Executive Presence for
Leadership Teams

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Helping leaders shape the world

Introduction

When we decided to develop a research-based model of executive presence one year ago, we began by interviewing practicing executives, HR leaders, and talent professionals, as well as those who coach and consult to senior executives. It would not be an exaggeration to say that virtually all of those with whom we spoke had the individual executive in mind when they talked about executive presence. But after the model was completed and the subsequent leadership assessment tool **(the Bates ExPI™)** was validated and deployed, a funny thing happened.

The individual executives to whom we were providing multi-rater feedback on executive presence—in some cases all or most members of the senior leadership team—began asking about how they might be able to address executive presence with their leadership team. They wanted to use the model and the assessment results to address their collective approach to presence and influence, often in the context of some enterprise-wide business imperatives that seemed to require a team effort.

Having done a good deal of work with leadership teams, our first reaction was, "Gee, why didn't we think of that?" Then we went to work on it.

> What we discovered is that the theme of executive presence can provide one of the most important and satisfying perspectives on asserting leadership as an executive body.

Not only does a team-based focus on executive presence drive a deeper level of alignment and cohesion, it causes individual members to lift their game as BU or function heads.[i]

We'll share some of what we have learned about executive presence for teams, but first it will be helpful to clarify how we conceptualize and approach executive presence with practicing leaders.
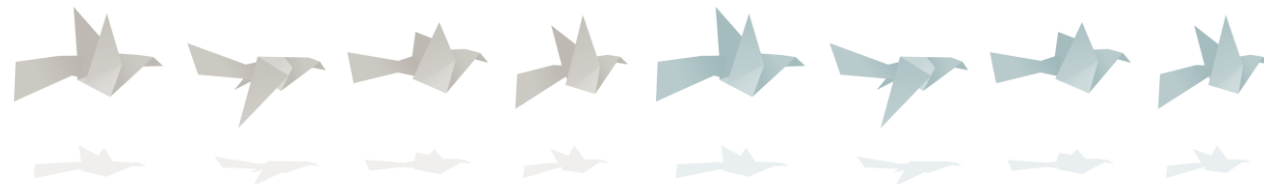
Executive Presence
When and how it emerges as a need

Every year, when management is huddled around the table in executive talent reviews, the topic of executive presence comes up. In discussions about readiness for the next big job or when updating succession plans, there will inevitably be individuals who are found wanting in this area—even among the strongest candidates. But wanting for what exactly?

If you ask management what they mean by executive presence, even those with expertise in executive talent development, they may offer descriptors such as:

"gravitas," "command of the room," "great communicator," **"inspiring,"** and "confident."

They will even provide examples of executives who "have it," this by way of indicating "what good looks like."[ii] It's clear, then, that they know it when they see it *and* that they believe it makes a difference.

Executive presence seems to become particularly noticeable and important as leaders are taking the larger stage.

Here they and those they lead usually encounter rising levels of challenge. The executive leader faces more diverse, often more demanding stakeholders. Everything they do or don't do, say or don't say, is scrutinized.

Executive presence reveals itself, then, as a social-organizational phenomenon. Leadership at this moment—when leading a global change initiative or a post-merger integration—is in the proverbial fishbowl. Whether as one leader facing many or as one leadership team facing the multitude, executive presence concerns how others perceive and are affected by the leader's intentional *and* unintentional communications of meaning.

What is intended and what is perceived, of course, are not always aligned. But what we do know is that what is perceived will be determinative when it comes to attitudes, motivations, and actions. Therefore, even those who are not so sure how to define executive presence know it matters. They also know that until it can be defined *and* measured they will be disadvantaged when it comes to offering their executives and best candidates actionable guidance on how to develop it.
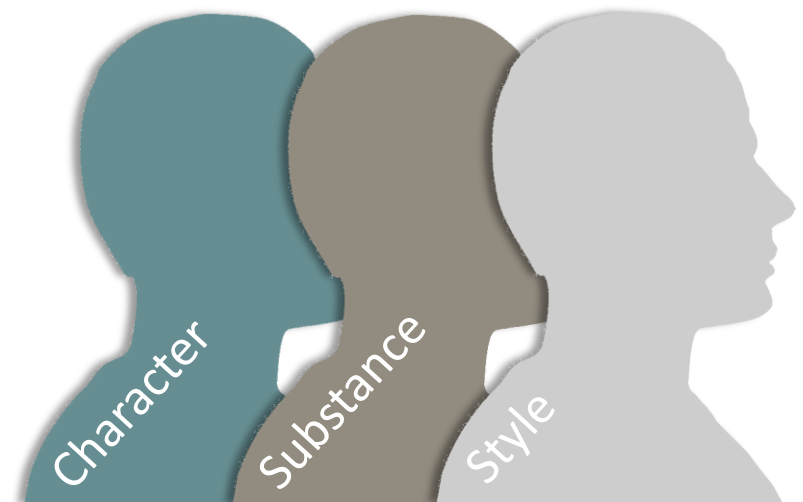
Defining Executive Presence

As a social-organizational phenomenon, executive presence is appraised through many lenses. Leaders are judged for their *character,* their *substance*, and their *style.* Whether they realize it or not, they are always communicating who they are and what they value. The quality of their insight, judgment, and decision making are constantly being evaluated. Their stakeholders look for integrity and wisdom in their words and actions, especially at critical moments.

We know now from research something that Abraham Lincoln surmised many years ago: **"You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time."** Reinforcing the wisdom of Lincoln, management scholars[iii] have found that executives cannot rely on "surface displays" alone (faking it) to win hearts and minds. It goes deeper, and involves more genuine expressions of feeling and value.

Our appraisals and judgments of an executive's character, substance, and style form over time. Enduring and predictable patterns of thought, attitude, and conduct emerge to support stable appraisals of trust, credibility, and competence. Followers attribute positive intentions to leaders with whom

they have formed such bonds of interdependency over time.[Iv] Suffice it to say, executive presence is about more than *mere* style. A robust model of executive presence must address qualities that last.

Bates Model of Executive Presence

Defining Executive Presence

Character has been a less studied—some[v] would say neglected—topic in research on leadership, but even now there is a growing body of literature on the role of vital character variables in leadership. Character includes person-based dispositions in moral development, temperament, and interpersonal relations. The five facets of character that make up this foundational dimension of executive presence in our model are *Authenticity*, *Integrity*, *Concern*, *Restraint*, and *Humility*. These variables often figure into models of exemplary leadership.[vi]
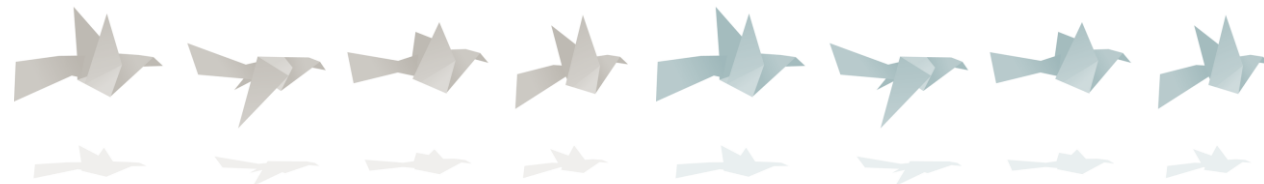
Substance includes cultivated qualities of adult development specific to the role of executive leadership: *Practical Wisdom, Confidence, Composure, Resonance*, and *Vision*. We observe here the pragmatic and aspirational qualities of mind (*Practical Wisdom & Vision*), a mature capacity for risk assessment and prudent decision making (*Confidence*), as well as poised abilities to lead others through tough times[vii] (*Composure*). And perhaps the most nuanced facet is the social-emotional savvy to read and respond to others and to connect with them, qualities often categorized under the heading of EQ (*Resonance*).

Style facets focus on the active, iterative, course of execution. The mere physical presence of the leader, her energy, demeanor, and nonverbals (*Appearance*), set a tone. Then the three interlinked aspects of dialogical communication–*Intentionality*, *Interactivity*, and *Inclusiveness*–sustain focus, check alignment, and ensure engagement. The leader thereby informs adaptive changes and prompts timely course corrections. When doing challenging work, there will be moments of disagreement, tension, and uncertainty, and that is where leaders must be ready to surface issues and pursue difficult conversations without delay (*Assertiveness*). [viii]

Character:
person-based tendencies and ways of being

Substance:
cultivated qualities of adult development

Style:
the active, iterative, course of execution

Figure 1. The Bates Model of Executive Presence

Dimensions of Executive Presence

Character – qualities that are fundamental to the leader as a person, to his/her identity, and give us reason to trust him/her.	Substance – cultivated qualities of mature leadership that inspire commitment, inform action, and lead to above-and-beyond effort.	Style – overt, skill-based patterns of communicative leadership that build motivation and that shape and sustain performance.
Authenticity – being real, genuine, transparent, and sincere in one's relations with others; and revealing the experience and beliefs that define oneself.	**Practical Wisdom** – displaying high honed qualities of insight and judgment that get to the heart of issues and produce prudent decision.	**Appearance** – looking and acting like an able executive; projecting energy, and handling social situations with tact.
Integrity – acting with fidelity to one's values and beliefs, living up to high standards of morality, veracity, and promise keeping.	**Confidence** – being self-assured in decision-making and action; ready to accept the risk and responsibility for taking timely action.	**Intentionality** – clarifying focus, keeping actions aligned and on track, all without stifling dissent or neglecting needs to adjust course.
Concern – demonstrating interest in others, encouraging adaptive development, and promoting a healthy sustainable culture.	**Composure** – proving to be steady in a crisis, able to calm and focus others, and to bring objectivity and perspective to critical decisions.	**Inclusiveness** – actively involving others, welcoming diverse points of view, encouraging ownership in mission, and empowering initiative.
Restraint – displaying a calm disposition, characterized by reasonableness and by avoidance of emotional extremes or impulsiveness.	**Resonance** – connecting with others; attentive, attuned, and responsive to feelings, motivations, and thoughts; deepening alignment.	**Interactivity** – promoting an interpersonal style of dialog and timely exchange of information and questions to coordinate action.
Humility – showing awareness of one's strengths and weaknesses, an openness to others, and a belief that all persons have worth.	**Vision** – generating an inspiring, enterprise-wide picture of what could be; recognizing emerging trends, and engaging all in strategy.	**Assertiveness** – speaking up, valuing constructive conflict, and raising issues directly without shutting others down.

Facets of Behavior

The Bates Model of Executive Presence has been operationalized in the form of a multi-rater feedback survey (Bates ExPI™) intended for use with a senior executive population in an organizational setting. The ExPI™ measures self-perceptions of the leader and the perceptions that others have of him/her on all 15 facets of the Model. The Model was developed based upon an extensive review of theory and empirical research in management, psychology, communication, social action theory, and ethics. An international panel of 10 independent Ph.D. level experts in executive assessment and development helped reduce a very large item pool to the few "best" items. The ExPI has been validated; it yields very good reliability (consistency across people and situations) and validity (measures the "right stuff").

Executive Presence for Individuals and Teams

Most people think about executive presence as an individual quality of leadership. In one sense, this is really quite appropriate given our emphasis on the distinctive role of character facets in defining who the leader is as well as what he or she cares about and has reason to value. Everything we have included under the character dimension is value-based and has normative implications for our identity and conduct as free moral agents.[ix]

So it was an interesting development when we encountered numerous inquiries about how feedback on executive presence might be used at the team level. Let's face it, the so-called senior leadership team (SLT)—whether it designates the CEO's direct reports or the direct reports of function heads or business unit presidents—is often a rather loosely aligned group, each with their own priorities and sometimes standing in competitive relationships to one another.

But even authors like Jon Katzenbach[x], who have expressed skepticism about top management's capacity for teamwork, allow that there are moments when it is particularly critical for the senior management group to function as a team. And it was just these kinds of situations that we were hearing about as we began to apply our model of executive presence to individual members of SLTs.

Executive Presence for Individuals and Teams

In one instance, the CEO of a leading technology firm had issued a call to action to his team. Their market position and profitability were eroding due to trends toward ubiquitous, mobile computing. It was time for the SLT to address issues of strategic direction and innovation in ways that they had not done since their birth as a company. The threat to their business had cross-cutting relevance to all business units. They would need to explore and evaluate options efficiently, make decisions and problem solve jointly, and succeed or fail together.

Consider for a moment the potential role of just one facet from the model, *Humility*, for this SLT in the case study above. Their legacy strengths and winning ways are now no longer sufficient. They must recognize the reality that all innovations have a shelf life. It's time for a new wave of innovation. Their leaders and key contributors must let go of pride that blocks fresh thinking and exploration of new possibilities. Their *Confidence* must be grounded in the courage and determination to find the next big wave.

Another case involved a defense manufacturer whose pipeline of business was shrinking due to DOD budget cuts that looked like they would have lasting effects. Management believed that it must develop new markets globally, look for opportunities in the commercial sector of the economy, and pursue some of these avenues by means of acquisition.

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Executive Presence for Individuals and Teams

Meanwhile, they must find ways to consolidate operations and improve efficiencies. It was time for all to sacrifice in the service of a greater good. Legacy issues that divided business units must be transcended.

To enter commercial markets requires a new way of thinking. Federal procurement procedures caused the firm to mirror the bureaucratic style and pace of the public sector. In that world, engineering often becomes over-engineering, and leadership and governance often takes the form of command and control. In commercial markets, leaders must model a *Practical Wisdom* that places a premium on time-to-market considerations. In the face of dramatically changing market conditions, initiative and decision making must be shared and silos broken down (*Inclusiveness*) as leaders facilitate decisions made by team members with diverse backgrounds and varying points of view.

The management of these firms believed that unless they could deploy their leadership in concert as one SLT they would not be able to navigate the challenges and changes ahead. They felt a rising sense of urgency. In this context, questions of executive presence takes on a more collective meaning.

The fundamental questions of executive presence go something like this:

- "How must I/we show up to effectively signal the need for change?"
- "What do those we lead need in order to decide that my/our leadership is worth following?"
- "Will they find what they are looking for in the quality of our *Integrity*, *Vision*, and *Confidence*, and in the *Intentionality* of our approach to execution?"

For the SLT, the questions also include, "How must we as individual members of the SLT show up to our respective units <u>and</u> to the enterprise and its stakeholders when it really counts?" No doubt, the CEO faces a unique challenge in forging this kind of a team dynamic. Structures that define and reinforce their common goals, complementary roles, and vital contributions are critical, and so too are the evolving dynamics that create cohesion and build team discipline.

Let's take a look at what we know about SLTs and consider how it makes sense for this executive body to function as a team and to be concerned about their executive presence as a unit.

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About Senior Leadership Teams

As a general matter, we can all appreciate that SLTs are a unique form of team. However, it is important to also understand how their uniqueness makes a difference when it comes to development.

SLTs as "Representational Groups"

It has been observed that[xi] that senior executives wear two hats. They are expected to represent their specific functional area or business unit <u>and</u> represent the interests of the entire enterprise.[xii] They are responsible for organization-wide planning and decision making. The bulk of their energies, however, when push comes to shove, will often go to their unit-specific goals and priorities.
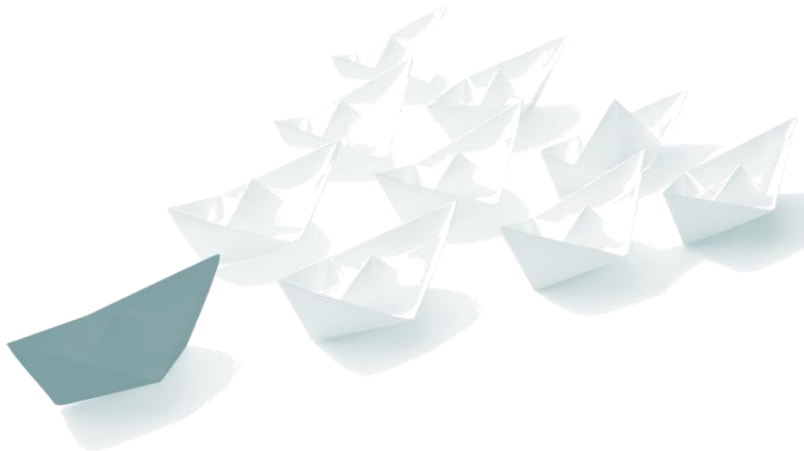
This makes their dynamics as a group quite different from simple work groups. Team leadership at the top is tough to pull off. The CEO must be vigilant about keeping SLT members focused on both their functional or BU-specific accountabilities as well as their duties to ensure overall corporate success. To do this, the CEO and the SLT members must understand and manage certain realities.

Representational dynamics on an SLT can operate at a less conscious level. Legacy mindsets may predefine Engineering, Sales, Operations, and Marketing and cause SLT members to listen and interpret with filters. Competition for resources among BU GMs may constrain their readiness to sacrifice for the good of the whole. They may worry about getting the short end of the stick on funding and talent.

Compensation, careers, recognition, and other rewards are at stake. These dynamics can be destructive when they go unacknowledged and unmanaged. Members lose sight of the big picture, withhold information, and become dismissive of other points of view. Moreover, this corrosive effect can "trickle down" causing tensions at lower levels.

About Senior Leadership Teams

What have we learned?

- It's best for members to openly acknowledge the fact that they wear two hats. For example, "I know that in sales we're concerned that this approach to distribution of product may alienate some of our customers, but I recognize that there are other views on how this change may actually maximize customer satisfaction." Put it on the table. By making it "discussable" you immediately reduce suspicion and enhance trust. Facets of *Authenticity* and *Integrity* play an obvious role here.

- Coming from different lines of business or functional areas also means that we will bring our own diverse sets of facts and assumptions. Finance brings its facts to bear, and operations and marketing bring different facts to the discussion. Each may assume their facts are the truest or most important facts.

- Quite simply, the task of the CEO or SLT leader is to insist that the group jointly ask, which are the most relevant facts for the issues at hand? This involves thoughtful perspective-taking and objectivity (*Composure*). It also

requires dialogue and hearing one another out (*Interactivity*).

- Unit and SLT boundaries must be protected. In both cases, boundaries must be sufficiently permeable to allow a healthy exchange with other groups. What we know based on our research is that this exchange must most often take the form of dialogical communication as represented in our Style dimension.

Collaborative Executive Leadership Teams

We, like others who work with senior management,[xiii] know that vital enterprise imperatives, e.g., critical decisions about strategic direction in times of uncertainty, make collaboration at the top a key responsibility and fiduciary duty. If one defines teams at the top and teamwork as something not worth attempting, you have stacked the deck against this possibility from the outset.

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About Senior Leadership Teams

Teamwork is based on shared strategy – vision, plans, and commitment to goals – and it requires collaborative conversations. This conversation is not simply information sharing; it involves dialogue, understanding each other's goals and challenges. It emerges from a vigorous give-and-take that creates mutual understanding and transcends divisive group interests. Cultivating that kind of *Style* within the SLT and between the SLT and its key stakeholders calls for certain facilitative skills.

Those who consult to SLTs must be able to help them frame, facilitate, and deepen discussions. They must create conditions for reflective learning. They must also help SLTs discuss the "undiscussables," which may include not only confessing their conflicted interests but also examining conflicting points of view and values as well as resolving legacy patterns of attribution that keep them at a distance from one another.

Building a shared purpose and vision requires a deeper conversation of the following questions:

- **"What are we trying to accomplish?"**
- **"What will we gain from working together to achieve this?"**
- **"What do we want to build/achieve/create from working together?"**
- **"What will it cost the organization if we do not work interdependently?"**

These discussions must go deep enough to identify and examine the potential losses and gains that will be required to achieve the common goals. Absent deeper conversations, we only achieve the veneer of teamwork. Lacking full participation, team interaction may end up being dominated by a few. Others may retreat, and this can end up yielding safer but less substantive discussions. Neither new nor shared ways of thinking emerge.

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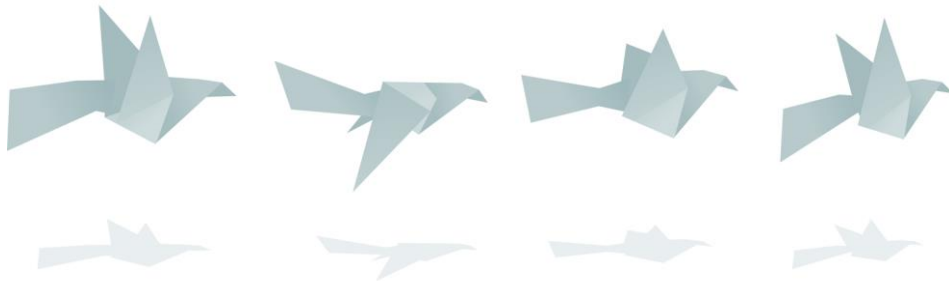
About Senior Leadership Teams

Stages of Team Development

As the executive group tests their mettle on real issues, their felt potency as an SLT grows. By focusing on the right tasks and honing highly collaborative dynamics of interaction, they become a team. This kind of team development is a journey that unfolds in stages.

Years of research[xiv] affirm that most SLTs do struggle with teamwork. Using a well-validated survey based on the Tuckman[xv] model (Figure 2) - *forming, storming, norming, performing* - Susan Wheelan assessed the developmental dynamics of 20 leadership teams. She found that even though SLTs are different from simpler work teams in the ways we have discussed, the same stages of development apply. Her studies revealed some sobering results:

- 60% of the leadership teams studied were in stage one (forming) or two (storming)
- 40% were in stage three (norming)
- None were appraised to be in stage four (performing)

And one of the indicators of arrested development in the 60% of SLTs who were stuck in stages one or two **was their members' inability to articulate shared goals and purposes**. Wheelan, like us and many others,[xvi] believes there is reason for pursuing team development. This suggests that it is important to engage the SLT based upon an assessment of where they are in the development process.
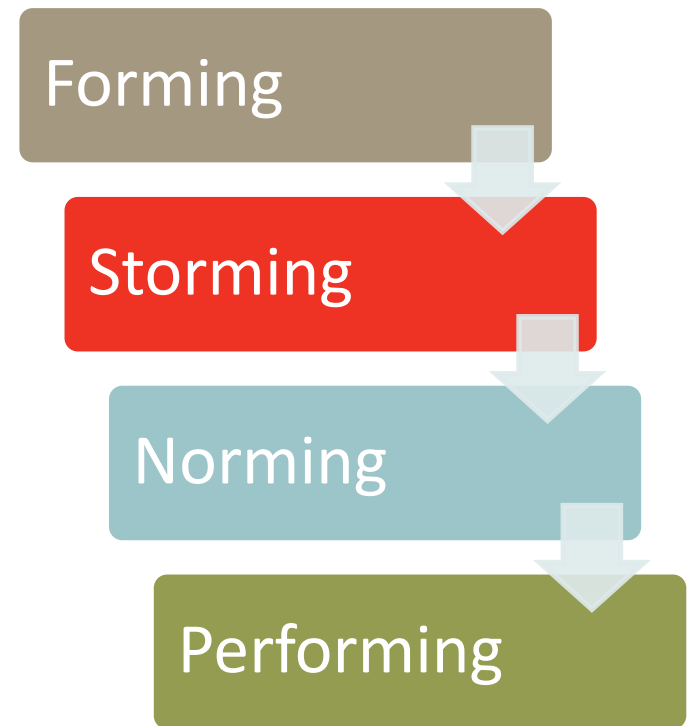
Forming

Storming

Norming

Performing

Figure 2: The Tuckman Model

A General Approach to Developing Executive Presence for an SLT

We believe that the executives who have been asking us about how to assert their executive presence as a leadership team were reporting an awareness that they too were stuck in the pre-norming stages of development. Their awareness of this gap arose as they saw vital business imperatives looming, which were virtually screaming for them to work as a team. In the safety and reflective calm of a coaching relationship, they were able to recognize this gap and accept that they needed to change.

Conditions of safety conducive to reflection are critical to enabling the natural stages of forming, storming, and norming to proceed. It is through that movement that genuine wholeness and cohesion emerges. The group becomes a dynamic whole that is greater and more productive than the sum of its parts. Their development is marked by gains in integration and interdependency.

Just as the expression of executive presence in the case of one senior leader must be experienced as more than surface acting and must go deeper, so too its expression by an SLT must go deeper. Others (followers and key stakeholders, internal and external) must experience their individual assertions of leadership as deriving from one coherent strategy, from common goals and values that express the firm's vision and mission as an enterprise.

Transformational development in leaders and in SLTs begins on the inside. It is grounded in reasons of the heart (values, motivation, and aspirations) and reasons of the mind (economic goods, robust rationale, and practical ends). In all cases, it must be accompanied by overt conduct that is consistent with these guiding reasons. Their consequential actions must yield mission-relevant results and do so in a manner that reflects virtue in order to generate a pervasively positive quality of executive presence.
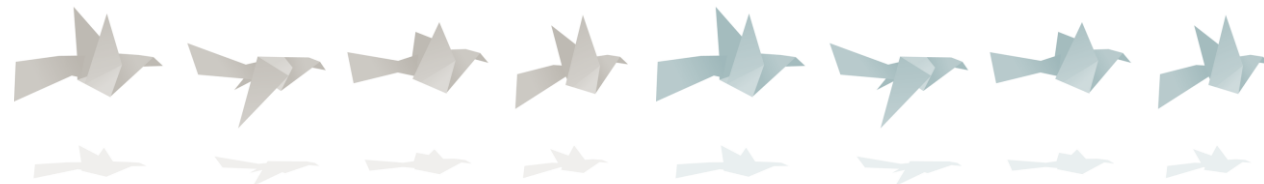
# Practical Advice for Coaching Teams on Executive Presence

Here are several elements of our approach to work with SLTs that we have found critical to success:

1. **Nail the business context**. We must understand the firm's business imperatives, their operating environment, and their leadership challenges. This will typically be accomplished at the outset of the engagement. Connecting development themes to this "hard" stuff is critical. It heightens insight into the practical relevance of acting on these themes, and it adds a quality of urgency to motivation.

2. **Ready individual members**. Completing the multi-rater feedback assessment and interpretation on executive presence for each member of the SLT in advance serves several purposes: a) it raises self-awareness and disarms defenses; b) it sets expectations for creating "headroom" for all to step it up a level; and c) it yields aggregate themes that enable joint interpretation of stakeholder perceptions.

3. **Commit to quarterly off-site meetings**. If building a team dynamic is a priority and success factor for the firm and

SLT leader, then we need to be realistic about sustaining the "build" of this dynamic in a very business-relevant manner. The first meeting should be sufficient to fulfill the forming stage and produce a more fruitful entry into the storming stage on key business imperatives.

4. **Sustain parallel streams of coaching for SLT members**. Here we engage SLT members in mastering the balance of attention to their units (empowering, creating headroom for them) and to their role as SLT members. As the SLT begins to master skills that help them storm and norm productively, they are accountable for promoting enterprise-wide adoption and spread of collaborative practice.

5. **Operationalize expression of executive presence**. What stakeholders want and need will show up in the feedback the SLT obtains from aggregate ExPI data. The model also guides development of skills and strategies for addressing gap areas. So, sprinkling targeted learning into quarterly meetings can be quite helpful. For example, learning to ask the "right questions" and to convey lessons learned in narrative form (stories) can be effective ways to convey practical wisdom.

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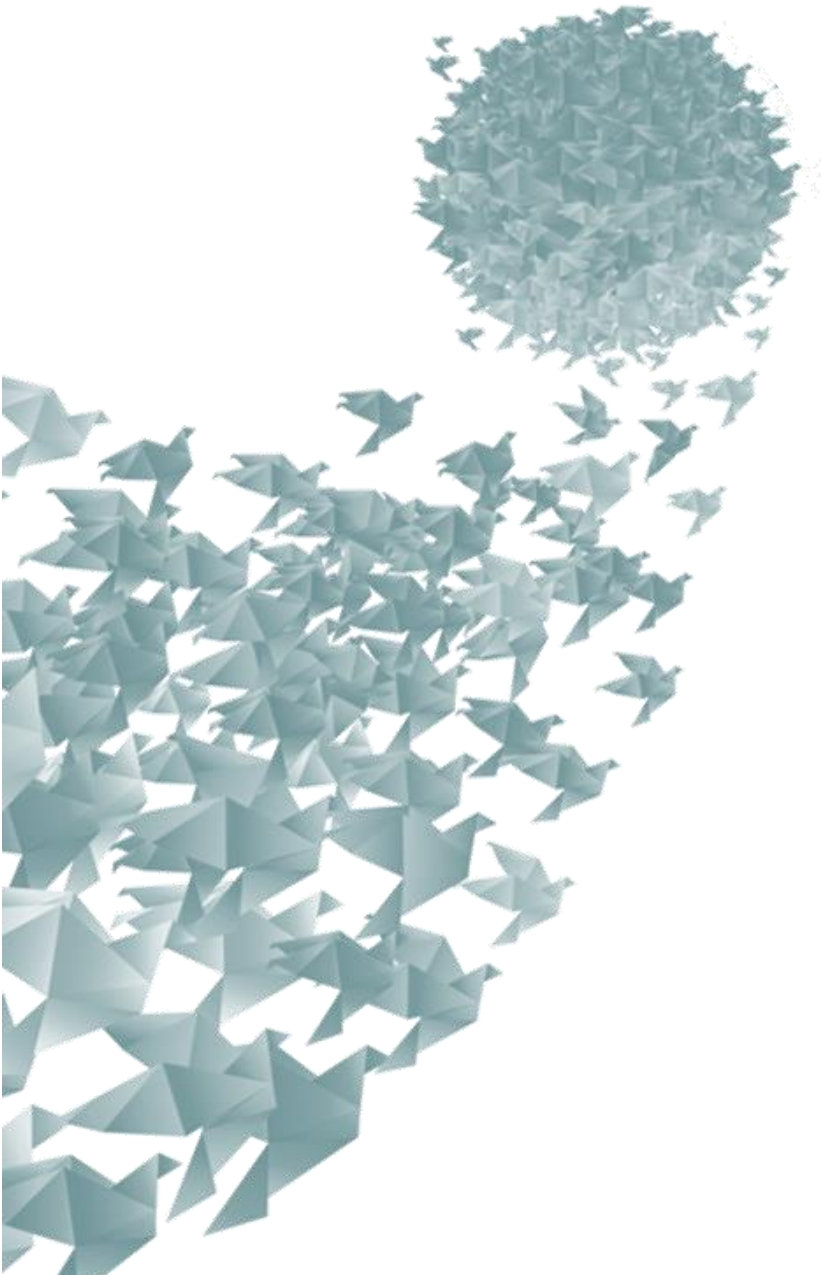
6. **Cultivating a team discipline**. The model as a whole will prompt SLT reflection on the facets of presence that are most critical at different moments during execution of plans. One thing we know is that the facets of the style dimension are specifically aimed at maintaining the energy, focus, and momentum of execution over time, keeping all involved and resolving issues along the way.

7. **Review progress and learn from experience**. At the individual level and at the SLT level, continuous review of progress is critical. On a high-performing team, executives become increasingly open to report and openly problem solve "yellow" or "red" status conditions rather than feeling compelled to rationalize them or claim they are in "green" status too quickly. This is where gains in character and substance really show.

There are no shortcuts to getting there, but beginning with assessment data that target the salient themes will accelerate the process and eliminate needless guesswork and frustration. Not only does this type of data-driven feedback enable the team to focus and intensify work on the right stuff by yielding more encouraging results sooner, it promotes the confidence and resolve of the SLT to stay the course. And that is what will carry the team forward into the final stage of the Tuckman model, ***performing,*** where optimizing and embedding gains occurs.

Notes

i.   R. Charan, S. Drotter and J. Noel argue persuasively that when leaders operate below their proper level of role, scope, and contribution, they cause a cascading effect throughout the business; their direct reports then perform at lower levels. This results in the senior-most duties of leadership—strategic direction and decisions—being neglected. Charan et al., "The Leadership Pipeline: How to Build the Leadership-Powered Company," 2nd ed. (San Francisco: Jossey-Bas, 2011).

ii.   Some of this descriptive language used by executives was also captured in a recent survey conducted by CTI. See S. Hewlett, L. Leader-Chivee, L. Sherbin, J. Gordon and F. Dieudonne, "Executive Presence," white paper, Center for Talent and Innovation, New York, 2012.

iii.   See W. L. Gardner, D. Fischer and J. G. Hunt, "Emotional Labor and Leadership: A Threat to Authenticity?," Leadership Quarterly, 20, no. 3 (2009): 466-682.

iv.   See M. Eberly and C. Fong, "Leading via the Heart and Mind: The Roles of Leader and Follower Emotions, Attributions, and Interdependence," The Leadership Quarterly 24 (2013): 696-711.

v.   See B. Avolio, "Full Range Leadership," 2nd ed. (Los Angeles: Sage, 2011); and T. A. Wright and J. C. Quick, "The Role of Character in Ethical Leadership Research," Leadership Quarterly 22, no. 5 (2011).

vi.   See for example, J. Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," Harvard Business Review (July 2005): 66-76; B. Bass and R. Riggio, "Transformational Leadership," 2nd ed. (New York: Psychology Press, 2006); and R. Boyatzis and A. McKee, "Resonant Leadership: Renewing Yourself and Connecting with Others through Mindfulness, Hope, and Compassion" (Boston: Harvard Business School Press, 2005).

vii.   Macaux has characterized this mature form of leadership as "generative leadership." See W. Macaux, "Generative Leadership: Responding to the Call for Responsibility," Journal of Management Development 31, no. 5 (2012): 449-469. For a recent effort to apply wisdom research and classical ethics to executive development, see R. Kilburg, "Executive Wisdom: Coaching and the Emergence of Virtuous Leaders" (Washington, D.C.: American Psychological Association, 2006).

viii.   For an example of how dialogical communication promotes timely, effective action in the world and flatter, more networked, and more global organizations, see B. Groysberg and M. Slind, "Leadership Is a Conversation," Harvard Business Review 90, no. 6 (2012): 76-84.

ix.   Philosophical and psychological identity theorists propose that character, being rooted in moral values, answers more directly than any other layer of our being, the question of who we are, what we stand for, and why we should be trusted, respected, and believed as leaders. See E. Erikson, "Childhood and Society" (New York: W.W. Norton & Company, 1950/1963); R. Kegan, "The Evolving Self: Problem and Process in Human Development" (Cambridge, Mass.: Harvard University Press, 1982); and C. Taylor, "Sources of the Self: The Making of the Modern Identity" (Cambridge, Mass.: Harvard University Press, 1989).

x.   See J. R. Katzenbach, "The Myth of the Top Management Team," Harvard Business Review 75 (Nov. 1997): 82-91; Katzenbach, "Teams at the Top: Unleashing the Potential of Both Teams and Individual Leaders" (Boston: McKinsey, 1998); and Katzenbach, "The Irony of Senior Leadership Teams," The Journal for Quality and Participation 21, no. 3 (1998): 8-15.

xi.   See D. Berg, "Senior Executive Teams: Not What You Think," Consulting Psychology Journal: Practice and Research 57, no. 2 (2005): 107-117; and C. P. Alderfer, "The Invisible Director on Corporate Boards," Harvard Business Review 64, no. 6 (1986): 38-52.

xii.   Other researchers labeled this need to balance two often-competing roles, as "organizational ambidexterity." See J. P. Jansen, G. George, F. J. Van den Bosch and H. W. Volberda, "Senior Team Attributes and Organizational Ambidexterity: The Moderating Role of Transformational Leadership," Journal of Management Studies 45, no. 5 (2008): 982-1007.

xiii.   See D. Rawlings, "Collaborative Leadership Teams: Oxymoron or New Paradigm?," Consulting Psychology Journal: Practice and Research 52, no. 1 (2000): 36-48.

xiv.   See S. Wheelan, "An Initial Exploration of the Internal Dynamics of Leadership Teams," Consulting Psychology Journal: Practice & Research 55, no. 3 (2003): 179-188.

xv.   See D. A. Bonebright, "40 years of Storming: A Historical Review of Tuckman's Model of Small Group Development," Human Resource Development International 13, no. 1 (2010): 111-120.

xvi.   For examples see Berg (2005); Rawlings (2000); and M. Kets de Vries, "Leadership Group Coaching in Action: The Zen of Creating High Performance Teams," Academy of Management Executive 19, no. 1 (2005): 61-76.

About Bates

Helping leaders shape the world.

Through our lens on leadership, communication and executive presence, we help leaders shape the world. Our clients are global companies and top executives who have the desire and ability to make an impact on business and society. Our signature executive coaching, organizational consulting and group learning programs help leaders assert influence, ignite action and drive performance.

In 2014, we launched the *Bates ExPI™ (Bates Executive Presence Index)*, the first-ever research-based, scientifically validated assessment tool to measure leadership presence and executive influence. The ExPI model offers a practical, sensible, business-oriented approach to defining the "x-factor" in leadership.

Executive Coaching and Advisory
For C-level executives, functional leaders and transitioning executives who want to rapidly advance their capabilities while working in real-time on critical business challenges. Includes a comprehensive ExPI™ Assessment

Consulting – Bates NAV System
Our proven consulting process guides teams in driving organizational strategy. Our five-step NAV system helps leaders clarify a course of action, communicate it to the organization, and ignite momentum to achieve objectives.

Leadership Team Development
Our team programs bring the science of influence into the practical realm of the team's effort to win buy-in, galvanize purposeful action, and address competitive challenges. We assess leaders, identify group-level themes and challenges, facilitate constructive dialogue, and target specific developmental areas that build team dynamics and accelerate performance.
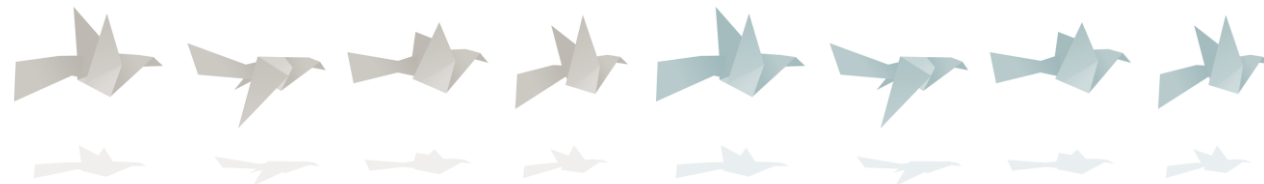
Open Enrollment Programs
Bates learning programs give leaders practical tools for communicating with impact and influencing business outcomes. Focus areas include Speak Like a CEO®, Executive Presence Mastery, Executive Presence for Leadership Teams, and ExPI Certification for Internal Coaches.

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