



PHILOSOPHY PRACTICE & PROCESS

William Salyards Executive Coaching

William Salyards PhD

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Overview

I work as an Executive coach with clients ranging from C-suite executives to middle management and physicians. My work is accountable and measurable.

Along with coaching, I've conducted multiple training/learning experiences and worked with businesses to develop their work teams. My client base is local, national, and international representing profit and not-for-profit sectors. These organizations and practices are diverse in their structure, product/service offering, and approach to leader development and engage my services in the areas of Assessment, Human Development, Interpersonal Relations, Executive and Manager Development, and Burnout and Resilience.

- **Virtual Coaching via the web**
- **Accountable, measurable, and demonstrated ROI**
- **Local and international client base**
- **Profit and not-for profit enterprise experience**

In addition to coaching and leader/manager development, I also conduct research in the field of social narrative and cultural studies with specific emphasis upon the emergence, development, and role of social influence within leadership and its effect upon social systems. My interests include the psychology of human development, personality, schema, and resilience/ burnout.

I've also served as Chair, Public Leadership for the International Leadership Association and am a Professor of Leadership studies and dissertation mentor. These opportunities and others have provided extensive experience with leadership and leading change. I consult in these areas as well. Likewise, I've presented at management and leadership conferences nationally and internationally (Western Academy of Management, Cranfield School of Management, International Leadership Association) as well as written professionally and academically (100+ articles) upon leadership, organizational change, organizational culture, leader well-being, and social influence. Similarly, I present at training workshops/learning experiences small and large. In these the full suite of adult learning modalities and

technology is utilized leading to high impact immersive experiences. Additionally, my work as a public speaker has had me routinely delivering public addresses to groups of 400-1000 people.

To facilitate continuous improvement and professional advancement, I regularly engage in accredited continuing education efforts through the International Coach Federation; Hogan Assessments; Mindsight Institute; Institute of Coaching, Harvard Medical School; the American Psychological Association; and the Society of Consulting Psychology. I am current in all certifications.

AFFILIATIONS

Member of the International Leadership Association; Member International Coach Federation; Hogan Certified and Advanced Certified Consultant; Affiliate Member International Society for Coaching Psychology; Professional Member American Psychological Association; Member Society of Consulting Psychology.

Coaching Practice and Philosophy

My practical work experience includes executive management as a Vice President in for-profit industry and that as President in non-profit organizations along with numerous line and middle management positions.

My PhD was earned in the broader field of leadership along with field research in Oxford, UK and the completion and defense of a 260 page dissertation dealing with social and organizational narrative and the role of leadership in organizational change. I am certified by the International Coach Federation to the level of PCC.

“Will Salyards is a ‘Coach’s Coach.’ I value his insights and admire his listening skills. Not only is he genuine, his grace of delivery lifts me to new heights.”

– Brian,
Certified Coach

My efforts are guided by and committed to the Code of Ethics of the International Coach Federation and in this understanding, I provide clients a safe, confidential environment for the exploration of their

challenges/opportunities. I also coach in the capacity of Trusted Leadership Advisor (TLA). Here emphasis is placed on the integration of business knowledge with an inside-oriented approach to internalize behavioral changes and motivate continued evolvment as leaders. This is accomplished through curiosity, creativity, optimism, spontaneity, emotional intelligence, compassion, courageous truth-telling, humor, and the determination to add distinctive value.

My coaching work utilizes a developmental coaching model informed by solution focus inquiry. Developmental coaching offers a confidential and thought-provoking learning partnership that enables client insight into strengths and work practice and considers means of enhancing effectiveness. Its structure encourages fresh perspectives on complex challenges and opportunities while creating a personal action plan for moving towards desired professional and personal goals. Specifically, developmental coaching is an inquiry into the psychological, social/emotional, and cognitive frames of mind by which the client is presently making meaning and sense of their actions then intentionally directs movement from those behaviors. This is accomplished through a solution focus and its categories of, goal setting questions (what would you like to see happen by the end of our session today?), exception questions (what did you do differently in the past?), competency/coping questions (how did you manage that? and how else?), and scaling questions (what would one step higher look-like?).

“Will Salyards has provided tremendous insight into my personal and professional development... I highly endorse Will as a coach, mentor, and facilitator.”

-Chad, CEO

The coaching relationship is a dynamic defined by mutual respect and trust. To further these ends, I work in the understanding that this dynamic creates a role where exist the processes of contracting and re-contracting, of asking permissions, and of challenge by consent. Key to this dynamic is the obligation upon both parties to establish a learning environment where both coach and coachee are inquirers into the greater aspects of behavioral/performance outcomes and human potential outcomes. These are discovered by asking for meaning, building a new perspective, creating a bridge to self and learning, and developing action.

This attitude toward client and development is a person-centered approach in the conviction that human beings have an in-built

movement towards growth and development; a self-actualizing process in which the coach joins the client in an effort to identify values, encourage reflexivity, challenge inconsistencies, and limit assumptions so as to target performance within the presenting challenge. In view of these things, I am committed,

- To client/coachee confidentiality
- Maintaining presence in the coaching intervention by being fully present in the moment, timeliness to appointments, and in communication.
- Deep, non-prejudicial, listening
- Diligent record keeping and follow up with client/coachee
- Being available for stakeholder conversations.

While my approach to coaching is person-centered, the needs of the organization are always in view. This establishes a three-way approach at whose center the dynamic interaction of coach, organization, and coachee creates focus and action upon “what is needed now” and discovered by inquiry into what needs to shift right now in this individual and/or the wider system.

86%
Of
companies
made back
their
investment
-ICF

COACHING PROCESS

The coach/client engagement process can vary depending upon whether the client is the coachee or the organization with the variance being in the coaches’ interface with supervisors/stakeholders. The steps can be as follows.

Where the organization is the client:

- The initial meeting with the client to determine the scope of work.
- Meeting between client/stakeholders, and coachee to become

80%
of individuals
experienced
improved
self-
confidence
-ICF

acquainted, determine stakeholders, confidentiality, progress reporting to whom and when, programmatic aspects, client/stakeholder participation in determining coaching goals, goals of the coaching intervention with progress check-ins, and to discuss/ answer questions regarding the terms of the engagement along with its processes.

Where the coachee is the client or the organization is the client:

- Meet with coachee for further introduction and conversation and to determine fit. Discuss the coaching process, assessments, and further strengthen the bond between coach and coachee.
- Administer assessments.
- First coaching session (90-120 minutes): review assessment results (depending upon the assessments and their number, this could require more than one session).
- Subsequent coaching sessions (60 minutes):
 - Detailed notes are kept by the coach of each coaching session. These, along with any client stated action steps, are reviewed in preparation for subsequent sessions.
 - Each session is opened with an invitation to the client to set the topic they would like to discuss. Accordingly, progress in the stated coaching program can vary as these top-of-mind and daily operational concerns are addressed.
 - Explore early experiences, previous work experiences, and present work experiences.
 - The assessment instruments are always present in the coaching conversations and combined with the client's experiences, and guided by the presenting challenge, can, when and where appropriate, lead to conversations around the client's leadership potential, leadership development, crisis leadership potential, personality, or dominant schema orientation (mindset).
 - Extra-curricular material pertinent to the day's topic can be included in the form of a PowerPoint review as well as sending written articles.
 - At the end the session a quick review of that day's work is completed, action steps reviewed, and the next session scheduled.
 - Coaching sessions per client can vary between one and two per month
- Final coaching session:
 - Acknowledge and celebrate achievements.
 - Acknowledge the client and coachee's perspective upon the coaching intervention.
 - Administer post-coaching evaluation (this is completed by the coachee in privacy).
- Close-out the coaching intervention (when the organization is the client):
 - Review with client success toward achieving the coaching goals.

- Review the post-coaching evaluation.
- Recommendations for continued development.

Training/Learning Experiences Practice and Philosophy

My understanding of the training experience is grounded in the notion of developing personal capacity and follows the Talent Development Capability Model. Developing personal capacity concerns activities to develop talent and potential in the effort to build human capital. While this occurs over the arc of human life, its focused engagement refers to the methods, tools, techniques, and assessment systems directly related to developing people and their ability to learn and encompasses training delivery, instructional design, and coaching. This takes into account the “enabling competencies,” commonly called soft skills and seen as communication, emotional intelligence, decision-making, and cultural awareness so that how we do work can have value the same as what we do in our work.

“Thank you for putting on a training session that had the employees buzzing with excitement about it hours later? The staff, to a person, thanked me for inviting you and said it was practical training they can use.”

-Josh
CEO/President

“The significant growth and national exposure our company experienced quickly exceeded the capacity of our leadership team. Your training workshops and individual coaching were exactly what we needed and enabled our team to reach their leadership potential.

-Jeff
CEO

In the creation of these learning experiences, I am guided by the science of learning including the neuroscience of brain processes and adult learning modalities, the incorporation of technology in such digital tools as video, audio and multiple synchronous and asynchronous web-based applications, the curation of knowledge whereby accessibility to resources, organizational know-how, and best practices are made available, and linking the learning experiences to the achievement of business goals.

The Talent Development Capability Model (Association for Talent Development) is the conceptual framework for addressing capacity building in employees, employers and organizations. Its three-part framework of building personal capability, developing professional capability, and impacting organizational capability is fundamental to my

design of learning experiences and its elements variously incorporated. Specifically, for the development of personal capability these include,

- Communication
- Emotional intelligence and decision-making
- Collaboration and leadership
- Cultural awareness and inclusion
- Project management
- Compliance and ethical behavior
- Lifelong learning

Combining the goals of personal capacity building with those of capability development assure the needs of individuals and of organizations are addressed and makes visible the dependence one has upon the other.

TRAINING/LEARNING EXPERIENCES PROCESS

All training/learning experiences are tailored to the specific needs of the client and with measurable outcomes. Each is research based delivered with humor and real-world experience, designed to create engaged learning utilizing multiple learning modalities, with the goal of achieving microlearning and immersive experiences.

A partial list of designs include “Managing People and What Concerns Them,” “The Psychology of Manager/Employee Relations,” “Conflict and its Management,” “How Organizations Form and Work,” “Collaborative Leadership”, “Communication,” “Decision-Making,” “Organizational Culture and Its Formation,” and “Avoiding Work-place Silos.” Average participant satisfaction score is 88.4 of 100. Some participant comments are below.

- *“The workshop is a helpful tool not just for the company but for my future and knowledge.”*
- *“I really enjoyed and learned from most everything. The video/activities were appropriately spaced and kept it refreshing.”*
- *“I thought everything was very accurate and got me thinking on better ways to improve my communication.”*

- *“I wouldn’t change anything. I enjoyed the visual learning exercises and being able to ask you what something means then getting a thorough answer. It caused me to understand more clearly and was exactly what I needed. I really enjoyed the thoroughness of each slideshow and didn’t feel lost.”*

Team Building Practice and Philosophy

When I approach team building I do so in the belief that the essential function of leadership is its expression through the work of a team. This view admits that the collective has always been best suited for sustained accomplishment and that these early forms of behavior remain because of their effectiveness and efficiency. In this understanding, leadership that does not express itself through developing teams to further its work could ill-serve its enterprise.

Teams are comprised of individuals, individuals with personality that, in large part, determines the role which they are most likely to successfully engage. I am trained and qualified in the use of the Hogan assessments to establish the complementarity or similarity of fit of members within the five roles of a team. These are,

- Results (someone who will focus I’m results and getting things done).
- Relationships (someone who will focus on team relations and interpersonal harmony).
- Process (someone who will produce ideas for the team).
- Innovation (someone who will ensure that details and processes are covered).
- Pragmatism (the pragmatist, who can apply a hard-headed realism).

Aware that the dispersion of roles across a team varies by its task, no effort is made to create the ideal team, rather to aid the team in creating its ideal work environment. This is accomplished through analysis of the team members aggregated score across the five factors of their personalities, their individual and group potential for derailment, and a review of the team's culture in their group value scores. Taken together this work provides material and insight for rich discussion around the formal and informal roles of team members, barriers that limit the team's success and effectiveness, and the unstated culture within the team that determines the norms and goal-alignment that ultimately determines its performance. It likewise can provide guidelines for future team formation.

"Dr. Salyards is able to quickly discern and strike at the heart of a matter but in a way that builds up and encourages. This kind of feedback is refreshing! If you want to grow as a person and leader, I highly recommend Dr. Salyards' expertise."

-Derek

TEAM BUILDING PROCESS

Work in team building can often be as consultant and coach. The consultant role is in the discussion of the challenge and the delivery of actionable results whereas the coaching role can be in the administration/analysis of assessments, their review, and extended work with individuals to assure implementation. The steps can be as follows.

- The initial meeting with the client to determine the scope of work.
- Meeting between client and stakeholders to become acquainted, determine stakeholders, confidentiality, progress reporting to whom and when, programmatic aspects, client/stakeholder participation in determining intervention goals, progress check-ins, and to discuss/ answer questions regarding the terms of the engagement along with its processes.
- Administer assessments.
- Review of assessments with client/stakeholders and determining the "what next?" Very often this can result in the creation of a learning experience tailored to the specific need/opportunities reported upon in the assessments. Here commitments are made to individual and team-wide action steps.
- In consultation with client/stakeholders, determine the role of coaching in the intervention.

- First coaching session (90-120 minutes): review assessment results (depending upon the assessments and their number, this could require more than one session).
- Subsequent coaching sessions (60 minutes):
 - Detailed notes are kept by the coach of each coaching session. These, along with any client stated action steps, are reviewed in preparation for subsequent sessions.
 - Each session is opened with an invitation to the client to set the topic they would like to discuss. Accordingly, progress in the stated coaching program can vary as these top-of-mind and daily operational concerns are addressed.
 - Explore early experiences, previous work experiences, and present work experiences.
 - The assessment instruments are always present in the coaching conversations to add clarity about the group and individual so as to better realize the goals of team function.
 - Extra-curricular material pertinent to the day's topic can be included in the form of a PowerPoint review as well as sending written articles.
 - At the end the session a quick review of that day's work is completed, action steps reviewed, and the next session scheduled.
 - Coaching sessions per client can vary between one and two per month
- Final coaching session:
 - Acknowledge and celebrate achievements.
 - Acknowledge the client and coachee's perspective upon the coaching intervention.
 - Administer post-coaching evaluation (this is completed by the coachee in privacy).
- Close-out the coaching intervention (when the organization is the client):
 - Review with client success toward achieving the coaching goals and team improvements.
 - Review the post-coaching evaluation.
 - Recommendations for continued development.

Assessment

I am versed in the administration of the Hogan Assessments, 360° Feedback, the CD-RISC Resilience Inventory, the Maslach MBI and

AWS, and the Holland RIASEC. All assessments are qualified for use in the service offerings.

- **Hogan Assessments:** The Hogan Assessments include the Hogan Personality Inventory, the Hogan Development Survey, and the Motives and Value Preferences Inventory. These are qualified psychometric instruments, legally defensible, and used for executive placement as well as executive development. Use of these instruments is for development and requires certification.
- **360° Feedback:** All 360° Feedback surveys are custom built to the client's specifications and to achieve desired outcomes.
- **CD-RISC Resilience Inventory:** The CD-RISC Resilience Inventory is a qualified psychometric instrument that evaluates potential resilience as measured across the factors of, personal competence, high standards, and tenacity; trust in one's instincts, tolerance of negative affect, and strengthening effects of stress, positive acceptance of change insecure relationships; control; and spiritual influences. The CD-RISC Resilience Inventory can be used when burnout or stress/anxiety management are the presenting challenges.
- **Maslach MBI and AWS:** The Maslach MBI and AWS are qualified psychometric instruments that evaluate potential for burnout and individual work-life as measured across the factors of emotional exhaustion; depersonalization; and personal accomplishment (MBI) and workload; control; reward; community; fairness; and values (AWS). The Maslach MBI and AWS are used when burnout is the presenting challenge.
- **Holland RIASEC:** The Holland RIASEC is a qualified psychometric instrument that using personality theory enables career and vocational choice as expressed across six categories of occupation: **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.**

Books, Articles, and Research

LEADERSHIP AND SOCIAL NARRATIVE

My work in social narrative provided a lens for viewing leadership that has been unique in my experience. If we consider that leadership is the ways and means of wielding influence within a social system, then how that system is comprised becomes very important. Narrative is an

essential element of our humanity and foundational to all social systems.

LEADERSHIP

All books, articles, and papers may be downloaded from willsalyards.com/books-research

- *The Case for Narrative*
Discusses narrative as essential to our humanity.
- *Narrative and Persons*
Considers the role of narrative in how we make sense of our surroundings.
- *Narrative and Leadership*
Explores the presence and use of narrative in leading people.

FIELD RESEARCH

- *The Occupy Movement*
Leadership That Challenges the Boundaries of Social Narrative
- *Narrative Change within Two Religious Organizations and its Meaning to Members*
- *Inquiry into the Culture of an Organization*
Thematic Identification and Inquiry into Value Continuity

LEADERSHIP AND CHANGE

Below are articles about change in organizations. They are based in my research in social narrative and organizational/congregational life.

FOR BUSINESS ORGANIZATIONS

- *Restate or Restory?*
Examines the presence of narrative in an organization.
- *What Does it Mean to Restory an Organization*
Considers the importance of narrative to people in organizations.

FOR RELIGIOUS ORGANIZATIONS

- *Narrative Leadership: A Story About Blue Chairs*
Discusses the presence and power of narrative in congregational life.
- *Can Restorying My Organization Really Help?*
Explores the possibility of change in church organizations.

BOOKS

- *Your Life is Calling*
Provides guidance for life and career transitions.
- *How to Design a Mentor Program*
Background and Directions for designing a workplace mentoring program.
- *Entrepreneurship: The What and How*
Guidance for beginning a new enterprise as an entrepreneur.

About Will Salyards PhD



I coach people. Some are leaders, managers, and physicians but in all, my work is for your development and performance. I also conduct on-site learning experiences. Both my coaching and learning experiences are accountable and with demonstrated ROI.

Areas of Practice:

Assessment, Executive Development, Interpersonal Relations, Team and Manager Development, Burnout and Resilience.

Consultancy:

Workplace Culture, Workplace Change, Leadership/Manager Development.

My Experiences Include:

Vice President, Marketing; Chair, the International Leadership Association Public Leadership MIG; Researcher in organizational leadership and organizational change; Affiliate Faculty, Professor Leadership Studies and PhD Dissertation Mentor; Instructor, MBA Leadership and Organizational Leadership. Some personal notes are below.

Education

- PhD Gonzaga University
- MA Fuller Theological Seminary
- BA Gateway College

Certifications

- Professional Certified Coach, International Coach Federation
- Certified Hogan Consultant (Advanced)

Online Reference

- <https://www.linkedin.com/in/willsalyards/>
- willsalyards.com

Written References are available upon request.

A LITTLE MORE...

The greater part of my life has been given to helping people through their moments and onto a broader understanding. It's meant dealing with grief, accomplishment, disappointment, and success but common to all has been the hopeful thread of our human development-the promise of tomorrow-and belief that endings are opportunities for new beginnings.

Of course, getting here took time and my own experiences with disappointment as well as success. It meant that after high school, college and graduate schooling took another 11 years (I guess you could say I'm just a slow learner). Following ordination to Christian ministry, I led in congregations large and small and in business as vice president and have been teaching leadership to Masters and PhD students as well as coaching/mentoring leaders and managers for the last several years.

My wife Debbie and I have been married since 1981. We have three great kids and six fantastic grandchildren and live outside of Knoxville, Tennessee. In my free time I absolutely love boating (being on the water is simply the best) and cycling (it's next to being on the water).