



4TH INTERNATIONAL COLUMBIA COACHING CONFERENCE

October 14-16, 2020 | Campus of Columbia University | New York City | USA

Call for proposals

GLOBAL GATHERING OF COACH SCHOLARS AND PRACTITIONERS

We are pleased to announce the 4th International Columbia Coaching Conference's call-for-proposals. The event will again be held on the campus of Columbia University in the City of New York, USA, from October 14th – 16th, 2020. As a conference community, we invite you to be a part of the next bi-annual event to continue our prior conversations, where we explored “*Space as Context for Executive and Organizational Coaching*” (2014); “*The Future of Coaching: Building Bridges and Expanding Boundaries*” (2016); and “*Systemic Coaching: Whole-Person | Whole-Organization Engagement*” (2018). In 2020 we will push the boundaries even further to explore emerging frontiers!



Conference Theme

Our theme for 2020—**Advancing Frontiers in Coaching: Integration | Culture | Transformation**—provides a promising vehicle for our learning community of professional coaches, researchers, coach educators and trainers, scholar-practitioners, and members of the broader talent development community to explore and critically examine the central question of the 2020 event: *How do we move towards the edge of our understanding of what coaching is, and co-create what it could be?*

This document provides a detailed description of the 2020 conference theme and outlines the requirements and process for submitting proposals in three presentation categories: (1) *Papers*, (2) *Experiential Learning Sessions*, and (3) *Coaching Demonstrations*.

Important Dates

- **Call for Proposals:** Opens November 4, 2019 | Closes March 27th, 2020
- **Notifications:** Decision May 15th, 2020
- **Material Submission:** Full Submission – July 17th, 2020 | Presentation Materials – mid-September 2020
- **Presenter Registration:** All accepted presenters will receive a conference registration discount. Final date to register to receive this discount is July 17th, 2020 (details will be sent in early 2020)

Conference Mission

The Columbia Coaching Conferences are designed to co-create spaces for exploration that intentionally blend theory-to-practice and practice-to-theory. Our mission is to offer a place where people across the scholar-practitioner continuum (from *academics, graduate students, professional coaches*, to the *broader community* of HR, learning and development, talent, and OD professionals) gather to:



- **Share** findings from cutting-edge research;
- **Showcase** tools, practices, and other resources used to power individual and organizational performance;
- **Discuss** interesting and complex questions; and
- **Participate** in raising-the-bar in the field of executive and organizational coaching.

Executive and organizational coaching takes place in the context of facilitated conversations and aims to help leadership, and current and aspiring leaders (1) acquire knowledge and skills; (2) sustain and/or enhance performance; (3) develop personally and professionally for expanded capacity and career mobility; (4) attain leadership and organizational strategic agenda(s). The term organization means wherever (and however) people make their living and includes corporate, government, educational institutions, healthcare, and non-profit.¹

For our 4th international conference, *Papers* will continue to represent the more scholarly end of the continuum (i.e., based on research, theory, or specific practices informed by theory and research), while *Experiential Learning Sessions* and *Coaching Demonstrations* are intended to capture the more applied end of the spectrum (i.e., opportunities to directly experience and/or observe promising practices). Consistent with the conference mission, most of the program will comprise concurrent sessions, with peers learning with and from peers. The program also will feature keynote presentations from experts representing a variety of academic disciplines, workspaces, and perspectives and a number of Panel Discussions on various topics.

During the conference there will be spaces for event sponsors and strategic partners to exhibit products and services that range from consulting to assessments, professional associations and networks, institutions, media and technology platforms. In addition to the formal program, planned breaks, meals, and receptions provide the perfect context for interacting with members of the conference community. The Columbia University Campus and the vibrant city of New York combine as an ideal setting for exploration and collaborative interaction.

We hope you'll join us in October 2020 for the next leg of our collective journey of exploration, discovery, co-creation, and growth!

DESCRIPTION OF 2020 CONFERENCE THEME

The 2020 conference design is informed by the question: *How do we move towards the edge of our understanding of what coaching is, and co-create what it could be?*

ADVANCING FRONTIERS IN COACHING:

Integration | Culture | Transformation

What *images* and *thoughts* emerge as you consider the headline of our 2020 Conference Theme: Advancing Frontiers in Coaching? At its core, “advancing frontiers in coaching” is an invitation to our conference community to join together in exploring the edges of what’s possible in the various facets of coaching (from professional practice to a way of being) to push our thinking, to extend our capabilities, and importantly to co-create new research, theories, and approaches that expand beyond existing “best practices” in coaching. Doing so requires us collectively to be vulnerable, be brave, and to take risks!

Global trends, such as population growth, increased migration, and prolonged life expectancies have changed the composition of our workplaces, communities, and family structures. How do coaches (and coaching) need to change to remain relevant in this emerging context?

Continued technological advances, the growing gig economy, demanding consumers, and fierce competition, all add to the call for approaches to coaching that are *adaptive* and *agile* in order to support our clients (and their organizations) navigate and make sense of these tensions in broad and integrative ways. Sample questions raised by our 2020 conference theme include:

- *Given the trends outlined above, what represents advancing frontiers in coaching (e.g., research, practices, approaches, training & education, tools, etc.)?*
- *What are provocative questions and conversations that call for the attention of coaching as a profession, and as a way of being in the world?*
- *What are the challenges and opportunities of tomorrow that coaches have not yet fully begun to address?*
- *What are the benefits—and potential limitations—of technologies and services for making coaching more accessible and affordable to individuals and organizations (e.g., Better Up, Pluma, and other technologies aimed at making coaching scalable)?*

The broad conference theme *Advancing Frontiers in Coaching* will be explored via three component parts. Below are descriptions and potential areas of inquiry for each that amplify the focus of the 2020 conference theme.

DESCRIPTION OF 2020 CONFERENCE THEME (continued)

Integration: The practice of professional, more structured, and systemic coaching surfaced during the mid to late 20th century as part of targeted leadership and management development.² The move toward professionalization is evidenced in the formation of associations, beginning in 1994 (e.g., ICF, EMCC, WABC, GSAEC). 25 years on, many of these associations still focus on: (1) differentiating coaching from other helping professions and roles (e.g. traditional therapy, counseling, consulting, mentoring, teaching, and facilitation etc.); and (2) developing professional standards and credentialing processes.

Paul R. Lawrence and Jay W. Lorsch's classic on "Developing Organizations" (1969) highlights that an essential task of organizations is to effectively manage the nature of the relationship, and the transactions, between the organization and its wider environment.³ One aim of the 2020 conference is to expand this focus on *differentiation* to include *integration* as reflected in the following potential lines of inquiry:

- *How do we bring together the various facets of coaching as it exists today to create a new vision/version of our reality?*
- *How do we do we talk about/define coaching with others (e.g., our clients and their organizations) and amongst ourselves? How do we break out of the established paradigm that currently governs the work of coaching today?*
- *How much differentiation should exist among coaching and other forms of (a) helping (e.g., mentoring, teaching, counseling, therapy, facilitation, consulting, managing, etc.); and/or (b) organizational initiatives (e.g., diversity and inclusion, organization change, etc.) to promote human survival and thriving at various levels of system (e.g., individual, interpersonal, group/team, organization, industry, markets, etc.)? What level of integration is needed/appropriate?*
- *What are the approaches for coaches/coaching to effectively attend to individual client and organizational agendas (i.e., alignment)?*
- *How does coaching integrate the various academic disciplines it draws upon to respond to client/market requirements (e.g., psychology, adult learning, adult development, management science, communication, neuroscience, etc.)?*
- *What are promising approaches for integrating coaching with other interventions often taking place in organizations (e.g., strategic planning and execution, talent development strategies, education and training programs, leadership and management development, diversity and inclusion, change initiatives, performance management, recognition and reward, and so on)?*
- *In what ways does our understanding of the art and science of coaching vary as we focus on different levels of systems (i.e., How is coaching similar and/or different when coaching individuals, compared to groups/teams or the entire organization)?*
- *How do our current conceptions of coaching account for (a) levels of engagement (e.g., individual, group, and system); (b) foci (e.g., coaching for knowledge and skills, coaching for performance, coaching for development, coaching for strategic agenda); and/or (c) various coaching modalities (e.g., one-on-one offered by a professional, external and/or internal, peer coaching, managers/leaders coaching, team/group coaching, systemic coaching, micro-coaching, etc.)?*

DESCRIPTION OF 2020 CONFERENCE THEME (continued)

Integration: Areas of Inquiry (continued)

- *What other provocative questions related to coaching and integration should we be considering?*

Culture: Given its potential to help shape the future of work, culture represents yet another advancing frontier in coaching. Moving forward, it is critical that we ensure that the work of coaching intentionally attends to the *role of culture* as an *enabler* and/or *barrier* to learning and change processes. Culture reflects the “way of life” of groups of people; it reflects an integrated pattern of human knowledge expressed as collective values, beliefs, and behaviors.

During the 1990s, Peter Senge popularized the concept of the “*learning organization*,” which leverages five disciplines: (1) shared vision; (2) systems thinking; (3) mental models; (4) team learning; and (5) personal mastery.⁴ More recently, ICF—in partnership with Human Capital Institute (2014) study⁵, “Building a Coaching Culture”—applied a number of these concepts to the work of coaching by: (a) describing the business case for building a coaching culture; (b) outlining the components of an effective coaching culture; and (c) listing the potential outcomes from coaching individuals, collectives, and the entire organization. Sample questions highlighting culture as an advancing frontier in coaching include:

- *What role does organizational culture play in conceiving and implementing effective coaching engagements? What is the role of rank, power, and/or status in co-creating productive spaces for coaching to flourish?*
- *What are the key determinants of a “so-called” coaching culture (i.e., leading indicators, desired outcomes)?*
- *What important conversations are needed about coaching as an industry, as well as the culture of professional coaching (e.g., espoused vs. theory-in-use, norms and biases)?*
- *How do we intentionally create a culture within the coaching profession that is a culture of learning, exploration, and mutual support?*
- *How do we learn from each other (as coaches, researchers, educators, and sponsors) to enhance the experience of our clients?*
- *How does coaching play into, enhance and/or refine the “way of life” of organizations? What is the role of coaching in the learning organization?*
- *What are various strategies for aligning coaching with major organizational initiatives (e.g., culture change, restructuring, mergers and acquisitions, expansion in emerging markets, diversity and inclusion, digital learning, etc.)?*
- *What professional development resources and approaches allow coaches to operate effectively in a cultural context (e.g., cultural competence as a core coaching competency)?*
- *What is the role of coaching as we work at various levels of culture (i.e., identity work, group/team climate, organizational culture, etc.)?*

DESCRIPTION OF 2020 CONFERENCE THEME (continued)

Culture: Areas of Inquiry (continued)

- *How do we support organizations to devise approaches for rewarding coaching behaviors?*
- *What other provocative questions related to coaching and culture should we be considering?*

Transformation: Columbia University has a long tradition of thought-leadership, research, and scholarship in the broad area of transformation, including *transformative learning* (e.g., Jack Mezirow), *transformational leadership* (e.g., Warner Burke), and *organization transformation/organizational learning* (e.g., Victoria Marsick)—grounded in the philosophical tradition of John Dewey. Each of these lines of inquiry represent yet another dimension of advancing frontiers in coaching. Sample questions to explore related to this sub-theme include:

- *What is the role of coaching in making a positive contribution to the ongoing evolution and sustainability of the world?*
- *How do we (as coaches, researchers, educators, and/or talent management professionals) take what we do best and support the transformation of the environments in which we work?*
- *If the role of professional coaching (and other forms) is transforming, how do coaches evolve with the external and internal shifting demands and requirements to remain relevant? What are the consequences for coaches, and the profession, if we do not adapt? What are the responsibilities of coaches, professional coaching bodies, as well as coaching and educational institutions in promoting and enacting advancing frontiers of coaching?*
- *What skills lend themselves to reshaping people and the organizations in which coaching serves, today and well into the future? How do coaches apply the same thinking and capabilities to the coaching profession?*
- *In what ways can the theory and practice of transformative forms of learning elevate the work of coaching as a learning and change technology?*
- *Given the unprecedented demands on leaders today operating in a VUCA world, in what ways can coaches (and coaching) help build a capacity for more the transformational forms of leadership needed today?*
- *What are potential connections between taking systemic/systems perspective to coaching and advancing frontiers in coaching?*
- *As there are a number of emerging human, organizational, and mobile technologies transforming the world of work and overall society (e.g., Learning Agility, Positive Approaches to Organizational Change, and Artificial Intelligence), what opportunities represent advancing frontiers in coaching within these spaces?*
- *What other provocative questions related to coaching and culture should we be considering?*

PROPOSAL GUIDELINES

It is important at the outset to clarify the terminology used for the conference.

Proposal: Proposals are the first stage of the program submission process for the 4th International Columbia Coaching Conference in 2020. A proposal is intended to be a **summary** of your full submission. It should follow the suggested outline for each conference category, *Papers*, *Experiential Learning Sessions*, and *Coaching Demonstrations*.

Full Submission: If your proposal is accepted, you will be required to prepare and upload your full submission, which is your full paper in the case of the Papers category, or a more detailed description of your session (for the other two categories).

Presentation Materials: In addition to your full submission, you will need to prepare and upload a PowerPoint presentation and handouts (if you are using them) and we will need a professional photo and bio. Collectively we refer to these as your presentation materials.

This document provides the requirements for the content and format of your proposal, together with instructions on how to submit it. Authors whose proposals are accepted for the conference will be provided additional information on the content, format, timing and how to upload full submissions and presentation materials.

Please check the Columbia Coaching Conference Website for regular updates concerning the conference at www.columbiacoachingconference.org.

Word Limit

Your proposal must be no less than 800, and no more than 1,200 words. Proposals that exceed this word limit will automatically be **REJECTED**, so please check the word count prior to submitting your proposal!

Criteria

All proposals will be judged against the following criteria:

- **Clear** statement of the area of focus related to executive and organizational coaching;
- **Explicit** connection to 2020 conference theme described above and as many of the sub-themes as possible (i.e., integration, culture, and transformation);
- **Ground** in a clearly stated theoretical and/or empirical framework (s);
- **Contribute** to original knowledge to theory and/or practice; and
- **Clarity** of writing.

In addition:

- For Papers: Research design, theoretical approach and/or practical setting informing the position is clearly articulated and supported with at least 5 – 10 peer review references.

PROPOSAL GUIDELINES (continued)

Criteria (continued)

- *For Experiential Learning Sessions*: Activities that promote highly engaged learning, are consistent with the theoretical framework described, and follow an explicit learning approach.
- *For Coaching Demonstrations*: Clear outline of, and support for, the modeling of innovative and/or practical applications of coaching competencies, tools, or protocols.

All proposals will be blind peer-reviewed by two reviewers. Please refer to the section at the end of this document to ensure that your proposal is “blind-review ready”.

You are welcome to submit multiple proposals in one or more categories, however, please understand that no more than two proposals in total from any author will be accepted for the conference.

Conference Format

Presentations will be organized into 90-minute concurrent sessions in the following format:

- Three Papers grouped by theme (20 minutes each, followed by a 30-minute audience Q&A session covering all three Papers); or
- Two Coaching Demonstrations (45 minutes each, including set-up, conducting the demonstration(s), and audience Q&A); or
- One Experiential Learning Session (90 minutes, including set-up, planned activities, and audience Q&A).

A preliminary program for the conference will be released once proposals have been reviewed, and accepted authors notified. We expect this to be around mid-May 2020. The preliminary program will let accepted authors know the expected date and time for their presentation. The first and second days of the conference will be dedicated to conference presentations, so for now, please assume that if your proposal is accepted, you need to be at the conference for at least the first two days (i.e., October 14th and 15th, 2020).

PROPOSAL GUIDELINES (continued)

Papers

This is a conference for both scholars and practitioners. Papers focus on the scholarly end of that continuum and are intended to contribute to the body of knowledge in the field of executive and organizational coaching. Papers therefore need to focus on some aspect of executive and organizational coaching and must have a specific connection to the conference theme of “Advancing Frontiers in Coaching: Integration | Culture | Transformation”. All else being equal, the more tightly connected to the conference theme, the more likely your proposal will be accepted!



Papers should be based on one of the following:

- *Research* (quantitative or qualitative, action research, case study, meta-analysis, etc.)
- *Theory* (conceptual study, model or theory development, including integrative literature reviews)
- *Specialized Practice Area* (e.g., leadership team coaching; group coaching; multi-rater feedback coaching; behavioral coaching; solution-focused; board of directors; etc.)

If your proposal is accepted, your full submission (i.e. your full paper) must not exceed 5,000 words—including abstract, key words, references and any appendices.

Outline for Paper Proposals

Please follow the structure outlined below for your Paper proposal. Adhering to these guidelines will increase the prospects of your proposal being accepted.

Title – limit 20 words.

Abstract – a 75 word [maximum] summary of your paper, its focus, high-level findings, and implications, intended to frame the proposal.

Key Words – three to five key words that quickly identify the general, yet relevant field(s) of study, or disciplines, on which your paper draws, e.g., “Executive Coaching, Transformative Learning, and Leadership Development”.

Type – chose one of Research, Theory, Specialized Practice Area. See above for a brief description of each.

Methodology – a 60-100-word description of the basic methodology applied for the paper, e.g., “integrated literature review”, “qualitative case study”; “survey research”, etc.

PROPOSAL GUIDELINES (continued)

Papers (continued)

Outline for Paper Proposals (continued)

Conceptual Framing/Literature Review – list and/or briefly describe the conceptual framework, and/or areas of selected literature used to inform the design and content of your paper. Target between 250 and 400 words.

Findings – provide a summary of the major insights of your paper, i.e., the “big ideas”. Target 250 to 400 words.

Conclusions and Recommendations – wrap-up your proposal by noting your conclusions, specifically implications for further research, theory-building, and/or professional practice in the area of executive and organizational coaching. Target between 140 and 200 words.

References – include major, select references. Note that references are included in the total word count, so the more references included, the shorter the other sections of the proposal will need to be to adhere to the overall word limit. If your paper is accepted, there will be more space in your full submission for additional references; for your proposal we need only a sample.

TIP: Some writers find it useful to create a draft of the entire paper first, using the 5,000-word limit and the outline listed above (i.e., begin with an end in mind), before condensing the full paper to accommodate the guidelines for the proposal. Note: If you choose this approach, ensure that your proposal does not go over the 1,200-word limit!

If you have any questions about submitting a proposal in the Papers category, please contact info@columbiacoachingconference.org. As this is a generic conference email address, please include the words “**Paper Proposal**” in the subject line to ensure it gets attended to by the correct person and in a timely manner.

Experiential Learning Sessions

Experiential Learning Sessions provide participants with an opportunity to directly experience an area of coaching practice through creative, interactive formats. These sessions must demonstrate the integration of theory and practice, based on the author’s experience with a practice format, theoretical frame, innovative solution and/or exploration of emerging technologies and their use in coaching. Proposals for Experiential Learning Sessions should address firstly the format of the presentation and participants’ involvement; and secondly, the theoretical perspective that frames the session.

The Experimental Learning Session category is intended to provide opportunities for continuing professional development of coaches, while also modeling ways theory and research can inform evidence-based practice.



PROPOSAL GUIDELINES (continued)

Experiential Learning Sessions (continued)

Proposals need to focus on some aspect of executive and organizational coaching and must have a specific connection to the conference theme of “Advancing Frontiers in Coaching: Integration | Culture | Transformation”. They also need to clearly outline the session objectives and learning approach/model employed. All else being equal, the clearer the objectives and the more tightly connected to the conference theme, the more likely your proposal will be accepted!

If your proposal is accepted, your full submission (i.e. the detailed description of your Experiential Learning Session) must not exceed 3,500 words—including abstract, key words, references and any appendices.

Outline for Experiential Learning Session Proposals

Please follow the structure outlined below for your Experiential Learning Session proposal. Adhering to these guidelines will increase the prospects of your proposal being accepted.

Title – limit 20 words.

Abstract – a 75 word [maximum] summary of the proposed session, including its purpose, focus, target audience, and key ‘take aways’.

Key Words – include three to five key words that quickly identify the type of session, e.g., “Coaching Tools”, “Assessments for Coaching,” “Group Coaching,” etc.

Session Objectives – list two to three objectives covering what attendees will learn, be able to do differently, and/or experience because of attending this session. Target 50 to 100 words.

TIP: Please state learning objectives in *behavioral* terms that support observable learning outcomes. For example, “by the end of this session participants will be able to...:

- Write, define, repeat, name, list... (i.e., knowledge objectives)
- Discuss, describe, explain, review... (i.e., comprehension focused objectives)
- Illustrate, use, employ... (i.e., application focused objectives)
- Differentiate between/among, compare, contract, solve... (analysis-based objectives)
- Propose, plan, design, manage, collect, evaluate, rate, select, etc.” (i.e., emphasis on evaluation/synthesis)

Please try to *avoid* using commonly misinterpreted terms that imply learning but don’t describe it in easily observable terms. For example, “by attending this session participants will...

- Know, learn...
- Understand, appreciate...
- Show, apply a thorough knowledge of...
- Analyze...

PROPOSAL GUIDELINES (continued)

Experiential Learning Sessions (continued)

Outline for Experiential Learning Session Proposals (continued)

- Establish creativity...
- Show good judgment..."

Session Outline – include a list of the major topics and activities planned for the session, with estimated timing, along with short descriptions, tools, and/or resources planned for each. Target 250 to 600 words. There should be only one major emphasis in each section.

Conceptual/Theory-Input – describe any theories, models, and/or frameworks that inform the design and content of the session, including sample citations (using the author’s last name and year in the body of the text, with the full citation in the list of select references). Target 100 to 200 words.

Implications for Practice – conclude with a short description of the implications of your session for practicing executive and organizational coaches. Target 100 to 200 words.

References – include major, select references. Note that references are included in the total word count, so the more references included, the shorter the other sections of the proposal will need to be to adhere to the word limit. If your Experiential Learning Session proposal is accepted, there will be more space in your full submission for additional references; for your proposal we need only a sample.

If you have any questions about submitting a proposal in the Experiential Learning Session category, please contact info@columbiacoachingconference.org. As this is a generic conference email address, please include the words “**Experiential Learning Session Proposal**” in the subject line to ensure it gets attended to by the correct person and in a timely manner.

Coaching Demonstrations

This is a conference for both scholars and practitioners. The Coaching Demonstrations category is intended to provide opportunities for continuing professional development of coaches, while modeling how theory and research can inform evidence-based practice.

Proposals need to connect to the conference theme of “Advancing Frontiers in Coaching: Integration | Culture | Transformation”. All else being equal, the tighter the connection, the more likely that your proposal will be accepted!

PROPOSAL GUIDELINES (continued)

Coaching Demonstrations (continued)

Coaching Demonstrations should focus on “modeling” practices with a “client”, using:

- “Self as instrument” via selected coaching competencies (specify the source of the competency framework, e.g., EMCC, GSAEC, IAC, ICF, etc.);
- Coaching process elements (e.g., entry and contracting; aligning expectations; etc.);
- Tools (e.g., use of a specific assessment, values clarification sorts, visual explorer, etc.); and/or
- Protocols (e.g., applying a cultural dimension frameworks).



If your proposal is accepted, your full submission (i.e. the detailed description of your Coaching Demonstration) must not exceed 3,500 words—including abstract, key words, references and any appendices.

Outline for Coaching Demonstration Proposals

Please follow the structure outlined below for your Coaching Demonstration proposal. Adhering to these guidelines will increase the prospects of your proposal being accepted.

Title – limit 20 words.

Abstract – a 75 word [maximum] summary of the proposed Coaching Demonstration, including a high-level overview of the flow of the session, along with intended learning outcomes for attendees.

Key Words – include three to five key words that quickly identify the competencies of focus in the Coaching Demonstration, e.g., “Establishing the Coaching Agreement; Establishing Client Trust & Intimacy, etc. via ICF core competencies”; or “Understanding Self; Commitment to Self-Development; Managing the Contract, etc. EMCC’s competencies”; and/or “Self-Knowledge; Acknowledging Personal Strengths & Development Need; Self-Mastery, etc. via WABC’s competency model”, etc.

Competencies – provide summary descriptions of the competencies planned for the Coaching Demonstration from the source, e.g., ICF, EMCC, WABC, etc. Target 100 to 200 words.

Demonstration Outline – include a list of the session objectives. NOTE: please state the objectives in behavioral vs. descriptive terms (see “Tip” in the Experiential Learning Session section above). Also include information regarding overall flow of the Coach Demonstration, e.g., roles [coach, volunteer client, audience], elements of the demo(s), and planned audience interaction/involvement, including time for questions and observations. Target 200 to 650 words.

PROPOSAL GUIDELINES (continued)

Coaching Demonstrations (continued)

Outline for Coaching Demonstration Proposals (continued)

Implications for Practice – conclude with a short description of the implications of your Coaching Demonstration for practicing executive and organizational coaches. Target 100 to 250 words.

References – include major, select references. Note that references are included in the total word count, so the more references included, the shorter the other sections of the proposal will need to be to adhere to the word limit. If your Coaching Demonstration proposal is accepted, there will be more space in your full submission for additional references; for your proposal we need only a sample.

If you have any questions about submitting a proposal in the Coaching Demonstration category, please contact info@columbiacoachingconference.org. As this is a generic conference email address, please include the words “**Coaching Demonstration Proposal**” in the subject line to ensure it gets attended to by the correct person and in a timely manner.

SUBMITTING YOUR PROPOSAL

Our Conference Platform – Ex Ordo

Please submit your proposal via our conference platform, run by Ex Ordo, using the following link:

<https://columbiacoachingconference2020.exordo.com/>

Follow the steps below (these are also detailed on the Ex Ordo platform as you start the submission process) to complete the submission process:

1. Create an account on Ex Ordo (email and password is all that is needed).
 - Please note that you must continue to use this email address for all future interaction with Ex Ordo. System generated emails, including notification of whether your proposal has been accepted, will be sent to this email.
 - While Ex Ordo interacts seamlessly with most organizations, in some organizations (especially universities and including Columbia!) the organization's firewall can send Ex Ordo notifications to your spam folder. If you don't receive an automated reply immediately after you have created your account and/or submitted your proposal, please check your spam folder and mark Ex Ordo as a safe sender.
2. Select the conference category in which you are submitting; Papers, Experiential Learning Sessions or Coaching Demonstrations.
3. Enter the author(s) details. If there is more than one author, you will need to indicate the lead author.
4. Enter the proposal title (max 20 words).
5. Enter the abstract (max 75 words).
6. Confirm that you accept the warrant statement (see below).
7. Confirm that you aren't submitting exactly the same proposal to another conference.
8. Upload your proposal as a **PDF**. The proposal document must begin with the title, followed by the abstract, (both of which you will have also entered into Ex Ordo during the submission process), then the key words and finally the relevant sections for the category in which you are submitting. Please see previous sections for details.

Copy of the warrant statement:

I (we) warrant that if my (our) Paper, Experiential Learning Session, or Coaching Demonstration proposal is accepted, I (we) will prepare a full submission, in accordance with the guidelines that will be sent to me (us) and submit it by July 17, 2020. I (we) understand that if I (we) don't meet this deadline, my (our) full submission will not be included as part of the Columbia Coaching Conference in New York City in October 2020. I (we) also agree that the formatting of all materials in accordance with the guidelines is my (our) responsibility, and I (we) understand that the any conference material that does not meet these guidelines will be returned to me (us). If my (our) submission is accepted, I (we) agree to its inclusion in the conference proceedings and I (we) agree to register for the conference at the discounted presenter rate.

SUBMITTING YOUR PROPOSAL (continued)

Peer Review Process

All proposals will be blind peer reviewed by two assessors.

The name(s) of submitter(s) must **NOT** appear on the proposal including in the filename. If you need to mention people, e.g. in Coaching Demonstrations, use placeholders such as “Moderator”, “Client”, “Coach” etc. Any proposal that is able to be identified will be returned to you prior to the review and you will be asked to re-submit it.

Whether your proposal is accepted or not, you will receive feedback from the reviewers at the time that decisions are notified.

INSTITUTIONAL SPONSOR

Columbia University’s Coaching Center of Excellence is proud to again host the 4th International Columbia Coaching Conference in 2020 | October 14 – 16, 2020. The center is comprised of three core units:

- The Columbia Coaching Certification Program (C³P)
- The Columbia Coaching Learning Association (CCLA)
- The Columbia Global Talent Alliance (CGTA).



Since its inception in the Fall 2006, over 600 candidates have completed Columbia University’s year-long professional coach credential (for 40 countries around the world) and nearly 1,000 have attended our front-end 5-day residential coach foundations intensives.

The Columbia Coaching Learning Association is a non-profit organization who’s members are professional coaches, scholar-practitioners, researchers and academics, graduate students, talent management professionals and others who are interested in the study and practice of executive and organizational coaching in the context of the Columbia’s Three Coaching Foundations (i.e., mindset, competencies, and process).

Columbia’s Global Talent Alliance provides customized talent development and organizational effectiveness solutions to meet market demand by leveraging the program’s global community of alumni, combined with faculty and other resources across the university.

The Columbia Conference is made possible by a volunteer leadership team, proposal reviewers, and graduate students who help with on-site hosting and logistics; along with our wonderful event sponsors. The conference relies on event fees to offer this premier learning and professional development event at a reasonable cost.

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