

Resilient Organisations and Coaching Cultures : Two Sides of the Same Coin?

Maj. Rupinder Kaur¹, Dr. Sujatha Shahi², Dr. Sona Vikas³

¹*Corresponding Author, Managing Partner, COSM & PhD Research Scholar, IILM University, 1 Knowledge Centre, Golf Course Road, Gurugram 122003, India*

²*Vice Chancellor and Professor, IILM University, 1 Knowledge Centre, Golf Course Road, Gurugram 122003, India*

³*Associate Professor, IILM University, 1 Knowledge Centre, Golf Course Road, Gurugram 122003, India*

Abstract- Organizational Resilience has evoked great interest especially in the wake of current pandemic, which has escalated our need for individual and Organizational resilience.

Individuals and Organisations are suffering and are being engulfed in a spiral of destruction. There is an imminent need to develop and scale Organizational resilience which helps prepare organisations to not only revive quickly from a crisis albeit also rewire for future success. Although there has been acute academic interest on this topic, there is little consensus on what constitutes resilience and how to develop Organizations which are resilient. Since resilience is a multimodal construct, there are numerous approaches/ interventions that have been proposed to develop individual, team and Organizational resilience . There have been some seminal studies done in this context where increase in individual resilience was reported as an outcome of contextualised coaching programmes (Grant, Gutayne& Buntom, 2009). However, to employ coaching as a systemic tool to develop organisational resilience has been largely unexplored. The primary aim of this paper is to analyse and evaluate org resilience as a multimodal construct, decompose into its individual components, examine the antecedents and drivers of resilience , identify the stages of resilience that an organization goes through and how coaching as a developmental intervention can become a sustainable mechanism for developing Organisational Resilience. We formulate a conceptual model of adopting various forms of coaching in an organizational context connecting the multiple independent factors which may collectively contribute to Organizational Resilience.

Key Words: Organizational Resilience, Coaching, Systemic Coaching, Individual Resilience, Organizational capability

INTRODUCTION

The turbulent and ambiguous work environments, rapid technological change and the current pandemic

has taken a large toll at the workplace. There is an increased occurrence of absenteeism, loss of productivity, reporting of mental illness, stress and burnout in employees.

It has become imperative for organisations to find ways and means to combat this – identify ways to keep employees motivated, resourceful and engaged and thus productive and more so in the current pandemic.

The traditional approaches of managing people which focussed on command and control, stable systems and processes, rigid lines of reporting and depending on inner reserves for coping with organisational stress are not working. The current complexity has propelled organisations to adopt a more holistic and systematic approach for building resilient organisations – to be crisis ready and also crisis prepared. To tide over a crisis and yet build future capabilities is a direct derivative of building resilience throughout the organisation. This way of defining Resilience helps us anchor in the present yet keep a focus on developing future capabilities. This focus on the present and future has a developmental component and requires the supervisor/ manager to play an important role in helping individuals build resilience.

This conceptual paper aims to identify and integrate Organizational Resilience attributes with holistic coaching approaches designed by organisations to be embedded in the organisational fabric as a part of their culture. The central argument of this paper is the importance of adopting coaching styles of managing as a way of being at all levels for building resilience.

Coaching is an effective mechanism that is recommended for all organizations who are thriving towards human capital resilience. What is original about the study is highlighting the importance of starting and focusing on discovering and developing

the inner-self through continue self exploratory dialogue with the supervisor and the ecosystem. This increased level of self awareness help develop employee skills of continuity, connection, and loyalty to the organization which in turn counter the effects of disengagement and inefficiencies.

A continued focus on coaching approach helps individuals build inner reserves, an enhanced awareness of self and environment and a deeper situational awareness to respond to crisis in a time appropriate manner.

In the ambiguous and highly volatile world around us, Organizations have to be prepared for both the expected as well as the unexpected. The available literature describes crisis in a variety of ways. They have been addressed differently as 'rare events' (Marcus & Nichols 1999; Lampel et al. 2009; Starbuck 2009), 'catastrophes' (Weick & Roberts 1993; Majchrzak et al. 2007), or 'crises' (Weick 1988; Pearson & Clair 1998; Rerup 2009). The definition of unexpected can be a result of many factors- time, space, event. The effect could range anywhere from mild to extreme where mild is defined as making minor alterations to way of doing business whereas extreme may lead to complete change of business models.

To handle these unexpected changes, firms need to be able to navigate these challenges and also enable future success. This is important to develop a resilience capacity which enables them to respond to external threats appropriately while building capability to proactively address any such challenges in the future. (Lengnick-Hall et al. 2011). To this end, there is a difference between the three related terms - flexibility, agility or robustness.

Flexibility is extrapolated to mean rapid adjustment to changes, agility is to recognise and change direction to any threat in the environment while Resilience is about building capabilities to come out of the present crisis and effectively face such threats in the future (McCann 2004, p. 47). To that end, flexibility and agility are limited to short term events, of small-scale change while resilience focusses on larger scale change and long-term adaptation. (Madni & Jackson 2009). Resilience also has a future focus on advanced preparation for managing disruptions (Kitano 2004)

A variety of definitions of coaching compound the problem of visualising resilience as a multimodal construct. Another way to define Resilience would be the ability to bounce back from adversity, make progress, not only survive albeit thrive in difficult

circumstances. (Luthans 2002). Zahra et al, 2008 highlight two important aspects of resilience – Recovery and Sustainability. Recovery is important for survival albeit long term pursuit of goals is achievable only through sustained efforts. Most existing research around Resilience has been derived from clinical field and little work has been done to study Organizational Resilience from a Coaching perspective.

Therefore, in our mind Organizational resilience can be defined as the ability of an organization to anticipate, build capability and effectively respond to both slow and incremental change as well as crisis and disruptive change in order to respond, rewire and reimagine possibilities. Organizations are composed of teams and drilling down further, the fundamental unit of any Organization is the individual. From a measurement perspective, while there have been many studies which have studied individual resilience, there is no universal consensus on what to measure as a means of identifying Resilience. Smith (2008) has measured outcomes – the ability to bounce back, learn and grow from an adverse event whereas (Barth & Carroll, 2002) have measured process as a reliable measure of resilience. Another compounding factor in understanding resilience can be the variety of attributes – skills, traits, and attitudes that the construct of Resilience is linked to. (Richardson, 2002). A lot of research research in this regard has focussed on quantifiable attributes, while clearly the focus on quantification of resilience measurement is limiting in nature because they do not take into account the context of the situation.

Most of the studies in this field of research point out to organizational characteristics, resources, or processes which are critical for building Resilience (e.g., Weick 1993; Kendra & Wachtendorf 2003; Gittel et al. 2006). This has led to the development of an idea that Resilience is an outcome, implying that if organisations are able to bounce back from crisis, they are resilient. (e.g., Horne & Orr 1998), it is said that resilience of such Organizations is high. An important thing missing here is the context and the imperative question is that is the resilience thus short term or long-term construct, is it fixed in nature or evolving or dynamic as many Organizations while having recovered from the crisis failed to generate value for the long term.

This view also furthers the construct of Resilience as a developmental construct that if resilient Organizations have both the flexibility and agility to

bounce back from a crisis, they also have the ability to constantly learn from their mistakes in order to prepare for an unexpected crisis. The developmental focus thus reinforces the need to have a supportive culture, an ecosystem of leadership which encourages self-reflection, learn from mistakes, be adaptable and be able to not only bounce back from current crisis albeit also forge ahead to find new ways to be innovative. Despite this dominant construct of Resilience development in organizations, it is still not very clear how is resilience achieved in practice. Alternatively, what do organisations actually do to build resilience on ground. (Boin and van Eeten 2013; Duit 2016).

In this paper, we aim to present organisational resilience as a sum total of individual capacities which can be developed through a sustained focus on developing coaching capabilities of managers. When resilience is viewed as a holistic and developmental construct and implement focussed organization wide initiatives of resilience coaching, the outcomes are superlative.

HISTORICAL CONTEXT

A lot of earlier research and existing literature on resilience has followed the prescriptive route. (Boin & van Eeten 2013; Duit 2016). Most of the earlier researchers have focussed on the difference between resilient and non-resilient organisations in light of their attributes and skills. This puts the focus on their attributes or skills, which has a connotation of the past. A lot of the earlier work in Organisational Resilience is confined to military or nursing literature (Tusaie & Dyer, 2004); (Barter, 2006); (Seligman, 2011). Zahra et al, 2008 highlight two potential attributes of resilience – recovery and sustainability. Recovery is important for survival whilst long term pursuit of goals is achieved only through sustained efforts. Sustainability and long-term perspective of chasing goals even in times of minor setbacks then becomes an important factor in building resilience. On a parallel front, a lot of research studies measuring impact of coaching interventions have found direct linkages between coaching and developing individual resilience. (Grant et al, 2009)

In the domain of building of individual resilience, there have been many model/ frameworks which have come through years of research. Seligman, 2011, in the ABC model derived from Ellis, 1956 explains that one's won beliefs about Adversity can have a huge impact on the consequences. - ABC

model) Seligman added a dimension of dispelling beliefs(D) about adversity to overcome common thinking traps. One fundamental characteristic of resilient organizations is their ability to identify belief systems which are no longer serving them and move on to adopting new belief systems for doing work. Systems and Processes that are no longer serving them are discarded, mistakes are learning opportunities to find new ways of working to build resilience (Hollanagel & Woods, 2006)

Resilient firms prepare well in advance for crisis situations and adopt a generalised capacity to investigate, to learn fast and to act decisively even in the absence of all the facts beforehand. Denyer (2017) in his study of resilient Organizations, elaborated on a 5-pillar model to foster resilience in Organizations –

1. Prioritise Reliability
2. Recognise Complexity
3. Strong Leadership
4. Acknowledging Risk
5. Decentralised Decision Making

The points 3 and 5 are directly related to capability building of leaders who in turn will foster an environment which encourages self-learning through empowered decision making and failing forward. Lawton & Smith, 2015) further did a semi structured interview research with senior leaders on their perceptions about how coaching can lead to increased resilience and found that all the five factors associated with individual resilience – self-belief, learning, wide perspective, supportive relationships and thinking space increased their individual resource capabilities. This increased individual resilience through coaching interventions forms a major part of capability building pillar of developing Organizational resilience.

Another perspective is to see resilience as an active, dynamic system which is in constant interaction with the outside environment and as an exhaustible resource. Like any other capacity building exercise, Resilience needs resource management and constant focus. For example, if we take the current context of pandemic, where change has been long and complex in nature, a high and sustained level of commitment is required to be able to navigate out of this. There is a possibility that continued drain of energy and effort may drain out individuals and organisations. The ongoing demand on inner resources may eventually lead to a burnout (Smith, 2015). It is here where on going support, emotional connect and a safe environment of work from the supervisor can be

the deciding factor between burnout and revival. This supportive environment created through a coaching approach can act as a means of replenishment for increased resilience.

The process view of Organizational resilience takes into account the sequential stages that an organization goes through in carving a new direction through tough waters. Each stage is modelled in complexity and draws on literature from crisis management and risk management to propose sequential steps for Organizational resilience to be viewed as a step-by-step process with inflexion point where strategic coaching interventions can be positioned to build long term resilience. With a systemic view of Organizational Resilience, multimodal construct, interdependencies with context, the authors have proposed a model for Building Resilience through embedding Systemic Coaching Interventions in strategic design for capability building.

Building Organizational Resilience – A Framework for Systemic Coaching to build Organizational Capability

Advocating to view Organizational Resilience as a multimodal construct comprising of Process, Outcomes and Context, a three-pronged approach to build Organizational Capability for Resilience is proposed as under -

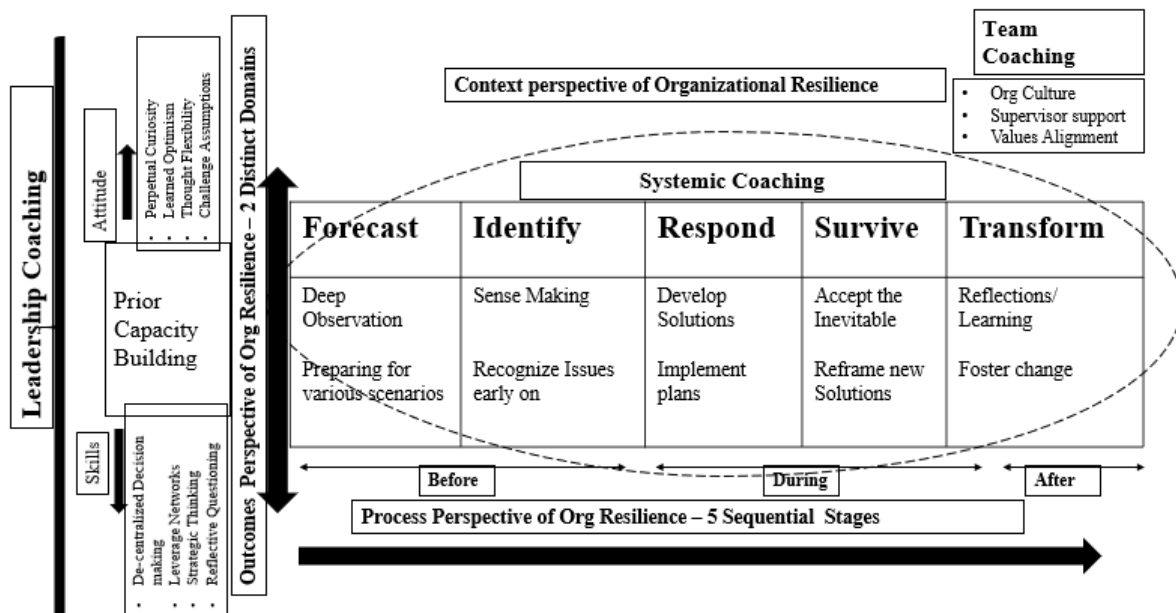
1. The process perspective of resilience takes into account the dynamic nature of this concept and

defines resilience as occurring in five distinct stages – Forecast, identify, Respond, Survive, Transform. Each of these stages are distinct in terms of capabilities requirements yet are sufficiently connected to establish cross-linkages.

2. The outcomes perspectives insight into the internal workings of resilience, what are the skills, attributes, and behaviours we need to adopt to embrace a resilient mindset and how developmental intervention of Coaching can help u challenge old beliefs and adopt new belief systems.
3. The context perspective lays focus on the social domains of this construct where the environmental support- supervisory approach, org culture and values system play a huge role in helping individuals sustain a mindset of resilience. Here again, systemic coaching initiatives can be instrumental in equipping supervisors to model and develop a coach approach to solve problems and develop a resilient mindset.

These three factors when viewed together can provide a comprehensive understanding of resilient organisations. This understanding and embedding of coaching interventions in the very fabric of organisation fuels the need for empirical research on building resilient organisations through org wide coaching interventions,

Figure 1: The F.I.R.S.T Model of Capability Building for Organizational Resilience through Coaching



As proposed by the Authors

DISCUSSION OF THE MODEL

For the purpose of defining this model, resilience has been looked at from three different lens- process, outcomes and context.

The process perspective outlines the dynamic nature of Resilience which is in constant flux due to continued interaction between organisation and environment. (Williams et al. 2017, p. 20). From this perspective, Resilience does not mean only to respond to adverse effects, but also prepare for any adverse effects, respond to them in a time appropriate manner and also learn from them. (Linnenluecke et al. 2012; Alliger et al. 2015; Williams et al. 2017).

Therefore, it is suggested that there be five successive stages of resilience process as illustrated in Figure 1. The five stages correspond to the three time schemas in which resilience capability develops – past, present and future. Each of these stages move sequentially although the time between each of them could vary substantially. This structuring of the resilience process has similar precedence in most of the crisis management literature. (e.g., Pearson and Clair 1998; James and Wooten 2005; Boin et al. 2005).

This means that the first stage of the resilience process refers to the attempt to anticipate critical developments and potential threats and be prepared (e.g., Somers 2009; Boin and Business Research (2020) 13:215–246 223 123 van Eeten 2013). Beyond that, an offensive response comprises a purposeful coping during critical situations (e.g., Wildavsky 1991; Weick et al. 1999; Rerup 2001) as well as some kind of adaptation, transformation, or learning after critical situations have occurred (e.g., Weick et al. 1999; Lengnick-Hall et al. 2011).

The sequential sequencing of the stages helps the capability developing experts and senior leadership at the top to develop this meta-capability in byte sized efforts while also keeping a continued focus on the outcomes.

The stages while may remain the same agnostic of organisations, which give this model a universal appeal, the context differs between organisations – nature of business, organisational maturity, future growth plans will take into account the specific nuances of current understanding and preparedness in terms of their own resilience. This understanding of the context can help in designing robust interventions to build resilience.

The outcome focussed aspect helps measure the efforts in building capacity for organisational resilience. The sum total of individual resilience largely builds organisational resilience. Thus keeping the focus on measuring individual skills and attitudes while keeping an eye on organisational level outcomes – profitability, top line and bottom line, shareholder value and innovation index helps to view the results in a holistic manner,

This means that resilience can be conceptualized as a meta-capability consisting of a set of organizational routines. The enlarged focus on resilience capabilities provides a deeper understanding of the nature and development of a firm's resilience capacity. Traditionally, organizational routines have been seen as the outcome of intentional design (March and Simon 1958; Cyert and March 1963) or complex evolutionary processes (Nelson and Winter 1982). The newer research proposes that they are a largely a subset of social and developmental constructs which are always in a state of flux. (Nicolini et al. 2003; Schultze and Orlikowski 2004; Gherardi 2006). This model while breaking down organisational resilience into its component parts gives us a way forward to embed coaching as a developmental tool to build resilience through its various stages.

CONCLUSION

The conceptual model proposed in the paper presents a three-pronged approach viz process, outcomes and context. It is based on the literature review and demonstrates the role of coaching in ensuring that the organizations brace up to the challenges in the business environment. This paper brings out the critical role of coaching, particularly systemic coaching, in building Organizational Resilience, which is of utmost importance, given the turbulent times. In order that organizations cope up with crisis, system coaching has the ability to contribute significantly, and also build on organizational capability.

REFERENCES

- [1] Alessandri, G., Consiglio, C., Luthans, F., & Borgogni, L. (2018). Testing a dynamic model of the impact of psychological capital on work engagement and job performance. *Career Development International*, 23(1), 33–47. <https://doi.org/10.1108/CDI-11-2016-0210>

- [2] Bozer, G., & Jones, R. J. (2018). Understanding the factors that determine workplace coaching effectiveness: a systematic literature review. *European Journal of Work and Organizational Psychology*, 27(3), 342–361. <https://doi.org/10.1080/1359432X.2018.1446946>
- [3] Bozer, G., Sarros, J. C., & Santora, J. C. (2014). Academic background and credibility in executive coaching effectiveness. *Personnel Review*, 43(6), 881–897. <https://doi.org/10.1108/PR-10-2013-0171>
- [4] Coutu, D. L. (2002). How resilience works. *Harvard Business Review*, 80(5), 46.
- [5] Ducheck, S. (2020). Organizational resilience: a capability-based conceptualization. *Business Research*, 13(1), 215–246. <https://doi.org/10.1007/s40685-019-0085-7>
- [6] Fillery-travis, A., Lane, D., Linley, P. A., & Harrington, S. (2006). International Coaching Psychology Review. *International Coaching Psychology Review*, 1(23), 23–36.
- [7] Frank, C. E. M. A. A. (2005). Improving Employee Performance Through Workplace Coaching. In Great Britain, 89(2), 1–56. <https://doi.org/https://doi.org/10.1111/joop.12119>
- [8] Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is Yours a Learning Organization? - Harvard Business Review. *Harvard Business Review*, 1–10. <http://hbr.org/2008/03/is-yours-a-learning-organization/ar/1>
- [9] Gottman, J. M., Coan, J., Carrere, S., Swanson, C., Gottman, J. M., Coan, J., Carrere, S., & Swanson, C. (1998). Predicting Marital Happiness and Stability from Newlywed Interactions Published by: National Council on Family Relations Predicting Marital Happiness and Stability from Newlywed Interactions. *Journal of Marriage and Family*, 60(1), 5–22. <https://doi.org/10.1002/job>
- [10] Grant, A. M. (2014). The Efficacy of Executive Coaching in Times of Organisational Change. *Journal of Change Management*, 14(2), 258–280. <https://doi.org/10.1080/14697017.2013.805159>
- [11] Grant, A. M. (2017). The third ‘generation’ of workplace coaching: creating a culture of quality conversations. *Coaching*, 10(1), 37–53. <https://doi.org/10.1080/17521882.2016.1266005>
- [12] Grant, A. M., & Hartley, M. (2013). Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *Coaching*, 6(2), 102–115. <https://doi.org/10.1080/17521882.2013.824015>
- [13] Grant, A. M., & Hartley, M. (2013). Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *Coaching*, 6(2), 102–115. <https://doi.org/10.1080/17521882.2013.824015>
- [14] Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *Journal of Positive Psychology*, 4(5), 396–407. <https://doi.org/10.1080/17439760902992456>
- [15] Grant, L., & Kinman, G. (2014). Emotional Resilience in the Helping Professions and how it can be Enhanced. *Health and Social Care Education*, 3(1), 23–34. <https://doi.org/10.11120/hsce.2014.00040>
- [16] Grover, S., & Furnham, A. (2016). Coaching as a developmental intervention in organisations: A systematic review of its effectiveness and the mechanisms underlying it. *PLoS ONE*, 11(7), 1–41. <https://doi.org/10.1371/journal.pone.0159137>
- [17] Igor Van Den, E. (2014). Building organisational resilience - A fit for purpose approach. Society of Petroleum Engineers - SPE International Conference on Health, Safety and Environment 2014: The Journey Continues, 1(March), 48–57. <https://doi.org/10.2118/168318-ms>
- [18] Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2016). The third ‘generation’ of workplace coaching: creating a culture of quality conversations. *Journal of Occupational and Organizational Psychology*, 89(2), 249–277. <https://doi.org/10.1111/joop.12119>
- [19] Joyce, S., Shand, F., Tighe, J., Laurent, S. J., Bryant, R. A., & Harvey, S. B. (2018). Road to resilience: A systematic review and meta-analysis of resilience training programmes and interventions. *BMJ Open*, 8(6), 1–9. <https://doi.org/10.1136/bmjopen-2017-017858>
- [20] Ladegard, G., & Gjerde, S. (2014). Leadership coaching, leader role-efficacy, and trust in subordinates. A mixed methods study assessing leadership coaching as a leadership development tool. *Leadership Quarterly*, 25(4), 631–646. <https://doi.org/10.1016/j.leaqua.2014.02.002>
- [21] Lampel, J., Lampel, J., Shamsie, J., & Shapira, Z. (2009). Experiencing the improbable: Rare events and organizational learning. *Organization*

- Science, 20(5), 835–845. <https://doi.org/10.1287/orsc.1090.0479>
- [22] Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. *Human Resource Management Review*, 21(3), 243–255. <https://doi.org/10.1016/j.hrmr.2010.07.001>
- [23] LeUnes, A. (2007). Coaching is a practice without limits on its scope, lacking theoretical foundations and meaningful accreditation, one that has yet to develop a significant empirical base. The discipline of positive psychology can provide coaching with an evidence-based fr. *International Journal of Sports Science & Coaching*, 2(4), 403–426. <https://doi.org/10.1260/174795407783359768>
- [24] Madni, A. M., & Jackson, S. (2009). Towards a conceptual framework for resilience engineering. *IEEE Systems Journal*, 3(2), 181–191. <https://doi.org/10.1109/JSYST.2009.2017397>
- [25] Malik, R. F. (n.d.). Turning up the volume: how executive coaches use assessment tools to inform their learning in the coaching process. 1.
- [26] Marcus, A. A., & Nichols, M. L. (1999). On the Edge: Heeding the Warnings of Unusual Events. *Organization Science*, 10(4), 482–499. <https://doi.org/10.1287/orsc.10.4.482>
- [27] Mühlberger, M. D., & Traut-Mattausch, E. (2015). Leading to effectiveness: Comparing dyadic coaching and group coaching. *Journal of Applied Behavioral Science*, 51(2), 198–230. <https://doi.org/10.1177/0021886315574331>
- [28] Ogilvy, H., & Ellam-dyson, V. (2012). Line management involvement in coaching: Help or hindrance? A content analysis study. *International Coaching Psychology Review*, 7(1), 39–54.
- [29] Palmer, S., Cavanagh, M., Sandy Gordon, C.-E., Grant, A. M., Kemp, T., Linley, A., & Whybrow, A. (2013). Interest Group in Coaching Psychology International Coaching Psychology Review Notes for Contributors. *International Coaching Psychology Review*, 8(1). http://www.psychology.org.au/Assets/Files/ICPR-8-1_web.pdf#page=8
- [30] Palmer, S., Gordon, S., Michael Cavanagh, C.-E., Grant, A. M., Kemp, T., Linley, A., & Whybrow, A. (2015). *International Coaching Psychology Review* March 2015. 10(1). http://www.psychology.org.au/Assets/Files/ICPR-10_1.pdf#page=22
- [31] Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: A decade of progress and what's to come. *Coaching*, 4(2), 70–88. <https://doi.org/10.1080/17521882.2011.596484>
- [32] Pearson, C. M., & Clair, J. A. (1998). Reframing crisis management. *Academy of Management Review*, 23(1), 59–76. <https://doi.org/10.5465/AMR.1998.192960>
- [33] Pousa, C., & Mathieu, A. (2015). Is managerial coaching a source of competitive advantage? Promoting employee self-regulation through coaching. *Coaching*, 8(1), 20–35. <https://doi.org/10.1080/17521882.2015.1009134>
- [34] Sim, M. R. (2017). Copyright © 2017 American College of Occupational and Environmental Medicine. In *Journal of Occupational and Environmental Medicine*.
- [35] Sonesh, S. C., Coultas, C. W., Lacerenza, C. N., Marlow, S. L., Benishek, L. E., & Salas, E. (2015). The power of coaching: a meta-analytic investigation. *Coaching*, 8(2), 73–95. <https://doi.org/10.1080/17521882.2015.1071418>
- [36] Vanhove, A. J., Herian, M. N., Perez, A. L. U., Harms, P. D., & Lester, P. B. (2016). Can resilience be developed at work? A meta-analytic review of resilience-building programme effectiveness. *Journal of Occupational and Organizational Psychology*, 89(2), 278–307. <https://doi.org/10.1111/joop.12123>
- [37] Velasquez-Valencia, A., מזלי, ד., Dezzeo, Nelda, Flores, S., Zambrano-martínez, S., Rodgers, Louise & Ochoa, E., Flora, D., Río, F. G., Dueñas, A., Betancur, J., & Galindo, R. (2018). No Title. *Interciencia*, 489(20), 313–335.