Sustainable Transformational Change: Bridging the Gap between Managing Employees to Build Relationships and Profitability in Proprietary Online Business Programs and Courses

Presenter: Wanda Tisby-Cousar, EMBA, DTR

Economic Strategolutions, LLC

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Abstract

Online Business Programs have attracted nontraditional students to open enrollment universities and corporate managers to online courses fulfilling professional development requirements set by accreditors. Students who require time management, advocacy outreach, tutoring, and success coaching to complete degree programs successfully leading to employment in their career field, has been defined by accreditors and government agencies that issue education funds. These attempts to define what careers are worth the funding agencies’ investment and what standards should be used in enrolling, servicing, and discharging students has been met with much controversy. Corporations require access to online education for their managers that are accessible and cost effective to ensure profitability, yet do not take into account the need to implement what is learned without barriers when what is learned is implemented in the workplace. These conditions have resulted in unsustainable practices in directing service to clients. The Sande Leadership Coaching construct narratives of clients drawn to open enrollment business programs and online professional development courses, will be deconstructed using ontological storytelling methodology. Recommendations to further develop the Sande Leadership Coaching construct for use in coaching proprietary education industry leaders will be the result of the analysis.
Introduction

The proprietary higher education industry has experienced much scrutiny by the department of education (DOE), a government agency that funds student higher education degree programs that includes associate, bachelor, masters, and doctorate degree programs. The reason for this level of accountability has been funding of degree programs that have not guaranteed employment. The salaries have not provided the funds for students to repay student loans. The cost of tuition has also been criticized when compared to tuition in the public sector. Moreover, the data used in the measurement of a quality college or university when comparing institutions of higher learning has been limited to the graduation rate that does not include certificate programs nor a measurement of what students gain who dropout and pursue a different life path. Open enrollment colleges and universities given the target audience, may be at a disadvantage given the resources and accountability required to sustain the non-traditional student population. Working and going to school while increasing indebtedness may cause a promising student to question if it is worth it.

Student advising is currently referred to as success coaching and among those responding to a survey 47% of employees hold a Bachelor’s degree, 28% an Associate’s degree, and 15% a Master’s degree. The median wage is $29,200.00 (onetonline.org). These salaries must be factored into student tuition. Also departments that serve reentering students, career services, admissions, academic, and operations divisions are staffed to service a population requiring a higher level of support and monitoring than that of the traditional educational program. In addition, Program Leads with a Masters or Doctorate degree earn salaries competitive to public entities, and proprietary online universities attract employees with credentials that meet the stringent criteria of online university accreditors yielding competitive wages, like Accrediting Council for Independent Colleges and Schools (ACICS). Since 1912 ACICS has been accrediting degree granting institutions in professional, technical, and occupational programs and is also recognized by the DOE and The Council for Higher Education.

Full time faculty teach an average of 4 classes of 30 students that they must also perform outreach to as a primary responsibility of keeping the student engaged and in attendance. Program Leads either assist with the management of faculty, or are advocates to up to 200 students not enrolled in the courses that they teach in their respective PODs (the equivalent of campuses in the online environment), while teaching two courses. These costs contribute to the rising cost of tuition at proprietary universities, yet with organizational development intervention, cost efficiency could be increased in areas of curriculum offered, hiring of staff, and technology access by students. Other impactful areas are enforcement of non-compete policy, and professional development implementation. These are five areas where ontological storytelling will deconstruct organizational narrative that is unsustainable. Hence, the continued attrition and cycle of reentry of students as a key factor that drives the narratives as an underlying theme.

The Missed Education of the Online Student

Online universities disparate tuition and fees are a result of issuing laptops and associated technical support services to each student, print on demand copies in lieu of the electronic textbooks upon student requests, are also honored. These requests are a result of students needing alternatives for reading course material that requires computer internet access resulting from delays in receiving laptops, access limited by public transportation, lack of childcare to get to an
internet source away from home, work schedule of the student, or other dynamics leading students to rely on iPhones to complete discussion post assignments using free apps for attendance posting. This use of free apps to post discussions results in minimal academic performance when apps should be used when life gets busy and the student needs to post while away from a computer. Required individual assignments are submitted late with points deducted or not at all. The life path of the online student with the aforementioned barriers is one of missed education described ontologically as their living story.

Storytelling described by Boje from his personal perspective is anchored in Mikhail Bakhtin’s (1981, 1991, 1993) work on the monologic manner of narrative and the more dialogic manner of ‘living’ story. Such is all encompassing of ‘antenarrative’ is an effort to balance retrospective (backward-looking) sensemaking with more prospective (future-shaping) sensemaking (Boje, 2001a, 2008a, 2007, 2011a, 2012a, b, c). In other words, at risk adult learners struggle with balancing reflection on the narratives that are (backward-looking) along their life path such as the victimization of never having resources or accessing them as a dependency. In spite of the resources being along the life path, they remain in a spiral of non-achievement by not moving towards the (future shaping) spiral in the rhizomatic transformation from adult to the antenarrative of adult learner. Worst of all, the system of “Live Vox” outbound calling where they may get a call from a success coach that they are not assigned to nor have built a relationship with further perpetuates this antenarrative. The Live Vox experience as a tool in preventing attrition through follow up with students by success coaches is also an antenarrative for leaders responsible for managing outreach, and spurred the creation of a Stress Management Entertainment sponsored activity where a Program Director becomes the “Live Vox” fairy and indemnifies the narrative enhanced with materiality and interpretation while other Program Directors view the “Live Vox” spiral as impeding success coach operational productivity.

Live Vox Narratives, Materiality, and Interpretation.

Boje (2012) describes the theory of storytelling as the total field, the intra-play of narrative-past, living-story-present, and antenarrative-futuring. The theory is interpreted as narrative-antenarrative links future to past and present, while living-story-antenarrative links present to future developed in reflective poetry, by two Program Directors (PD). According to PD Marina A. Skinner who adapted a Shakespearean reading to reflect the antenarrative experience of the Live Vox inbound calling campaign, to perform student outreach. At the end of each stanza the audience comprised of Success Coaches, new employees in orientation, Program Directors, Trainers, and Managers shout “Live Vox, Live Vox!” in the call and response manner characteristic of African storytelling:

To Be On LiveVox, Or Not!
By: Marina A. Skinner
(Adapted from William Shakespeare’s Hamlet)

To be on LiveVox, or not to be on LiveVox: that is the question:
Whether 'tis nobler in the mind to suffer on LiveVox
The slings and arrows of Darleen or Sarah,
Or to take arms against a sea of troubles,
Thereby opposing Sharon.
To die: to sleep;
Audience: “Live Vox! Live Vox!”
No more emails; and, by a sleep to say we end
The harassment of our students and the thousand natural shocks
That flash is heir to, tis a consummation
Devoutly to be wished.
To die, to sleep;
“Live Vox! Live Vox!”

To sleep without nightmares of LiveVox:
ay, there's the rub;
For in that sleep what dreams may come
When we have not our names in red,
Must give us pause.
“Live Vox! Live Vox!”

There's the respect
That avoids the calamity of being called out publicly;
For who would bear the whips and scorns of LiveVox,
The pangs of disprized rules, the LiveVox law's do not allay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make
With a bare bodkin?
“Live Vox! Live Vox!”

Who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscovered country from whose bourn
No traveler returns, puzzles the will,
And make us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
“Live Vox! Live Vox!”

And is sicklied o'er
With the pale cast of thought
And enterprises of great pith and moment
With this regard their currents turn away,
And lose the name of action.
Thus, we fight not the LiveVox!

The living story told by Marina uncovers (Personal Communication, July 19, 2014), its power as it is not objectified by narrative or made ontic given the notion that what is real is measured by given metrics. Had those senior leaders who measure student attrition given their narrative i.
e. Sharon, Darlene, or Sarah, the robbing of living story by narrative of its ontology and the ontic-what is measurable is 'real, and empirical metrics—objectifying living stories, again robbing them of their ontological beingness that Boje (2013) describes in the deployment of processes, in-order-to, for-the-sake-of, would have been inevitable. Hence, Marina’s antenarrative is more in motion than narrative cohesions that Darlene, Sharon, and Sarah would offer, more a back-and-forth between future and past, and future and present (Boje, 2013).

PD Gayle also expressed through antenarrative the Live Vox experience in the Computer Information Systems (CIS) degree program.

My Job Rocks!!

By Gayle Irani

Sitting in my phone box
Getting ready for another LiveVox
  LiveVox! LiveVox!

Grabbing tools out of my tool box
Getting ready for another LiveVox
  LiveVox! LiveVox!

Guess I signed up to be a phone jock
Really, another LiveVox?
  LiveVox! LiveVox!

Warming up my voice box
Checking all the clocks
  LiveVox! LiveVox!

Listening to students talk
They come from the school of hard knocks
  LiveVox! LiveVox!

The story I hear often shocks
Does this help our stocks?
  LiveVox! LiveVox!

Watching and watching the clocks
How long have I been in the phone box?
  LiveVox! LiveVox!

It’s quitting time, a pox on LiveVox!
Time for a whiskey on the rocks
  LiveVox! LiveVox!
Dwelling also has implications in the artistic expressions through poetry, audience chants, and dance. Dwelling is described in-place in the world of blacksmithing art processes by Boje and compares with the Live Vox experience of Dwelling or ‘place’ of Being- in-the-world” (2013). To de-sever space, such as a phone box, clocks, and stocks, in Irani’s case, deserving time experience from long ago “Listening to students talk. They come from the school of hard knocks” is connected to one present, or a future event is linked to a current one, “Watching and watching the clocks. How long have I been in the phone box (Personal Communication from Gayle Irani, July 9, 2014)?”

The destining of the processes unfolding in ways that can be foretold (Boje, 2013) is described in the stanza “The story I hear often shocks. Does this help our stocks?” Interestingly, company stocks plummeted and attrition skyrocketed contributing to the sale of the organization to a non-profit entity.

Operations Program Lead (PL) Cynthia Ryan shares her perspective after viewing Boje and Cajete’s Tribal Wisdom and Storytelling video (2014) and in response to being asked by Program Director Cousar, “How does this relate to student outreach (http://youtu.be/VcsPh-5QbdE)?”:

“I enjoyed David Boje's discussion of concepts related to the Living Story. I was a student of Quantum Physics during my work on my MS in Chemistry, and especially appreciated his reference to the "Observer Effect", which states that you can't observe or measure your subject without influencing its environment, and by definition, its community. He also references the law of conservation of matter and energy in his discussion of the snail shell as the western narrative, within which the energy and living story reside. I believe this is a very brave way to interpret modern organizational behavior, and am happy to know that you are interested in this approach, as am I. Dr. Boje's approach relates to student engagement and outreach insofar as we must be conscious, aware, and accountable for:

1. respecting the student's story; and
2. attuned to the nuances of the student's story that might not be part of the narrative they disclose to us.

“Since telling living stories is something we don't frequently do, Dr. Boje's work suggests that we must encourage the student's stories and get out of our own framework in order to understand what is said (as well as what is unsaid) In the story of the coyote, for instance, the extent to which the listener is attuned to the environment and the community directly impact what s/he derives from the story. Finally, as a horsewoman and distance rider, I can attest to the energy that connects us to our environment, especially when we shed the comforts of climate control and shelter for a very primitive exercise in self-sufficiency (50 to 100 miles on horseback). The horse is especially good at illustrating each of Dr. Boje's concepts, and equally good at challenging us about our assumptions of what is and is not possible.”

All in all, the follow up in destining of a process that can be foreseen and cared for is apparent in the living story as a dwelling of the narrative and attunement with the environment that the student is
in such as their community or life path is relevant to the effectiveness of outreach in producing
desirable outcomes of the “fores”, forecaring, forestructuring, forehaving, and foreseeing.

The Sande Leadership Coaching construct developed by Cousar (2013) expands on these concepts
with leaders in corporate, government, nonprofit, and small business industries. Alignment with the
proprietary education organization that will transition to a nonprofit entity after the sale of the
organization under study, the focus will be corporate and nonprofit industry leaders. The Sande
Leadership Coaching construct will be reflected in the discussion pursuant to defining the “fores”.

The Significance of the Fores in Sande Leadership Coaching

Fore-caring, fore-structuring, fore-having, and fore-conceiving concepts can be applied to
narratives of the two Program Directors, one Program Lead, and two Success Coaches that
contributed to the deconstructed narratives. The destining of a process unfolding in ways you can
foretell is follow up, in fore-caring, fore-structuring, fore-having, fore-conceiving.
This is the destining of a process that can be foreseen and cared for (Boje, 2012). In the context of
the Sande Leadership Coaching construct (Cousar, 2013), fore-having reflects the future
generations’ sustainability of students that are cared for by Program Leads and Success Coaches
when the leadership fore-conceives how the past has determined the present status of the
company and what needs to change to sustain the organization for future generations of
graduates and quality instructors who contribute to the organization in a manner that is also self-
sustaining for the leader.

Therefore, getting out of our own framework to become attuned to the students environment
of which their story is told or not told as PL Cynthia Ryan shares in her narrative, is what the
Sande Leadership Coaching construct aims to do. When a leader ranks the size of the
organization with 1 being a high priority contrary to it being a 3-5 ranking by descendants of the
African Diaspora leaders who considered it the least important, suggests that the student is more
important than the size of the organization. This is if organizational growth compromises
attunement with the students’ environment and ultimately obtaining their living story.

PD Marina Skinner addresses fore-structuring in addressing the acts against the forces of
nature in using Live Vox to reach out to students randomly or else be publicly shamed over
email. Rather than fight the stakeholder, one chooses their battles and suffers through the sweat
and toil of the inbound calling campaign rather than encounter the wrath of stakeholders. This in
essence creates stressful conditions that extend to the Sande Leadership attribute of diet,
exercise, and lifestyle factors (Cousar, 2013). Being confined on headset for 2 hours with
automated inbound calls, suggests interrupting one’s sleep pattern and ultimately leads to death
of morale or one’s overall poor health in the long run. This leadership attribute was ranked high
in importance to Sande Leaders. Therefore it is suggested that stakeholders in senior leadership
support PDs in outbound calling campaigns in a manner that does not compromise the mental
and physical health and well-being of Success Coaches.
PD Gayle Irani addresses fore-caring and fore-conceiving as she questions her own being considering the work conditions of what she has become “a phone jock” instead of a Director of the Computer Information Systems (CIS) program and the kinds of student narratives communicated under this system “coming from the school of hard knocks”. Also, the stock question relates to organizational sustainability outcomes given the method for collecting narratives used; the lack of attunement to the student and their environment due to watching a clock and thinking about that “whiskey on the rocks” needed after the work day to deal with one’s stress. Again, this too relates to the Sande Leadership attributes size of organization that was least important since she questions if this type of outreach really helps our stocks and diet, exercise, and lifestyle factors being compromised by the process used to reach out to students with technology automation. Automation is also used in training and contributes to an undesirable effect.

The Training Implementation Fire hose

Directors require intensive training both online simulations and off campus seminars and coaching on topics that cover the Ken Blanchard’s model of Situational Leadership in managing subordinates. Hands on experience in online Supervisor Boot camps as an example require team participation and completion of exercises that model what instructors’ experience in the online environment on course set up and management. Additional trainings require webinar attendance and cover topics in using customer relationship management (CRM) systems that are technology based most effectively and outreach strategies that when implemented with mastery, increase student retention and academic achievement. However, according to success coach Antoinette,

“We do not have an opportunity to reflect on any other information that we are trained on to discuss what has worked well and what we need to improve upon. Also there are times when we are asked to duplicate efforts. An example would be when we document in Talisma (the CRM system), there are instances and times when we are asked to add information to a spreadsheet. This documentation is related to contact attempts made or not made with students.”

Jeremy Bond has worked in the online education industry for 5 years and when asked for his perspective on the effectiveness of training on outcomes he shared.

“The tools are there to reach out to students and the tools are not used to their best outcomes. Meaning the tools are not able to be used to the best outcomes, because we end up focusing on a population of the student, that being our attendance violators primarily and there are so many other resources that could be used to help students feel more connected to Everest University Online.”

Dr. Cousar: Jeremy can you elaborate on what those tools are?

Jeremy states, “Well, take campaign letters for instance or even better campaign emails that address certain needs in the student’s educational life cycle, like a beginning student there is an email called do’s and don’ts and it is to give students information on how to be a successful student in the online environment. Another is grades update
which allows us to inform the student on their current grade progress especially if it is low, but we don’t get the opportunity to employ these tools as many times we are focused on attendance violators.”

According to Jeremy Bond, “I am reading a book now called The Carpenter by Jon Gordon and the main character makes the point that why he identifies as a carpenter because people will reach out to him for his services as a carpenter, he was really a craftsman and his work demonstrates that, because he loves what he does and it comes out in his product. People can be either carpenters or craftsmen. The carpenter can do the job and even do it well, but a craftsman will do the job and love doing the job. We have students that will ask for Jeremy because they have had a craftsman’s experience. An example would be a student who had a history of escalated netiquette and plagiarism issues. So the student received notification of a final warning and called in and spoke to a student service advisor and in the process of that call it was reviewed with the student that he was in an end of quarter drop student. The student said that he did not want to be dropped, but was thinking about it. Now, I know that the student was informed and did make the request to be withdrawn at the end of the quarter. I think that in part, the student may have realized the finality of the situation and may be rethinking whether or not he wants to stay a student, but I am not confident that he will be able to no longer violate school plagiarism and netiquette policies. I think he will be gone because of his unwillingness to be a learner. Danny’s cycle is he bullies, redirects blame, has to win, may become contrite, but only for a very small season and he immediately moves back into an arrogant bullying stage.”

Jeremy’s narrative aligns with Boje’s (2012) discussion of finding materiality in the quantum-ness of storytelling in the Blacksmith Arts. Online platforms and the associated campaigns in the CRM Management system referenced by Jeremy is the glimmer that cannot be experienced since use is unauthorized. He views himself as a carpenter instead of a craftsman for the reason as defined in the book he is reading The Craftsman. Jeremy also describes the *antenarrative* in the example of Danny’s living story, a bet on the future, that is a desire-matter shaping the future, that is Danny’s cycle of bullying, and redirecting blame to win and (2) ‘before’ re-presenting-narrative-coherence ossifies (fossilizes, petrifies) de-matters it at just human ideation in the process of becoming into re-presenting the past, as the only path to the future (Boje, 2001), referenced by Boje (2012).

The redirecting blame precludes contriteness (the ossification and petrification) de-mattered as human ideation (the will to win), yet temporarily but long enough to re-represent the past until reemergence as a bully again. This narrative also points to the Sande Leadership attribute innovation and artistic ability that is used in leadership coaching with the Sande Leadership Coaching Construct.

Instructors complain that trainings are simply to check the box since they are too cumbersome and time consuming to use and are therefore useless. Even when instructors train on shortcuts and use of templates to grade, there are complaints that the processes trained on require multi-tasking which some instructors are not comfortable with and neglect to try them. However,
often instructors who work from home do much multi-tasking during the day running errands and other tasks unrelated to focusing on their courses as evidence by noise on conference calls with Program Directors or Skype calls outside the home office while working remotely. Further contributing to these behaviors are the instructors frustration with emails and calls unreturned by students, yet mostly during business hours, the antenarrative. Coaching in setting up a home office with hours of operation with a physical sign and separating home from business may be a solution to increased efficiency and reduced student attrition. Such is described as the ‘bet’ on the future, that is a desire-matter shaping the future, (Boje, 2001). This may also implicate incorporating what may appear obviously professional behavior in courses an objective that addresses professionalism in servicing clients in independent contracting and entrepreneurship in business courses described as (2) ‘before’ re-presenting-narrative-coherence ossifies (fossilizes, petrifies) de-matters it at just human ideation in the process of becoming into re-presenting the past, as the only path to the future (Boje, 2001). These are the soft skills necessary in delivering instruction to the student that often is overlooked as a success factor. It is assumed that professionalism is taught by the time the Master’s level is completed which is required to teach at a career and technical education university is completed. This would direct talent acquisition and management in organizational development in the selection of instructors having these skills or implicate expert leadership coaching in orientations to the organization currently called training. Coaching the expert leader versus training is advised and would reverse the rejection to structured training evidenced by the following narrative of an instructor who called after coaching on ways to deliver the results that he wants leveraging his identified strengths.

The instructor David expressed, “Dr. Wanda, the CRM training in how to save time in documentation and outreach provided the idea that I could eliminate steps in grading, yet the process presented was overwhelming for me because I am not a multitasker at that level.”

Dr. Wanda replied, “David, I recognize your concern from involvement in gender based instruction panels that I have participated”. The presenter for that training was a female instructor and multitasking was discovered by the panel to be more prevalent in the female gender in organizations. This was compelling and I totally understand that you can do it your way and get similar results. Thank you for sharing your thoughts.”

This narrative exemplifies the heart of care described by Boje (2013) as the discourse of storytelling untold that is captured in quantum storytelling characterized by bringing place, time, and materiality with storytelling all together, in what Boje suggests is ‘ontological storytelling inquiry’ and he credits Heidegger's later philosophical work in developing the concept of the heart of care (1971 PLT: p. 128), as referenced (2013). This moving away from “calculating consciousness towards the inner space of the heart.” , is exemplified by Dr. Wanda’s insight into John’s point of view that performing outreach his way in virtual space using technology demonstrates the heart of care rather than the discourse of storytelling antecedent to the time and space mattering of Quantum Storytelling antenarrative.

According to Boje (2013), the antecedent to the interfusion of form with matter is the antenarrative. This refers to the “spiral- and rhizomatic-antenarrative that is ‘before’ narrative-coheres, and ‘before’ the living story of ‘matter form structure’. That structure is John’s way of
“being” in serving students of having attunement from the heart, before the head, antecedent to verbal articulation in speech-acts (Boje, 2013).

The Sande Leadership attribute gender roles is also demonstrated in this narrative as it points out how adapting methods to male gender’s being is important to coaching with the Sande Leadership Coaching construct (2013, p. 78). Men ranked gender roles higher than the female respondents.

The Sustainability of the Online Environment

The accreditation requirements in online education contribute to the cost of proprietary education. Yet, the regulators requirements have not given credence to the argument against the gainful employment rule when considering the cost of educating the online student or that cost to society in not educating the online student. What is not counted and measured by accreditors such as ACICS and the DOE is not considered in developing an organization to increase the graduation rate and ultimately the career placement of students. Educational leaders must advocate for legislation from their state representatives and senators that goes beyond measuring performance by the cost to provide education to the nontraditional student. Such metrics must measure the impact on the sustainability, the triple bottom line of the environment, people, and social/economic impact on society (Savitz & Weber, 2006) evidenced by economic indicators such as the unemployment rate, funding to government assistance programs to single parents homes with the head of household having a college degree, home ownership, business ownership and comparative salary data before and after a degree is earned. Also measuring declining attrition against training received by staff that implements the training in instruction and outreach to students that accreditors require.

The gainful employment rules of a severe and arbitrary nature have held the proprietary education industry disparately accountable according to the recent report by Mark Kantrowitz of Edvisors education consulting firm (2014). The Higher Education Act of 1965 (HEA) requires “a program of training to prepare students for gainful employment in a recognized profession.” This would stipulate that most non-degree granting certificate and degree programs at private, public, and non-profit colleges are accountable to compliance. This issue here had been that the latest version of the report of March 14, 2014, called the Notice of Proposed Rulemaking, once finalized would have caused 42% of programs at for-profit colleges to fail, when weighted by program enrollment. Ultimately, more than 1.1 million students are enrolled in programs that would have lost eligibility for Title IV federal student aid under the proposed regulations (Kantrowitz, 2014). This does not suggest that accountability is not a good thing, but the environmental and social impact on profitability should not be ignored.

The Sande Leadership attribute political skills are crucial to leadership coaching the Sande leader (Cousar, 2013), in spite of low ranking contrary to its impact on the leaders effectiveness. Awareness of the legislation and how it impacts the organization is essential to knowing what advocacy organizations to work in partnership with, those to have membership in, and what petitions or lobbying efforts to become involved that impact the organization led.

Diplomacy skills as a leadership attribute is a necessity addressed by the Sande Leadership Coaching construct. Dr. Cousar personally verified this at a Washington, DC. conference as a
delegate on issues concerning the crisis in education. Advancing the agenda of descendants of the African Diaspora requires collaboration with other cultures who are recognized first with similar agendas, may be a better strategy to being heard by legislators as it relates to issues in higher education.

**Conclusion**

Bridging the gap between managing employees to build relationships and the pursuit of profit cannot be at the expense of sustainability of an organization if it is expected to survive. Otherwise, future generations will become extinct along with the methods suggested in this paper that are more effective in reaching out to students by Program Directors, Program Leads, Success Coaches, and Faculty. The living stories must be accessed and attunement with the environment of the narrator is necessary to obtain the living story. Technology cannot be a barrier by dehumanizing the process or compromising the health of staff. Such results from stressful working conditions that do not evoke optimum results or develop a Sande Leader. The leadership attributes discussed that would address the narratives of various positions of leadership in the organization, include innovation and artistic ability, gender roles, size of the organization, diet, exercise and lifestyle factors, political skills, and diplomacy skills. The leadership constructs future implications were to be used with other than descendants of the African Diaspora and particularly those human beings who had suffered and continue to be exposed to marginalization in organizations imposed by work conditions.

The narratives were those of two African American females, two White females, a Gay white male, and a Polish male. They are either Generation X or Baby Boomers. All would benefit from leadership coaching using the Sande Leadership Coaching construct given its focus on leadership attributes. They are worth the investment since these individuals given their profile tend to be ones that remain with organizations through turbulent transformation knowing that it is difficult to get rehired by another employer, so they tend to have a higher level of loyalty and resilience.
References


