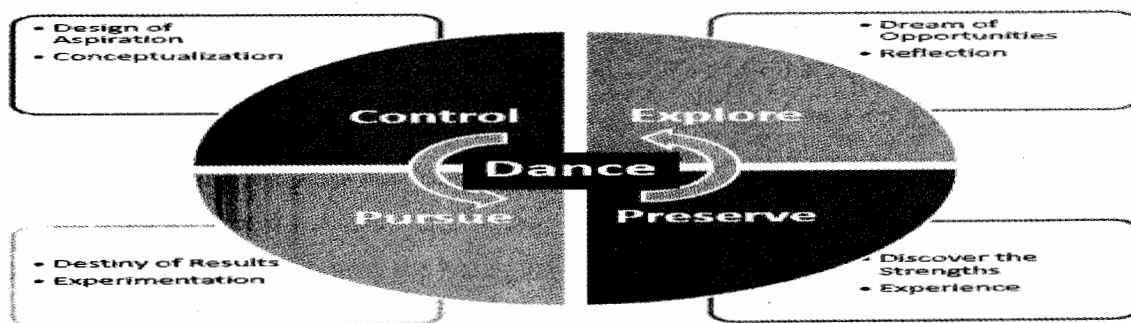

Figure 5 *WBAC Model (source: the researcher)*

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