

Book Review

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Global Coaching: An Integrated Approach for Long-Lasting Results

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How can coaching support global leaders to face complexity in an interconnected world? How can it contribute to make an impact at a global level? Building on his research on cross-cultural coaching and global leadership development (Rosinski, 2003), Rosinski proposes a new approach to coaching that encompasses personal, organizational and societal challenges. *Global Coaching* invites coaches, managers and professionals in organizations as well as citizens to embrace complexity to facilitate the unleashing of people's potential to achieve meaningful and long-lasting goals.

In taking a holistic approach, Rosinski is meeting the increasing need and growing consensus that coaching studies should be cross-disciplinary, multidisciplinary or interdisciplinary. The author advocates a paradigm shift from the traditional Cartesian model to the theory of complexity (Morin, 2005) and the holographic model (Talbot, 1991) which view our reality as a complex system where "the whole is in the part and the part is in the whole" (Morin, 2008, p. 50). Global coaching is based on the dynamic of multiple and interconnected perspectives. The Global coaching process is visually represented by the Möbius strip i.e. a twisted cylinder forming a ∞ shape, symbolizing unity and infinity.

Rosinski's book is divided into three parts that introduce the global coaching approach, describe the six perspectives that build up the global coaching concept and connect these six perspectives in an overarching frame for global coaching respectively. Following an introduction to the multi-perspectives framework and paradigm shift, there is an inspiring chapter exploring the global context in which coaches operate and how the function of coaching can have a positive impact, not only on individuals and organizations but also on society as a whole. Rosinski enlarges the vision and purpose of coaching, expanding on the usual objectives of skills and competence development. For the author, coaches can contribute to build a "better world" (p.13) by helping their clients to address complex global challenges.

The author refers to the Cultural Orientations Framework (COF) to leverage cultural differences as introduced in his previous book *Coaching across Cultures* (2003). In *Global Coaching*, Rosinski builds on the development of global leaders and deals with the definition of global teams in depth. The specificity of global teams is presented through a two-axe quadrant that combines distance and diversity. The author outlines the coach's role in helping global managers to address challenges related to isolation, communication, misunderstandings and cultural differences. This chapter could have benefited from a reference to the work on the definition of global leadership undertaken by Mendenhall *et al.* (2012) who, like Rosinski, agree that presence and relationship across boundaries are defining conditions of global leadership. In addition, Mendenhall *et al.*'s research suggests that complexity, referring to the contextual aspect of global activities, is the first dimension of global leadership. In addition, it claims that global leaders are not alike. They propose to differentiate leaders according to the level of complexity, relationships and presence required by their position and to adapt the design of global leadership development programmes accordingly.

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Rosinski also highlights the role of the global coach as a facilitator of organizational development and transformation. Much of the argument draws upon Godard and Lenhardt's (2000) concept of "collective intelligence" which is a process that transforms entities acting upon obedience into an organisation based on co-responsibility. This concept supports employees' engagement in the definition and the implementation of corporate strategy. Rosinski refers to a number of stories in the automobile and pharmaceutical industries, and the banking sector and to research findings from the Boston College Center for Corporate Citizenship (2009) that claim that businesses benefit from developing social, environmental and governance programmes. This leads to an invitation for coaches to stand up for, and support sustainable development in their coaching practice to "transform a sometimes crude reality into something beautiful" (p. 24). The author presents his values and vision of coaching which states that coaches can make an impact on collective, global and societal challenges. Global coaching is presented as "a necessity, not a luxury" (p.25) for the sustainable development of society. However, this section gives rise to questions such as: Can coaches be or become whistle-blowers? How can they transform individuals and organizations operating at a global level? This section could have benefited from an analysis of the role of coaches in times of pre- and post-economic crisis as well as the barriers to conduct change in global organizations. These topics can be further developed in future research.

Part 2 explores and describes each perspective that inform the concept of global coaching which are based on the disciplinary domains of psychology, philosophy, management, medicine, art, literature and religion. The author builds on research as well as his personal experience to develop the six perspectives which foster specific qualities as follows:

- Physical, to stimulate health and fitness;
- Managerial, to foster productivity and results;
- Psychological, to develop emotional and relational qualities;
- Political, to build power and service;
- Cultural, to promote diversity and creativity;
- Spiritual, to enable meaning and unity.

The managerial and psychological perspectives are presented as the two pillars of traditional coaching. Global coaching explores these multiple perspectives and establishes their interconnectedness to mirror a multifaceted reality.

Part 3 focuses on connecting the six perspectives and expands on the role and positioning of global coaching. The author introduces the reader to the complex thinking model, drawing on Morin (2005). Morin contrasts the simplicity paradigm with the complexity paradigm. The simplicity paradigm operates either a disjunction by separating what is linked or a reduction by making uniform what is diverse. At the other end, the complexity paradigm advocates distinguishing without isolating and combining various entities. For Rosinski, "establishing links and leveraging diversity" (p.197) is at the core of the complexity paradigm on which global coaching is based.

Referring to Jung (1960) and Pearson's (1991) approaches to the collective unconscious and archetypes and Kahler's process communication model (1982), Rosinski invites global coaches to awaken their own archetypes so that they can evoke and reveal them in others. Self-awareness and self-reflection are presented as pre-requisites to enable coaches to accomplish their role.

The last chapter revisits the coaching relationship building on Buber's (1958) approach of subject-object relationship, i.e. *I-It* and dialogue i.e. *I-Thou*. Rosinski highlights that even though the coach needs to master tools and techniques, he cannot apply these mechanically. To enter into authentic relationships, coaches need to move beyond techniques and develop their capacity of self-

differentiation- being in and out of the coaching process. This can be achieved by listening to the process (being out) rather than only focus on the content (being in).

Overall, the book provides a substantive and cogent presentation of concepts and theories applied to global coaching, although the last chapter could have been complemented by case studies and analysis of coaching interactions to offer further guidance for practice. In expanding the definition of global coaching as the art of “seamlessly integrating various approaches” (p. 225), the author invites coaches to embrace a broader vision of coaching to build their practice. This holistic approach enables the coach to explore further options and to embed multiple perspectives in the coaching process. Global coaching as a multidisciplinary approach invites coaches to develop a global mindset to help leaders address multifaceted challenges, leading to positive impact on society as a whole.

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