

# **Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science and Business Literature**

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## **Scholarly Coaching Publications from 1937 to 1st Jan 2011 (N = 634)**

PsycINFO, Business Source Premier and Dissertation Abstracts International  
(Excluding books, book chapters, educational coaching  
and therapeutic work with clinical populations)

### **Abstract**

*The use of coaching in order to enhance performance, professional or personal development, psychological and subjective well-being, and general life experience is increasing in popularity. This annotated bibliography draws only on scholarly papers from the behavioural science literature as presented in PsycINFO, Business Source Premier and Dissertation Abstracts International (DAI), and covers the peer-reviewed behavioural science literature on executive, workplace and life coaching. Published peer-reviewed research has significantly escalated since 1995. The first published peer-reviewed paper on coaching was published in 1937. Between 1937 and 1<sup>st</sup> Jan 2011 there were a total of 634 published papers. There have been 234 outcome studies published since 2000; 131 case studies, 77 within-subject studies and 25 between-subject studies. Of the 25 between-subject studies, 14 were randomised studies (see Table 1 in appendix). The knowledge base underpinning coaching appears to be growing at a substantial rate.*

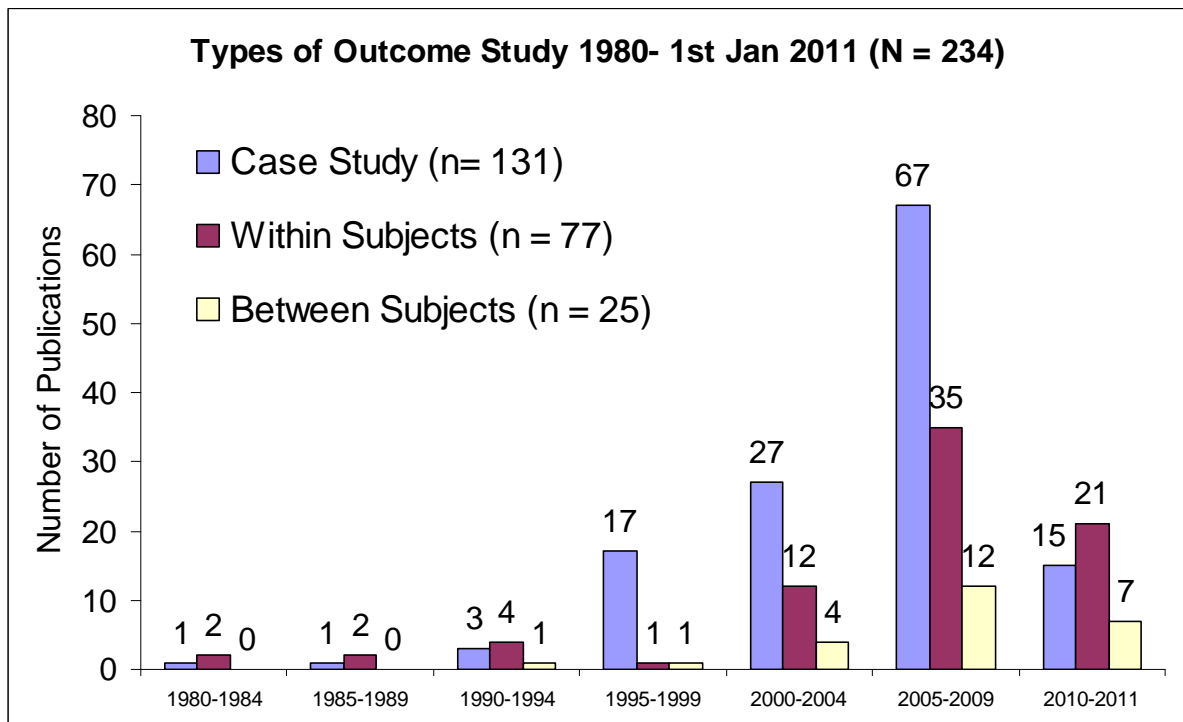
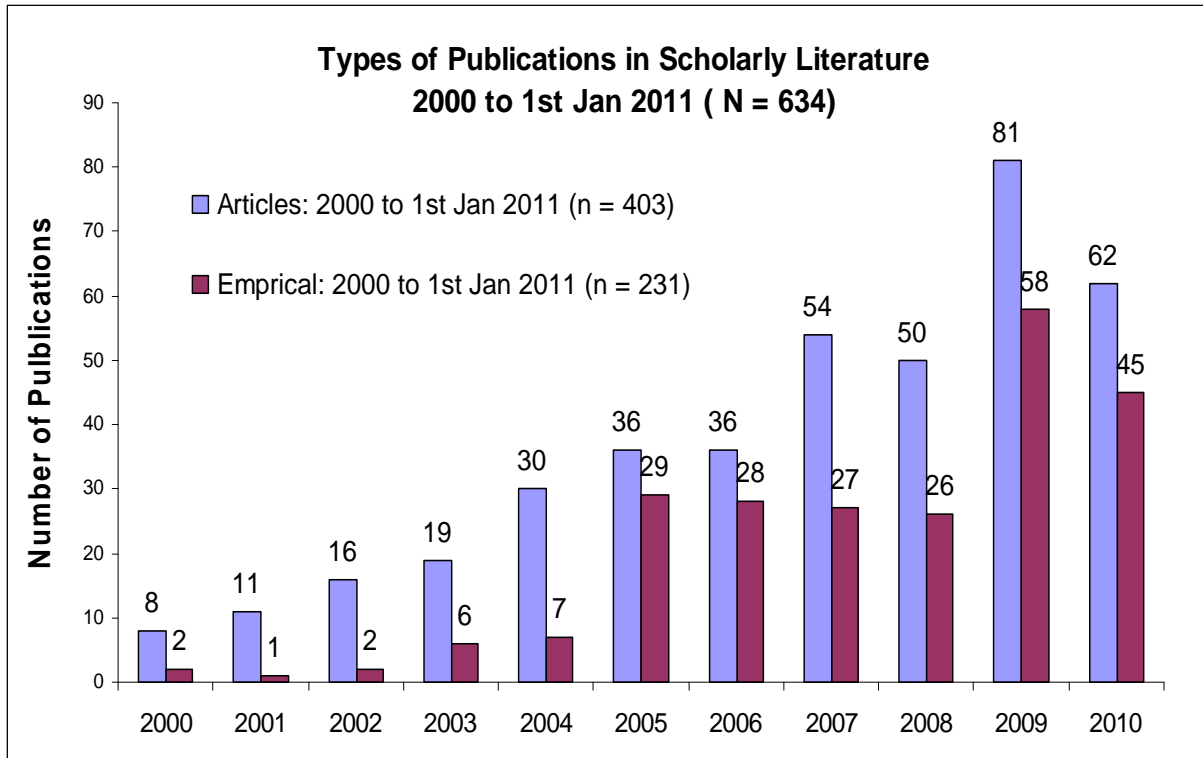
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Please cite this paper as: Grant, A.M. (2011) *Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science and Business Literature (1<sup>st</sup> Jan 2011)*, Coaching Psychology Unit, University of Sydney, Australia

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I would like to acknowledge the invaluable assistance of Sina Kalbe in the compilation of the previous edition of this annotated bibliography.

**Please note: All attempts have been made to ensure that this document is as accurate as possible. However, due to the complexity of cataloguing and categorising these materials some scholarly coaching articles may have been overlooked in the review process. Please use this only as an approximate guide to the extant literature.**



**Citations are categorised as follows:**

- A** = Primarily a discussion article
- E** = Primarily an empirical study
- PhD** = PhD

### 1935 – 1939

Gorby, C. B. (1937). "Everyone gets a share of the profits." Factory Management & Maintenance **95**: 82-83.

A report of a profit-sharing plan in existence in the Hosking Manufacturing Company, Detroit, since 1923. After deducting from the total profits an amount equal to 6% of the value of the outstanding stock, the balance is divided among employees in proportion to their responsibility in creating the profits. Three groups share the profits: department heads, assistant department heads and salesmen, and factory employees and clerks. The last group is divided into three classes according to service record: 5 years and over, 3 to 5 years, and 1 to 3 years. Participation in each group is in the proportion that yearly salary or wage bears to the total for each group. In consequence costs have been reduced, labor turnover is almost non-existent, and older employees assume the task of **coaching** others in the importance of spoiled work. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Bigelow, B. (1938). "Building an effective training program for field salesmen." Personnel **14**: 142-150.

In a discussion of methods and pitfalls in the development of a sales training program, the author advocates the group personal **coaching** method as being most effective. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

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### 1940 – 1944 n= 0)

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### 1945 – 1949

Lewis, P. B. (1947). "Supervisory training methods." Personnel Journal **25**: 316-322.

The foundation of training at DuPont is training through example all along the line. Next in importance comes **coaching** on-the-job, which is really just good supervision. There is also departmental training which consists of discussion meetings held by department heads for their supervisors or foremen. To obtain uniformity of policy, plant-wide discussion meetings are held for department heads, foremen and supervisors from various departments. In addition, plant-wide informational meetings are held. Finally, special short programs are prepared to train along lines not yet incorporated into the regular training programs. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

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### 1950 – 1954

Mold, H. P. (1951). "Developing top leaders--executive training." Proceedings of the Annual Industrial Relations Conference: 47-53.

This is a case study presentation of a training program for executives of a pulp and paper mill in the south. It is based on the work simplification approach to problem solving which, among other things, assumes that the most important aspect of any production problem is the human factor. Ten premises upon which the program is based are discussed briefly, and the presentation of the program is outlined. The author's general conclusion is that the problem of executive development is a problem in (1) counseling, (2) **coaching** of each executive by his superior, and (3) training in human behavior. It is a problem of getting the individual executive to understand his own needs for acceptance, his fear, and his aggressions. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

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### 1954-1959

Driver, R. S. (1955). "Training supervisors in remote company units." Personnel Journal **34**: 9-12.

The training director may form training committees of line members or he may visit representative units and interview a few of the supervisors personally to determine training needs. Then the training can be done by personal, individual **coaching** by their bosses. Case books may also be used if there is follow-up to see that the material is not only understood and accepted, but also put into use. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Hayden, S. J. (1955). "Getting better results from post-appraisal interviews." Personnel **31**: 541-550.

A follow-up interview after a performance appraisal can be an effective form of **coaching** if it results in fostering the appraisee's own insight. The objectives should be a personal recognition of limitations and a self-propelled motivation toward improvement. Insight is inhibited, however, by errors on the part of the interviewer who may order, plead, reassure, advise, or "explain" in his approach to securing attitudinal change. A "healthier" approach is for the interviewer to be an active or passive listener, which allows the subordinate to explain himself. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Parkes, R. C. (1955). "We use seven guides to help executives develop." Personnel Journal **33**: 326-328.

The seven guides used to help develop executives in a small company employing about 125 people are: (1) Psychological appraisal of management, including foremen, to learn for what jobs to train them, (2) Writing and using job descriptions in order to know what they must learn. (3) Goal-setting, that is setting standards for each executive to reach during the year. (4) **Coaching** his men is the responsibility of each boss in training his men. (5) Motivating the men by helping them meet all their needs, not just the financial ones. (6) Individual progress reports consisting of discussing performance ratings with the men rated once or twice a year. (7) Check where the company stands in its development program. ((c) 1997 APA/PsycINFO, all rights reserved) A

Allen, L. A. (1957). "Does management development develop managers?" Personnel **34**: 18-25.

Company programs should focus on the work a manager does if they want to develop managers. Managers are engaged in planning, organization, coordination, motivation, and control. The author feels that a form of apprenticeship is needed for managers, an internship in management, which can be accomplished through **coaching**. ((c) 1997 APA/PsycINFO, all rights reserved) A

Perley, J. D. (1957). "How the personnel staff can serve line management." Personnel **33**: 546-549.

The author contends that the personnel specialist "should be effectively developing--in co-operation with the line-policies and procedures which will enable each line man to handle the job. Thereafter it is the personnel specialist's duty to help the line through training, **coaching**, coordinating, and other techniques, so that each line man can accomplish his desired objective." Precepts are presented for improving line-staff relationships. ((c) 1997 APA/PsycINFO, all rights reserved) A

Bridgman, C. S., M. Spaethe, et al. (1958). "Salesmen helped by bringing out jobs' "critical incidents"." Personnel Journal **36**: 411-414.

Nearly 500 critical incidents, describing behavior of salesmen which resulted in success or failure in selling, were collected by sales managers. Of these 64% were classified under presentation, 24% under preparation, and 11% under customer relations. The classification of critical requirements in selling for this company has been made available for use in training and performance analysis. A check list of 25 items has also been prepared for use of sales managers in **coaching** salesmen in the field. ((c) 1997 APA/PsycINFO, all rights reserved) A

Glaser, E. M. (1958). "Psychological consultation with executives: A clinical approach." American Psychologist **13**: 486-489.

"The purpose of this paper is to describe psychology in action at the executive level, pointing up some of the unique problems and opportunities." Illustrative material in the form of 2 case histories is presented. Psychological descriptions based on interviewing and psychological testing serve: as a means of assisting individuals better to understand themselves and their developmental needs; as an applicant selection tool; and as a manpower inventory tool, thereby contributing to more effective utilization and **coaching** of personnel as well as to internal selection for promotion or transfer. The psychologist may agree to furnish a report to management, but "this is done only after the report has been shown to and discussed with the individual and his consent obtained to discuss it with his superiors." The "psychologist's professional loyalty is to the individual as well as to the company." Special problems of the clinical psychologist in industry are contrasted with the situation of clinical psychologists in private practice. ((c) 1997 APA/PsycINFO, all rights reserved) A

Hoppock, R. (1958). "Can appraisal counseling be taught?" Personnel **35**: 24-30.

"The art of **coaching** is something that some men will never learn and others do not need to be taught. But between these extremes we can count the vast majority of managers who can be trained to do a better job of counseling their subordinates." A typical workshop program is outlined. ((c) 1997 APA/PsycINFO, all rights reserved) A

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## 1960 – 1964

Mahler, W. R. (1964). "Improving **coaching** skills." Personnel Administration **27**(1): 28-33.

Although good **coaching** is basic to managerial productivity, most organizations have difficulty getting their managers to be effective **coaches**. The author's research provides numerous insights into this problem. ((c) 1997 APA/PsycINFO, all rights reserved) A

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## 1965 – 1969

Hardie, D. (1966). "Methods of teaching trade skills: A review of recent literature." Personnel Practice Bulletin **22**(2): 5-16.

"Traditionally trade skills are taught to apprentices on the job by direct instruction and **coaching** under the guidance of qualified tradesmen. Criticism of this method has led to supplementary instruction in training schools. In addition, research into the nature of industrial skills has led to improved training methods. In particular, methods based on the fine analysis of particular skills into their elements has been used successfully in the field of semi-skills. Programmed instruction also appears to be finding increasing use." (30 ref.) ((c) 1997 APA/PsycINFO, all rights reserved) A

Gershman, L. (1967). "The effects of specific factors of the supervisor-subordinate **coaching** climate upon improvement of attitude and performance of the subordinate." Dissertation Abstracts International **28**(5-B): 2122. E. PhD

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#### 1970 – 1974

Filippi, R. (1972). "Evaluation of management-by-objectives training." Dissertation Abstracts International **33**(6-B): 2847-2848. E. PhD

Kondrasuk, J. N. (1974). "Conceptual foundations of job enrichment." Public Personnel Management **3**(1): 35-38.  
Presents a theoretical discussion of job enrichment methodology. The implementation of job enrichment strategies is considered as a special case of introducing change in an organization. A step by step procedure is outlined, consisting of experimentation, supervisory **coaching**, identification of jobs, implementation, and feedback and follow-up. Job enrichment provides the employee with opportunities for achievement, recognition, responsibility, and mental growth. It is concluded that successful application of this methodology requires continuous managerial commitment. ((c) 1997 APA/PsycINFO, all rights reserved) A

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#### 1975 – 1979

Carroll, A. B. (1975). "The joining-up process: Issues in effective human resource development." Training & Development Journal **29**(8): 3-7.

Describes problems of the initial management of new 1st level managers and professionals, and summarizes methods for solution. Mismatched expectations are prevented by early discussions using a structured format. Stifling of creativity is handled by identifying job constraints and **coaching** employees accordingly. Lack of managerial sensitivity is countered by offering a short course on how to manage the new employee. Inappropriate screening criteria are avoided by using a detailed checklist to specify abilities and behaviors required by the open job. Action steps of this kind have proved effective in supporting job satisfaction and in promoting productivity on the job. ((c) 1997 APA/PsycINFO, all rights reserved) A

Frohman, A. L. and J. P. Kotter (1977). "**Coaching** and counseling: How you can improve the way it's done." Training & Development Journal **31**(11): 50-60.

Notes that training and advising are among the most difficult jobs confronting any manager. Professional trainers can help the manager by distinguishing 4 basic ways of counseling based on 2 fundamental dimensions, dominance submission and hostility warmth. In quadrant 4, where dominance and warmth meet, real communication occurs between manager and subordinate. There is give and take, discussion, candor, and a genuine 2-way exchange. When people see the connection between their own needs and those of the organization, productive change is best supported. Specific steps in conducting a counseling interview by quadrant 4 techniques are summarized. The subordinate's feelings and perceptions are drawn out before views are compared, and ways of proceeding to improvement are jointly defined. ((c) 1997 APA/PsycINFO, all rights reserved) A

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#### 1980 – 1984

Ponzo, Z. (1980). "Management development roles: **Coach**, sponsor and mentor." Personnel Journal **59**(11): 918-921.  
Suggests that effective managers can be trained by other employees acting as **coaches**, sponsors, and mentors. In **coaching**, a boss helps a subordinate meet specific growth needs. Sponsors discover and foster individuals for enhanced placement in other parts of the organization. The mentor/protege relationship is deeper than that of sponsor/protege and involves increased responsibility for guiding, directing, and developing other people. ((c) 1997 APA/PsycINFO, all rights reserved) A

Cohen, S. L. and C. L. Jaffee (1982). "Managing human performance for productivity." Training & Development Journal **36**(12): 94-100.

Effective performance appraisals are based on an open constructive exchange of information between the employee and the supervisor. Assessment must be based on performance criteria and job-relevant behavior, provide equal positive and negative feedback, offer specific actions for improving upon weaknesses, and separate the appraisal of current performance from potential for future jobs. A clear understanding of job requirements, mutually acceptable performance objectives and expectations, and timely performance **coaching** can lead to improved performance and productivity. (9 ref) ((c) 1997 APA/PsycINFO, all rights reserved) A

Holoviak, S. J. (1982). "The impact of training on company productivity levels." Performance & Instruction **21**(5): 6-8.

Examines training programs in relationship to variations in company productivity levels. Managers at various levels from 6 underground coal companies were interviewed. Results show that companies that provided greater amounts of management and supervisory training also achieved higher productivity. Company-sponsored programs varied considerably in terms of depth of coverage and by means used to facilitate the learning process. They were either very complex and thorough in an operational sense or they had "rest and rehabilitation" sessions to reward hardworking employees. It is suggested that to link the training content to desired objectives is a multi-step process. This process requires that (1) training needs, objectives, and interactions with various departments be clearly specified; (2) current programs be broken down, analyzed, and compared to alternative techniques; (3) learning-task objectives of training for the company be examined and then an optimum progression through the program set forth; (4) feedback loops be instituted to ensure continued top management support and commitment; and (5) follow-up in the use of newly taught skills through supervised practice, **coaching**, counseling, and appraisal be included. (14 ref) ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Tyson, L. and H. Birnbrauer (1983). "**Coaching**: A tool for success." Training & Development Journal **37**(9): 30-34. Describes the functions and advantages of having **coaches** in private industry whose job is to aid employees in new assignments or positions. **Coaches** can assist employees in developing motivation, improving performance, and providing an environment conducive to explanation and discussion. A plan for industrial **coaching**, rules for good **coaching**, and **coaching** pitfalls are outlined. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Duffy, E. M. (1984). "A feedback-**coaching** intervention and selected predictors in outplacement." Dissertation Abstracts International **DAI-B 45/05**, p. 1611, Nov 1984. **E . PhD**

Kelly, C. M. (1984). "Reasonable performance appraisals." Training & Development Journal **38**(1): 79-82. Discusses the problems that exist with any employee appraisal system. Management must recognize that no appraisal system is perfect and that any assumptions of perfection will lead to reduced management credibility. Appraisals are almost always perceived in a negative way by employees since their egos and income are at stake and the act of evaluation is antithetical to a genuine **coaching** or counseling relationship. Both management and employees should also recognize that appraisals are not objective. An assumption of objectivity denies the maturity and common sense of the appraisee and damages the manager employee relationship. In order to improve the appraisal process, (1) employees should be told how the appraisal process fits into the company's procedures; (2) the appraisal session should be brief, and there should be no attempt to resolve significant issues; (3) management should be willing to admit that the appraisal system is fallible; and (4) performance categories should be clearly explained. (1 ref) ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Wissbrun, D. L. (1984). "The reduction of managerial stress through skill development in performance counseling and performance **coaching**." Dissertation Abstracts International **44**(12-A): 3571-3572. **E . PhD**

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## 1985 – 1989

Barratt, A. (1985). "Management development: The next decade." Journal of Management Development **4**(2): 3-9. Discusses the desire of many organizations to find innovative ways of improving the utilization, development, and growth of their employees. To ensure that individual-level managers have the right skills and expertise to cope with the 1990's, their attention should be focused on returning to a high level of appropriate communication, **coaching**, problem-solving, and leadership skills for improving their organizational effectiveness. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Gant, A. V. (1985). "**Coaching** for application of inservice training: Impact on stages of concern and levels of use of mainstreaming concepts." Dissertation Abstracts International **46**(4-A): 855. **E . PhD**

Kelly, P. J. (1985). "**Coach** the **coach**." Training & Development Journal **39**(11): 54-55. Discusses the benefits to be derived from the **coaching** of sales representatives by field sales managers and reviews ways to institute such **coaching**. Trainers may have to convince managers of these benefits by showing that, despite their time constraints, the return on their investment is worthwhile. Trainers who are **coaching** managers to **coach** may also have to deal with problems of self-discipline and changing roles in managers. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Krausz, R. R. (1986). "Power and leadership in organizations." Transactional Analysis Journal **16**(2): 85-94. Discusses the relationship between types of power and leadership styles (LSs) in organizations and the effect that these types of power and LSs have on the culture, climate, and results of an organization. Two sources of power are considered: the organization and the individual. Six types of power are considered: coercion, position, reward, support, knowledge, and interpersonal competence. Four derivative LSs are considered: coercive, controlling, participative, and **coaching**. Using a transactional analysis approach, behavioral responses stimulated by different LSs

are described. The most probable consequence of the coercive and controlling LSs will be the establishment of a symmetric relationship between the leader and group. In the **coaching** LS the leader relates to the group in a semi-symmetric way. The participative LS is symmetric-free so that individuals relate as equals. (31 ref) ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Leibowitz, Z. B., B. Kaye, et al. (1986). "Overcoming management resistance to career development programs." Training & Development Journal **40**(10): 77-81.

Discusses the 4 roles of managers in employee career development (**coaching**, appraising performance, advising, and referring); the rationale for each role; reasons why managers may resist these roles; recommendations to facilitate learning in each of the 4 roles; and the rewards that result from career development efforts. Instruments are presented for assessing organizational support for career development and the match between manager and employee objectives. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Orth, C. D., H. E. Wilkinson, et al. (1987). "The manager's role as **coach** and mentor." Organizational Dynamics **15**(4): 66-74.

Discusses the importance and effectiveness of managers who act as mentors/**coaches** to employees. The role of **coaching** and creating the proper climate for the mentor employee atmosphere is described. Emphasis is placed on the importance of observational, analytical, interviewing, and feedback skills. It is suggested that managers need to learn how to be active listeners, paying attention to buried feelings, beliefs, or ideas that the other person is trying to communicate. (0 ref) ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Sergio, J. P. (1987). "Behavioral **coaching** as an intervention to reduce production costs through a decrease in output." DAI-B 47/08, p. 3566, Feb 1987.

A **coaching** intervention implemented by first level managers was used to modify six behaviors of 24 male forming-machine operators in a mid-sized fastener manufacturing organization. Changes in these behaviors were directed towards reducing the percentage of scrapped materials and therefore the overall production costs. This intervention consisted of observing on-the-job performance, analyzing behavior deficits, and prompting specific behavior changes. The **coaching** intervention followed a baseline on which performance feedback, group goal setting, task clarification, the setting of standards, and praise had been previously introduced. **Coaching** was evaluated using a multiple-baseline across subjects (departments) design having withdrawal components within each of the two baselines. Appropriate manipulation and reliability checks were also conducted. **Coaching** resulted in changes in all six of the operator behaviors, although not consistently for both shifts. Two of the six operator quality behaviors for the first and second shifts changed much more dramatically than the others however, and were associated with 30.9% and 43.1% reductions in scrap production for the first and second shifts respectively. Furthermore, during the withdrawal phases scrap production returned to near baseline levels. The results of the present project supported the assertion that **coaching** could have a significant effect on behavior, and subsequently scrap production, beyond those attained by other more conventionally employed interventions. A questionnaire was administered to employees following the final withdrawal conditions. These operators reacted favorably to the **coaching** intervention and preferred its continuation. Benefits analyses indicate program-related reductions in scrap production were potentially worth \$155,844 in annual savings. However, attainment of this benefit appears to require improved control of rejection production, possibly through **coaching** procedural modifications. **E. PhD**

Stowell, S. J. (1987). "Leadership and the **coaching** process in organizations." DAI-B 48/02, p. 589, Aug 1987.

The primary purpose of this study was to provide an understanding of the **coaching** process which is defined as a leader-initiated informal discussion designed to bring about a change in employee behavior, attitudes or actions. The study was conducted in a well-known, medium-sized insurance-oriented company. This investigation addressed four major concerns identified in the literature review: (a) the lack of direct and specifically-focused studies in the area of leader **coaching** behaviors; (b) the lack of investigations to support models proposed in the popular literature; (c) the lack of clarity regarding the role of different variables in the **coaching** process; and (d) an excess number of studies on simulated or artificial organizational situations. The naturalistic or qualitative method of investigation was used to gather data from interviews with leaders who were nominated as effective **coaches** and leaders who were nominated as less effective **coaches**. Interviews were also utilized to gather data from employees regarding their perceptions of the **coaching** process. Finally, with the aid of tape recorders, data were gathered from real **coaching** discussions between leaders and employees. Through a process of content analysis, key leader behaviors emerged and major categories of **coaching** behavior were formed. Forty-eight categories of behavior were ultimately identified and labeled and were formed into two primary groups. One group was supportive/nonsupportive leader behaviors; the other was initiating/confrontive leader behaviors. These two major groups of behavior form a preliminary model of the **coaching** process that has been labeled SUPPORT/INITIATE. In addition to the structure of the **coaching** process itself, this investigation reports on findings regarding the length, location, planning, preferred intervals, purpose and other general perceptions about the **coaching** process in an organizational setting. **E PhD**

Thompson, A. D., Jr (1987). "A formative evaluation of an individualized **coaching** program for business managers and professionals." DAI-A 47/12, p. 4339, Jun 1987.

In the past several years, Counseling and Industrial/Organizational Psychologists have shown increased interest in collaborating to develop human resource development programs. One product of this collaboration, a program called Individual **Coaching** for Effectiveness (ICE), is an intensive and individualized program consisting of assessment, training and follow-up. The goal of the ICE program is to enable company referred employees to overcome interpersonal or work-style problems that, at minimum, are deemed by their organizations to be career limiting, but are more likely career threatening. The present study, the first systematic evaluation of the ICE program since its inception in 1981, followed up 166 past ICE referrals from 66 companies in an attempt to answer three questions. The first question led to an extensive data collection focusing on describing past ICE referrals, their archival scores on numerous psychometric instruments, and both self and work supervisor motives for participation in ICE. The second question related to the perceived outcomes of training. Results showed that about 10 per cent of referrals were not admitted to training, and about 30 per cent of trainees did not complete training. Results related to job tenure suggested that the 'Completed Training' group had the lowest proportion of turnover compared to the 'Partial Training' and 'Not Admitted' groups. Across 11 of 15 training related outcome ratings, the Completed Training group was rated significantly higher than the Partial Training group. The third question examined theories-in-use by the ICE staff. These theories specified the variables they believed were associated with referrals being admitted to, completing, and benefitting from the ICE program. Overall, the findings suggested that the theories (1) did not appear to represent actual admission practices, and (2) may not have accounted for between or within group differences in outcomes. However, a number of promising variables warranting further research were identified. The present study was preliminary in nature and limited by problems related to (1) the type and timing of data collection, (2) data analysis problems attributable to small numbers of subjects and missing data, and (3) the absence of a control group. Contributions of the study include laying a foundation for future research and providing recommendations for program improvement. **E. PhD**

Craik, C. (1988). "How to improve your management skills without going on a course." British Journal of Occupational Therapy **51**(12): 429-432.

Discusses alternative methods of preparing occupational therapists to assume management roles, including management by objectives, **coaching**, action learning, job rotation, and self-development. 90 head occupational therapists employed in the Health Service in Scotland completed a survey rating the degree of helpfulness of certain management development activities (MDAs) in preparing them for the position and in fulfilling the role of manager. Results indicate that Ss made use of some of the MDAs discussed. ((c) 1997 APA/PsycINFO, all rights reserved) **E**

Evered, R. D. and J. C. Selman (1989). "**Coaching** and the art of management." Organizational Dynamics **18**(2): 16-32.

Contrasts current management culture (based on the intention to control others) with an action-oriented, **coaching**-based management culture based on the intention to empower others. **Coaching** captures the skills that enable people to shift their thinking from a traditional paradigm of control/order/prescription to a paradigm designed for acknowledging and empowering people. Partnership between managers and employees is fostered. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Morgan, R. B. (1989). "Reliability and validity of a factor analytically derived measure of leadership behavior and characteristics." Educational & Psychological Measurement **49**(4): 911-919.

Examined reliability and validity for 13 factor-analytically derived leadership assessment scales. Self-ratings were gathered from 385 managers and parallel form ratings were collected from 1,965 subordinates, peers, and superiors. Factor analysis of leader behavior items produced 13 leadership assessment scales: **Coaching** and Mentoring Others, Sensitivity to Others, Integrity in Dealing With Others, Participative Behaviors, Criticism of Others, Self-Serving Behaviors, Charismatic Behavior, Incisiveness, Risk Taking, Hesitancy, Directness, Future Orientation, and Motivation. The 13 scales had high internal consistency, strong inter-rater (peer, subordinate, superior) reliability, and moderate convergence of self-ratings and aggregated ratings by others. In addition, the scales proved useful in explaining subjective ratings of influence and leadership, as well as self-reported salary and salary progression. ((c) 1997 APA/PsycINFO, all rights reserved) **E**

## 1990 – 1994

Evered, R. D. and J. C. Selman (1990). ""**Coaching** and the art of management": Correction." Organizational Dynamics **18**(4): US: American Management Assn Periodicals Division. 1990.

Reports an error in the original article by R. D. Evered and J. C. Selman (*Organizational Dynamics*, 1989 [Fall], Vol 18[2], 16-32). Corrections are made to a sentence on page 18 and a sentence on page 20. (The following abstract of this article originally appeared in PA, Vol 77:13509.) Contrasts current management culture (based on the intention to control others) with an action-oriented, **coaching**-based management culture based on the intention to empower others. **Coaching** captures the skills that enable people to shift their thinking from a traditional paradigm of control/order/prescription to a paradigm designed for acknowledging and empowering people. Partnership between managers and employees is fostered. (PsycINFO Database Record (c) 2000 APA, all rights reserved) (unassigned) **A**

Hein, H. R. (1990). "Psychological type, **coaching** activities and **coaching** effectiveness in corporate middle managers." DAI-A 50/10, P. 3293, Apr 1990.

The purpose of this study was to examine the relationship of the dimensions of psychological type, as measured by the Myers-Briggs Type Indicator, to the **coaching** behaviors and activities of corporate middle managers. The **coaching** behaviors of the 90 corporate middle managers studied included providing positive and negative feedback to employees, providing direction to **coaching** discussions, emphasizing facts or concepts, adhering to schedules in **coaching** activity, and identifying employee development needs. Data regarding **coaching** behaviors was obtained by means of a specifically designed instrument, The Research Survey of **Coaching** Activity, which was administered during formally defined **coaching** activity sessions. The data was analyzed by means of Pearson product moment correlation coefficients, t-tests and Chi square measures. Significant relationships were found between the extraversion-introversion and sensation-intuition dimensions of type and the amount of time spent in **coaching** activity areas. A relationship was also found between manager preferences for extraversion and intuition and higher effectiveness ratings by subordinates of manager **coaching** behavior. In addition, a significant relationship was found between amount of time spent in **coaching** by managers and employee perceptions of manager effectiveness in **coaching**. Preferences for extraversion and intuition correlated significantly with giving more positive feedback. Managers with preferences for judgement placed more emphasis on tight scheduling, and manager preferences for intuition and thinking were related to more attention to identifying the development needs of subordinates. There was a significant positive relationship between manager **coaching** effectiveness and all of the management **coaching** behaviors studied. Manager ratings of difficulty with **coaching** activities did not relate significantly to type. There were no significant differences in time spent in **coaching** activities by older or younger managers. However, a significant relationship was found between functional work assignment of managers and their preference on the extraversion-introversion dimension of type. Recommendations were made both for further research and for the professional development of **coaching** skills of practicing managers. Training programs which provide information on type and the potential influence of typon **coaching** behavior were recommended. **E PhD**

Hillman, L. W., D. R. Schwandt, et al. (1990). "Enhancing staff members' performance through feedback and **coaching**." Journal of Management Development **9**(3): 20-27.

Examines how supervisors can effectively provide ongoing performance feedback and **coach** staff members in a formative role in the context of a performance management model. Feedback indicates to staff how well they are doing on their performance expectations, while **coaching** addresses how they can improve their performance. Providing effective feedback and **coaching** staff members as a formative or ongoing evaluation process is essential to good supervision. Placing feedback and **coaching** in the context of a performance management model allows for this formative evaluation approach because summative evaluation is addressed through the performance appraisal part of the model. Use of basic communication skills by the supervisor will make feedback and **coaching** more effective. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Miller, D. J. (1990). "The effect of managerial **coaching** on transfer of training." Dissertation Abstracts International **50**(8-A): 2435.

The problem. The purpose of this study was to test the efficacy of **coaching** as a vehicle for enhancing transfer of training by comparing the performance of two groups of corporate employees, one which received **coaching** on the trained skills and one which did not. Method. A quasi-experimental field study was conducted. Ninety-one employees enrolled in six regularly scheduled classes on interpersonal communication formed the initial subject pool. Three classes were designated control, and three were designated experimental. Managers who declined to participate, coupled with substantial dropout of both subjects and raters, reduced the sample size to 17 experimentals and 16 controls. Experimental subjects' managers received special training in **coaching** skills. On returning to the workplace, experimental subjects received **coaching** by their managers for a period of four weeks, while control subjects received no such systematic interaction. Pre- and post tests completed by subjects and two raters using the Interpersonal Communication Inventory provided the measure of transfer. Results. Post test comparisons of the control and experimental groups showed no significant differences between groups. The experimental group alone showed no pre-post gains, while the control group showed a gain on one of the six factors. Data from subjects alone (removing rater data) revealed control group pre-post gains on two of the six factors. In contrast to the quantitative findings, anecdotal participant comments were overwhelmingly favorable toward the technique of **coaching**. Results of the study draw attention to methodological concerns that need to be addressed in performing research in corporate educational settings. In particular, the following areas emerged as problematic: sample selection, establishing that learning actually occurred, operationalizing 'transfer', instrument sensitivity, and the design of the treatment itself. Careful attention to these and other concerns should allow a more thorough understanding of the **coaching** process, which may yet promise to be an unobtrusive device to enhance employee performance. **E. PhD**

Sawczuk, M. P. (1991). "Transfer-of-training: reported perceptions of participants in a **coaching** study in six organizations (management development)." Dissertation Abstracts International **DAI-A 51/12**, p. 4195, Jun 1991.

Management training programs are subject to the same questions about transfer-of training which are asked of other educational endeavors. Do managers use training program knowledge on the job? Research on transfer appears to

have several deficiencies. It has been largely limited to laboratory settings and the examination of simple experimental tasks. The research has resulted in very little literature documenting transfer studies in management development programs. Finally, the research has not examined the perceptions of those involved in the transfer studies. Training is intended to affect behavior; because participants' perceptions may also affect their behavior, those perceptions should be understood if training is to be undertaken effectively. To address these issues the researcher developed a five-step **coaching** model as a transfer vehicle. Six organizations were persuaded to add the **coaching** model to planned management training programs. Superiors of trainees were trained in the **coaching** model. The researcher used standard field study methods, interviews, observations, and questionnaires, to gather the perceptions of the manager/**coaches** and subordinate/ trainees. The data provided these results: (1) Participants' perceptions of the five-step **coaching** process were largely positive. (2) Manager/**coaches** and subordinate/trainees did not agree about the most helpful or most difficult **coaching** steps. (3) Both groups of respondents rated the managers 'somewhat effective' **coaches**. (4) Both groups of respondents perceived that trainees 'occasionally' use newly learned knowledge on the job. (5) The researcher's observations revealed that most managers appeared not to possess several of the skills required by the **coaching** process. (6) Most manager/**coaches** would change the **coaching** training they experienced. The researcher concluded: (1) Participants favored increased interaction between managers and subordinates. (2) Managers do not demonstrate **coaching** skills; perceive they do not have time to **coach**; practice a task-oriented approach when they **coach**; **coach** infrequently. (3) Most managers and supervisors appear not to be aware of transfer issues. (4) Gathering and analyzing the perceptions of participants important to the success of endeavors should be an important organizational activity. (5) Many organization variables and managers' personal variables combine to determine whether managers **coach** their subordinates. **E. PhD**

Popper, M. and R. Lipshitz (1992). "**Coaching** on leadership." *Leadership & Organization Development Journal* **13**(7): 15-18. **Coaching** consists of 2 components: improving performance at the skill level, and establishing relations that allow **coaches** to enhance trainees' psychological development. Performance accomplishments are the major source of the feelings of success that enhance self-efficacy (SE). SE can be built by identifying and defining clear parameters of success, building and structuring potential success situations, identifying factors that lead to success, and identifying inner success sources. Simple and concrete tasks call for "follow me" forms of **coaching**, and more abstract or complicated tasks such as leadership call for "joint experimentation" and "hall of mirrors" forms of **coaching**. Good **coaches** are characterized by devotion to their profession and their strong wish to excel through constructive feedback. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Graham, S., J. F. Wedman, et al. (1993). "Manager **coaching** skills: Development and application." *Performance Improvement Quarterly* **6**(1): 2-13.

Describes an assessment of a program designed to enhance managers' **coaching** skills. Interviews were conducted with 87 account representatives who worked for 13 sales managers involved in the **coaching** skills program. The 8 **coaching** characteristics identified by C. Schelling (1991) as associated with successful sales management were addressed. Significant increases on follow-up ratings were obtained on 5 behaviors, including clarity in performance expectations, providing feedback, and rewarding performance. Results suggest that the program had a positive impact on managers' **coaching** behaviors, and provide preliminary evidence that managerial **coaching** behaviors could be enhanced through a combination of training and on the job follow-up. Successful **coaching** is described as a complex interaction between management behaviors, time, and manager employee relationships. ((c) 1997 APA/PsycINFO, all rights reserved) **E.**

Peterson, D. B. (1993). "Skill learning and behavior change in an individually tailored management **coaching** and training program." *DAI-B 54/03, p. 1707, Sep 1993.*

This study presents an innovative methodology for measuring individual change and development. This methodology is used to evaluate the effectiveness of an individualized **coaching** program for managers and executives. Individual **coaching** is an intensive development program that provides participants with new insights, principles, strategies, tactics, and skills to improve their effectiveness and performance at work. Multiple techniques (including multiple types of items, rating scales, and raters) are used in a construct-oriented triangulation approach to evaluate the outcomes of **coaching**. For each participant, a customized rating inventory based on their individual training objectives is developed. This inventory is rated by the participant, their boss, and their **coach** at pre- and post-training, as well as at follow-up. Participants are rated on each item for their level of current effectiveness and, for the post-training ratings, retrospective degree of change. These two ratings provide different indications of the amount of change observed as a result of the **coaching**. For example, interrater correlations and agreement regarding the mean level of change are both higher for the retrospective change measure. All rater perspectives indicate that the **coaching** is effective in enhancing on-the-job behavior. On average, over 1.54 standard deviations of change are observed on the specific training objectives. Overall job effectiveness, a global outcome measure, is also rated. Based on pre- and post-training ratings, participants improve by about .85 standard deviations in overall effectiveness as a result of their **coaching** programs. These results compare quite favorably with the meta-analytic findings of Burke and Day (1986), who found an average effect size of .44 for subjective ratings of on-the-job behavior **E. PhD**

Sperry, L. (1993). "Working with executives: Consulting, counseling, and **coaching**." Individual Psychology: Journal of Adlerian Theory, Research & Practice 49(2): 257-266.

Describes the inner world and needs of today's executives and how psychologists and psychiatrists can respond to their need for consulting, **coaching**, and counseling. Profiles of the healthy, distressed, and impaired executive are sketched, and 3 types of services are described: executive consulting, executive counseling, and executive **coaching**. Although there is some overlap among these 3 services, there are considerable differences requiring specific competencies. Even though the numbers of psychological and psychiatric consultants who are attuned to the inner world and the process of executive consulting, counseling, and **coaching** are increasing, the demand seems greater. Networking among such professionals (especially in the division of consulting psychology of the American Psychological Association and the Academy of Organizational and Occupational Psychiatry) must be encouraged. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Deviney, D. E. (1994). "The effect of **coaching** using multiple rater feedback to change supervisor behavior." DAI-A 55/01, p. 114, Jul 1994.

The purpose of this study was to investigate the effect of **coaching** using multiple rater feedback to change supervisor behavior. Forty-five first line supervisors (subjects) at an operating nuclear power plant were randomly assigned to three groups. Subjects were rated on their feedback behavior using the Feedback Behavior Inventory (FBI) instrument by their supervisors, their subordinates and themselves. One group of subjects was given all the feedback available and **coached** in areas considered weak. Another group of subjects was given only self and immediate supervisor feedback and **coached** in areas considered weak. The third group or control group was not given any feedback or **coached** in any areas. In each case the person conducting the **coaching** was the subject's immediate supervisor. Subjects in the first two groups were **coached** over a nine-week period using these differing amounts of feedback. A second FBI was then administered to all raters. The first and second data sets were compared to determine any significant differences between the groups. No significant differences were noted; however, sufficient data did exist to warrant further investigation using a longer period of time between data sets. Additionally, the data revealed that in some situations the self/immediate supervisor feedback systems used in the typical performance appraisal system may not be as effective as once thought. **E. PhD**

Graham, S., J. F. Wedman, et al. (1994). "Manager **coaching** skills: What makes a good **coach**?" Performance Improvement Quarterly 7(2): 81-94.

Investigated the skills employees associate with managers who successfully apply **coaching** skills, using 81 account representatives who worked for 13 sales managers trained in a **coaching** skills program. Ss rated their supervisor's **coaching** skills and provided a rationale for their rankings. The behaviors associated with high and low ratings of **coaching** skills are presented; including communicating clear performance expectations, providing regular performance feedback, considering all relevant information when appraising performance, observing performance with clients, developing self-improvement plans, and building a warm relationship. ((c) 1997 APA/PsycINFO, all rights reserved) **E.**

Strayer, J. and A. Rossett (1994). "**Coaching** sales performance: A case study." Performance Improvement Quarterly 7(4): 39-53.

Describes the experience of a major real estate sales organization in revamping its in-office training. While executives initially believed that a multimedia training program was necessary, an external consultant urged them to study the situation prior to committing to any one solution. The results showed that while new sales people needed to have their field skills polished after going through prelicensing training and entering the office, that was not their most critical need. Far more important was an in-office support system, including someone to tell them how to think through inevitable rejections, maintain confidence, and integrate into the real estate community. Data reveal the need for a solution system comprised of training, incentives, performance support materials, and the introduction of a **coach** into each office. ((c) 1997 APA/PsycINFO, all rights reserved) **E.**

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## 1995 – 1999

McGibben, L. W. (1995). "Evaluating **coaching** skills training through subordinate's view of organizational climate and managerial skills." MAI 33/01, p. 261, Feb 1995.

This study evaluated the effectiveness of a management training program on **coaching** skills. Forty-eight subordinates whose managers attended the training were surveyed one week prior, one week after and ten weeks after the training. These surveys determined if the subordinates' ratings of the organizational climate's openness toward **coaching** and their managers' **coaching** skills changed over time. Whether the training participants continued using their **coaching** skills was also explored. Significant results revealed that the **coaching** skills improved one week after the training. Also, managers who continued using **coaching** skills were rated as more effective managers. Conversely, the managers did not significantly improve their **coaching** skills ten weeks after the training. Finally, the organizational climate's openness toward **coaching** did not significantly change over time. This study has important implications for

further **coaching** training and provides recommendations for introducing continuous reinforcement into the **coaching** process. **E . PhD**

Scherer, R. F., A. L. Canty, et al. (1995). "Identification of managerial behavior dimensions in a federal health-care agency." Psychological Reports **76**(2): 675-679.

Examined the dimensions of managerial behavior used by 267 22-66 yr old federal health care managers using the Manager's Individual Needs Assessment Inventory. Factor analysis indicated 6 underlying dimensions: **coaching**, responding, planning, self-developing, problem solving, and controlling. Recommendations are provided with respect to the relevance of using these dimensions for organizational training and development activities. ((c) 1997 APA/PsycINFO, all rights reserved) **E**

Seifert, L. L. (1995). "Perceptions of managerial **coaching** within selected workplaces." DAI-A 55/08, p. 2472, Feb 1995. Managers, management professionals, and authors of management articles are expressing **coaching** is the way to empower subordinates and others to contribute fully in the workplace. However, there were unanswered questions: Were managers **coaching** subordinates and others? Did managers and subordinates know the components for a **coaching** model strategy? The research on **coaching** appeared to be segmented throughout the literature. Many different opinions about the **coaching** strategy have emerged from all types of sources. The literature review has resulted in no documentation of measuring **coaching** in the workplace. Consequently, the researcher was unable to find in the literature review a survey instrument to measure **coaching**. To address these issues the researcher developed a six component **coaching** strategy model to measure **coaching**. Two manufacturing facilities were encouraged to participate in the research to determine if **coaching** was occurring as determined by the established model. The data provided these results: (1) Managers' self perception of **coaching** subordinates was largely positive. (2) Subordinates' perception of managers **coaching** subordinates was not as positive as the managers. (3) Line item questions of the **coaching** components which needed to be addressed with training. The researcher concluded: (1) Managers favored Managers and subordinates were not aware of the components for **coaching**. (4) Within the two facilities ages of managers and subordinates, and hiring practices did not influence subordinates' perceptions about managers **coaching** employees. **E PhD**

Diedrich, R. C. (1996). "An interactive approach to executive **coaching**." Consulting Psychology Journal: Practice & Research **48**(2): 61-66.

Provides consulting psychologists with an overview of an approach to executive **coaching** that took place over 3 yrs with a troubled leader. An ongoing 360-degree assessment together with numerous "loops" of feedback and developmental counseling sessions served as the baseline for **coaching** an autocratic and coercive but valued executive. This case study (of a male executive in his mid-forties) explores a process that was iterative and interlaced and that resulted in significantly different and more positive and functional leadership behavior. ((c) 1997 APA/PsycINFO, all rights reserved) **E .**

Foster, S. and J. Lendl (1996). "Eye movement desensitization and reprocessing: Four case studies of a new tool for executive **coaching** and restoring employee performance after setbacks." Consulting Psychology Journal: Practice & Research **48**(3): 155-161.

The effects of eye movement desensitization and reprocessing (EMDR) integrated into executive **coaching** are reported in 4 case studies illustrating varied job titles and industries. Participants received 1-10 hrs of **coaching** in which EMDR was used to desensitize an upsetting event that had impaired their performance at work. Outcomes indicated that EMDR desensitized the disturbing incident and that participants shifted their negative view to a more positive one. Work performance was restored or enhanced. In the 4th case EMDR appeared to decrease anxiety about job interviewing and the participant reported a satisfactory result. Findings suggest that EMDR is a promising adjunct to **coaching** for workplace performance enhancement. ((c) 1997 APA/PsycINFO, all rights reserved) **E .**

Katz, J. H. and F. A. Miller (1996). "**Coaching** leaders through culture change." Consulting Psychology Journal: Practice & Research **48**(2): 104-114.

**Coaching** of senior leaders is presented as a key component in changing organizational culture, based on the authors' more than 40 yrs of combined experience in organization development consulting and executive **coaching**. To enable organizations to capitalize on the advantages offered by diversity in the workforce and marketplace, senior leaders need a new set of competencies. To learn these new competencies, leaders need the support of skilled **coaches** who can show them the need for culture change; create a safe environment for learning; and model the skills necessary to lead a diverse, inclusive workforce through the culture change process. Specific examples are provided to facilitate the **coaching** process and the development of partnerships that will enable leaders to learn and grow. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Kiel, F., E. Rimmer, et al. (1996). "**Coaching** at the top." Consulting Psychology Journal: Practice & Research **48**(2): 67-77.

Presents a systems-oriented approach to the leadership development of top-level executives. A structured program is described that is designed to have a positive impact at the organizational level through focused work with the individual client. Leadership effectiveness is seen as strongly influenced by the individual's past, personal life, and work environment. Comprehensive information gathered from the client's work life and personal life increases understanding of behaviors that influence performance, and thereby fosters change. Development is perceived from a holistic point of view, with benefits to the organization accruing through increased effectiveness in any areas of the client's life. A case example (of a 40-yr-old male) is given to illustrate how this approach is put into effect. ((c) 1997 APA/PsycINFO, all rights reserved) **E**.

Kilburg, R. R. (1996). "Toward a conceptual understanding and definition of executive **coaching**." Consulting Psychology Journal: Practice and Research **48**(2): 134 - 144.

A review of the literature on **coaching** reveals that very little empirical research has focused on the executive **coaching** methods used by consultants with managers and leaders in organizations. Within the framework of a 17-dimensional model of systems and psychodynamic theory, the author provides an overview of a conceptual approach to **coaching** activities that incorporates 5 identifiable components plus an emphasis on goal setting, intervention methods, and hypothesized factors in negative consulting outcomes. A definition of executive **coaching** is offered as a way of summarizing the literature and differentiating these consulting activities from others for the purpose of improving conceptual clarity and encouraging specific research on the concepts, methods, and outcomes of such activities. **A**

Levinson, H. (1996). "Executive **coaching**." Consulting Psychology Journal: Practice & Research **48**(2): 115-123.

Executive **coaching** requires the ability on the part of the **coach** to differentiate **coaching** from psychotherapy while using basic psychological skills and insights. It is usually short term and issue focused. At high executive levels, its success depends heavily on the consultant's knowledge about contemporary management and political issues. The case study of a 60-yr-old male CEO is included here to illustrate this process. Fundamentally, psychoanalytically oriented consultants help their clients attain greater psychological freedom to make their own choices and assume responsibility for their own behavior. Unlike psychoanalytic practice, however, **coaching** consultants may offer suggestions, information, and guidance consistent with their understanding of the psychology of the client in his or her organizational context. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Peterson, D. B. (1996). "Executive **coaching** at work: The art of one-on-one change." Consulting Psychology Journal: Practice & Research **48**(2): 78-86.

Outlines the 5 research-based strategies that guide one-on-one **coaching** by a management consulting firm: forge a partnership, inspire commitment, grow skills, promote persistence, and shape the environment. The case study of a typical targeted **coaching** participant (a female executive who sought to develop stronger relationships with internal customers and enhanced credibility on strategic business issues) is presented and contrasted with other **coaching** services (i.e., intensive **coaching** and executive **coaching**) provided by the firm. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Saporito, T. J. (1996). "Business-linked executive development: **Coaching** senior executives." Consulting Psychology Journal: Practice & Research **48**(2): 96-103.

Presents a model of executive **coaching** based on the organizational requirements that shape the leadership factors to be considered in the **coaching** process. Consultants must clearly shape their **coaching** to reflect these dimensions if they are to be effective in helping to increase the effectiveness of their individual clients. Consulting issues are described as well as a specific methodology that reflects a business-linked executive development approach to **coaching** executives. There are 4 stages to the approach: defining the context (i.e., organizational imperatives, role-based success factors, and success-relevant behavioral requirements), assessment of the individual, developmental planning, and implementation. The case study of a middle-aged male executive illustrates this approach. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Tobias, L. L. (1996). "**Coaching** executives." Consulting Psychology Journal: Practice & Research **48**(2): 87-95.

Describes a systems-based approach to executive **coaching** that attempts to maximize the consideration of contextual factors. The case study of a 44-yr-old male executive illustrates this approach. The author notes that perhaps the greatest danger in **coaching** individuals from organizations in which there is no ongoing consulting relationship is the possibility that the psychologist may inadvertently participate in scapegoating by an organization or by a boss who is unable or unwilling to look deeply enough at the ways that the environment may be supporting the conditions underlying the individual's seemingly maladaptive response. The more removed the **coaching** is from the organizational context, the more pains the psychologist must take to ensure that the context is woven into the fabric of the **coaching** relationship and that the organization be persuaded that it, too, needs to play a role in defining and achieving the desired outcome. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Witherspoon, R. and R. P. White (1996). "Executive **coaching**: A continuum of roles." Consulting Psychology Journal: Practice & Research **48**(2): 124-133.

Some executives use **coaching** to learn specific skills, others to improve performance on the job or to prepare for advancement in business or professional life. Still others see **coaching** as a way to support broader purposes, such as an executive's agenda for major organizational change. To an outsider, these **coaching** situations may look similar. All are based on an ongoing, confidential, one-on-one relationship between **coach** and executive. Yet each **coaching** situation is different and some of these distinctions are important to recognize, if only to foster informed choice by everyone involved. This article defines and explores key distinguishing features among **coaching** situations encountered in daily practice. Taking account of these factors, the authors suggest 4 distinctly different **coaching** roles. Case examples explore how these roles apply to common **coaching** issues facing executives and their organizations today. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Kilburg, R. R. (1997). "**Coaching** and executive character: Core problems and basic approaches." Consulting Psychology Journal: Practice & Research **49**(4): 281-299.

This article explores three major problems often encountered by consultants who are engaged to **coach** executives and who confront difficulties related to the character of their clients: executive character as a complex adaptive system that influences the unconscious aspects of organizational life, unconscious psychological conflict as a key motivating factor in individual and organizational behavior, and the challenges of changing executive character and behavior to improve organizational performance. Conceptual approaches to understanding these problems are provided. Specific methods and techniques for managing several of the more difficult issues in creating change in the behavior of executives are presented and briefly explored. A case study illustrates the material. ((c) 1998 APA/PsycINFO, all rights reserved) **A**

Olivero, G., K. D. Bane, et al. (1997). "Executive **coaching** as a transfer of training tool: Effects on productivity in a public agency." Public Personnel Management **26**(4): 461-469.

Examined the effects of executive **coaching** in a public sector municipal agency. 31 managers underwent a managerial training program, which was followed by 8 wks of 1-on-1 executive **coaching**. Training increased productivity by 22.4%. The **coaching**, which included goal setting, collaborative problem solving, practice, feedback, supervisory involvement, evaluation of end-results, and a public presentation, increased productivity by 88.0%. This represented a significantly greater gain compared to training alone. Results indicate that executive **coaching** is an important way of ensuring that knowledge acquired during training actually emerges as skills that are applied to work. ((c) 1998 APA/PsycINFO, all rights reserved) **E**.

Sperry, L. (1997). "Leadership dynamics: Character and character structure in executives." Consulting Psychology Journal: Practice & Research **49**(4): 268-280.

While the public and the mass media have continued to uphold and find relevance in the time-honored construct of character, the scientific and professional community are in the process of rediscovering a construct they had essentially relinquished for the past few decades. This paper briefly traces the recent history of character and character structure in psychology and overviews a number of promising theoretical and empirical studies of character and character structure that have particular relevance for consulting psychologists and others involved in executive **coaching** and consultation. Finally, it describes six commonly noted character structures in executives. ((c) 1998 APA/PsycINFO, all rights reserved) (journal abstract) **A**

Taylor, L. M. (1997). "The relation between resilience, **coaching**, coping skills training, and perceived stress during a career-threatening milestone." DAI-B 58/05, p. 2738, Nov 1997.

Resilience is the process of effective coping that leads to successful adaptation. Components of the process of coping include cognitive appraisal, utilization of personal and environmental resources, emotional response, and coping strategies. Resilient people appear to be emotionally stable extroverts who possess an internal locus of control, are focused, organized, and open-minded, view change as an opportunity, utilize social relationships for support, and select resources and strategies that are appropriate to a given situation. It was thought that coping skills training and/or solution-focused **coaching** might foster situational resilience during a career-threatening milestone such as preparing for the Medical College Admission Test (MCAT), by helping people to lessen their perceived stress and thereby maximize performance. Participants undergoing a summer MCAT preparation course were randomly assigned to one of four groups: training only, **coaching** only, training plus **coaching**, or a no treatment/control. Stress levels increased significantly during the course. A 2 x 2 x 2 MANCOVA on post test performance and perceived stress revealed a significant resilience by training interaction and resilience by **coaching** interaction on post test perceived stress. For high resilience participants, **coaching** may have lessened posttest perceived stress and training may have increased post test perceived stress. For low resilience participants, training may have lessened posttest perceived stress and **coaching** may have increased post test perceived stress. The efficacy of interventions designed to foster effective coping appear to be contingent upon an individual's dispositional resilience. Additional research is needed to ascertain the validity of the results. **E. PhD**

Wageman, R. (1997). "Critical success factors for creating superb self-managing teams." Organizational Dynamics **26**(1): 49-61.

Examined the critical success factors for a superb self-managing team. 43 self-managing teams at Xerox were assessed. Each team participated in a 2-hr interview; their managers provided descriptions of how they were set up; and each team member completed an extensive survey about the team. Teams were identified as superb or ineffective. Results indicate that the quality of a team's design had a larger effect on its level of self-management than **coaching**: the superb teams showed stronger signs of self-managing than poorly designed teams. Seven features emerged as the ones most likely to be seen in superb teams and not in ineffective teams: clear, engaging direction; a real team task; rewards for team excellence; basic material resources; authority to manage the work; team goals; and team norms that promote strategic thinking. ((c) 1997 APA/PsycINFO, all rights reserved)

E .

Brotman, L. E., W. P. Liberi, et al. (1998). "Executive **coaching**: The need for standards of competence." Consulting Psychology Journal: Practice and Research **50**(1): 40 - 46.

Psychologists working in the emerging competency area of "executive **coaching**" must promote a more complete understanding of what constitutes effectiveness in this arena--particularly when the expected outcome is sustained behavior change. Experienced psychologists must accept accountability for the need to inform and educate corporate decision makers about the core skills, competencies, experience, and related professional issues critical for successful outcomes. These educative efforts are essential if executive **coaching** for sustained behavior change is to be established as a respected consultative area adding value to organizationally based leadership development initiatives. The purpose of this article is to begin the dialogue among psychologists about the need to become more proactive in their educative efforts with these decision makers. A

Giglio, L., T. Diamante, et al. (1998). "**Coaching** a leader: Leveraging change at the top." Journal of Management Development **17**(2): 93-105.

To succeed, organizations must adapt to environmental changes. Executives play a critical leadership role in this process of change. Organizations often provide a **coach** for executives who are having trouble with change and are in need of more effective leadership strategies. The process of **coaching** offers a fresh perspective for understanding and affecting organizational processes and individual behavior. **Coaching** helps the executive focus on objectives, develops resiliency, and builds interpersonal savvy. This article explores the key elements of effective **coaching**, a surprisingly overlooked aspect of organizational change. Steps are outlined in the **coaching** process and examples are given on how the process works. A case is made for executive **coaching** as important leverage for organizational transformation. (PsycINFO Database Record (c) 2000 APA, all rights reserved). A

Goodstone, M. S. and T. Diamante (1998). "Organizational use of therapeutic change: Strengthening multisource feedback systems through interdisciplinary **coaching**." Consulting Psychology Journal: Practice & Research **50**(3): 152-163.

The use of multisource feedback as a management development tool is examined by integrating the empirical and theoretical literature on individual change from the fields of industrial/organizational psychology and clinical/counseling psychology. The assumptions underlying 360-degree feedback as a sufficient process of producing managerial change are questioned in terms of the theoretical and metaanalytic literature regarding the causes of personal change. It is argued that 360-degree feedback is best used as a springboard for management development. Lasting change is best achieved through an interdisciplinary **coaching** strategy involving what we know about adult development and change from industrial and clinical literature and practice. ((c) 1999 APA/PsycINFO, all rights reserved) (journal abstract) A

Maurer, T., J. Solamon, et al. (1998). "Relationship of **coaching** with performance in situational employment interviews." Journal of Applied Psychology **83**(1): 128-136.

This field study addressed the question of whether voluntary participation in interview coaching is related to performance in situational interviews. Promotional procedures in 4 different police and fire department jobs were involved, allowing replication in separate samples. In 3 of 4 jobs, when controlling for indicators of candidates' **precoaching** job knowledge and motivation to do well on the promotional procedures, attendance at a coaching session was significantly related to interview performance. Following a discussion of study limitations, an agenda for future research is discussed, including a proposed general model of **coaching** process and outcome variables. ((c) 1998 APA/PsycINFO, all rights reserved) (journal abstract) E .

Rich, G. A. (1998). "Selling and sales management in action: The constructs of sales **coaching**: Supervisory feedback, role modeling and trust." Journal of Personal Selling & Sales Management **18**(1): 53-63.

Asserts that sales **coaching** is a critically important means used by sales managers to enhance the performance of their salespeople. A review of a number of popular press articles and books indicates that practitioners typically discuss sales **coaching** as a multidimensional activity consisting of 3 core constructs: (1) supervisory feedback, (2) role modeling, and (3) salesperson trust in manager. This article defines and examines the 3 sales **coaching** constructs in

detail, reviewing the most recent academic theory and research in order to more precisely understand how and why sales **coaching** is effective. ((c) 2000 APA/PsycINFO, all rights reserved) **A**

Delgado, S. E. (1999). "Ontological **coaching**: A dialectic for gaining freedom from suffering." Dissertation Abstracts International, A (Humanities and Social Sciences) **60**(1-A): 0073.

All human beings suffer and struggle to gain freedom. This suffering is often about some aspect of themselves: their careers, their education, being abandoned, being ignored, not respected, not esteemed, stigmatized, marginalized and rejected. This dissertation examines ontological **coaching**, a teaching and learning method in which the teacher, **coach** or therapist partners with the learner to end his/her suffering. The study explores a method of reinventing the self and designing the future through the use of communication as a tool for such invention. The central focus is to teach people to recognize their suffering as part of a narrative which can be reconstructed to produce new actions and freedom from what has been distressing them. They learn to transcend the inhibiting effects of their histories through the hermeneutics of stigmatized narratives. Knowledge is generated regarding theories of how human beings learn and how paradigms shift. The methodology employed is a phenomenological, hermeneutical, and narrative analysis approach to 5 stories of individuals who learned to end suffering regarding stigmatization and shame. The research question was: why and how does a method of ontological **coaching** allow an individual to learn to construct new narratives that gain love and freedom from suffering? ((c) 2000 APA/PsycINFO, all rights reserved) **E PhD**

Douglas, C. A. and C. D. McCauley (1999). "Formal developmental relationships: A survey of organizational practices." Human Resource Development Quarterly **10**(3): 203-220.

Representatives from a random sample of 300 US corporations were interviewed by telephone to examine their use of formal developmental relationships as a management development strategy. Based on an 82 percent response rate, findings were obtained regarding the frequency of programs using formal developmental relationships, expectations regarding future use of formal developmental relationships, program characteristics, program visibility, and program effectiveness. Comparisons between organizations with programs and organizations without programs were made on the basis of organization size, sales volume, employee trends, sales trends, and organizational age. From the 246 participating organizations, 52 respondents indicated that their organization had at least one management development initiative currently in place that paired employees with peers, senior managers, or outside consultants. Specific types of initiatives discussed by the respondents included one-on-one mentoring, apprenticeships, team **coaching**, peer **coaching**, executive **coaching**, action learning, and structured networks. Organizations with initiatives in place tended to employ more individuals and have larger sales volumes than organizations with no programs in place. ((c) 1999 APA/PsycINFO, all rights reserved) **E**

Hall, D. T., K. L. Otazo, et al. (1999). "Behind closed doors: What really happens in executive **coaching**." Organizational Dynamics **27**(3): 39-53.

Presents the results of a study sponsored by Boston University's Executive Development Roundtable that allow a critical review of the state of the practice of executive **coaching**. The study consisted of interviews with over 75 executives in Fortune 100 companies, as well as interviews with 15 executive **coaches** referred to the researchers as leaders in the field. The study was also informed by the practical executive **coaching** experiences of the authors, who work in a range of institutional settings. When done as intended, **coaching** can be an effective means of improving business results while contributing to executive development. However, **coaching** can grow beyond the control of top management as the demand grows for having a "personal trainer." Not only does this aspect add considerably to the cost of doing business, but there is also the risk of wrong advice by external **coaches** who do not really understand the business, sometimes resulting in disastrous consequences for both the manager and organization. Although the data indicate generally positive outcomes from executive **coaching** activities, there were three primary areas of concern: managing the growth of demand, addressing ethical issues arising from the **coaching** process, and defining program scope and controlling costs. ((c) 1999 APA/PsycINFO, all rights reserved) **E**

Laske, O. E. (1999). "An integrated model of developmental **coaching**." Consulting Psychology Journal: Practice & Research **51**(3): 139-159.

This article outlines a **coaching** paradigm derived from constructive-developmental psychology, family therapy supervision, and theories of organizational cognition. The paradigm is one of transformative, developmental **coaching**, and thus it differs from both cognitive-behavioral and psychodynamic approaches. The paradigm is exemplified by a model of the mental space (topology) in which executive **coaching** is thought to take place. The paradigm and the model are developmental in a twofold sense, that of "ontic" development occurring in cognitive organisms maturing over their lifetime ("nature") and of "agentic" development brought about by humans ("nurture"). An introduction to the model is presented, followed by the topology of the mental space of **coaching**, a summary, and suggested topics for future research. ((c) 1999 APA/PsycINFO, all rights reserved) (journal abstract) **A**

Laske, O. E. (1999). "Transformative effects of **coaching** on executives' professional agenda." Dissertation Abstracts International: Section B: the Sciences & Engineering **60**(5-B): 2386.

This study explores the transformative effects of **coaching** on executives-on how they construe their mission, use their formal status, approach their tasks, and set goals, based on their developmentally grounded relationship to work. It examines the developmental preconditions of benefiting from a **coaching** relationship, and the dependency of **coaching** outcome on lifespan maturity. In order to tease out differences between adaptational learning and adult development, the study develops an epistemological instrument for assessing, prognosticating, and monitoring **coaching** outcome, both of individuals and groups. The resulting Developmental Structure/Process Tool (DSPTTM), while not restricted to organizational uses, pioneers a new generation of tools for supporting adult development in the workplace. In its design, the tool resolves dichotomies between structure and process in adult development, stage and non-stage conceptions of development, and between self and role in supporting personnel development in organizations. Thereby, the instrument resolves the dichotomy between two central meanings of the term development: first, development as something brought about by humans (agentic development), and second, as something happening organically as humans mature (ontic development). The study regards six executives presently in a **coaching** relationship. It is based on two differently focused interviews with the executives. Adopting a 'best case scenario,' the study submits the executives' self-report on changes resulting from **coaching** to a twofold structural analysis. It demonstrates that transformational (developmental) change, in contrast to mere learning, occurs in some but not all individuals, depending on their lifespan maturity. Adopting the vantage point of constructive-developmental psychology, and benefitting from methods of clinical and neuropsychological assessment, the study scrutinizes present career theory, executive development theory, and practice theories for **coaching** executives for their acumen in dealing with the dichotomies mentioned above. The study comes to the conclusion that neither behavioral nor psychodynamic approaches to executive development are optimal in themselves, but need to be complemented by constructive-developmental thinking as encoded, e.g., into the DSPTTM. Implicitly, the study suggests the need for consulting psychologists and organizational psychologists to become expert in adult-developmental assessment (PsycINFO Database Record (c) 2000 APA, all rights reserved) **E. PhD**

Sauer, J. R. (1999). "CEO succession planning in a petroleum exploration company: A case study." Consulting Psychology Journal: Practice & Research **51**(4): 266-272.

This case study reviews a CEO succession project that spanned the years 1994 to 1998. Against the advice of some of the board members, the CEO decided to groom his favorite candidate for the top job. He did an excellent job of supporting and **coaching** his replacement. Shortly after being named the new CEO, the successor began to lose the confidence of the board because he was evasive and failed to communicate effectively with either the board or his management team. In retrospect, failure occurred because the new CEO was excessively independent and the firm had become too large and complex for his management skills. Stronger initial leadership on the part of the consultant and the appropriate use of models of organizational evolution, organizational culture, and CEO assessment would have been helpful in providing the board and the incumbent CEO with frameworks that could have assisted them in managing the process more effectively. ((c) 2000 APA/PsycINFO, all rights reserved) (journal abstract) **E**

## 2000

Ballinger, M. S. (2000). "Participant self-perceptions about the causes of behavior change from a program of executive **coaching**." Dissertation Abstracts International **61**(11): 4451.

This study looked at the self-perceptions of individuals participating in a program of executive **coaching**. Specifically, the study sought to investigate whether there were differences in perception about which factors in the **coaching** were most important in leading to behavior change between two groups—those sent to **coaching** for developmental purposes, called High Performing, and those sent to **coaching** for remedial purposes, called Low Performing. The study consisted of a telephone survey of individuals completing the six month Individual **Coaching** for Excellence (ICE) program at Personnel Decisions International (PDI), a worldwide provider of **coaching** services. Before being contacted for the survey, the study participants were categorized as high performing or low performing by their respective **coaches** to allow for later comparison and analysis. The study hypothesis, based on attribution theory and Noe's model of behavior change from management training, predicted that High Performing individuals would rate survey items related to various aspects of the **coaching** experience higher if the items were associated with the individual him or herself, and Low Performing individuals would rate items higher if they were associated with people or events outside of him or herself. The results of the study did not support the hypothesis, because there was no significant difference in ratings between the two groups. A comparison of results by gender instead of performance category, however, showed that women rated all **coaching** factors and all items associated with the value of the **coaching** experience higher than men, except for those items having to do with support from boss and support from organization. These items were rated higher by men. Inasmuch as gender differences were not the purpose of the current study, however, it is recommended that future research be conducted to validate and further these initial findings. **E PhD**

Conway, R. L. (2000). "The impact of **coaching** mid-level managers utilizing multi-rater feedback. (managers)." Dissertation Abstracts International **60**(7-A): 2672, US: University Microfilms International.

Purpose. This study explored the application of 360 degree feedback, supported by **coaching**, using the subject's current job as a learning vehicle, for the development of leadership skills. The study attempted to measure improvement in the accuracy of the participants' self perceptions, as a result of survey feedback and **coaching**, compared to the perceptions of others. The participants were also expected to perceive an improvement in their leadership skills as a result of feedback and **coaching**. Theoretical framework. The work of Kotter (1982) and McCall, Lombardo, and Morrison (1988) shaped the theoretical understanding of how leaders develop within the context of their work experiences. This study relied on that framework for identifying critical skill sets and how to develop those skill sets. Methodology. The subjects selected for this study were mid-level managers in a large state agency. Two primary instruments were used in this study to generate feedback, Benchmarks, a multi-rater feedback instrument, and the Developmental Challenge Profile, an instrument designed to help participants understand the dynamics of their current assignment, and better identify learning strategies for increasing their leadership skills on the job. The participants in this study received their survey results, along with three **coaching** sessions, designed to identify strengths and weaknesses and create an action plan to build on the strengths or re-mediate weaknesses. Findings and conclusions. This study found that, with one exception, there were no significant differences between mid-level managers in this study and a normative group of public sector managers. There were no significant differences, in time one and time two data, to support that feedback and **coaching** significantly improved the accuracy of participants' self perceptions or individual skills. The survey respondents did perceive that feedback and **coaching** had a positive impact on their leadership skills. Recommendations. The process of on-going multi-rater feedback and **coaching** should be expanded to a larger population. The time frame for administering surveys should be expanded to eighteen months. Mid-level managers should formally include developmental goals in annual review processes. The individual institutions should review group reports to identify needed skill development and to better target in-service training. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E. PhD**

Day, D. V. (2000). "Leadership development: A review in context." Leadership Quarterly **11**(4): 581-613. Examines the field of leadership development through 3 contextual lenses: (1) understanding the difference between leader development and leadership development (conceptual context); (2) reviewing how state-of-the-art development is being conducted in the context of ongoing organizational work (practice context); and (3) summarizing previous research that has implications for leadership development (research context). The overall purpose is to bridge the practice and science of leadership development by showing the importance of building both human and social capital in organizations. Specific practices that are reviewed included 360 degree feedback and executive **coaching**, mentoring and networking, and job assignments and action learning. Practices and research are framed in terms of a general need to link leader development, which is primarily based on enhancing human capital, with leadership development that emphasizes the creation of social capital in organizations. (PsycINFO Database Record (c) 2000 APA, all rights reserved). **A**

Garman, A. N., D. L. Whiston, et al. (2000). "Media perceptions of executive **coaching** and the formal preparation of **coaches**." Consulting Psychology Journal: Practice & Research **52**: 203-205. Seventy-two articles on executive **coaching** appearing in mainstream and trade management publications between 1991 and 1998 were analyzed to determine (a) general opinions of the practice of executive **coaching** and (b) the extent to which training in psychology was described as relevant and useful to **coaching** practice. A content analysis methodology yielded reliable coding across raters. Results of the review suggest that favorable views of executive **coaching** far exceed unfavorable views. However psychologists were infrequently recognized as uniquely competent practitioners. Implications of these findings for psychologists in **coaching** roles are discussed. (PsycINFO Database Record (c) 2000 APA, all rights reserved) (journal abstract) **A**

Hancyk, P. (2000). "**Coaching** in the corporate environment." Dissertation Abstracts International MAI **38/06**, p. 1418, Dec 2000. The research question related to this study is: How should internal **coaching** be introduced and implemented in the corporate environment? Within the context of this project, the overall objective was to increase the effectiveness of leadership and management in organizations by training managers and other influencers in the organization to use **coaching** techniques effectively. **E. PhD**

Howatt, W. A. (2000). "**Coaching** choices: Using Reality Therapy and Choice Theory." International Journal of Reality Therapy **20**(1): 56-59. This is an overview of how W. Glasser's ideas are a natural fit for, and of great value to, a **coach**. By fully understanding Glasser's ideas **coaches** more effectively help their clients make better life choices. The author shares his experience with using Reality Therapy and Choice Theory to help his clients make fast and effective choices so they are more productive and successful. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

Konczak, L. J., D. J. Stelly, et al. (2000). "Defining and measuring empowering leader behaviors: Development of an upward feedback instrument." Educational & Psychological Measurement **60**(2): 301-313.

Empowerment is a popular management practice, but there has been little research to identify empowering behaviors of leaders. In Study 1, the Leader Empowering Behavior Questionnaire was developed using data from 1,309 subordinates' ratings of 424 managers. Confirmatory factor analyses supported a 6-dimension model of empowering leader behavior. The 6 dimensions were delegation of authority, accountability, self-directed decision making, information sharing, **coaching** for innovative performance, and skill development. Study 2 investigated the relationships of Leader Empowering Behavior Questionnaire scales to psychological empowerment and 2 outcome variables, job satisfaction and organizational commitment. Data were collected from 84 managers. Results suggest that psychological empowerment mediated the relationship between 6 dimensions of empowering leader behavior and job satisfaction and organizational commitment. The Leader Empowering Behavior Questionnaire appears to be a practical tool for providing feedback and **coaching** managers on their use of leader behaviors associated with empowerment in organizational settings. ((c) 2000 APA/PsycINFO, all rights reserved) **E**

Orenstein, R. L. (2000). "Executive **coaching**: An integrative model." DAI-B 61/04, p. 2257, Oct 2000.

This study presents an integrative model for executive **coaching** and describes its application in three organizations with eight individuals. The model consists of an eight-step technology and the theoretical construct on which it is based. The eight steps of the technology are (1) the initial contact, (2) the preliminary meeting, (3) joint goal setting, (4) contract approval, (8) termination. The theoretical construct contains four premises: the unconscious plays a major role in individual and group behavior; that executive **coaching** is an intervention with a specific individual within a specific organization for the purpose of improving job-related performance and must therefore consider the individual, the organization, and their interaction; that, because organizations are comprised of groups and groups are comprised of individuals, individual behavior in organizations (a) is embedded in organizational, group, intergroup, and interpersonal behavior, and (b) influences and is influenced by intrapsychic, interpersonal, group, intergroup and organizational forces; and that the consultant's most crucial tool in the executive **coaching** process is the use of self. Excerpts describing the application of each step in the technology were selected from case histories constructed from archival client data gathered from unstructured and semi-structured interviews, unstructured and semi-structured observations, and notes taken throughout the consultation about the direct experience of the consultant. Analyses were provided using the model's theoretical framework. The study demonstrates that the integrative model is a social invention and a vehicle for combining practice and research; it demonstrates how a theory-based technology can improve the process of executive **coaching**; and it introduces a new conceptual approach to the field. **E PhD**

Rotenberg, C. T. (2000). "Psychodynamic psychotherapy and executive **coaching**--overlapping paradigms." Journal of the American Academy of Psychoanalysis 28(4): 653-663.

In this article, the author seeks to compare and contrast psychoanalytically oriented psychotherapy with executive **coaching**. The author examines the distinctive features of each of these 2 differing methodologies of influence for change. Having discussed their differences, the author discusses areas in which they overlap. For example, executive **coaching** proceeds optimally when the **coach** takes into account relevant aspects of the depth psychology of persons he **coaches**, though his use of this information does not result in an interpretive methodology. Similarly, a psychodynamic psychotherapy might have moments of **coaching** as a form of therapeutic enactment; in this situation, the moment of **coaching** interaction is then understood within the psychodynamic context of the psychotherapeutic situation at that moment. The author concludes with clinical vignettes that illustrate the latter situation. (PsycINFO Database Record (c) 2000 APA, all rights reserved). **A**

Traynor, S. J. (2000). "The role of psychologist in leadership development: Training, **coaching**, mentoring, and therapy." DAI-B 61/04, p. 2225, Oct 2000.

The old days of traditional, hierarchical, and control driven management are gone. Today's highly competitive, global, and customer-driven marketplace is forcing organizations to focus more on the bottom line and the quality of leadership throughout their companies. Leadership development has become a critical business initiative. Furthermore, the very process of leadership development has changed to a more active and relational process. This dissertation explores organizational leadership development efforts and provides a clear picture of where the clinical psychologist with business training and experience has significant skills to offer to organizations seeking guidance in this area. After reviewing the organizational leadership needs that exist, I consider the current programs that attempt to address these needs. Next a framework is presented for viewing leadership development efforts and the relationships through which they occur, namely, training, **coaching**, mentoring, and therapy. In addition, this dissertation offers theoretical models and assessment instruments that the clinical-business psychologist-consultant can use to facilitate and guide leadership development initiatives. Also offered, is a resource guide which describes professional groups and presents literary materials germane to this area of practice. In conclusion, this dissertation describes other topics related to leadership development that were beyond the scope of this endeavor, and offers ideas regarding related areas of research that would provide valuable information regarding those factors that contribute to successful leadership development outcomes. **E PhD**

Wachholz, P. O. (2000). "Investigating a corporate **coaching** event: Focusing on collaborative reflective practice and the use of displayed emotions to enhance the supervisory **coaching** process." Dissertation Abstracts International, A (Humanities and Social Sciences) **61**(02): 587.

The purpose of this study was to investigate one aspect of a service company's job-specific organizational training process. The performance management component under investigation was the **coaching** session between the supervisor and the telesales agent, which is based on a series of monitored and audiotaped phone calls with clients. The intervention was the use of videotaping consecutive **coaching** sessions. Each videotaped **coaching** session had as its centerpiece a series of recent audiotapes. These agent/client conversations on inbound-sales calls were monitored by the supervisor, who listened for specific skills as evidenced by the agent. In the **coaching** session based on these tapes, role playing was utilized which enabled the agent not only to simulate the specific skills to be used in live on-the-job telesales calls, but also to reflect on their use of language and to evaluate their phone technique. Subsequent **coaching** sessions in this process were videotaped following this practice to assess application of skills. The company's interest in productivity was addressed by the framing question of the research, "When supervisors and agents of service company engage in collaborative reflective practice focused on the language used with clients, how does agent use of language change and does this change have an impact on productivity?" The subquestions include: What is the nature of the changes in the agents' language in subsequent **coaching** events, including the display of positive emotion? What changes in productivity occur in real-time phone calls with actual clients over the same period? The primary focus of the investigation was the introduction of the variable of collaborative reflective practice. In this collaboration, the supervisor, agent and researcher engaged in analyzing the added dimension of the videotape, with the objective of improving telephone technique. Particular attention was paid to the nature of the transactions between participants. This exploratory study utilized two in-depth case studies with one supervisor and two agents. Changes in the way participants used language, specifically the display of positive emotion were documented. Implications resulting from the research noted that the use of positive emotion in **coaching** sessions transferred to conversations with actual clients as demonstrated on audiotapes. The research method of this inquiry was a participant observational field study. Data collection utilized field study techniques. Through rich description of the language of the **coaching** events and observation over a year and a half, changes in behavior were noted indicating improvement in communication between supervisor and agent and in turn, agent and client. Also included in the multiple sources of evidence were ongoing call data for each agent, which tracked statistics including sales outcomes. This outcome data for the agents involved in the case studies, indicated improved productivity and suggests that videotaping of **coaching** sessions be recommended as an ongoing component of the **coaching** process. Others working toward changing the qualitative nature of the **coaching** and learning process will hopefully gain insights from the research findings and use them to continue the dialogue. **E. PhD**

Wilkins, B. M. (2000). "A grounded theory study of personal **coaching**." Dissertation Abstracts International, A (Humanities and Social Sciences) **61**(5): 1713.

A grounded theory study of personal **coaching** was conducted with twenty-two purposefully, selected Master Certified **Coaches** affiliated with the International **Coaching** Federation. Semi-structured interviews were conducted over the telephone with **coaches** around the United States. The grand tour questions sought to understand: (a) the process of **coaching**, and (b) the skills and strategies used in the **coaching** process. Data analysis followed the grounded theory methodology of Strauss and Corbin (1998). A Model of **Coaching** emerged, as well as seminal differences between **coaching** and mentoring. The Model identified **coaching** as: "an interaction between **coach** and client, where the **coaching** Purpose, Process and Relationship interdependently function seeking to develop the client to their fullest potential." Two distinctions between mentoring and **coaching** were that unlike mentors, **coaches** are paid to engage in the **coach**-client relationship, and unlike mentors, **coaches** do not give expert advice to clients. The process described in the **Coaching** Model has implications for Educational Leadership as a tool for facilitating learning. **Coaching** uses a facilitative, experiential approach to encourage student learning that could be adopted in K-12 and post-secondary environments. **Coaching** may also be a viable tool for training and mentoring educators in best practice, and helping educators develop their own teaching philosophy and style. At its broadest, **coaching** may stimulate discussion and debate about current learning models and theories. Future research is needed to advance understanding of the **coaching** process. Basic and applied research can benefit the growth, definition and understanding of the **coaching** process, **Coach** Model, and **coaching** profession. Discussions of educational theories, and continued research are needed to inform the understanding of personal **coaching**. **A PhD**

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## 2001

Diedrich, R. C. (2001). "Lessons learned in--and guidelines for--**coaching** executive teams." Consulting Psychology Journal: Practice & Research **53**(4): 238-239.

The author shares his experience as a **coach** to senior teams by way of some recommended practice guidelines. These guidelines are intended to help those who **coach** teams, and those interested in doing so, to think more carefully and

completely about their role as facilitator and helper. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract). A

Fengler, J. (2001). "**Coaching**: Definition, principles, qualifications illustrated by a case vignette." Gruppendynamik **32**(1): 37-60.

**Coaching** is presented in this paper with its specific topics and aims differentiating between one-to-one **coaching**, as opposed to group **coaching**, as well as team and multi-team-**coaching**. In comparison to supervision, **coaching** is more related to everyday working life beyond the helping professions. Compared with counselling in general it is more specific in its tasks and goals aiming at a balance between efficiency and humanity. **Coaching** regularly focusses on three main topics which are: crisis, power and action at an institutional level. In order to be a good **coach** it is necessary to have the following characteristics: Communication skills and enjoy working with people, clarification of areas of responsibility and the resources required, general empathy for the parties involved, as well as flexibility and awareness of the financially feasible solutions. Furthermore, acceptance of solutions at a rational and a human relationship level, a touch of Machiavellism, transparency and authenticity, credibility and the ability to convince. Frustration tolerance and patience, readiness for evaluation and feedback and last but not least. Humour, are necessary personal requirements. Cooperation between the author and a top manager are illustrated in a case study. The manager, who had to change a decision relating to his job, clarified his motivation in the course of the **coaching** and reached a satisfactory position in the job hierarchy. My ideas above are illustrated and discussed in the context of the case study. [References: 7] A

Frisch, M. H. (2001). "The emerging role of the internal **coach**." Consulting Psychology Journal: Practice & Research **53**(4): 240-250.

Growing from the demand for flexible, targeted development options and the acceptance of executive **coaching** emerges the role of the internal **coach**, a professional within an organization who, as a formal part of his or her job, **coaches** managers and executives. This article identifies this trend, defines the role of the internal **coach**, compares it with external **coaching**, and outlines the key issues that need to be addressed in delivering internal **coaching** programs. It is hoped that this material provides a foundation for future investigation and discussion as the internal **coach** role matures into a valuable and frequently used tool in management and executive development. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract). A

Hart, V., J. Blattner, et al. (2001). "**Coaching** versus therapy: A perspective." Consulting Psychology Journal: Practice & Research **53**(4): 229-237.

This article reports a study of current perceptions among professionals regarding therapy and **coaching**. Whereas therapy and counseling have been traditional fields of study and practice, **coaching** is not as well developed. It is helpful to examine the perceptions of practicing professionals in order to delineate the distinctions and overlaps in these modalities. A set of 7 questions was used to explore these viewpoints with a participant pool of professional **coaches**--therapists. Interview data and narrative summaries provide a perspective on the controversy of **coaching** versus therapy. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract). A

Kampa-Kokesch, S. and M. Z. Anderson (2001). "Executive **coaching**: A comprehensive review of the literature." Consulting Psychology Journal: Practice and Research **53**(4): 205-228.

Executive **coaching** as a consultation intervention has received increased attention in the literature within the past decade. Executive **coaching** has been proposed as an intervention aimed toward helping executives improve their performance and consequently the performance of the overall organization (R. R. Kilburg, 1996c). Whether or not it does what it proposes, however, remains largely unknown because of the lack of empirical studies. Some also question whether executive **coaching** is just another fad in the long list of fads that have occurred in consultation and business. To explore these issues and the place of executive **coaching** in consulting practice, this article critically examines the literature on executive **coaching**. (PsycINFO Database Record (c) 2002 APA, all rights reserved) A

Kilburg, R. R. (2001). "Facilitating intervention adherence in executive **coaching**: A model and methods." Consulting Psychology Journal: Practice & Research **53**(4): 251-267.

A review of the recent literature demonstrated that there are virtually no articles or research papers on the subject of intervention adherence or compliance in executive **coaching**. This article begins to address that deficit by presenting an 8-component model of **coaching** effectiveness that includes such elements as the **coach**--and client--commitment to the path of progressive development, characteristics of client problems, structure of the **coaching** containment, quality of **coaching** interventions, and the intervention adherence protocol the **coach** develops with the client. These elements of **coaching** effectiveness are explored in more depth in the context of considering the outcome pathways of **coaching** assignments. Components of a possible adherence protocol for **coaching** executives are described along with major client and **coach** problems that contribute to nonadherence. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract). A

Kleinberg, J. A. (2001). "A scholar-practitioner model for executive **coaching**: Applying theory and application within the emergent field of executive **coaching**." Dissertation Abstracts International **61**(12-A): 4853, US: University Microfilms International.

The purpose of this research was to explore the ways in which a model for executive **coaching** applies and correlates with current practices of executive **coaches**. This research focused on the personal and professional experiences that influence the approaches and change methods employed by a group of executive **coaches** with their clients. After a thorough review of the literature, it appears that while executive **coaching** is currently a popular topic for discussion, it lacks theoretical understanding and has not been well researched. **Coaching**, as a field appears to be disparate, inchoate and less than unified at this time. The **coaching** literature continues having difficulty in determining common definitions for the term **coach**. Currently, executive **coaching** is an elusive concept which has a broad range of definitions and applications. Thematic analysis and qualitative, semi-structured interviews were used to explore the responses of 13 U.S. executive **coaches** in relation to their **coaching** experiences. The interviews were coded into emergent patterns and themes using thematic analysis. The findings were categorized under three domains: descriptive/factual, thematic essences of the executive **coaches**, and cross-sectional. Descriptive findings included: work experiences; recipients of **coaching**/range of outcomes from **coaching**; **coach** qualifications and training; use of **coaches**' resources; and process and outcomes of executive **coaching**. Thematic essence findings included the following: how the **coaches** described themselves; beliefs about expertise and success; life experiences; communication, use of theory and interpretation; individual characteristics of the executive **coaches**; and confidentiality and trust. For example, the themes occurring under the heading of 'process and outcomes of executive **coaching**' included: Processes, connecting/rapport building, assessing, interviewing, planning and goals/developmental objectives. The outcome themes included developmental/behavioral/remedial, performance/productivity related; and financially related. Communication themes included accepting the client the way they are and the way they are not; creating win/win situations; nothing is inherently wrong with the client; and providing unconditional positive regard and genuineness toward one's clients. Executive **coaching**, still in its infancy, is a relatively new genre of change agents, which has the potential for continued theoretical formulation, understanding, and application. **Coaching** outcomes and effectiveness should be researched further through longitudinal research studies. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E PhD**

Kralj, M. M. (2001). "**Coaching** at the top: Assisting a chief executive and his team." Consulting Psychology Journal: Practice & Research **53**(2): 108-116.

**Coaching** at the executive level of organizations most often includes a blend of individual, team, and organizational interventions. As psychologists, traditions lead us to rely heavily on our unique expertise in individual assessment and treatment in working for organizational change. To explore the limits of this tradition, this case study reports on an action research experiment in which strategy-driven group-level interventions were used exclusively to drive both individual and team change. It is proposed that the definition of **coaching** be expanded to include actions taken to enable a team to be self-correcting and self-learning without direct counseling from the **coach**. The article reviews the step-by-step process that enabled the executive team to self-design the new global organization in alignment with their strategy. Attention is drawn to the organizational assessment and feedback processes used at multiple points in the engagement. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

Wageman, R. (2001). "How leaders foster self-managing team effectiveness: Design choices versus hands-on **coaching**." Organization Science **12**(5): 559-577.

This multi-method field study examines the relative effects of two kinds of leader behaviors—design choices and hands-on **coaching**—on the effectiveness of self-managing teams. Findings show that how leaders design their teams and the quality of their hands-on **coaching** both influence team selfmanagement, the quality of member relationships, and member satisfaction, but only leaders' design activities affect team task performance. Moreover, design and **coaching** interact, so that well-designed teams are helped more by effective **coaching**—and undermined less by ineffective **coaching**—than are poorly designed teams. [References: 71] **A**

Wenzel, L. H. (2001). "Understanding managerial **coaching**: The role of manager attributes and skills in effective **coaching**." Dissertation Abstracts International: Section B: the Sciences & Engineering **61**(8-B): 4462, US: Univ Microfilms International.

As the world of work has changed, so have the roles and responsibilities of managers. Organizations have begun to insist that leaders take much of the responsibility for the development of employees. One proven method for doing so is through one-on-one **coaching** between manager and employee. While **coaching** has been found to be effective, there has been no research on which personal attributes and skills help make a **coach** effective. This study investigates the relationship among managerial attributes, managerial skills, and **coaching** performance to help fill this gap in the literature. The literature is reviewed and a model for **coaching** performance is proposed and tested. The results indicate that managers who are effective **coaches** are more likely to build relationships with their staff and to lead courageously. In addition, those who were bright were more likely to be effective in analyzing issues, which helped them to lead in a courageous or forthright manner. In contrast, when one was bright but did not use his or her intelligence to carefully analyze issues, a negative relationship between intelligence and leading courageously was found, indicating that the more intelligent the individual, the less likely they were to be considered a strong leader, as

well as an effective **coach**. This is an important finding as it challenges the long accepted theory that intelligence is the foremost predictor of performance (with a positive, not a negative relationship). Building relationships with people was also found to be a significant predictor of **coaching** performance. Those who listened to their staff and were outgoing and social were more likely to be viewed as making interpersonal connections with employees and therefore perceived as better **coaches**. The findings of this study have implications for how managers are hired and developed. The results suggest that organizations must look not only at personal attributes such as cognitive ability, assertiveness, and sociability, but also at how these are channeled through skills such as analyzing issues, leading courageously, listening to others, and building relationships. Study limitations and future research directions are proposed and discussed. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E PhD**

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## 2002

Anderson, J. P. (2002). "Executive **coaching** and REBT: Some comments from the field." Journal of Rational-Emotive & Cognitive Behavior Therapy **20**(3-4): 223-233.

Executive **Coaching** comprises personal counseling, business advice, and advice about managing for people who are in executive management. This involves a one-to-one helping relationship between **coach** and client. In each case for which executive **coaching** is sought, there are problems the client has encountered which requires changes in client behavior. Rational-emotive behavior therapy, with its blend of easy understandability and direct applicability to client problems, is an ideal tool for use in executive **coaching**. Clients readily understand the A-B-C-D connections and are able to effect changes in behavior. The article includes case examples. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Berger, J. (2002). "The use of hypnosis and relaxation therapy in professional and life skills **coaching**." Australian Journal of Clinical Hypnotherapy & Hypnosis **23**(2): 81-88.

This paper gives a brief overview of the nature of professional and life skills **coaching** and how and where it can be used. It examines the models the **coaching** concept borrows from in order to function, the nature of the **coach**-client relationship, the benefits of **coaching** for the client and the differences between **coaching** and therapy. In particular it discusses how the author uses hypnosis and relaxation therapy--along with the Choosing Continuum and Transitional Visualisation--as tools in the **coaching** process, to assist clients in positive **coaching** breakthroughs. Finally the benefits of **coaching** for the **coach** are discussed and the possibility of the clinical hypnotherapist adding **coaching** to their existing services after receiving the appropriate training. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract) **A**

Bricklin, S. M. (2002). "The rapport program: A model for improving the emotional intelligence of executive **coaching** clients." Dissertation Abstracts International: Section B: the Sciences & Engineering **62**(11-B): 5363, US: Univ Microfilms International.

Emotional intelligence--defined by Goleman (1998) as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships' (p. 317)--has received a considerable amount of attention in recent years. While the competencies associated with emotional intelligence were once dismissed by the business community as 'soft skills,' the leaders of many organizations have come to recognize that improving these 'soft skills' can increase the hard numbers. The higher up one moves in an organization, the more important emotional competencies become. In fact, a lack of emotional intelligence is frequently the reason executives fail. Given the expense of hiring and training people for executive positions, programs designed to improve the emotional intelligence of executives are of considerable value to organizations. Guidelines for improving emotional intelligence within organizations have been developed and models of executive **coaching** exist that can be used to improve the emotional intelligence of executives. However, an executive **coaching** program that explicitly includes methods for facilitating the adherence to the guidelines has not, until now, been developed. Furthermore, past programs have not adequately addressed assessment issues or the methods for obtaining the necessary constituent validity. The goal of this dissertation is to synthesize existing knowledge in order to develop an executive **coaching** program that offers techniques for implementing the guidelines, providing a comprehensive method for assessment, and incorporating a model for obtaining constituent validity. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A PhD**

Cantera, F. (2002). "Knowledge management models through **coaching** and mentoring processes." Revista de Psicologia del Trabajo y de Las Organizaciones **18**(2-3): 303-318.

Knowledge management models are understood as value added to the organization and must be considered from a management pragmatic view having an impact on managerial excellence. A model of knowledge management is suggested, consisting of three systems the implementation of which needs three different roles - infrastructure system (knowledge computer agent), structure system (knowledge training agent), and superstructure system (knowledge trust agent). **Coaching** and mentoring are suggested as means of managing trust. Some experiences of knowledge

management currently being carried out are reported, where implementation of **coaching** and mentoring processes prove successful. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Dyer, T. J. (2002). "Executive development: Outer goals and inner **coaching**." *Employment Relations Today* **29**(1): 55-61. Current reports of malaise and wrong doing on the part of senior executives in major companies indicates the arrogance and power orientations that contribute to destroying people assets. The author of this article believes that significant reconstruction of belief systems is necessary, yet HR personnel typically feel helpless to deal with the dysfunction they observe. The author argues that it is essential to use a strategy that lines up inner resources with the achievement of outer goals. He believes five components are necessary: 1, establish a clear business goal; 2, reveal and re-frame potential destructive or blocking beliefs; 3, shift to productive beliefs; 4, create an external action plan; and 5, create an inner **coaching** plan. **A**

Grant, A. M. (2002). "Towards a psychology of **coaching**: The impact of **coaching** on metacognition, mental health and goal attainment." *Dissertation Abstracts International* **63/12**(June): pp.6094.

A series of studies developed a framework for a psychology of **coaching**. **Coaching** was defined as a collaborative, solution-focused, result-orientated systematic process, used with normal, non-clinical populations, in which the **coach** facilitates the self-directed learning, personal growth and goal attainment of the **coachee**. A review of the peer-reviewed psychological literature found some measure of support for the effectiveness of **coaching**, but noted that **coaching** research is still in its infancy. A solution-focused cognitive-behavioural (SF/CB) framework was developed, which the following studies explored. The Transtheoretical Model of Change (TTM) was identified as a model of change with applicability to **coaching** and empirical support was found for its use in **coaching**. Three studies then explored the effects of cognitive only, behavioural only, and combined cognitive and behavioural **coaching**, on trainee accountants' grade point average, study skills, self-regulation, mental health, private self-consciousness and self-concept. The cognitive only program increased deep and achieving approaches to learning, academic self-concepts, reduced test anxiety and nonstudy-related anxiety and depression. Academic performance declined relative to controls. The behavioural only **coaching** program decreased test anxiety and increased academic performance. The combined cognitive and behavioural program increased academic performance, deep and achieving approaches to learning, academic self-concepts, and reduced test anxiety. No program had a significant impact on private self-consciousness, self-reflection or insight. On follow-up, one semester later, academic performance increases were maintained only for combined cognitive and behavioural program participants. A theoretical discussion then outlines the role of psychological mindedness, self-reflection and insight in **coaching**, and the construction and validation of the Self-reflection and Insight Scale (SRIS) is reported. In the final study 20 adults completed a life **coaching** program, focusing on attaining goals that had alluded them for an average of 23.5 months. Participation was associated with enhanced mental health, quality of life and increased goal attainment. Levels of self-reflection decreased but insight increased. It is concluded that SF/CB **coaching** appears to be an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved purposeful change in normal adult populations. **E PhD**

Greenberg, L. S. (2002). **Coaching** for emotional wisdom in couples. *Greenberg, Leslie S (2002) Emotion-focused therapy: Coaching clients to work through their feelings*. Washington, DC, American Psychological Association: 255-277.

(from the chapter) Emotions are fundamentally relational. They link people to each other. Once they are in awareness, emotions give people information about the states of their intimate bonds, telling them if their bonds are in good condition, if they have been disrupted, or if they need maintenance. People are calm and feel good when all is going well between them and their intimate partners. They are disturbed and upset when all is not well. Emotion **coaches** can help people improve their relationships by guiding them to become aware of their attachment- and intimacy-related feelings and needs and to communicate these in nondemanding ways. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Holm-Hadulla, R. M. (2002). "**Coaching**." *Psychotherapeut* **47**(4): 241-248.

**Coaching** is widely applied in profit and non-profit organizations. In a quickly changing economy with the growing demand for professional and personal flexibility, leaders of companies were the first to look for professional **coaches**. Politicians, moderators of media, middle and lower managers, freelancers and scientific institutions are also increasingly looking for **coaching**. **Coaching** is a combination of different organizational training methods, psychological techniques, personal experiences and philosophical opinions. The label "**coach**" is not certified, and a variety of eclectic concepts exist for it. In practice, **coaching** is a form of psychohygiene and psychotherapy for healthy persons. Thus it may be useful to apply to **coaching** theoretical concepts and - modified - practical techniques of psychotherapy as well as the methods of psychotherapy research. Three evidence-based essentials of psychotherapy may be fundamental for **coaching**: The helping alliance, cognitive-behavioral training and psychodynamic understanding. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

Kampa-Kokesch, S. (2002). "Executive **coaching** as an individually tailored consultation intervention: Does it increase leadership?" Dissertation Abstracts International: Section B: the Sciences & Engineering **62**(7-B): 3408, US: Univ Microfilms International.

The purpose of this study was to: (a) consolidate/critique the executive **coaching** practice literature and empirical research to determine what is known about executive **coaching** as an individual consultation intervention, and (b) provide additional knowledge about outcomes by testing whether executive **coaching** affects leadership as measured by the MLQ 5x (Short Form) (Bass & Avolio, 1995). Twenty-seven **coaches**, 50 clients (pre/early- or post/later **coaching**), and 62 direct-report/peers participated. **Coaches** provided demographic information, invited client participation, and distributed surveys to clients. Clients provided demographic information, rated themselves on a leadership instrument, and invited direct-report/peer participation. Direct-report/peers rated clients' leadership using a different version of the same instrument. In analyzing the results, the present sample of **coaches** were more often women and less likely to possess graduate degrees than **coaches** in previous research. Clients were also more likely women than clients in previous executive **coaching** research. Further, clients were different from leaders in previous MLQ research in that both pre/early- and post/later-**coaching** clients scored consistently higher on active leadership and lower on passive leadership. These results may reflect whom **coaches** identified to participate, i.e., clients who were already strong leaders. They may also reflect the leadership gains of pre/early-**coaching** clients in the 2 months of **coaching** that they received prior to this study. Finally, it is possible that only leaders who are 'good enough' receive executive **coaching**. Therefore, **coaching** may be more about enhancing versus developing leadership. Statistically significant and meaningful differences occurred between pre/early-**coaching** and post/later-**coaching** clients on passive leadership. Statistically significant differences also occurred for client perceptions of impacting followers. Finally, statistically significant and meaningful differences occurred when examined for clients in upper-management and CEO positions with post/later-**coaching** clients rating higher on charismatic behavior, ability to impact followers, and inspire followers. These differences were examined only through client ratings and may be less accurate measures of change. These findings have implications for **coaches**, clients, and organizations because they suggest that executive **coaching** does impact leadership. Additional research needs to more clearly determine what the effects are, whom they occur for, and whether they imply leadership development or enhancement. (PsycINFO Database Record (c) 2002 APA, all rights reserved).

**E. PhD**

Orenstein, R. L. (2002). "Executive **coaching**: It's not just about the executive." Journal of Applied Behavioral Science **38**(3): 355-374.

Discusses interpersonal aspects of executive **coaching**. Executive **coaching** encompasses multidimensional interrelationships among the individual, the organization, and the consultant. Four premises that guide the process of executive **coaching** are: (1) the role of the unconscious in individual and group behavior; (2) the interaction between the individual and the organization; (3) multilevel organizational forces; and (4) the consultant's use of self as tool. Three case studies illustrate the use of executive **coaching**. In case 1, a young and talented project director of a growing advertising agency took no steps to defend himself or his staff from the consistently abusive behavior of a peer: during a meeting with his executive **coach**, the director discovered why. In Case 2, the administrative vice president of a major research institution avoided addressing a substance abuse problem with an employee: by the conclusion of a meeting with her **coach**, she was prepared to handle the problem. In Case 3, the president of a large nonprofit organization was bewildered by the continuous disputes between the executive vice president and his subordinate, the director of operations: during a meeting with his executive **coach**, the president discovered his role in perpetuating the problem. (PsycINFO Database Record (c) 2002 APA, all rights reserved) **E**

Sztucinski, K. (2002). "The nature of executive **coaching**: An exploration of the executive's experience." Dissertation Abstracts International: Section B: the Sciences & Engineering **62**(10-B): 4826.

Over the past decade there has been a remarkable growth in Executive **Coaching**. The rise in this developmental strategy may be in part fueled by what has been termed as a 'crisis of leadership' at the very top of American corporations and the need to ensure on-going excellent leadership. Although, this developmental methodology has been widely used, little is known about it. What little literature there is has been mostly written by practicing **coaches** and reflects their perspective. This study explores the nature of executive **coaching** from the executive's experience. A phenomenological approach was employed in order to provide an understanding of the meaning executives make of their **coaching** experience. This phenomenological study used in-depth interviews as the method of data collection. This qualitative methodology provided rich, thick descriptions and through a process of inductive analysis produced findings that describe the fundamental structure of how executives experience **coaching**. This fundamental structure is comprised of seven essential elements: (1) Path to Achievement; (2) Unique to Self; (3) Ownership; (4) Confrontation with Self; (5) Array of Emotion; (6) Bond with **Coach**; and (7) Achievement. This study concludes with recommendations for the key constituencies involved in **coaching**: the human resource professional, the executive's boss, the executive and the **coach**, as well as suggestions for future research. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E PhD**

Wozniak, L. (2002). "**Coaching** the chief executive." Far Eastern Economic Review **165**(19): 56.

An executive **coach** talked to sports **coaches** to learn how their approach might be applied in business settings. This article is an interview with the business **coach** about what he found. The interview covers: a definition of executive **coaching** (confidential, one-to-one, oriented towards performance improvement, needs diagnosed and agreed upon, action plans developed, tested in the workplace under **coach** guidance, often stretching the comfort zone of the executive, usually focuses on 2-3 developmental needs, lasts from 6-12 months), distinctions of **coaching** from traditional management consulting (**coaching** is less technical and more behavior or leader focused), and key observations from the sports world including: **coach** as catalyst for change, the importance of team work, the learning value of both failure and success, the role of attitude, and the role of balance. **A**

Levy, P. E., R. T. Cober, et al. (2002). "The effect of transformational and transactional leadership perceptions on feedback-seeking intentions." *Journal of Applied Social Psychology* **32**(8): 1703-1720.

This paper explores the relationship between leadership style as operationalized by transformational/transactional leadership (B. M. Bass, 1985) and feedback-seeking behavior. 132 participants were presented with a vignette describing either a transformational or a transactional leader. Leadership style (transformational leader) was significantly related to higher feedback-seeking intentions. Further, controlling for manipulated leadership style, participants' perceptions of leader consideration behaviors resulted in higher feedback-seeking intentions. These findings suggest that not only does exposure to a certain leader affect feedback-seeking behavior, but also perceptions of a certain characteristics of leader's behavior are important. These findings explain one potential mechanism through which transformational leaders might affect the development of their subordinates and raises interesting implications for leadership **coaching**. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E**

Laske, O. E. and B. Maynes (2002). "Growing the top management team: Supporting mental growth as a vehicle for promoting organizational learning." *Journal of Management Development* **21**(9): 702-727.

The authors outline a developmental view of OD, showing on empirical grounds that C. Argyris' "theory in use" notion points to different levels of mental growth as underpinnings of 'the program in brain/mind' that determines personal theories of organizational action. Employing the developmental structure/process tool (DSPT-super(TM)), the authors explain the differences between two executives' theory of action. They also analyze the dynamic of a six-member team on developmental grounds. By way of close analysis, it is shown that theories of action are developmentally grounded, and are thus open both to maturation over the life span and to interventions like developmental **coaching**. The authors come to the conclusion that developmental assessment of executives and teams should become a vital part of in-house development and of OD intervention. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

Kodish, S. P. (2002). "Rational emotive behavior **coaching**." *Journal of Rational-Emotive & Cognitive Behavior Therapy* **20**(3-4): 235-246.

Managed care has led some psychotherapists to seek alternative modes of practice. Personal **coaching** provides one such approach. To what extent might a rational-emotive behavior therapy practitioner already be "**coaching**"? How can REBT be meshed with personal **coaching**? What advantages and problems might ensue? What training is involved? These questions are answered based on the experiences of the author in shifting her work to what she calls Rational Emotive Behavior **Coaching**. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Jones, G. (2002). "Performance excellence: A personal perspective on the link between sport and business." *Journal of Applied Sport Psychology* **14**(4): 268-281.

This article provides a personal perspective on the link between excellence in sport and business. It traces the author's transition from sport psychologist to business consultant before identifying specific areas in which direct links can be drawn between the 2 domains. Specifically, 5 major areas are addressed: organizational issues, in which a demands, supports, constraints approach is outlined; stress, including a model of stress in leaders and a model of stress and coping; leadership, in which a model of leadership and how it relates to performance is presented; high-performing teams, based on a create, unite, perform model of team building, team work, and team effectiveness; and 1-to-1 **coaching**/consulting, in which common areas across sport and business are identified. The general conclusion is that the principles of elite performance in sport are easily transferable to the business context, and also that sport has a considerable amount to learn from excellence in business. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

Mai, R. P. (2002). "**Coaching** for learning: Lessons for organizational renewal." *Psychologist-Manager Journal* **6**(1): 94-102.

Using the Grinnell College basketball program as an example of organizational learning, this paper addresses the role of the **coach** as a renewal agent and the methods used to "reinvent" Grinnell's approach to the game. By challenging conventional assumptions and experimenting with unorthodox strategies based on existing team strengths (such as they were), then systematically gathering, analyzing, and learning from performance data, the **coach** and team were able to redesign their "operating plan" and win games. Their results--several league championships and the achievement of NCAA all-division scoring records--prompted a story in The Wall Street Journal. This paper goes on to describe 10 leadership strategies--mostly involving the creation of a data-driven "learning conversation" between

**coach** and players--that sustained ongoing experimentation and innovation. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Norlander, T., H. Bergman, et al. (2002). "Relative constancy of personality characteristics and efficacy of a 12-month training program in facilitating coping strategies." *Social Behavior & Personality* **30**(8): 773-783.

Reports a sublongitudinal experiment involving 15 employees (aged 24-57 yrs) of an insurance company all of whom underwent a 12-mo program of intensive mental training and physical **coaching** in order to ascertain whether or not certain characteristics of personality, attitudes, beliefs or performance would be altered. Each participant was assessed on a battery of different questionnaires including: background variables, Change and Stability, Life Orientation test, Coping Resources Inventory and the Gordon personal profile and inventory. There was no change in Dispositional Optimism or 10 other related personality traits. Only 4 of the personality variables were altered on completion of the training program: the participants' self-evaluations were elevated, the stability of their norms and system of values was reinforced, their emotional stability was reinforced, and their receptivity to new ideas/innovations was reinforced. These results are discussed in the context of the relative constancy of personality characteristics and the suitability of the observed changes, after the 12-mo program, in promoting strategies of coping behavior. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **E**

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## 2003

Ahern, G. (2003). "Designing and implementing **coaching**/mentoring competencies: A case study." *Counselling Psychology Quarterly* **16**(4): 373-383.

The article gives an inside story of and toolkit for introducing competencies for **coaching** using about 30 UK practitioners within a large provider. Benefits and drawbacks of having competencies for **coaching** are addressed and illustrated. Benefits include the value of explicitness, the potential for better matching, and using the introduction of competencies as a process for lessening structural divisions between internally competing teams and coteries of **coaches**. Particular attention is paid to the significance of the process of introduction mirroring in its style the type of culture being introduced. In this instance the process was participative, involving a process of gaining assent and a mirroring competency system involving self-assessment, which linked in to continuing professional development. Collusion as a possible outcome is acknowledged while being placed in a broader, unaddressed context. The competency system specifics are fully laid out. Emphasis is given to the framework as a system of practical meaning and the epistemological implications of this. The non-sectarian, integrationist path chosen is described, as is the consequent theoretical price paid. Factors relating to gaining assent from non-**coaching** stakeholders from within the **coaching** provider are identified. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E**

Bright, J. and S. Carless (2003). "Special Issue: Work and Careers." *Australian Journal of Psychology* **55**(2): 63-64.

This issue of the Journal is devoted to the relationship between work and the individual. Historically "vocational psychology" has been studied by a broad array of researchers and it has encompassed among others, career choice, career counseling and **coaching**. The research literature not only gains from the diffuse range of influences, ideas and paradigms, but also suffers from a lack of coherence and difficulties in integrating different terms and perspectives. On the other hand, many members of the College of Organisational Psychologists provide career-related services, and within professional psychology training, this area forms part of the core competencies for industrial and organisational (IO) psychologists. Therefore, we felt it was timely to draw together current Australian psychological research in this area. From a college perspective it is heartening that the majority of contributors are members of the college. Many of the contributors are professionally engaged in career-related work that serves to underline the scientist-practitioner ethos of the Society. It is clear from this collection of papers that the topic of careers is an important one and that many different groups around the country are actively and profitably researching it. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Charbonneau, M. A. (2003). "Media selection in executive **coaching**: A qualitative study." *Dissertation Abstracts International* **64**(01): 450.

The current study examines the experiences and meanings of media selection for executive **coaches** and recipients of **coaching** who interact face-to-face, by telephone, by email and through video conferencing. Using a qualitative paradigm, the current study investigates (a) the dimensions of media selection in executive **coaching** according to **coaches**, (b) the dimensions of media selection in executive **coaching** according to clients, (c) how these dimensions relate to current models of media selection, and (d) how the experiences of executive **coaches** compare to the experiences of clients with regard to media selection. Through maximum variation sampling, ten executive **coaches** and ten clients were selected. One semi-structured interview was conducted with each participant. Grounded theorizing was used to generate an in-depth understanding of the phenomena under investigation. A final list of the ten dimensions of media selection in executive **coaching** was generated. The evidence converges with social interaction theories, with the access/quality theory and with the task-technology-fit theory. The current study does not support the social presence theory; rather, the process of media selection and the degree of presence of media

in **coaching** appear to be socially constructed phenomena embedded in relational, behavioral and contextual variables. **E PhD**

Chung, Y. and M. Gfroerer (2003). "Career **Coaching**: Practice, Training, Professional, and Ethical Issues." Career Development Quarterly **52**(2): 141-152.

The authors address the practice, training, professional, and ethical issues of career **coaching**. Some recommendations are offered as a first step in promoting professionalism in the practice of career **coaching** and for uniting this profession with other career service professionals. It is concluded that it is time that career development professionals take charge to ensure ethical and quality career services for all consumers. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Clark, R. S. (2003). Leadership development: Continuous improvement through character assessment, U San Diego, US, 1. One of the keys to personal development is self-awareness as assessed by instruments such as the Myers-Briggs Type Indicator (MBTI) and the NEO PI-R, both of which are widely accepted reliable and valid indicators and measures of personality type. However, assessing the part of personality known as character presents challenges that are not adequately addressed by today's popular instruments leaving information needed for development incomplete or unavailable. An instrument that provides a reliable and valid assessment of character for leadership and personal development purposes could be very valuable. Qualitative methods were used for this study to investigate leaders' perceptions of the utility of using an existing instrument, the Temperament and Character Inventory (TCI), to enhance character awareness for the purposes of personal and professional growth and improving leadership skills. This study demonstrates that the TCI can be useful for enhancing such skills and development by helping leaders improve their self-awareness through character assessment. This study included two groups of respondents, the seven member executive group and the three member **coaching** group. The executive group completed the TCI, received feedback and assistance in developing an action plan, and each participant was interviewed to determine to what extent the TCI and this process was useful to them for improving self-awareness of character and for identifying ways they desired to improve their personal and professional skills. The **coaching** group participated by both completing their personal TCI process, and by working with selected executive group participants and the researcher in interpreting the executive participants' TO results and advising on action plans. The **coaching** participants were interviewed to determine their perceptions of the extent to which the TCI and this process were useful to them personally and useful to the executive participants they **coached**. Additionally, the **coaching** group was asked to recommend specific training approaches, methods and improvements to make the overall process more effective. This study demonstrated that the TCI and the methods used in the study can be useful for leadership development to those committed to professional and personal growth by using character assessment as part of a personal continuous improvement program. Some participants qualified their endorsement of the TCI and the process used for the study by suggesting changes. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E PhD**

Cooper, C. L. and J. C. Quick (2003). "The stress and loneliness of success." Counselling Psychology Quarterly **16**(1): 1-7. This editorial observes that it is all too common for leaders to have strong feelings of loneliness and being disconnected from the rest of the organization. It is further stated that it is common for isolated leaders to engage in self-defeating behaviors. If not caught in time, such behaviors can have negative effects on subordinates, the health of the organization and the career of the top executive. The editorial looks at some of the consequences of isolation and some preventive measures for executives. Self defeating behavioral outcomes discussed include the effects of the removal of restraint from executives, depression, self-sabotage, and transference. Physiological outcomes are also discussed. Several different types of preventive measures are reviewed including executive **coaching**, peer support, and the use of confidants. The editorial has special praise for journal writing as an interesting and simple method of dealing with the effects of isolation. It is noted that writing forces top executives to focus on a single issue instead of a multitude of concerns. According to the authors, this is a step that tends to force clear thinking and promotes self-understanding. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Creane, V. E. J. R. (2003). An exploratory study of personal **coaching** from the client's perspective, California Inst Integral Studies, US, 1. This exploratory study provides a thick description of both the nature and impact of **coaching** from the perspective of personal **coaching** clients. Qualitative methods were used to address the guiding research question: What is personal **coaching** from the perspective of the client? In-depth interviews were conducted with eight adults who were currently engaged in long-term **coaching** relationships with experienced **coaches** certified by the **Coaches Training Institute**. Inductive analysis was used to analyze the data, and member checks were conducted to verify the accuracy of data reduction. Thirteen major themes were identified that address the nature and impact of personal **coaching**. Eight themes described the process of **coaching**: (a) identifies what clients want, (b) shifts clients' perspectives, (c) connects the client and **coach** in a powerful relationship, (d) promotes self-discovery, (e) focuses on the present and future rather than the past, (f) promotes client accountability, (g) identifies and challenges clients' internal barriers to success, and (h) follows the client's agenda. Three themes addressed the skills a **coach** utilizes during **coaching**: (a) listening, (b) asking thought-provoking questions, and (c) providing validation or acknowledgment. Four themes

described the impact of **coaching** on clients: (a) becoming more aware of what they want, (b) self-discovery, (c) moving forward in their lives, and (d) feeling more positively about themselves. **Coaching** emerged to meet a need that was not being addressed by traditional helping relationships, such as psychotherapy or consulting. **Coaching** offers clients an intimate relationship in a convenient, modern format. It provides a forum for learning and action that is positive and strengths-based. **Coaching** offers clients an opportunity to create a "blueprint" for their lives, and provides them with the vehicle for implementing this "blueprint" and achieving their most valued goals. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E PhD**

Edmondson, A. C. (2003). "Speaking up in the operating room: How team leaders promote learning in interdisciplinary action teams." *Journal of Management Studies* **40**(6): 1419-1452.

(from the journal abstract) This paper examines learning in interdisciplinary action teams. Research on team effectiveness has focused primarily on single-discipline teams engaged in routine production tasks and, less often, on interdisciplinary teams engaged in discussion and management rather than action. The resulting models do not explain differences in learning in interdisciplinary action teams. Members of these teams must coordinate action in uncertain, fast-paced situations, and the extent to which they are comfortable speaking up with observations, questions, and concerns may critically influence team outcomes. To explore what leaders of action teams do to promote speaking up and other proactive coordination behaviours - as well as how organizational context may affect these team processes and outcomes - I analysed qualitative and quantitative data from 16 operating room teams learning to use a new technology for cardiac surgery. Team leader **coaching**, ease of speaking up, and boundary spanning were associated with successful technology implementation. The most effective leaders helped teams learn by communicating a motivating rationale for change and by minimizing concerns about power and status differences to promote speaking up in the service of learning. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Fanasheh, H. A. (2003). "The perception of executive **coaching** among CEOs of America's top 500 companies." *Dissertation Abstracts International* **64**(03): 736.

The study explored the perception of executive **coaching** among the chief executive officers (CEOs) of America's largest 500 companies as shown on "Fortune" magazine list of April 15, 2002. This study utilized an instrument of 12 questions. The questionnaire was sent to the CEOs of the top 500 American companies. A cover letter and a self-addressed, postage-paid envelope were provided. Attribute responses were coded and analyzed using several descriptive statistical tools. Out of the 500 targeted CEOs, 143 participated in this study. Seventy-six percent of the respondents demonstrated a good understanding of the basic concepts of executive **coaching**. Eighty-three percent were able to distinguish **coaching** from consulting, 61% stated that **coaching** can make their life somewhat better, 49% agreed on the idea of hiring executive **coaches**, and 32% declared that they had hired **coaches**. Those who never hired a **coach** showed a great deal of willingness (37%) to hire one. Sixty-two percent of the respondents indicated a preference for **coaches** from outside their organizations, 51% would search for one through human resources, 31% preferred sites off their company premises for **coaching** sessions, and 43% would keep their **coaching** relationship confidential. Thirty-nine percent of the participants expressed the belief that **coaching** should not be limited to a specific management level, and 37% said they supported research related to executive **coaching**. Based on these findings, executive **coaching** can be considered as a worthwhile investment. Future studies may take a closer look at the details and characteristics of the **coaching** session, and may explore what is called the "trusted advisor," someone who is believed to be much closer to the client than is the **coach**. **E PhD**

Grant, A. M. (2003). "The impact of life **coaching** on goal attainment, metacognition and mental health." *Social Behavior & Personality* **31**(3): 253-264.

Despite its high media profile and growing popularity there have been no empirical investigations of the impact of life **coaching** on goal attainment, metacognition or mental health. This exploratory study used life **coaching** as a means of exploring key metacognitive factors involved as individuals move towards goal attainment. In a within-subjects design, twenty adults completed a life **coaching** program. Participation in the program was associated with enhanced mental health, quality of life and goal attainment. In terms of metacognition, levels of self-reflection decreased and levels of insight increased. Life **coaching** has promise as an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved in purposeful change in normal, nonclinical populations. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **E**

Hughes, J. L. (2003). Adjusting the mirror: Strategies for **coaching** executives with narcissistic personality features, Rutgers The State U New Jersey, Graduate School Of Applied And Professional Psychology, US, 1.

An exploratory study was conducted to gather information on strategies employed by experienced psychologists who **coach** executives with narcissistic personality features (as defined by Maccoby, 2000; Kernberg, 1998; Kets de Vries and Miller, 1997). In-depth, semi-structured interviews were carried out with fourteen psychologists/executive **coaches** who practice independently or as partners in management consulting firms. At the time of the interviews, these psychologists had collectively **coached** nearly 3000 executives throughout the United States, Europe and Canada. A qualitative analysis was conducted to identify common themes arising from interviews. Identified

strategies for effecting change included establishing credibility, developing rapport through empathy and mirroring, setting boundaries, providing feedback, dealing with emotional overreactiveness, curtailing grandiosity, increasing awareness of others, changing behavior, involving co-workers, education/reframing limiting beliefs, and authentic use of self. Results indicate that the prognosis for effecting deep, lasting change in executives with narcissistic personality features is guarded at best. Long-term (4+ years) **coaching** or therapy is required, and executives must be highly motivated. **Coaches** who work short term set modest goals, targeting only the most problematic behaviors and relying primarily upon simple behavioral strategies. Changes resulting from short-term **coaching** are often viewed as superficial, and their sustainability is questionable. Both long-term and short-term **coaching** efforts are enhanced through systemic interventions. Data analysis revealed a number of themes related to how narcissistic executives affect their organizations, and how their work groups and organizations are affected by them. Theoretical and practical implications of research findings are discussed. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **E PhD**

Hurd, J. L. (2003). Learning for life: A phenomenological investigation into the effect of organizational **coaching** on individual lives, Union Inst And U., US, 1.

The purpose of this study was to investigate the relationship between adult development and organizational development by exploring the effect of organizational **coaching** on individual lives. It investigated the phenomenon of being **coached**, to illuminate what individuals who have been **coached** have to say about the impact of the **coaching** on their lives, careers, relationships, and organizations, and the degree to which **coaching** can function as a linchpin between adult and organizational development. The study includes a survey of the literature relevant to the interplay of individual and organizational development, highlighting theorists in adult learning, adult development, relational psychology, resilience, organizational development and elements of the new science. Nine individuals were interviewed representing a broad range of organizations, (from Fortune 50 corporations to small non-profit service organizations), job responsibilities, **coaches**, and reasons for being **coached**. All had been **coached** for at least six months. The **coaching** process affects individual lives by helping people know themselves better, learning how to manage themselves better, how to relate more productively with others, and how to think about and address work situations. Key themes that emerged related to the therapeutic affect of being listened to and supported, the value of getting concrete and timely feedback, becoming more self-aware and self-accepting, understanding how one's actions affect others, learning to better use feedback from others, learning to be more reflective and less reactive, and being able to make a positive difference in how their organizations work. Results of the study indicate that **coaching** at all organizational levels is valuable-there is a significant cascading or ripple effect; **coaching** creates learning for the long haul by developing skills of critical thinking and reflectivity; **coaching** is an extremely effective way for individuals to develop and hone emotional intelligence skills; and organizations would benefit from instilling performance management and feedback skills at all levels. Good **coaching** is at its core a personal, helping relationship. Be careful of a too formalized approach, or a "one size fits all" model. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E PhD**

Jay, M. (2003). "Understanding how to leverage executive **coaching**." *Organization Development Journal* **21**(2): 6-19. People who focus on executive performance and development overtime have shown there are four aspects of executive focus in an organization: (1) Responsibility, accountability and authority, (2) interpersonal roles, (3) informational roles, and (4) decisional roles. However, this is only the tip of the iceberg in really understanding the value and leverage to be gained as a result of executive **coaching**. This article examines how to leverage executive **coaching** fully, in order to assess and amplify the role of emotional intelligence in executive results. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Miller, P. (2003). "Workplace learning by action learning: A practical example." *Journal of Workplace Learning: Employee Counselling Today* **15**(1): 14-23.

Details a case study of a public hospital where an action learning methodology has been used to commence a process of implementing workplace learning into an organization, and explores some of the issues that emerged during the intervention and the lessons offered for others responsible for introducing workplace learning into their organizations. Phase I of the project involved the attendance of all 35 managers of the facility at a 2-day seminar on performance management. The seminar focused on 6 critical areas of new knowledge: performance **coaching** of staff to clarify expectations, build skills, build and enhance confidence, encourage organizational flexibility, resolve conflicts, and develop motivation. Phase II involved self-selection of managers into 1 of 3 action learning sets to develop outcomes agreed at the seminar. For Phase III, implementation, managers were required to pilot the new performance management instrument at what was called the "performance and development review" with a member of their work team. After the new performance management system was in place for 12 mo, a comprehensive evaluation was undertaken that involved an opportunity for all staff of the hospital to be involved. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **E**

Palus, C. J., D. M. Horth, et al. (2003). "Exploration for development: Developing leadership by making shared sense of complex challenges." *Consulting Psychology Journal: Practice & Research* **55**(1): 26-40.

The complexities of the challenges faced by organizations call for new approaches to leadership development. In this article, the authors offer an approach called exploration for development (ED), consisting of three main aspects: navigating complex challenges, supporting competent shared sensemaking, and practicing leadership based on relational principles. They examine the practical possibilities of artistry in the face of complexity, as focused on the making and remaking of shared meaning. Sensemaking competencies supportive of this practical artistry are identified as paying attention, personalizing imaging, serious play, co-inquiry, and crafting. Examples showing tools and techniques are drawn from a series of leadership development programs at a telecommunications company. Impacts of the programs were assessed in context of a developmental curriculum that included feedback, mentoring, and **coaching**. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Richard, J. T. (2003). "Ideas on Fostering Creative Problem Solving in Executive **Coaching**." Consulting Psychology Journal: Practice & Research **55**(4): 249-256.

The author proposes deliberately emphasizing rational, creative problem-solving techniques in psychological executive **coaching**, a process that is essentially problem oriented. This can be especially important for clinical/counseling psychologists who wish to retool to add executive **coaching** to their services. Fostering creativity can be an attractive marketing feature. Innovation can be fostered by asking strategic questions at appropriate times. The origin for many of these questions is rational problem-solving techniques. Examples are provided that illustrate these techniques. In addition to improving the client's professional effectiveness, the teaching that occurs can aid the client to systematically manage innovation within the organization and enhance the executive's appreciation of the creative efforts of others. (PsycINFO Database Record (c) 2004 APA, all rights reserved) (journal abstract). **A**

Smither, J. W., M. London, et al. (2003). "Can working with an executive **coach** improve multisource feedback ratings over time? A quasi-experimental field study." Personnel Psychology **56**(1): 23-44.

Examined the effects of executive **coaching** on multisource feedback over time. Participants were 1,361 senior managers who received multisource feedback; 404 of these senior managers worked with an executive **coach** (EC) to review their feedback and set goals. One year later, 1,202 senior managers (88% of the original sample) received multisource feedback from another survey. Managers who worked with an EC were more likely than other managers to set specific (rather than vague) goals and to solicit ideas for improvement from their supervisors. Managers who worked with an EC improved more than other managers in terms of direct report and supervisor ratings, however, the effect size was small. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **E**

Storey, M. A. (2003). "Bringing head and heart to **coaching**." Organization Development Journal **21**(2): 77-81.

As of this writing, high-powered executives in the United States are alleged to have committed numerous white-collar crimes that have decimated shareholder value, and even forced some companies into bankruptcy. Many thousands of employees are without jobs and retirement savings, and the Dow Jones Industrial Average has lost approximately thirty percent of its value since about September 2001. This essay explores the possibility that had they been **coached** about the benefits of using ones head and heart, some of the executives would not have lost their perspective on how to "do the right thing," while meeting demands of respective marketplaces, boards of directors, and shareholders. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Turner, C. E. (2003). "Executive **coaching** as a leadership development strategy." Dissertation Abstracts International **64**(04): 1332.

This study examines the phenomenon of executive **coaching**, a leadership development strategy, from the perspective of executive **coaches** and executive clients. Grounded theory, an inductive qualitative research methodology, was used to generate a theory of executive **coaching** that emerged from the reported experiences of study participants. A conceptual framework, derived from the literature review, located executive **coaching** within a learning-centred, work-based development paradigm. A six-phase **coaching** model was developed to identify key stages in the **coaching** process. Interview questions addressed gaps brought out by the literature review. The literature failed to address properly both the conceptual framework and aspects of the executive **coaching** process. Nine executive **coaches**, nine executive clients, and one former client who had become an executive **coach** were located through theoretical sampling. Semi-structured interviews were conducted at specific points in the **coaching** process in order to explore participants' experiences of executive **coaching** and to locate its benefits, limitations, and factors that contribute to its success. Responses were analysed and coded using open, axial and selective coding. **Coaches'** and clients' responses were compared through the constant comparative method, and four primary categories and properties were identified. A storyline that captured the main concern of the participants was woven into a grounded theory of executive **coaching**. This theory states that executive **coaching** is a confidential partnership between a skilled **coach** and a willing client that is based on motivation, trust, action, and reflection, and which works through the medium of dialogue and continuous feedback. Executive **coaching** sets in motion a chain of learning with a broad sphere of influence. Its direct beneficiaries are the executive and the organization; but its benefits filter beyond the local arena to include the executive's personal life and the organization's employees. Interpersonal concerns such as leadership, authenticity, and self-awareness are typical **coaching** goals, and the effectiveness of executive **coaching** in achieving these goals is best measured qualitatively. **E PhD**

Vloeberghs, D. and L. Berghman (2003). "Towards an effectiveness model of development centres." Journal of Managerial Psychology **18**(6): 511-540.

Argues that for competence management to be a valuable tool in leveraging individual competencies to dynamic organisational core competencies, more stress should be laid on competence development. More specifically, focuses on the effectiveness of development centres (DC), in terms of personal development and pursuit of the development plan. In this way, attempts to meet the need for more studies on the whole DC process and, more specifically, on its effectiveness. Furthermore, looks to take a first step in integrating fields of **coaching**, self-development and line management human resources involvement in DC studies. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Vinnicombe, S. and V. Singh (2003). "Women-only management training: An essential part of women's leadership development." Journal of Change Management **3**(4): 294-306.

A change is needed in the way companies approach leadership development, which currently results in the reproduction of male leaders similar to those of the previous generation. At present, many women do not develop to their full potential—a serious waste in the war for talent. Managing diversity and developing tomorrow's diverse leaders are key tasks for leadership in UK organizations. This paper considers the important role of women-only training in the development of the females in the next generation of leaders, and in the enhancement of their careers. The paper explores the impact of gendered development processes and women's particular developmental needs. The authors believe that in addition to, and not as a substitute for, other leadership courses and support mechanisms such as mentoring and **coaching**, women-only training enables women to clarify their leadership ambitions, recognize their leadership strengths, and access leadership positions. Organizations that support such learning experiences will benefit from a wider and stronger pool of talent than before. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Wales, S. (2003). "Why **coaching**?" Journal of Change Management **3**(3): 275-282.

This paper describes a piece of academic research that explores the experiences of a group of managers taking part in an externally-provided **coaching** programme. It describes the background to the programme, outlines the benefits identified by participants and offers a model arising from the research. Data from individual managers on the perceived benefits of **coaching** were gathered through semi-structured questionnaires. This provided the basis for the creation of the 'Inner and Outer Model of Development' that describes how the internal qualities of self-awareness and confidence enable and stimulate the five external competencies of management, assertiveness, understanding difference, stress management and work/life balance. Acting as the conduit and mediator between these two groups are communication skills. The research concludes that **coaching** substantially increases the effectiveness of the links between self-development, management development and organisational effectiveness. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **E**

Wasylshyn, K. M. (2003). "Executive **coaching**: An outcome study." Consulting Psychology Journal: Practice & Research **55**(2): 94-106.

While executive **coaching** continues to mushroom as a practice area, there has been little outcome research. This article presents the results of a study that explored factors influencing the choice of a **coach**, executives' reactions to working with a **coach**, the pros and cons of both internal and external **coaches**, the focus of executive **coaching** engagements, indications of successful **coaching** engagements, **coaching** tools executives favored, and the sustainability of **coached** executives' learning and behavior change. The author also raises a question about which executives are most likely to benefit from this development resource and presents a typology for gauging this issue. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

Zelvin, E. (2003). "**Coaching**: New Role for Addictions Social Workers?" Journal of Social Work Practice in the Addictions **3**(2): 105-112.

Presents an interview with three experienced addictions social workers: Kathryn C. Shafer, Lisa Kiebzak, and Jacquelyn Dwoskin. They explore questions about the relationship between social work and **coaching**. (PsycINFO Database Record (c) 2003 APA, all rights reserved) **A**

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## 2004

Astorino, D. M. (2004). "Executive **Coaching** and Adult Development: An Integration of Perspectives." Dissertation Abstracts International: Section B: The Sciences and Engineering. **65**(5-B): 2611.

This dissertation reviews and integrates (1) the practice of executive **coaching** with (2) adult development theory and research. In particular, the study focuses on Robert Kegan's (1982, 1994) constructive-developmental theory of adult development and how it informs the applied theories (also called "practice theories") and conceptual models of executive **coaching**. This exploration will contribute to the growing demand for psychologists to differentiate their

executive **coaching** services from that of other professionals (Wasylyshyn, 1999; Hall, Otazo, & Hollenbeck, 1999; Garman, Whiston, Zlatoper, 2000). Furthermore, the adult development theoretical outlook of this dissertation will emphasize more "what is" executive **coaching** as well as "how to do" it (Laske, 1999). Such an emphasis can add to a thorough examination of psychological theories that underpin the processes of executive **coaching** with the hope of grounding the work in the applied psychological sciences. Also, this dissertation will contribute to distinguishing and delineating what psychologists, informed by theories of human development and trained in clinical practice, offer executive **coaching** clients that is unique and valuable **E PhD**

Barrett, F. (2004). "**Coaching** for Resilience." *Organization Development Journal* **22**(1): 93-96.

(from the journal abstract) This new framework for **coaching** combines the work of Frederic Hudson and Pamela McLean (Life Launch: A Passionate Guide to the Rest of Your Life) and Daryl Connor (Managing at the Speed of Change: How Resilient Managers Succeed and Prosper Where Others Fail; Leading at the Edge of Chaos: How to Create the Nimble Organization). As the speed of change has rapidly accelerated and the profession of **coaching** has emerged, people are bombarded with a range of solutions to deal with the situation. Here is a framework that promises to inform a professional **coach** about various **coaching** strategies and their effectiveness for a specific client. (PsycINFO Database Record (c) 2005 APA, all rights reserved). **A**

Campbell Quick, J. and M. Macik-Frey (2004). "Behind the Mask **Coaching** Through Deep Interpersonal Communication." *Consulting Psychology Journal: Practice & Research* **56**(2): 67-74.

(from the journal abstract) Executive **coaching** can focus on personal behavior change, enhancing leadership effectiveness, fostering stronger relationships, personal development, and/or work-family integration or specific performance issues on the job. K. M. Wasylyshyn (2003a) and H. Levinson (personal communication, 2003) suggested that executive **coaching** reaches for a deeper level of clinical and therapeutic intervention. The authors propose a health-enhancing, developmental model of **coaching** anchored in a process of deep interpersonal communication. This approach is neither a surface approach nor a therapeutic approach. It is an interpersonal approach focused on safe, secure communication in which difficult, complicated issues are addressed and where crucial conversations occur. In this process, the executive is approached as a person, one who stands behind the executive mask or facade. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Cleary, T. J. and B. J. Zimmerman (2004). "Self-Regulation Empowerment Program: A School-Based Program to Enhance Self-Regulated and Self-Motivated Cycles of Student Learning." *Psychology in the Schools* **41**(5): 537-550.

(from the journal abstract) This article describes a training program, Self-Regulation Empowerment Program (SREP), that school professionals can use to empower adolescent students to engage in more positive, self-motivating cycles of learning. It is a two-part approach whereby self-regulated learning **coaches** (SRC) (a) use microanalytic assessment procedures to assess students' self-regulation beliefs and study strategies and (b) train students to use these strategies in a cyclical, self-regulation feedback loop. Ultimately, students learn how to set goals, select and monitor strategy effectiveness, make strategic attributions, and adjust their goals and strategies. The program was developed from social-cognitive theory and research and integrates many of the essential features of the problem-solving model. Interventions used in the SREP include graphing, cognitive modeling, cognitive **coaching**, and structured practice sessions. A case study is presented to illustrate procedures for implementing the program. Implications for school psychologists and teachers also are presented and discussed. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E**

Cocivera, T. and S. Cronshaw (2004). "Action Frame Theory as a Practical Framework for the Executive **Coaching** Process." *Consulting Psychology Journal: Practice & Research* **56**(4): 234-245.

(from the journal abstract) Executive **coaching** has evolved as a practical activity undertaken to develop executive leaders and improve their functioning in highly competitive and challenging organizational environments. R. R. Kilburg (2000) proposed a holistic and integrated model to assist practitioners in their executive **coaching** engagements. However, further work is needed to operationalize the mediated focus outlined in his model of executive **coaching**. To address this need, the authors propose action frame theory (AFT) as a practical and sound framework to help guide the application of mediated focus, in addition to integrating the executive and system foci, during executive **coaching** engagements. AFT was developed from the theories of social action (T. Parsons, 1937) and functional job analysis (S. A. Fine & S. F. Cronshaw, 1999; S. A. Fine & M. Getkate, 1995). An illustrative application of AFT is provided to further clarify and explicate how AFT can assist in executive **coaching** assignments. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Dawdy, G. N. (2004). "Executive **Coaching**: A Comparative Design Exploring the Perceived Effectiveness of **Coaching** and Methods." *Dissertation Abstracts International: Section B: The Sciences and Engineering*. **65**(5-B): 2674.

This research measured the effectiveness of executive **coaching** as perceived by executives who have experienced executive **coaching** for 6 months or longer, with weekly sessions lasting between 30-60 minutes each. These executives were grouped into six personality-type groups based on their combined personality-type as was measured by the PeopleMap Questionnaire. These type groups are the leader-free spirit type, the leader-task type, the leader-

people type, the free spirit-task type, the people-task type, and the people-free spirit type. It also compares the effectiveness of methods involved in executive **coaching** as perceived by the different personality-types. Additionally, this study explores whether or not there are differences among the personality-types regarding the degree to which they viewed the improvement of their behavior and the time frames necessary for this change because of executive **coaching**. Furthermore, this study addresses the desired background of executive **coaches** as is perceived by the executives. It was hoped that this study would offer insight critical to strengthening executive **coaching**. Demands for higher performance from executives and employees are growing and the need for external resources is expanding. One of the fastest growing resources for leaders is executive **coaching**. Additional research may lead to making improvements in the field which can further enhance executive **coaching**. This study was designed to add to the body of knowledge in executive **coaching** by studying the overall perceived effectiveness of executive **coaching** as well as by comparing the six personality-type groups to discover whether or not different personality-types perceive executive **coaching** differently. **PhD E**

Dubouloy, M. (2004). "The transitional space and self-recovery: A psychoanalytical approach to high-potential managers' training." Human Relations **57**(4): 467-496.

(from the journal abstract) In France, more and more high-potential managers seek an additional diploma in management (Executive MBA). They then begin a long (2-year) part-time training programme. As they look for new knowledge in order to obtain that coveted job, they discover that they are involved in process of a self-recovery. Confrontation with other participants, the training methods as a whole, and in particular **coaching**, help them to discover new possibilities. Usually they have talents and repressed desires that have been hidden for a long time. The training programme actually works as a true transitional space that permits them to abandon their false self, erected as protection against a threatening environment. Few of them will be CEOs. However, the others will be able to choose their careers according to who they are, and not according to what they are asked to be. (PsycINFO Database Record (c) 2005 APA, all rights reserved). **A**

Ducharme, M. J. (2004). "The Cognitive-Behavioral Approach to Executive **Coaching**." Consulting Psychology Journal: Practice & Research **56**(4): 214-224.

(from the journal abstract) This article is an attempt to evaluate the appropriateness of the cognitive-behavioral approach for use in executive **coaching** engagements. The basic tenets of cognitive-behavior therapy, as well as its conceptual underpinnings, are reviewed. Following this, a discussion of how well the goals of executive **coaching** are met by a cognitive-behavioral approach is presented. The author recommends that for stress management and skill development purposes, cognitive-behavioral **coaching** is appropriate and likely to be highly efficacious. However, for **coaching** situations that call for a more in-depth analysis of unconscious motives and conflicts, this approach is not suggested. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Dupuis, M. A. (2004). Spiritual influences on individual optimal performance at work, Union Inst And U., US.

The nature of leadership in organizations has evolved and continues to attract considerable attention. The role of women in the evolution of leadership styles has been under reported. Their approach to work is often different from their male counterparts. This study investigated the role individual spirituality plays in enhancing the performance of senior level women leaders. It is the first study to capture the interconnectedness of optimal performance, spirituality at work, the impact of women at work, and **coaching** to facilitate optimal performance. It makes visible women's changing perspectives and a coming of age in making their own determinations of how they will be in the world and in their work. This was a qualitative study employing in-depth one-on-one interviews with 13 senior level women in for-profit and not-for-profit organizations in the U.S. An analysis of the data yielded 17 findings relating to how a spiritual perspective impacted the women's work. The findings revealed that a personal spiritual orientation in the workplace caused participants to lead from the inside out. This orientation was achieved through a connection to an intangible force that guided them to conscious, purposeful action. They were supported in this approach through access to and practice of various chosen activities that brought them in touch with their center of knowing. The data suggested these women embraced a brand of leading self that fully integrated their lives with their work and their expression of life purpose. A creative synthesis (lyric poem) described the vividness of the influence of a personal spirituality on these women's behavior. Implications of this study suggested a possible alternative way to go about work that draws on an intangible resource available to everyone that, if embraced, could positively impact work performance. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

Glenn, S. D. (2004). Filling the leadership void: The impact of peer and **coach** leaders on team dynamics and performance, U Idaho, US.

The purpose of this research project was to test the general hypotheses that peer and **coach** leaders impact team dynamics. In order to provide a conceptual framework for examining leadership, a working model of peer leadership was developed. The two main constructs in this model are **coaching** style and peer leadership style. It was hypothesized that peer and **coaching** leadership behavior would influence team dynamics, specifically team climate, cohesion, collective efficacy, motivation, and performance. Additionally, it was hypothesized that a **coaches'** collective efficacy would influence their leadership style and peer leadership would be influenced by perceived

competence, anxiety and theories of talent. Multivariate canonical correlation analyses of the revealed that leaders and **coaches** who exhibited moderate to high levels of training and instruction, positive feedback, and social support were correlated with athletes' perceptions of positive team climate, team cohesion, collective efficacy, intrinsic motivation and perceived performance. Furthermore, athletes who score high on perceived peer leadership demonstrated high perceived competence, whereas perceived leadership decreased with increasing anxiety levels. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

Gonzalez, A. L. (2004). Transformative conversations: Executive **coaches** and business leaders in dialogical collaboration for growth, Union Inst And U., US.

This qualitative, phenomenological study addressed the following research question: "What is the lived experience of executive **coaches** who **coach** business leaders using a collaborative style?" Using collaboration and dialogue as a framework of inquiry, this study explored how this particular approach is utilized by executive **coaches** in their work with leaders. Twelve executive **coaches**, six males and six females, were selected among those responding to a statement, sent by email, to executive **coach** members of several **coaching** communities known to promote a collaborative style of **coaching**: International **Coach** Federation, **Coaching** Training Institute, College of Executive **Coaching**, and Mentor **Coach**. I contacted each person who replied and the appropriateness of the volunteer was ascertained. Inclusion in the study was dependent on whether the participant considered that she or he worked in a collaborative style; the individual was willing to join in a semi-structured, in-depth, open-ended interview; and was willing to commit the necessary time for an interview and a follow-up group-focus interview. Most interviews were done by telephone and audio taped with the consent of the participant. After reduction and thematic analysis, five substantive themes were identified: (1) the personhood of the **coach**, (2) elements of the process and practice of executive **coaching**, (3) collaboration, (4) dialogue, and (5) authenticity. The following general reflections were gleaned from the study: (1) dialogue and collaboration are perceived as vital in **coaching** and in the transformation of leaders, in that they provide a non-judgmental and safe space for reflection and exploration that can give birth to new meanings and creative action: (2) there are specific aspects of dialogue that distinguish the **coaching** situation from other kinds of dialogue, and which executive **coaches** perceived as helpful; (3) the degree of authenticity on the part of the executive **coach** is both a prerequisite and vehicle for successful **coaching**; and (4) the combination of action and reflection, under the gentle probing by a collaborative **coach**, is essential for transformative learning to occur in business leaders. (PsycINFO Database Record (c) 2005 APA, all rights reserved). **A**

Gooding, A. D. (2004). "Basic Requirements for Developing and Managing a **Coaching** Business (Part 3)." Annals of the American Psychotherapy Assn 7(2): 41-41.

This paper discusses the basic requirements for therapists transitioning into **coaching** and focuses on developing and managing a successful **coaching** business. The role of the professional **coach** is to help clients set better goals and to actualize these goals. This process takes place by asking clients to do more than they would have done on their own; by focusing clients on those actions to produce results quickly; and by providing the tools, support and structure necessary to reach the articulated goals. Professional **coaches** utilize various acquired techniques and methods in order to help their clients accomplish more. **Coaches** use their newly acquired skills to facilitate the clarification of goals, the removal of obstacles, and the unleashing of potential energy and resources (using the client's creativity to reach the desired goals). Psychotherapists new to **coaching** can learn more about the dynamics of **coaching** by gaining experience with a mentor **coach**. It is also advantageous to join a professional life **coaching** organization. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Gooding, A. D. (2004). "Basic Requirements for Psychotherapists Transitioning into **Coaching** (Part II)." Annals of the American Psychotherapy Assn 7(1): 38.

The article presents some of the basic guidelines for the psychotherapists transitioning into **coaching**. Life **coaching** is a new profession that is not yet fully recognized by the general public. It will take time, along with a solid marketing plan, to build a lucrative **coaching** practice. When creating your marketing plan, view marketing as an invitation to conversation. A success- oriented marketing plan will include many of the following: business cards, brochures, ads in professional journals, speaking to organizations, writing **coaching** articles for the media, having lunch with potential leads, participating in local and national **coaching** groups and developing your website. A website should be a part of your overall marketing strategy. The purpose of your **coaching** website is ultimately to attract clients. It portrays your professional image and allows potential customers to anonymously investigate your services. Public speaking is an excellent way to promote your **coaching** practice. When presenting, don't speak specifically about **coaching**; instead, provide information on a topic that has value or benefit to the particular audience. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Grant, A. M. and R. Zackon (2004). Executive, workplace and life **coaching**: Findings from a large-scale survey of international **coach** federation members. [References], International Journal of Evidence Based Coaching and Mentoring.

The knowledge base of **coach**-specific research detailing theories, techniques and outcomes of **coaching** is growing annually. However, little is known about **coaches** themselves. This paper reports on a large scale survey of **coaches**. A total of 2,529 **coaches** responded to an online survey conducted in 2003 amongst International **Coach** Federation

(ICF) members. Data on credentialing, prior professional background, and current **coach** practice were collected. The **coaches** in this study had overwhelmingly graduated from or have been enrolled in a **coach** training program and virtually all had come to professional **coaching** from a prior professional background. In addition, data on **coach** demographics, **coaching** process and demographics were collected. This paper reports in detail on these findings, and makes suggestions for future research directions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). E

Hinz, J. G. (2004). "What Does It Take to Be a Successful Personal or Business **Coach**?" *PsycCRITIQUES* **49**(Suppl 2): [np]. Reviews the book "Getting Started in Personal and Executive **Coaching**: How to Create a Thriving **Coaching** Practice" edited by Stephen Fairley and Chris Stout. The central message emphasized throughout the book is that **coaching** is a business and if one wants their business to be successful, they must first clearly define their target market (personal or business **coaching** and what kind of client they want to work with) and then use their precious time and financial resources to effectively market the benefits of their services to that specific market. For those who are not used to marketing and sales or having to go out and seek clients, the techniques of marketing their **coaching** practice may, at first glance, seem uncomfortable and even distasteful. However, none of the techniques the authors recommend involve hard-sell techniques. After reading this book, I felt confident that I could apply at least some of the techniques in building my own **coaching** practice. I would have appreciated a resource list to seek out further information on the ideas presented. The book will be useful for those considering **coaching** and for those who are already doing **coaching**. (PsycINFO Database Record (c) 2005 APA, all rights reserved). A

Hrop, S. (2004). "Adaptive **coaching**: The art and practice of a client-centered approach to performance improvement." *Personnel Psychology* **57**(3): 826-829. Reviews the book "Adaptive **Coaching**: The Art and Practice of a Client-Centered Approach to Performance Improvement," by Terry R. Bacon and Karen I. Spear. Only in the last few years has executive **coaching** emerged as a topic considered significant enough for book-length treatment. This recent release from Bacon and Spear is a beacon of excellence in a quickly crowding publishing space and has the potential to become one of the few "required" texts for both aspiring and seasoned **coaches**. The book consists of 15 chapters organized into three parts (Assessing Clients' Needs, Practicing Adaptive **Coaching**, and **Coaching** Special Populations). It is packed with an enormous amount of "how to do it" material, yet also provides philosophical perspective, crisp conceptual models, extensive research findings on **coaching** effectiveness, and numerous tools and templates. The authors are professional **coaches** who deeply believe in the potential value of **coaching** as a catalyst for personal and professional development. Yet, they strive throughout the book to present a balanced view of both the promise and perils of **coaching**. Overall, this book is perhaps the best available on the topic of executive **coaching**. Beyond that, it is written in a manner that makes it equally useful for external **coaches** and those who **coach** internally (line executives and HR professionals). (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

Kilburg, R. R. (2004). "Trudging Toward Dodoville: Conceptual Approaches and Case Studies in Executive **Coaching**." *Consulting Psychology Journal: Practice & Research* **56**(4): 203-213. This article introduces the 3rd Consulting Psychology Journal special issue on executive **coaching** and briefly examines the current status of the scientific knowledge base in the field. It compares the emergence of the empirical literature on **coaching** to the historical pathway created by psychotherapy and hypothesizes that research on executive **coaching** may lead in the future to the examination of "empirically validated models and methods" of **coaching** leaders in organizations. S. Rosenzweig's (1936) Dodoville conjecture in which he hypothesized that the major positive impacts of various psychotherapies were due to various nonspecific common factors forms the metaphoric foundation of the analysis. The article explores this controversy briefly within Jerome Bruner's (1986) concept of 2 modes of cognition--the paradigmatic and the narrative--and suggests that case studies as a narrative way of knowing and creating meaning are an extremely useful way of examining the practice and efficacy of executive **coaching**. The articles in the issue are briefly introduced. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

Kilburg, R. R. (2004). "When Shadows Fall: Using Psychodynamic Approaches in Executive **Coaching**." *Consulting Psychology Journal: Practice & Research* **56**(4): 246-268. (from the journal abstract) This article makes the major point that events, feelings, thoughts, and patterns of behavior that are outside of the conscious awareness of executives can significantly influence what they decide and how they act. It provides a succinct overview of the conflict and object relations approaches to understanding psychodynamics and embeds the material in recent scientific reviews of unconscious mental and emotional phenomena. The situations in executive **coaching** in which psychodynamic material may be relevant are described along with the purposes that these concepts and methods may serve in **coaching** engagements. Conflicts, attachment styles, and methods of using interpretations appropriately are described and discussed. Pitfalls and limitations of using these approaches in **coaching** engagements are also reviewed. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

Liljenstrand, A. M. (2004). A comparison of practices and approaches to **coaching** based on academic background, Alliant International U, San Diego, US.

**Coaching** is a rapidly growing field, practiced by individuals representing a number of different academic backgrounds. As of yet, differences in practices and approaches between different **coaches** are unclear, and the lack of empirical research leaves the field open for speculation. Thus, the purpose of the present study is to examine the differences in practices and approaches between **coaches** with an academic background in the field of Business, **coaches** with an academic background in Clinical psychology or related field, and **coaches** with an academic background in Industrial-Organizational psychology or related field. A total of 928 **coaches** from organizations, associations and Internet list serves participated in the study by completing a web-based survey measuring practices and approaches to **coaching**. The results from the study were analyzed using analysis of variance, comparing the groups. The main conclusions that can be made from the study indicate that each of the three groups brings something unique to the field of **coaching**. Furthermore, the results point toward an existence of two, or possibly more markets depending upon the source of hire. The results from the study specifically pinpoint differences on a number of variables, such as; titles used, engagements, sources of hire, fees, annual income as a **coach**, participation in seminars, perceived competitiveness, frequency and length of sessions, means used to conduct **coaching**, use of assessment tools, means of evaluating effectiveness of intervention, perception of unethical practices, ethical guidelines, **coaching** versus therapy, and certification, among other variables. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

Miller, W. R., C. E. Yahne, et al. (2004). "A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing." *Journal of Consulting & Clinical Psychology* **72**(6): 1050-1062.

(from the journal abstract) The Evaluating Methods for Motivational Enhancement Education trial evaluated methods for learning motivational interviewing (MI). Licensed substance abuse professionals (N = 140) were randomized to 5 training conditions: (a) clinical workshop only; (b) workshop plus practice feedback; (c) workshop plus individual **coaching** sessions; (d) workshop, feedback, and **coaching**; or (e) a waiting list control group of self-guided training. Audiotaped practice samples were analyzed at baseline, posttraining, and 4, 8, and 12 months later. Relative to controls, the 4 trained groups showed larger gains in proficiency. **Coaching** and/or feedback also increased posttraining proficiency. After delayed training, the waiting list group showed modest gains in proficiency. Posttraining proficiency was generally well maintained throughout follow-up. Clinician self-reports of MI skillfulness were unrelated to proficiency levels in observed practice. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E**

Perrewe, P. L. and D. L. Nelson (2004). "Gender and Career Success: The Facilitative Role of Political Skill." *Organizational Dynamics* **33**(4): 366-378.

(from the journal abstract) Since organizations have become characterized as political arenas, it is apparent that to survive and be effective in such arenas requires political skill. Furthermore, because of the barriers hampering their success, women need to develop even greater political astuteness than men. Such skill will not only increase women's performance and advancement, but also reduce stress and increase well-being at work. This article describes the nature of political skill, the importance of using political skill when influencing others, why women often suffer from political skill deficiency, and how mentoring and executive **coaching** experiences can build political skill and position women to capitalize on performance and advancement opportunities. We argue that gaining and utilizing political skill can enhance performance, success and health in women. (PsycINFO Database Record (c) 2005 APA, all rights reserved). **A**

Sherin, J. and L. Caiger (2004). "Rational-Emotive Behavior Therapy: A Behavioral Change Model for Executive **Coaching**?" *Consulting Psychology Journal: Practice & Research* **56**(4): 225-233.

(from the journal abstract) The authors suggest the use of A. Ellis's (1971, 1994) rational-emotive behavior therapy (REBT) as a tool to help clients effect behavioral change in the context of a **coaching** relationship. The article begins with a brief overview of REBT followed by an argument for its usefulness in an executive **coaching** context. The authors outline the therapeutic components of REBT that may facilitate executive **coaching** and discuss the circumstances under which REBT may not be appropriate. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Stern, L. R. (2004). "Executive **Coaching**: A Working Definition." *Consulting Psychology Journal: Practice & Research* **56**(3): 154-162.

(from the journal abstract) Executive **coaching** (EC) has grown significantly in the past decade as an important organizational consulting intervention. This article proposes a working definition for EC that specifies its process and methods, differentiates it from other forms of **coaching**, and suggests a set of perspectives, principles, and approaches needed to guide its professional practice. It also puts forth a set of core competencies for professional executive **coaches**. Implications are also explored for how to select a **coach**, how to prepare for an EC practice, and how to understand why certain EC interventions are more effective than others. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E**

Sue-Chan, C. and G. P. Latham (2004). "The Relative Effectiveness of External, Peer, and Self-Coaches." Applied Psychology: An International Review 53(2): 260-278.

Two studies in two different continents using two different dependent variables examined the relative effectiveness of external, peer, and self-coaches on the performance of participants in two MBA programs. The first study involved MBA students in Canada (n = 30). Those who were coached by an external coach exhibited higher teamplaying behavior than did those who were coached by peers. The second study involved EMBA managers in Australia (n = 23). Those who were either coached by an external coach or who were self-coached had significantly higher grades than those who were coached by a peer. In both studies, an external coach was perceived by the participants to have higher credibility than their peers. In the second study, self-coaching was perceived to be more credible than coaching from peers. Satisfaction with the coaching process was highest among the managers who had an external coach. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **E**

Terrell, J. D. (2004). "Leaders and the Psychology of Leadership." Dissertation Abstracts International: Section B: The Sciences and Engineering. 65(5-B): 2654.

Interest in leaders and leadership has been the subject of human curiosity and speculation for thousands of years. It has consumed hours of academic energy and page upon page in books, both scholarly and popular, and academic journals for the last seventeen years, especially since the advent of "Executive Coaching" in 1985. The field is simultaneously confusing and chaotic. What a leader is and does, how a leader is developed and selected is no better understood for the hours of study or articles written. Yet there is a crisis in American business, politics, and academia for the lack of leaders in their respective fields. This dissertation explores the problems in defining what a leader is and does, how they are chosen, especially in the corporate world, and what is expected of those who provide executive coaching. As such, it recognizes a void which professional psychology ought to fill theoretically, and to clarify academically through empirical means. Establishing the psychology of leadership as a specific body of knowledge and its practical application through executive coaching requires its recognition as a unique area of specialization within the field of psychology. **E PhD**

Turner, C. A. (2004). Executive coaching: The perception of executive coaching from the executive's perspective. Dissertation Abstracts International: Section B: The Sciences and Engineering.

The perception of executive coaching from the executive's perspective is the topic of this descriptive study. The executive coaching described is specifically related to the following coaching behaviors: (a) asking questions, (b) listening, (c) giving feedback, and (d) building trust. The executives participating in this study are attending a 2-week Executive Program with a curriculum based on strategy, marketing, employee involvement and leadership. Internal executive coaches work with the executives to foster a deeper learning in coaching behaviors, business goals, and leadership competencies. Coaching begins at the Residential Training Center during the 2-week Executive Program and continues when the executive returns to work for 45 days through implementation of the project plan. A combination quantitative and qualitative survey was developed by the researcher to determine the executive's experience of the coaching behaviors. The survey then determines if these behaviors help transfer the learning to practical application of the business goals and leadership competencies. The survey was administered at the end of the 2-week training and again as a post survey 45 days after returning to work. The findings are that 60% of the executives rated the perceived coaching behaviors at a 4 (Agree) or a 5 (Strongly Agree) on the Likert Scale at the end of the 2-week training and again after 45 days. However, 60% of the executives rated the transfer of learning to practical application of business goals and leadership competencies below 4 (3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree) during that time period. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

Vail, P. L. (2004). E-mail coaching of Instructional Consultation skills: Through the eyes of coaches and consultant-trainees. Dissertation Abstracts International: Section B: The Sciences and Engineering.

The demand for consultation services is increasing due to educational reforms and changes in special education legal mandates, yet consultation practice and training have not kept pace with this demand. To address the need for quality consultation training, an in-service training and e-mail coaching course in Instructional Consultation (IC) was delivered to school-based practitioners. IC is a collaborative consultation model founded upon systematic problem solving, effective communication, and the use of curriculum-based assessment (CBA). The current study examined the themes of e-mail IC coaching, as well as the participants' perceptions of the quality, benefits, and viability of the e-mail IC coaching process. Thirty consultant-trainees and four coaches who participated in the course completed feedback forms to indicate their perceptions of the e-mail IC coaching process. The coaches' e-mail coaching responses to the consultant-trainees were analyzed using grounded theory methods, and triangulated with the feedback form responses, to explore the themes of IC coaching by e-mail. Three findings warrant specific mention. First, coaches typically provided directive responses, especially Information/Suggestion and Positive Feedback. Second, consultant-trainees rated the coaching experience positively and reported that their skills developed significantly in all areas. Third, coaching that involved specific Information/Suggestion followed by specific Positive Feedback was associated with consultant-trainees' perceptions that their skills improved. Other study results suggested: (1) the content areas most frequently addressed included CBA, Defining the Problem, and Collaboration; (2) the amount and

type of **coaching** provided to individual consultant-trainees varied somewhat, due to **coaches'** perceptions of the consultant-trainees' needs; (3) approximately 80% of the consultant-trainees felt they were able to apply most IC skills following training, with the exceptions of CBA and Interventions; and (4) consultant-trainees and **coaches** rated e-mail as easy to access and comfortable to use for **coaching**. The study results suggest that practitioners found e-mail IC **coaching** to be practical to use and beneficial for their development of consultation skills. While the above hypotheses must be validated, they help to inform the design of future e-mail IC **coaching** courses while additional research is conducted. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

van Poelje, S. (2004). "Learning for Leadership." *Transactional Analysis Journal* **34**(3): 223-228.

Leadership is learned in large part through on-the-job experience. Building on the work of Lindsey, Homes, and McCall (1987), this article describes seven key learning experiences for managers: personal trauma, mission impossible, setback, role models, conflicting norms and values, dealing with subordinates, dealing with the political arena, and personal experiences. It suggests that, although not all successful managers must be top learners, top learners are successful managers. The learning process they go through is described in terms of five steps. A learning process mode and a method for management development based on identification of top learners and **coaching** for learning are proposed. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Whitmore, J. (2004). "Something Really Has to Change: 'Change Management' as an Imperative rather than a Topic." *Journal of Change Management* **4**(1): 5-14.

(from the journal abstract) This article confronts the current state of management and the slow pace of management change, the product of years of myopia, apathy and denial. It charges business leaders with being blissfully unaware of the wider context upon which their future depends, that of accelerating global, social, psychological and spiritual change. Staff, customers and the wider public are becoming allergic to business, because leaders fail to demonstrate greater vision, higher values and more corporate social responsibility than they do. It is also a call for a fundamental review of the assumptions which still govern and limit the ways in which we educate, train and manage people, and the assumptions we hold about people's real wants and needs. A growing number of people today seek to produce or to obtain something of meaning, rather than the usual consumer rubbish. Providing meaningful work, fostering a self-belief of all staff, being emotionally intelligent, and having a **coaching** management style, will be the key criteria for successful future leaders and managers regardless of their line of business. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Williams-Nickelson, C. (2004). A model for women mentoring women in psychology, Our Lady Of The Lake U., US.

Psychology has become feminized, but women are not yet concentrated in the highest career and leadership ranks. This limits the number of women with the experience and status to serve as role models and mentors. Little is known about mentoring in general, and less is known about woman to woman mentoring. This study augments current research on mentoring to provide a theoretical model for mentoring women in psychology. Qualitative research was employed using grounded theory methodology. Eight eminent women in psychology were interviewed about their mentoring experiences to compare with the literature and build upon the findings of a pilot study conducted with female graduate students. Results are presented as an integrated set of hypotheses in the form of a mentoring model. Participants suggested that women have unique developmental needs that do not get necessary attention. Having a trusted mentor was important in helping participants learn the general rules for success in psychology, as well as providing them with national contacts and opportunities for research, publication, leadership, and job opportunities. Participants expressed a strong recommendation for mentors to provide social support, career counseling, **coaching**, and to help students understand the culture of the profession and work environments. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E Case**

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## 2005

(2005) Ahern, G. "**Coaching** professionalism and provider size." *Journal of Management Development*: 94-99.

Purpose - This article opens up for debate a new perspective on professional quality in externally supplied **coaching**. Design/methodology/approach - Three provider size-types are taken in turn and interpreted in relation to characteristic quality issues. Findings - Professional quality characteristically varies with different types of **coaching** provider. Three primary provider types are identified: large conglomerates (often multinational); the solo market where coaches work as individuals; and the specialized **coaching** team or "boutique". Provider size is suggested to be the key quality-related variable distinguishing these three types. Professional quality is specified inclusively through identifying the factors currently in the **coaching** quality debate. This allows a menu of factors to be considered non-judgementally in relation to the provider types. Practical implications - The article suggests how the characteristic size pluses can be realised and the minuses avoided. Originality/value - Provider size does not seem to have been debated before as a key variable in **coaching** quality. BusinessSourcePremier. ., executive, survey **Empirical**.

(2005) Axelrod, S. D. "Executive Growth Along the Adult Development Curve." Consulting Psychology Journal: Practice and Research 57(2): 118-125

This article describes how principles of adult psychological development can inform executive **coaching**. An adult developmental perspective is used to identify key transformational tasks of adulthood that help shape executive role functioning. The correlation of psychological competencies with leadership competencies is outlined in more detail for the roles of senior vice president and executive vice president. **Coaching** case material is used to further illustrate how consultants can use an adult developmental framework to better align organizational life with personal strivings for meaning and growth. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2005) Bennett, J. A. and N. A. Perrin "Healthy Aging Demonstration Project: Nurse **Coaching** for Behavior Change in Older Adults." Research in Nursing & Health Vol 28(3) Jun 2005,

The Healthy Aging Project (HAP) tested nurse **coaching** as a method to support healthy behavior change in older adults. The sample included 111 individuals randomized to nurse **coaching** group or usual-care control group. Participants in the intervention group chose the health behaviors they wanted to change and received **coaching** by nurses in a single in-person session followed by telephone calls or email contact for 6 months. Nurses were trained in motivational interviewing (MI). The intervention group had significantly less illness intrusiveness and health distress than the control group at 6 months, although it is not known whether these health outcomes resulted from behavior changes. This clinical demonstration project showed that nurse-delivered MI, primarily using the telephone and email, is a feasible method to discuss behavioral change with older adults. However, future clinical trials will be needed to evaluate the efficacy of nurse-delivered MI on actual behavioral changes in older adults. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. .between subjects health., **Empirical**.

(2005) Blattner, J. "**Coaching**: The Successful Adventure of a Downwardly Mobile Executive." Consulting Psychology Journal: Practice and Research 57(1): 3-13

This article is a review of a **coaching** engagement that spanned a 2-year period. The client was an executive with a global corporation. The case study discusses several key elements of the process, including trust, relationship building, and assessment, as well as content of the **coaching** process. Finally a summary from the coach and client is provided. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case study. **Empirical**.

(2005) Blow, S. "Can **coaching** strategies help experts share expertise?" International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 2

Knowledge is the life-blood of organisations, but the larger they grow the more difficult it becomes to share that knowledge and expertise. The purpose of this qualitative study was to try to establish whether **coaching** strategies have a part to play in the exploration and transmission of expertise. The study was carried out with a group of nineteen experts and coaches. For the analysis I used a qualitative phenomenological methodology. The results indicated that not only would experts value someone to help them explore the nature of their intuitive understanding, they also thought that coaches could help them to think through the political implications of their work in order to get their ideas championed by others and thus implemented. Furthermore, experts also tend to use words that have both a limited technical meaning and different popular associations: an example is 'tacit knowledge'. The coach therefore also has a potential interpretive role, helping the expert to use language that will be understood beyond his or her immediate field. The conclusion of the study was that **coaching** strategies would indeed seem to have a part to play in helping experts share their expertise. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, case studies. **Empirical**.

(2005) Bluckert, P. "Critical factors in executive **coaching** -- the **coaching** relationship." Industrial & Commercial Training: 336-340.

Purpose - The paper aims to examine the **coaching** relationship as a critical success factor in executive **coaching**. It also aims to set out the characteristics of a successful **coaching** relationship and how to establish it  
Design/methodology/approach - The basic proposition of this article is set out in the introduction - that the **coaching** relationship is not just a critical success factor, but arguably the critical success factor in successful **coaching** outcomes. From there, the characteristics of a successful **coaching** relationship are explored. The link is made to client-centred counselling and to the influence of "Rogerian" thinking. Key characteristics of the **coaching** relationship such as rapport, trust, support and challenge are critically examined. Finally, the implications for coach training are set out. Findings - The arguments presented here point to a need to shift the emphasis of coach training more strongly towards the **coaching** relationship. Originality/value - A great deal of current literature about executive **coaching** is focused on models and techniques: this article challenges that approach and reminds the reader of the importance of the **coaching** relationship as a critical success factor in executive **coaching**.]. BusinessSourcePremier. ., executive, relationship **Article**.

(2005) Bluckert, P. "The foundations of a psychological approach to executive **coaching**." Industrial & Commercial Training: 171-178.

Purpose - Aims to examine the two main groupings of definitions of executive **coaching**: those which focus on learning and development leading to performance improvement and those which are located around change. From there it follows the proposition that psychological-mindedness is the foundation of psychologically focused **coaching**. Design/methodology/approach - Definitions of **coaching** are presented to set the context. Then the term psychological-mindedness is described and the key aspects explored. These are: the capacity to reflect on one's own and others' thoughts, feelings and behaviours, and derive meaning and learning from that reflection. It requires a level of self- and social awareness. The paper then looks at how psychological-mindedness can be developed through a range of personal development processes and argues that these should be conducted both in one-to-one situations and in groups in order to derive the benefit of feedback. Finally, the training and development of executive coaches are explored. Findings - The arguments presented here point to a need to shift the emphasis of coach training to incorporate an equal focus on the personal development of the coach. Originality/value - There is little in the literature about executive **coaching** which addresses the importance of psychological-mindedness; nor very much about how to develop it. This article also challenges the notion that advanced coach training should only focus on theory and practice development and advocates a more balanced approach. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, theory **Article**.

(2005) Bluckert, P. "The similarities and differences between **coaching** and therapy." Industrial & Commercial Training: 91-96.

Purpose - This article sets out to explore the similarities and differences between **coaching** and therapy - a subject of great interest currently within **coaching** and therapy fields. Design/methodology/approach - The objectives are achieved by examining the convergence of approaches and thinking within these fields, as well as exploring theoretical contributions to the debate. Findings - **Coaching** and therapy have a number of similarities. However, as this article explores, the two disciplines are in many ways, considerably different, particularly in terms of context issues brought to sessions and the ultimate in tension. Typically, the skill sets required for each differ. Practical considerations such as terms of contract, length of session, pricing and boundaries also vary greatly. Originality/value - The paper examines in greater detail a subject which is of very definite interest to both **coaching** and therapeutic practitioners, and also examines the popular argument in greater depth. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, theory **Article**.

(2005) Boespflug, S. A. "Attitudes of future male business managers towards seeking psychotherapy." Dissertation Abstracts International: Section B: The Sciences and Engineering 65(12-B): 6642

This study examined male future business managers' attitudes towards two modes of professional psychological help-seeking: traditional psychotherapy and executive **coaching**. This study also examined the relationship between male Gender Role Conflict and depressive symptoms. The current study provided empirical evidence that some male future business manager's may prefer alternative forms of psychological help-seeking such as executive **coaching**. A web-based survey was conducted with male MBA students or recent graduates living in the US. Out of 212 MBA programs that were emailed to participate, 140 students completed the on-line questionnaires. Regression analyses were conducted. Results suggested that men's scores on the Restrictive Emotionality subscale of the GRCS was negatively related to professional psychological help-seeking attitudes and there was a positive relationship between men's Restrictive Emotionality and endorsement of symptoms of depression. Also, the Restrictive Affectionate Behavior Between Men subscale was negatively related to seeking executive **coaching** help-seeking. This implied that as men did not restrict their emotions, they also endorsed executive **coaching** help-seeking. Participants also had a preference for traditional help-seeking versus executive **coaching** help-seeking. These results suggested that future male business managers, depending on factors related to masculine role socialization such as restricting one's emotions and comfort with affectionate behavior between oneself and others, may prefer differing modes of psychological help-seeking. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, survey. **PhD**.

(2005) Boniwell, I. "Beyond time management: how the latest research on time perspective and perceived time use can assist clients with time-related concerns." International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 2

In this article questions such as "What is a good use of time?" and "How can one's relationship with time contribute to their well-being?" are raised and discussed with regard to empirical research on various aspects of psychology of time. In the first part of the paper, the construct of time perspective is considered. It is argued that a balanced time perspective is associated with the highest levels of well-being. The second part draws on qualitative and quantitative research and addresses the concept of perceived time use. Four factors, are shown to play a major role in how people spend their time and how happy they feel with it: liking what one does and perceiving it as worthwhile, balance, responsibility and achievement, and time anxiety and lack of control. The last part of the paper considers practical implications of psychology of time for coaches and other professionals. International Journal of Evidence Based Coaching and Mentoring. ., executive, theory. **Article**.

(2005) Bush, M. W. "Client perceptions of effectiveness in executive **coaching**." Dissertation Abstracts International Section A: Humanities and Social Sciences 66(4-A): 1417

The research question posed in this study is "What constitutes effectiveness in executive **coaching** from the client's perspective?" Using a phenomenological methodology, six elements of effectiveness were identified from in-depth interviews. All participants were executives who had received **coaching** and had assessed it as effective. The study's conclusion is that **coaching** is perceived as effective when the client is motivated and committed to the **coaching** process, working with a seasoned coach with whom there is positive rapport, and the **coaching** engagement is supported by a structured process and focused on development. Other important elements are the coach's contributions (background, experience, expertise, roles, and personal qualities), including others in the **coaching** process, and achieving results that benefit the client. Effectiveness in executive **coaching** was found to be a shared responsibility of three constituents: client, coach, and organization. The client brings motivation, willingness to be coached, openness to the process, and commitment to do the work. The coach provides experience, personal qualities that foster rapport, trust and credibility, and tools, models, processes, and resources that will benefit the client. The organization offers a culture that supports development and learning, sponsoring and paying for structured programs. The small size of the research sample was a limitation of the study, making it difficult to generalize the findings to a larger population. The role of the client's boss and peers in the effectiveness of executive **coaching** was not addressed, and the study did not provide any examples of financial "return on investment" for executive **coaching**. Lastly, the **coaching** programs were not identical in the two sites studied, and some participants were not part of any formal program. Recommendations of the study include using the six factors to help coaches and clients assess and improve the quality of their **coaching** engagements. Coaches are encouraged to enhance their credibility with clients by continuing their own personal development work, and developing a network of trusted professional referrals. Organizations should give clients a role in coach selection, and offer opportunities for coaches to learn about the organizational culture within which the clients operate. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, .. **PhD**.

(2005) Calderon, N. E. T. "Psychoanalysis and its Reapproachment to Other Contexts: A Proposal of Encounter Categories." Revista Universitas Psychologica Vol 4(1) Jan-Jun 2005, 77-83.

The objective of this work is to present the ideas elaborated during 15 years working in the psychosocial arena from the psychoanalytic perspective. A conceptual proposal is presented aimed to understand and to accompany (psychological **coaching**) groups with different problems, rescuing the psychic development dimension without leaving aside the particular individual and contextual characteristics. The name for the encounter categories emerge from the concept of third zone proposed by Winnicott being enriched with .n's approach to thinking and Green's approach to language. The proposal is to temporarily suspend the logic of opposition and contradiction in order to enter in the paradoxical terrain with its possibilities to bridge discontinuities. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., health, theory. **Article**.

(2005) Cavanagh, M. and A. M. Grant "Editorial: Making the implicit, explicit: Delineating theoretical influences on **coaching** and mentoring." International Journal of Evidence Based Coaching and Mentoring 3(1): No Pagination Specified

Professional **coaching** and mentoring are change methodologies that seek their inspiration and evidence base in a host of areas, including education, psychology, action learning, health, philosophy, business, and conflict resolution. In this issue two case studies present Team Manager **coaching** and Group **coaching**, and provide useful information on the management of successful **coaching** engagements. The papers in this edition help to make the implicit explicit. By explicitly drawing on, and applying cross disciplinary theories and practices to the field of **coaching**, the authors in this issue help us to understand what it is that we do when we coach from a range of perspectives. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., group, theory. **Article**.

(2005) Claps, J. B., A. Katz, et al. "A Comparison of Wellness **Coaching** and Reality Therapy." International Journal of Reality Therapy Vol 24(2) Spr 2005, 39-41.

Wellcoaches Corporation has developed a training program for personal trainers, dieticians, nurses and other wellness professionals that will move them from a prescriptive approach towards a more internally based **coaching** approach. Its program incorporates many of the techniques of Reality Therapy. Personal wellness **coaching** is an emerging profession that involves training health and fitness professionals to become wellness coaches and work with people who have been unable for one reason or another to adopt healthy lifestyles. Along with playing the role of expert and prescribing exercises, diet, and stress management plans, wellness coaches help clients become more self aware, get in touch with intrinsic motivators, develop personal visions, clarify, define, and commit to their unique goals; and work out ways to deal with obstacles. The wellness coaches are as concerned with facilitating a change in the client's thinking and behavior as they are with affecting physical changes in the body. The practice of counseling with Reality Therapy based on Choice Theory is a way of facilitating responsible individual change. The Wellcoaches approach is relatively new and involves training health and fitness professionals to move from a stimulus response prescriptive training mode into a **coaching** mode based on internal control. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., health, theory. **Article**.

(2005) Clegg, S. R., C. Rhodes, et al. "Business **coaching**: challenges for an emerging industry." Industrial & Commercial Training: 218-223.

Purpose - To identify the distinguishing characteristics and future challenges for the business **coaching** industry in Australia. Design/methodology/approach - A telephone survey of business **coaching** firms was used to identify the main structural characteristics of the industry. Structured interviews with selected business coaches were used to identify the key business and professional issues they faced. Findings - Firms in the business **coaching** industry in Australia have three main characteristics: most firms are young and small; most are not exclusively dedicated to **coaching**; and most have a poor appreciation of the competitive environment in which they operate. Practical Implications - The research identified three main challenges for the business **coaching** industry that will need to be addressed if business **coaching** is to develop further the challenge of defining standards of service and performance that do not inhibit the flexible and personal orientation of the **coaching** process; the challenge of developing a more coherent and well understood perception of the nature and benefits of business **coaching** amongst industry more generally; and the challenge of establishing robust and durable **coaching** businesses that can take leadership in growing and developing the industry. Originality/value - Business **coaching** is an emerging industry that is increasingly being used to provide learning-based interventions in organizations. To date there has been little formal research into the nature of this industry or the services it provides. This paper addresses this by examining the "state of play" of business **coaching** in Australia. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, survey **Empirical**.

(2005) Cox, E. P. D. "The value of openness in e-relationships: using Nonviolent Communication to guide online **coaching** and mentoring." International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 1

This paper explores the use of Nonviolent Communication (NVC) as a way of developing the openness needed for successful communication in e-mentoring relationships. Using a case study approach research was undertaken with students participating in an online mentoring module that forms part of a Masters degree at a British university. The module involves students in 'meeting' and working online, via e-mail, with a mentor whom they have never met face-to-face. From the research collected to date it is possible to conclude that there is evidence to suggest that the use of NVC, with its focus on feelings and needs, encourages trusting personal relationships characterised by openness. The NVC process appeared to obviate many of the communication issues, such as silence and the affects of a limited sensory environment, that have seen to be restrictive in the development of online relationships. International Journal of Evidence Based **Coaching** and Mentoring. ., group, case studies. **Empirical**.

(2005) Duran-Whitney, M. "Understanding Occupational Stress and Mental Health in Aspiring Small Business Owners." Dissertation Abstracts International: Section B: The Sciences and Engineering. 65(5-B): 2675.

Small business creation is not only vital to the U.S. economy, it exemplifies many of the values of contemporary American society including individualism, risk taking, innovation, growth, and the prospect of generating wealth. Although large corporations continue to dominate the landscape of industry in the U.S., the spirit of small business entrepreneurship continues to thrive. Yet, the odds for success are not in favor of the aspiring small business owner, with nearly half of all new businesses failing after 4 years. Such a high failure rate would suggest considerable financial and emotional stressors for the aspiring small business owner. Indeed, it is a commonly held belief that small business owners are likely to experience high levels of stress. Additionally, many researchers have linked occupational stress and strain to negative mental health consequences such as burnout, anxiety, depression, interpersonal and family conflict, and overall diminished quality of life. The purpose of this conceptual-analytic investigation is to examine the scholarly literature in order to better understand the potential mental health needs of aspiring small business owners concerning occupational stress. This investigation explores an area of psychology where clinical, health, and occupational issues intersect. By examining the research on new venture creation, work stress, risk factors, and intervention techniques, this study offers suggestions to clinical psychologists who would provide services to this population. Thus, an organizing model for intervention is proposed in which consulting, executive **coaching**, and psychotherapeutic approaches are integrated into a practical framework. In addition, suggestions are made regarding the delivery of services to this occupational group. PsycInfo. ., executive, survey. **PhD**.

(2005) Eby, L. T. a. A. L. "Proteges' and mentors' reactions to participating in formal mentoring programs: A qualitative investigation." Journal of Vocational Behavior Vol 67(3) Dec 2005, 441-458.

Mentors and proteges from two formal mentoring programs were interviewed about the benefits associated with program participation, problems encountered in the program, and recommendations for program improvements. The most commonly reported benefits for proteges included learning, **coaching**, career planning, and psychosocial support. Mentors most frequently reported learning, developing a personal relationship, personal gratification, and enhanced managerial skills. Both groups identified a range of problems including mentor-protege mismatches, scheduling difficulties, and geographic distance. Unique problems were also identified, including mentor neglect (by proteges), unmet expectations (by proteges), structural separation from the mentor (by proteges), and feelings of personal inadequacy (by mentors). Finally, suggestions for program improvement were identified such as clearer communication of program objectives, better matching, targeted participation in the program, and better program

monitoring. Findings are discussed in terms of what we currently know about informal mentoring and implications for mentoring theory. Suggestions for mentoring practice are also discussed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. **Empirical.**

(2005) Ellinger, A. E., A. D. Ellinger, et al. "Supervisory **coaching** in a logistics context." International Journal of Physical Distribution & Logistics Management: 620-636.

Purpose - To examine warehouse worker development associated with managerial **coaching** in the logistics industry. Design/methodology/approach - Examine the efficacy of this developmental approach in a logistics context, a survey method was used to provide an overview of supervisors' **coaching** behavior at 18 distribution centers in the United States. Warehouse workers answered questions about their interactions with their supervisors and their own job satisfaction while supervisors answered questions pertaining to the job-related performance of warehouse workers for whom they were directly responsible. Findings - The study findings indicate that warehouse workers at these distribution centers encounter low levels of supervisory **coaching** behavior. However, despite these low levels, significant positive associations were found between supervisory **coaching** behavior, warehouse worker job satisfaction and supervisors' perceptions of their subordinates' job-related performance. Research limitations/implications - The findings are based on the perceptions of respondents at the specific distribution centers in our study and therefore should not be interpreted as being generalizable. However, we hope that they will stimulate further empirical research on the growth, development and retention of front-line logistics workers - an important, but relatively under-researched, area of supply chain management. Practical implications - The logistics industry is becoming progressively more service-oriented and technologically-driven and greater front-line worker competence in these areas will be required for many firms to survive. Originality/value - As the greatest aggregation of labor in the supply chain is in distribution center operations, our findings may encourage logistics organizations to evaluate the feasibility of adopting more people-oriented supervisory approaches like **coaching** that focus on personnel development and the provision of more intrinsically-rewarding work... [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., workplace, survey **Empirical.**

(2005) Evans, T. "How does mentoring a disadvantaged young person impact on the mentor?" International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 2

The resources used to run mentoring schemes are justified on the basis of the progress that is made by the mentee and while this must be the correct focus, it is important that the motivation and needs of the mentor are considered if programmes are to be successful. This study examines the impact on the mentor when working with a diverse, complex group labelled disadvantaged youth, generally within state guidelines through a voluntary organisation and where the mentor is a volunteer, drawn from society at large and equipped with basic everyday skills that have been enhanced through a short training programme. Using survey methodology, it examines the reasons people undertake this type of work, what they actually get out of volunteering and whether it changes attitudes and allows them to achieve goals in their social, personal and working lives that they would not have been able to achieve without that experience. International Journal of Evidence Based Coaching and Mentoring. ., group, survey. **Empirical.**

(2005) Feldman, D. C. and M. J. Lankau "Executive **Coaching**: A Review and Agenda for Future Research." Journal of Management 31(6): 829-848

The use of executive **coaching** as a developmental intervention for managers has increased dramatically during the past decade. Consequently, there has been a burgeoning practitioner literature on the topic of executive **coaching**. Empirical research on executive **coaching**, however, has lagged far behind, and theoretical work on the processes underlying effective **coaching** has been limited. In this review, we investigate the construct of executive **coaching** and examine how coaches' professional training, client characteristics, and types of **coaching** impact the effectiveness of this intervention. The article concludes with an agenda for future research on this emerging form of management development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2005) Fiese, B. H. "Introduction to the special issue: Time for family-based interventions in pediatric psychology?" Journal of Pediatric Psychology Vol 30(8) Dec 2005, 629-630.

From its very inception, pediatric psychology has been committed to involving the whole family in the service of treating children. The impetus for this special issue is to bring to the forefront a careful examination of not only the strengths but also the obstacles in implementing family-based interventions. Families come in all shapes and sizes and given the changing nature of family structure, it is important to consider whom to involve in treatment. One of the authors address this point directly in her call for involving fathers in pediatric research. Another author provide parent-child interaction **coaching** while infants are still in the neonatal intensive care unit. Another author present a careful examination of the effects of multisystemic treatment on medical resource utilization. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., health, theory. **Article.**

(2005) Frisch, M. H. "**Coaching** Caveats." Human Resource Planning 28(3): 14-16

The article focuses on executive **coaching** in business enterprises. Although **coaching** may be viewed as an organization's gift to an individual, it requires a significant commitment from all stakeholders, especially the coachee. There may be many reasons why a coachee is unable, or unwilling, to make such a commitment at a specific point in time. The most extreme have to do with personal or family problems or challenges that may be difficult, or impossible, for a prospective coachee to reveal. **Coaching** should not compete with a coachee's attention to the health and well being of self or family. Organizational sponsors need to be sensitive to these circumstances when they are aware of their existence and delay the introduction of **coaching**. Some especially stressful work-related situations come under this caveat as well. Accidents, injuries, death, or criminal behavior that occur on the job or that affect coworkers can trigger post-traumatic stress reactions that are best handled by therapists and other health providers. Less severe but still exceptionally demanding situations include working through bankruptcy, legal or regulatory investigations and mergers. BusinessSourcePremier. ., executive, theory. **Article.**

(2005) Frisch, M. H. "Extending the Reach of Executive **Coaching**: The Internal Coach." Human Resource Planning 28(1): 23-23

The article focuses on extending the reach of executive **coaching**. Over the past 10 years, executive **coaching** has become a standard development offering in most large organizations. The existence of a "competing" internal **coaching** capability keeps external experts sharp and spreads the benefits of **coaching** more widely or less expensively. The ability to draw on internal coaches also supports sophisticated feedback and development planning processes that organizations increasingly use. An ongoing developmental program is needed for internal coaches. Some or all of such programs could be waived in individual cases based on professional training and experience, but internal coaches need a common philosophy and approach, a forum to consider organizational challenges and opportunities, and a case review process. Internal coaches are more likely to be challenged by confidentiality issues. Organizations need to decide in advance how to handle those challenges and provide opportunities to discuss especially complex or pressured situations. BusinessSourcePremier. ., executive, theory. **Article.**

(2005) Fronczak, D. B. "**Coaching** men at midlife." Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 66(10-B), 2006, pp. 5710.

Midlife can be a difficult and challenging period of adult development. Historically men struggling with midlife challenges sought support from family and friends. Over the last four decades some have men have found help from psychotherapy. Unfortunately, many men have sought no help at all. Over the last two decades men have increasingly sought the assistance of personal coaches to support them during midlife. This study is intended to assist coaches, whether psychotherapists or laymen, by providing a context for better understanding the developmental issues facing men at midlife. The study also overviews the field of positive psychology and suggests areas where it may enhance and inform **coaching**. The adult development theories of Carl Jung, Erik Erikson, and Daniel Levinson each posit specific developmental tasks for men at midlife. The ideal resolution of the midlife transition requires a shift toward generativity and a re-engagement in the individuation process to achieve personal integration, greater self-knowledge, and a more meaningful life. The emerging field of positive psychology offers several methods to support men with their developmental tasks of midlife. Positive psychology seeks to increase subjective well-being and help people to flourish. There are three suggested routes to increasing happiness; bodily and emotional pleasures, gratifications from engaging activity, and engagements that provide meaning. Identifying signature strengths and integrating them into **coaching** interventions may contribute to a more authentic quality of happiness and facilitate the pursuit of a meaningful life. Positive psychology may help men build the necessary resources and resiliency to buffer against midlife's inevitable challenges. Enhancing positive emotions increases one's thought-action repertoire and coping strategies. The integration of positive psychology and **coaching** may produce the necessary resources to prevent a midlife transition from developing into a midlife crisis. Based upon a review and synthesis of the relevant literature on midlife development, positive psychology, and **coaching**, several interventions are presented to provide an idea of how to develop techniques in line with the integrated theory proposed in this dissertation. This study suggests midlife interventions intended to help coaches normalize the midlife transition; increase positive emotions; facilitate personal integration; enhance self-understanding; and nurture the pursuit of a meaningful life. (PsycINFO Database Record (c) 2006 APA, all rights reserved). . PsycInfo. ., executive, survey. **PhD.**

(2005) Gattellari, M., N. Donnelly, et al. "Does 'peer **coaching**' increase GP capacity to promote informed decision making about PSA screening? A cluster randomised trial." Family Practice Vol 22(3) Jun 2005, 253-265

Background. Very little effort has been directed to enable GPs to better informed decisions about PSA screening among their male patients. Objectives. To evaluate an innovative programme designed to enhance GPs' capacity to promote informed decision making by male patients about PSA screening. Methods. The study design was a cluster randomised controlled trial set in New South Wales, Australia's most populous state. 277 GPs were recruited through a major pathology laboratory. The interventions were three telephone-administered 'peer **coaching**' sessions integrated with educational resources for GPs and patients and the main outcome measures were: GP knowledge; perceptions of patient involvement in informed decision making; GPs' own decisional conflict; and perceptions of medicolegal risk. Results. Compared with GPs allocated to the control group, GPs allocated to our intervention gained significantly greater knowledge about PSA screening and related information [Mean 6.1 out of 7; 95% confidence interval

(CI=5.9-6.3 versus 4.8; 95% CI=4.6-5.0; P<0.001 ]. They were less likely to agree that patients should remain passive when making decisions about PSA screening [Odds ratio (OR)=0.11; 95% CI=0.04-0.31; P<0.001]. They perceived less medicolegal risk when not acceding to an 'uninformed' patient request for a PSA test (OR=0.31; 95% CI 0.19-0.51). They also demonstrated lower levels of personal decisional conflict about the PSA screening (Mean 25.4; 95% CI 24.5-26.3 versus 27.8; 95% CI 26.6-29.0; P=0.0002). Conclusion. A 'peer **coaching**' programme, supplemented by education materials, holds promise as a strategy to equip GPs to facilitate informed decision making amongst their patients. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, between-subject design. **Empirical.**

(2005) Goldberg, R. A. "Resistance to **Coaching**." Organization Development Journal 23(1): 9-16

**Coaching** has become a popular method to develop senior executives, yet its effectiveness is open to debate. First, **coaching** is often conducted without addressing the environment in which the executive operates, making gains derived from **coaching** difficult to sustain. Second, executives often resist being coached, inhibiting them from learning or acting differently. This article demonstrates executive **coaching** to be an effective management and organizational development tool, particularly when coaches become more aware of their own resistance to **coaching**. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, relationship. **Article.**

(2005) Goldstein, S. "Editorial: **Coaching** as a treatment for ADHD." Journal of Attention Disorders Vol 9(2) Nov 2005, 379-381.

During the past 10 years, the concept of **coaching** for ADHD has become extremely popular. An increasing number of professionals from diverse mental health, business, and educational backgrounds now regularly advertise and promote their services as ADHD coaches. What exactly is **coaching** for ADHD? How does it differ from cognitive behavioral therapy for ADHD? These questions remain unanswered and debated. Therapists and coaches each establish a relationship with a client. Confidentiality is a basic foundation of both relationships. Both relationships require a client willing to change and take an active effort in treatment. Both deal with feelings and beliefs but at very different levels. However, **coaching** is not intended as a substitute for psychotherapy, nor is it likely to benefit individuals in the throes of serious psychiatric problems. **Coaching** is a model intended to improve daily functioning and well-being for individuals without significant psychological impairment. An increasingly alluring myth now pervades the mental health field concerning the efficacy of ADHD **coaching**. I am concerned that although **coaching** as an adjunctive, complimentary, or supplementary treatment for ADHD has become increasingly popular, the proponents of this treatment have done little in the past 10 years to demonstrate a willingness to put their beliefs and strategies to the test and that the tenets promoted for ADHD **coaching** may represent the product of little more than pseudoscientific thinking. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., health, theory. **Article.**

(2005) Grayson, D. S. "The Practitioner's Role in Training New Consulting Psychologists--A Good Deal for All Parties: One Person's Experience." Consulting Psychology Journal: Practice and Research Vol 57(3) Sum 2005, 193-195.

The Society of Consulting Psychology has identified the need for a scientist-practitioner model in the training of new consulting psychologists. However, it has been a challenge to find practitioners able to devote the time to training, **coaching**, or mentoring students. The author, a consulting psychologist for 22 years, describes his experience in returning to an academic setting. The advantages and disadvantages to practitioner and student are discussed. It is seen as beneficial to all parties, and practitioners are encouraged to assume a more active role in the training of new consulting psychologists. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article.**

(2005) Griffin, J. P., Jr. "The building resiliency and vocational excellence (BRAVE) program: A violence-prevention and role model program for young, African American males." Journal of Health Care for the Poor and Underserved Vol 16(4,SupplB) Nov 2005, 78-88

There are sharp disparities between non-Hispanic Whites and African Americans in mortality and years of potential life lost for numerous health-related conditions, including HIV/AIDS. The Building Resiliency and Vocational Excellence (BRAVE) Program is an intervention using Resiliency Networking designed for use with African American young men to help offset these disparities. Resiliency Networking incorporates **coaching**, career planning, and re-definition of gender roles to help young men develop a sense of purpose and future and to manage their lifestyles effectively. In addition to fostering a strong link with an older mentor, the program fosters healthy peer-to-peer relationships. The paper reports on preliminary use of the intervention and recommends future applications. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., health, survey. **Empirical.**

(2005) Gyllensten, K. and S. Palmer "Can **coaching** reduce workplace stress? A quasi-experimental study." International Journal of Evidence Based Coaching and Mentoring 3(2): 75-85

This paper presents the main findings from Part I of a study investigating if workplace **coaching** can reduce stress. Thirty-one participants from a UK finance organisation took part in the quasi-experimental study. Depression, anxiety and stress were measured before and after **coaching** in a **coaching** and control group. Levels of anxiety and stress had decreased more in the **coaching** group compared to the control group, and were lower in the **coaching** group compared to the control group at the end of the study. However, levels of depression had decreased more in the control group compared to the **coaching** group. Mixed ANOVAS found no significant interactions between time and **coaching** for depression, anxiety or stress. Nevertheless, high levels of perceived **coaching** effectiveness were reported by the participants. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., workplace, between-subject design. **Empirical.**

(2005) Hackman, J. and R. Wageman "A Theory of Team **Coaching.**" Academy of Management Review 30(2): 269-287 After briefly reviewing the existing literature on team **coaching**, we propose a new model with three distinguishing features. The model (1) focuses on the functions that **coaching** serves for a team, rather than on either specific leader behaviors or leadership styles, (2) identifies the specific times in the task performance process when **coaching** interventions are most likely to have their intended effects, and (3) explicates the conditions under which team-focused **coaching** is and is not likely to facilitate performance. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., team, theory. **Article.**

(2005) Holmes, J. "Leadership talk: How do leaders 'do mentoring', and is gender relevant?" Journal of Pragmatics Vol 37(11) Nov 2005, 1779-1800.

This paper explores the way people 'do mentoring' in the workplace. Using examples from our extensive database of interactions, recorded in a number of New Zealand workplaces, the analysis identifies a variety of discourse strategies used by those in positions of responsibility in mentoring colleagues. The mentors in our corpus draw from a wide repertoire of strategies, ranging from those which focus on procedural aspects of career advising, through corrective and appreciative comments, to supportive advising, and indirect **coaching**. Although mentoring has traditionally been associated with men, the examples demonstrate that women leaders do mentoring too, and the analysis suggests that some do it very well. Moreover, this exploratory look at how mentoring is accomplished indicates that 'feminine' strategies are well represented among those available, and appear to be very effective. Finally, it is suggested that successful women leaders contest or 'trouble' established gender boundaries and thereby expand the very concept of what it means to be a leader. Through their discursive practices, they give the legitimacy of power to a range of discursive strategies, including some conventionally regarded as feminine. Thus, it is argued, the process of constructing one's identity as an effective leader becomes increasingly compatible for women with that of constructing a socially coherent gender identity. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., workplace, theory. **Article.**

(2005) Irwin, J. D. and D. Morrow "Health promotion theory in practice: An analysis of Co-Active **coaching.**" International Journal of Evidence Based **Coaching** and Mentoring 3(1): 29-38

According to the World Health Organization (1986), "health promotion is the process of enabling people to increase control over, and to improve their own health." To bring this process and its desired outcomes to fruition, many theories and models for understanding and altering health behaviours have been designed and utilized (Ajzen, 1988; Bandura, 1986; Fishbein & Ajzen; 1975; Freire, 1973, 1974; Jessor & Jessor, 1977; Prochaska, 1979). Practitioners of behaviour change implementation are legion, as therapists, counsellors, social workers and so forth. **Coaching** (in various iterations such as life **coaching**, personal **coaching**, executive **coaching**) is a recent and growing behavioural intervention. As trained health behaviourists with professional **coaching** practices, it is our contention that the Co-Active **coaching** method is an effective and efficient approach for 'doing health promotion'. Furthermore, the success of the Co-Active **coaching** approach as a tool for health promotion is based, in part, on its integration of key health behaviour change elements such as: personal values; goal setting; self-defined issues; empowerment; self confidence; reinforcement; and self-efficacy. This position paper will examine the relationship of the Co-Active **coaching** method with several well-established behavioural theories. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., health, theory. **Article.**

(2005) Jackson, P. "How do we describe **coaching**? An exploratory development of a typology of **coaching** based on the accounts of UK-based practitioners." International Journal of Evidence Based **Coaching** and Mentoring Vol. 3, No. 2

This study is exploratory and looks for meaningful ways of differentiating **coaching** approaches used by UK practitioners as a way of establishing a more solid foundation for comparative and evaluative research. The paper briefly explores how **coaching** is defined, arguing that current definitions provide an inadequate foundation for theoretical and evaluative research, compared with multi-dimensional models. A methodology for developing multi-dimensional models is sought within and outside the **coaching** literature. With little existing methodology to follow, a pragmatic approach is developed using a range of techniques from different traditions: data collection and analysis through interview (from Grounded Theory); synthesis through repertory grid (originally from Personal Construct Theory, but used in other contexts); and simplification of the resulting dimensions through qualitative clustering

techniques. Interviews with 5 UK-based practitioners produced a five-dimensional typology reflecting attitudinal and conceptual differences. Potential applications of the typology are discussed. *International Journal of Evidence Based Coaching and Mentoring*, executive, case studies, theory. **Empirical**.

(2005) Jarrett, R. L., P. J. Sullivan, et al. "Developing Social Capital Through Participation in Organized Youth Programs: Qualitative Insights from Three Programs." *Journal of Community Psychology* 33(1): 41-55.

Organized youth programs can serve as a context in which youth are connected to resource-bearing adults in the community who promote the development of social capital. This article explores the process of how this happens and what types of resources are gained by youth. Qualitative interviews were conducted with adolescents in three youth programs over a three- to four-month period. Two key findings emerged. First, relationships with community adults were found to develop in stages, with youth moving from a stage of suspicion and distrust, to a stage of facilitated contact, to a stage of meaningful connection. Second, these relationships provided youth with access to adult resources, such as information, assistance, exposure to adult worlds, support, and encouragement. The three programs facilitated this process of social capital development by linking youth to suitable adults, structuring youth-adult activities around common goals, and **coaching** youth on these interactions. (PsycINFO Database Record (c) 2005 APA, all rights reserved). PsycInfo. , life, case studies. **Empirical**.

(2005) Joo, B.-K. "Executive **coaching**: A conceptual framework from an integrative review of practice and research." *Human Resource Development Review* 4(4): 462-488

Executive **coaching** has become increasingly popular despite limited empirical evidence about its impact and wide disagreement about necessary or desired professional qualifications. This article examines the practice of executive **coaching**, investigating the useful underlying theories by reviewing previous research. It also provides a conceptual framework of executive **coaching**, integrating the literature on executive **coaching** and related areas such as mentoring, career success, 360-degree feedback, and training and development. The significance of this article lies in its integration of the extant literature on executive **coaching** and the development of a conceptual framework of executive **coaching** and related propositions derived from the literature. The article discusses the implications for future research and for human resource development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. **Article**.

(2005) Kaul, C. a. S. K. "**Coaching** of key players in the industry." *Familiendynamik* Vol 30(3) Jul 2005, 262-277

**Coaching** - as a highly individual and tailor made method of personal development - was established at Volkswagen in 1996 with the top managers and managers as the main target groups. Since then more than 2500 **coaching** processes were carried through either by external or internal coaches. Most of these processes were one on one-**coaching**, but about a fourth was team-**coaching**. In this article the Volkswagen **Coaching** model is described with examples of both team- and one on one-**coaching**. These examples focus on two special topics which are quite common in **coaching**: firstly on conflicts in cooperation and secondly on the adaptation to company's culture (in this case the failure of it). It is to be shown how (internal) psychological coaches could support the clients to get orientation, a fresh look at their problems and to decide how to cope with. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. , executive, theory. **Article**.

(2005) Kets de Vries, M. F. R. "Leadership group **coaching** in action: The Zen of creating high performance teams." *Academy of Management Executive* 19: 61-76

Although one-on-one **coaching** can be very effective, this article advocates the benefits of leadership **coaching** in a group setting, because durable changes in leadership behavior are more likely to occur. Discussion is offered to show that leadership group **coaching** establishes a foundation of trust, makes for constructive conflict resolution, leads to greater commitment, and contributes to accountability, all factors that translate into better results for the organization. The article suggests that a change methodology centered on leadership group **coaching** creates high-performance teams, is an antidote to organizational silo formation, helps put into place boundaryless organizations, and makes for true knowledge management. A strong plea is made for aspiring leadership coaches to undergo clinical training to prepare them for the kind of deep-seated psychological problems that can derail the leadership **coaching** process. Commentary about the clinical approach to organizational intervention is included. The article also explores the similarities between leadership **coaching** and psychotherapy. Finally, the article includes a discussion of a number of general concerns about leadership **coaching**. BusinessSourcePremier. , executive, theory. **Article**.

(2005) Krausz, R. R. "Transactional executive **coaching**." *Transactional Analysis Journal* 35(4): 367-373

This article discusses some aspects of transactional analysis theory that are also part of executive **coaching** principles and how they may reinforce each other to enhance the effectiveness of transactional analysis in organizational settings and the executive **coaching** process. A new model, transactional executive **coaching**, is suggested. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. **Article**.

(2005) Latham, G. P., J. Almost, et al. "New Developments in Performance Management." Organizational Dynamics Vol 34(1) 2005, 77-87.

This article, grounded in leading edge findings in the behavioral sciences, provides practical, straightforward recommendations on the success of **coaching** employees about ways to increase their performance. New developments of innovative appraisal instruments, ways to train coaches, and the use of multiple sources for appraisals are described. The paradigm shift from thinking of appraisals as a discrete event to a continuous process of performance management is explained. Concrete ways are given to develop a performance management system that is relevant, accurate, fair, and effective in inculcating the desire among employees for continuous improvement. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article.**

(2005) Lee, R. H. "The couple's therapist as **coaching** double in a model encounter." Journal of Group Psychotherapy, Psychodrama & Sociometry Vol 58(3) Fal 2005, 107-118.

The author describes a model interview in which the participants perform the steps of a successful encounter aloud. A soliloquy about some internal awareness in one member of the couple develops a warm-up to intentional communication. His or her interpersonal repertoire is reviewed and selected in service of this intention. He or she delivers an experimental communication face-to-face. The other member of the couple then goes through the same sequence. The therapist acts throughout as a **coaching** double. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., life, theory. **Article.**

(2005) Leedham "The **Coaching** Scorecard: a holistic approach to evaluating the benefits of business **coaching**." International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 2

The use of external business coaches to improve the performance and competence of employees is increasing dramatically. However, there is still little empirical research attesting to its effectiveness in achieving business goals, and there is no universally accepted way of evaluating its added value to the individual or the organisation. This study takes a multi-dimensional approach to reviewing the published literature on the tangible benefits of business **coaching** combined with the more established processes of training evaluation and business results measurement. The study goes on to identify, via a case study, how a group of corporate purchasers select and measure the effectiveness of external business coaches. Data is also obtained from a large-scale national survey of people receiving **coaching** in a variety of business contexts. A grounded theory methodology is applied to the data to identify what factors the key stakeholders perceive to be important in deciding if a business **coaching** relationship is successful. These factors are then used to develop a generic and holistic framework and associated benefits model that is proposed as relevant to both corporate purchasers and external suppliers of business **coaching**. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, case study. **Empirical.**

(2005) Longenecker, C. O. and M. J. Neubert "The practices of effective managerial coaches." Business Horizons: 493-500.

Abstract: **Coaching** is a frequently cited, but less often effectively implemented, developmental tool for enhancing managerial performance at all levels. The purpose of this paper is to identify and explore the practices junior managers consider to be most critical for senior managers to employ when implementing **coaching** as a performance improvement practice. In this research, we engaged 45 focus groups consisting of 225 middle managers from over twenty different US organizations to explore the issue of managerial **coaching** and its implications for organizations and individual managers. [Copyright 2005 Elsevier]. BusinessSourcePremier. ., executive, survey **Empirical.**

(2005) Lowman, R. L. "Executive **Coaching**: The Road to Dodoville Needs Paving With More Than Good Assumptions." Consulting Psychology Journal: Practice and Research 57(1): 90-96

This article reviews the 10-article, two-part special issue on executive **coaching** (R. R. Kilburg, 2004a, 2005). It identifies common themes and areas needing development. It identifies needed next steps in creating a psychology of **coaching** that is more than a collection of advice and techniques. The author argues that practice has greatly exceeded research in this area and that, whatever the findings in related fields such as psychotherapy, there is no substitute for empirical evaluation and restructuring of theories and practice on the basis of that research. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2005) Luebbe, D. M. "The three-way mirror of executive **coaching**." Dissertation Abstracts International: Section B: The Sciences and Engineering 66(3-B): 1771

The purpose of the study was to investigate executive coaching practices, coach behaviors, attributes, and skills that result in the most effective **coaching** outcomes as perceived by three groups-the coach, the coachee who is the recipient of **coaching**, and the human resource brokers of **coaching** services in an organization. In the qualitative phase of the research, thirteen participants were interviewed regarding their experiences of executive **coaching**. These interviews included representatives from the coachee and coach populations as well as the human resources areas. The quantitative phase of the research was conducted through a survey with sixty-six participants including coaches from a wide range of internationally recognized **coaching** firms, coachees from a variety of industries, and human resource

professional from health care, manufacturing, and financial services. Results of the research indicate that trust is the highest rated **coaching** attribute of primary importance to all rater groups signaling the primacy of the relational aspects of **coaching** as the first gate to moving forward with other interventions. In addition to trust, other key themes that emerged from the data include the importance of the coach's ability to (1) analyze, synthesize, communicate valuable insights from assessment data; (2) to provide candid, direct feedback; (3) to foster independence in the coachee by providing methods, techniques, and tools, that facilitate self-awareness and behavior change beyond the initial engagement; (4) to build partnerships with human resource brokers of **coaching** services inside the organization; (5) and for the **coaching** community to establish a universally agreed to set of **coaching** competencies and practices. The study also revealed that executive **coaching** is perceived as a helpful intervention when coaches are appropriately matched with coachees and the organization adequately communicates the purpose, philosophy, and intent of the intervention. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , Executive, survey. **PhD**.

(2005) Martell, N. G. "The voice of leadership: Critical success factors of executive women."

For years women have struggled to have the same opportunities as men in the workplace. The discovery of the glass ceiling as a type of institutional barrier that held women from reaching management positions has been used as an explanation for several decades. More recently, there has been the expectation that since women have broken through to middle management positions that they should invariably be in a proportionate number of senior management positions within organizations. However, this remains to be seen as a fact of women in organizations. Many explanations have been investigated as to what holds women back from succeeding at the executive level. There has been less discussion as to what some women have accomplished to get to the top executive level, and these discussions have mostly been based on large-scale surveys of these women. This study aimed to utilize a constructivist grounded theory of qualitative methods to obtain comprehensive data from executive women. Data collected and thoroughly analyzed yielded four critical factors for the success of these executive women including passion, support, balance, and caring. By utilizing these critical success factors, suggestions are made for executive **coaching** engagements with high potential women in the workplace. Furthermore, recommendations are made for organizations on ways they can use the information from these critical success factors to aid in the identification and retention of high potential women. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , Executive, empirical **PhD**.

(2005) Martens-Schmid, K. "The "whole person" in **coaching**-conflicts and options." Familiendynamik Vol 30(3) Jul 2005, 278-293.

As a specific type of counselling, which focuses on the individual and his/her personality within the professional context, **coaching** has to constantly strike a balance between looking at the 'whole person' and looking at one facet of this person, i. e. his/her professional role. This leads to ambivalent attitudes towards **coaching** from the client's point of view, which should be discussed and turned into beneficial factors during the **coaching** process. The article illustrates the construct of the 'whole person'-approach in **coaching** and argues for an understanding of **coaching** based on comprehensive methodologies and concepts. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , life, theory. **Article**.

(2005) McLean, G. N., B. Yang, et al. "Development and Initial Validation of an Instrument Measuring Managerial **Coaching** Skill." Human Resource Development Quarterly Vol 16(2) Sum 2005, 157-178.

This article reports on two studies that used three different samples (N = 644) to construct and validate a multidimensional measure of managerial **coaching** skill. The four dimensions of **coaching** skill measured were Open Communication, Team Approach, Value People, and Accept Ambiguity. The two studies assessed the context adequacy, dimensionality, reliability, factor structure, and construct validity of the scale. Preliminary reliability and validity evidence of the scale was determined. Consequently, the **coaching** scale provides future researchers with a valuable tool to measure **coaching** skill in organizational studies, and it offers human resource development professionals a valid instrument to develop effective managers. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. , executive, survey. **Empirical**.

(2005) Morgeson, F. P. "The External Leadership of Self-Managing Teams: Intervening in the Context of Novel and Disruptive Events." Journal of Applied Psychology Vol 90(3) May 2005, 497-508.

Relatively little empirical research has been conducted on external leaders of self-managing teams. The integration of functional leadership theory with research on team routines suggests that leaders can intervene in teams in several different ways, and the effectiveness of this intervention depends on the nature of the events the team encounters. External team leaders from 3 organizations first described a series of events (N=117), and leaders and team members then completed surveys to quantitatively describe the events. Results indicated that leader preparation and supportive **coaching** were positively related to team perceptions of leader effectiveness, with preparation becoming more strongly related to effectiveness as event novelty increased. More active leader intervention activities (active **coaching** and sense making) were negatively related to satisfaction with leadership yet were positively related to

effectiveness as events became more disruptive. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. **Empirical.**

(2005) Mulec, K. and J. Roth "Action, reflection, and learning and **coaching** in order to enhance the performance of drug development project management teams." R&D Management 35: 483-491

High-performing project teams are crucial for effective research and development (R&D). To become high performing, teams need to make use of their different skills and reflect upon their collective actions, thereby combining knowledge that could lead to value-adding activities for the company. This article describes the use of team **coaching** in supporting team reflection and learning in global R&D project teams. A collaborative research approach was used during the 8 months of **coaching**, with several inquiry methods being employed. The results indicate that **coaching** interventions have a positive effect on team performance, both from an efficiency perspective as well as from a creativity and climate perspective. Practical and theoretical implications are discussed, as is future research. . BusinessSourcePremier. ., group, within-subject. **Empirical.**

(2005) Murphy, K. "Psychosocial Treatments for ADHD in Teens and Adults: A Practice-Friendly Review." Journal of Clinical Psychology Vol 61(5) May 2005, 607-619.

Although stimulant medication is a cornerstone of treatment for attention deficit hyperactivity disorder (ADHD), numerous nonpharmacological treatments can be employed in combination with medication to assist in the lifelong management of the disorder. A multimodal treatment combining psychoeducation, medication, psychotherapy, compensatory behavioral/self-management skills, technological tools and devices, **coaching**, advocacy, and reasonable school or workplace accommodations is probably the most comprehensive and effective. This article describes a variety of psychosocial treatments that are commonly used for adolescents and adults suffering from ADHD. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., health, theory. **Article.**

(2005) Natale, S. M. and T. Diamante "The Five Stages of Executive **Coaching**: Better Process Makes Better Practice." Journal of Business Ethics: 361-374.

There remains a paucity of research investigating the efficacy of executive **coaching**. Ambiguity surrounds its definition, its methodology and out-comes. Despite this, the executive **coaching** remains a viable business proposition. Practitioners bring services to the business community offering services that transcend traditional performance management consultations establishing independent "performance-driven" relationships with executives. This paper examines the process of **coaching** suggesting that a better understanding of process will enhance practice efficacy and accelerates empirical investigations. In addition, ethical, confidential and legal issues require attention when planning to utilize an executive coach. All this implicates the need to better understand **coaching** and how it typically operates. Case studies are provided in the examination of **coaching** consultations in Fortune 100 settings. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, theory **Article.**

(2005) Page, L. J. "**Coaching** Versus or **Coaching** And? Adlerian Applications for Organizations and Individuals." Journal of Individual Psychology 61(2): 185-194.

Just as an organization's stance of reframing problems as opportunities can result in a more resilient organization, an individual's stance in reframing personal problems as chances to grow and develop can result in enhanced mental and emotional coping skills. Counselors and psychotherapists with an Adlerian orientation find the strengths-oriented approach familiar, as do solution-focused therapists. Nonetheless, counseling and psychotherapy are mental health professions whose methods typically start with an examination of what is wrong in order to make a diagnosis and design treatment. However, how much Adlerians may push against this impression, there remains a stigma about seeking mental health services. The question of how **coaching** fits in the general landscape of the helping professions is informed by recent developments in neurology, complexity theory as applied to organizations, organizational change, information theory. In the business world, this research supports the idea of reframing "conflict" and "problems" as messages from the system that change is necessary. The organization that treats such messages as ultimately positive, encouraging their expression and establishing procedures for acting upon the lessons they teach, is the organization that survives even cataclysmic change. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., executive, theory. **Article.**

(2005) Peel, D. "The significance of behavioural learning theory to the development of effective **coaching** practice." International Journal of Evidence Based Coaching and Mentoring 3(1)

This paper outlines the potential significance of behaviourism and its impact on developing effective **coaching** practice. Its purpose is threefold: firstly, it addresses the issues resonating from the critique of behaviourism, which focuses on its limited understanding and application within the **coaching** community. This is interesting given the fact that many coaches and **coaching** manuals use these techniques almost without realising their rootedness within the behaviourist tradition. Secondly, the argument is made that if behaviourism is to be used in an informed and ethical way then an in depth understanding of its theoretical underpinnings and application as a learning theory is essential. To this end the historical development, critique and adaptation of behaviourism is outlined in order to develop this

understanding within the wider **coaching** community. Finally, the argument is put forward that only through adopting an integrated approach to **coaching** practice development can the **coaching** discipline move forward upon a sound theoretical base. The areas that will establish this theoretical base are also highlighted in the future research that needs to be undertaken. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, theory. **Article**.

(2005) Peterson, D. B. and J. Millier "The Alchemy of **Coaching**: "You're Good, Jennifer, But You Could Be Really Good"." Consulting Psychology Journal: Practice & Research: 14-40.

In the literature of the **coaching** profession, the voice of the client is rarely heard. This case study examines the **coaching** process from the perspective of both the coach and the participant, providing unique insights into the art of **coaching**. Beginning with background descriptions of the coach and the participant, the authors move into a discussion of the first **coaching** engagement, which began in 2000. Two years later, after Jennifer had been promoted into a larger and more complex assignment, the authors began working together again. The authors discuss highlights of the **coaching** experience from each of their perspectives and compare what was similar and different across the 2 **coaching** engagements, executive, case study **Empirical**.

(2005) Peterson, D. B. a. B. L. "Invited Reaction: Development and Initial Validation of an Instrument Measuring Managerial **Coaching** Skill." Human Resource Development Quarterly Vol 16(2) Sum 2005, 179-184.

Comments on an article by Gary N. McLean et al (see record 2005-07974-002). We have seen an explosion of interest in the professional practice of **coaching** and a concomitant increase in books and resources aimed at executive coaches. Yet there has been a relative paucity of resources aimed specifically at helping managers to coach people better. Therefore, we were pleased to see the effort put into the McLean et al instrument. We share their belief that **coaching** has become a critical skill for managers. Similarly, we share their concern that some managers are reluctant to move into a role as coach, either because it is too time-consuming or too difficult. A valid instrument for measuring **coaching** capabilities would be a tremendous asset in helping managers improve their **coaching** skills, and so we read the McLean et al article with great enthusiasm. As we reflected on the article, however, our early enthusiasm waned. While we applaud the authors for many of their points and for their pioneering work on this topic, we identified some issues that must be addressed for similar work in the future. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., executive, theory. **Article**.

(2005) Rogers, K. L. "An action research study of life coaches: The benefits of a specialized life **coaching** business plan template designed specifically for the life **coaching** industry." Dissertation Abstracts International Section A: Humanities and Social Sciences 65(10-A): 3665

The PDE study resulted in a comprehensive life **coaching** business plan template designed specifically for the life **coaching** industry. An action research methodology was utilized to offer a solution to a practical concern for life coaches starting a new business. In an effort to generate more successful life coaches and enhance the profession of **coaching**, the study investigated two research questions: How is a business plan creation tool designed specifically for the life **coaching** profession useful for starting a life **coaching** business? What is the efficacy and effect of a specified life **coaching** business plan template? Six free workshops were held for life coaches and evaluated by a series of two debriefing questionnaires to contribute new knowledge on the usefulness and benefits associated with using a specialized business plan writing template. The majority of life coaches in the sample revealed they had not written a business plan for their life **coaching** business. Although coaches create a blueprint life plan with their clients, they are remiss in designing a blueprint to guide their life **coaching** business. Nearly all the life coaches in the study reported some benefit associated with use of the specialized life **coaching** business plan template, which included, but was not limited to: a moderate increase in income and clients; meeting business goals with moderate effectiveness; greater focus and clarity of the business; a plan to follow; and enhanced optimism and confidence related to the success of the business. The most common benefit was the template was specific and unique for life coaches and the profession of life **coaching**. A secondary phenomenon was also observed. Although the life coaches in the study expected positive results from the use of their new business plan, a large percentage did not comply with implementation of their business plan written from the specialized template. In conclusion, recommendations from the results of the study included: The specialized business plan template could be further enhanced by a mechanism to increase implementation of the completed business plan; life coaches who refer to their specialized business plan template at least once a month or more will increase their number of clients and income; and recommendations by the subjects to improve the template may improve its value. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., life, survey. **PhD**.

(2005) Rundle-Gardiner, A. C. and S. C. Carr "Quitting a workplace that discourages achievement motivation: Do individual differences matter?" New Zealand Journal of Psychology Vol 34(3) Nov 2005, 149-156.

Personal success at work can attract hostility from others, but does the achiever's own personality influence how well they cope with that hostility? In a first exploratory study of core individual differences, 114 work-experienced Aucklanders completed measures of self-efficacy (Sherer et al's General Self-Efficacy Scale), the big five (Goldberg's International Personality Item Pool), achievement motivation (Cassidy and Lynn's Achievement Motivation

Questionnaire), and Rundle-Gardiner's (2003) Tolerance Threshold measure of what proportion of discouraging bosses, peers, and subordinates they would tolerate before deciding to quit a job. Tolerance thresholds for discouragement of achievement motivation, or negative 'motivational gravity', bore little relationship to the personality of the participants, who preferred instead to stress emotion- and problem-focused coping skills. This emphasis on skills is both consistent with motivational gravity theory and suggestive of a role in managing career development for personalised **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. **Empirical**.

(2005) Schnell, E. R. "A Case Study of Executive **Coaching** as a Support Mechanism During Organizational Growth and Evolution." Consulting Psychology Journal: Practice and Research 57(1): 41-56

This case study follows the evolution of an executive **coaching** consultation provided to the leaders of an organizational system over a 5-year period. The clients were part of a community outreach center in an academic medical center, and the coach-consultant was part of an internal service group. During this extended engagement, the clients' organizational system experienced a dramatic period of growth and change. The diversification of leadership roles, the dynamics of moving beyond the leadership of an organizational founder, and the challenges of rapid growth are all highlighted in the **coaching** content. Lessons learned from this **coaching** experience include an understanding of (a) the advantages of using **coaching** as an adjunct to other forms of organizational consultation, (b) how to manage changes in contracting and intervention goals over time, (c) how to meet the challenges of **coaching** to a leadership pair, and (d) mechanisms for using **coaching** to support leadership succession. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case studies. **Empirical**.

(2005) Stevens, J. H., Jr. "Executive **coaching** from the executive's perspective." Consulting Psychology Journal: Practice and Research 57(4): 274-285

Seven top management executives were invited to share their views and perspectives regarding executive **coaching**. Each CEO or president was interviewed separately by the author in a manner that was informal, conversational, and guided by 11 preconstructed questions. While a number of shared themes emerged, several distinct thoughts were raised that have implications for how consulting psychologists think about, conduct, and prepare for their professional roles as executive coaches. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case studies, ., self-report. **Empirical**.

(2005) Triner, J. and S. Turner "Professional Coaches and Employee Assistance Practitioners: Serving Corporate and Individual Clients." Journal of Workplace Behavioral Health 21(2): 1-14

For years, employee assistance programs (EAPs) have been contributing to the productivity and well-being of organizations and their employees. By identifying and screening well-qualified resources for assistance, EAPs have effectively addressed a variety of employee needs in a confidential manner. Now, as a result of the growing phenomenon of employee **coaching**, EAPs have additional resources to draw upon for appropriate referrals. For the purpose of this article, employee or executive **coaching** refers to the collaborative process that helps people attain their workplace objectives. This article addresses a number of questions that will enable employee assistance (EA) counselors to increase their understanding of how coaches complement other professional expertise to deliver targeted assistance to EAP clients. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2005) Vaartjes, V. "Integrating action learning practices into executive **coaching** to enhance business results." International Journal of Evidence Based Coaching and Mentoring 3(1): 1-17

**Coaching**-based development is growing in prominence as a means of enhancing the achievement of leadership outcomes in Australian business. This article seeks to demonstrate how the application of the practices associated with action learning can be applied to support the achievement of practical outcomes within group-based executive **coaching**, namely a more rigorous focus on business results. The work draws on an illustrative case study: a group-**coaching** program conducted with the executive leadership team of an industry-based service organisation. The theoretical and methodological basis of **coaching** and action learning are explored and contrasted with the conclusion that an integrated approach has the capacity to support **coaching** participants to achieve extensive developmental and practical outcomes. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2005) Vance, C. M. a. Y. P. "Forms of host-country national learning for enhanced MNC absorptive capacity." Journal of Managerial Psychology Vol 20(7) 2005, 590-606.

Purpose: Aims to examine within the theoretical construct of absorptive capacity several forms of host country national (HCN) learning, leading to improved productivity in the foreign operation, and ultimately yielding more effective knowledge generation and flow throughout the multinational corporation (MNC).  
Design/methodology/approach: Used open-ended exploratory field interviews with 51 host country human resource and middle managers in 49 different MNC foreign subsidiaries with headquarters in six different countries. Learning needs in three major employee levels of operative, supervisory/middle management, and upper management were

examined. Notes from the interviews were recorded by hand and combined and analyzed for evidence of potentially beneficial forms of HCN learning using procedures of domain and theme analysis in taxonomy development. Findings: A total of 12 categories of potentially beneficial forms of HCN learning were identified and discussed relative to their contributions to increased absorptive capacity. These forms of learning included such areas as new employee orientation and entry job skills, MNC predominant language, MNC home country cross-cultural awareness, supervision and technical operations management skills, expatriate **coaching** and liaison skills, and MNC strategy and culture. Research limitations/implications: Provides helpful insights on absorptive capacity to promote further theory development, as well as practical guidance for future HCN training to enhance the effective transfer of management knowledge and practice. Originality/value: Past research in international management has had a predominant focus on expatriates, failing to identify important contributions that can be made by host country nationals to promote the effective transfer of knowledge throughout the multinational organization. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, case studies. **Empirical.**

(2005) Vloeberghs, D., R. Pepermans, et al. "High-potential development policies: An empirical study among Belgian companies." Journal of Management Development Vol 24(6) 2005, 546-558.

Purpose: To investigate different aspects of the development policies of high potentials and their relationships with organizational characteristics in a set of Belgian companies. Design/methodology/approach: A set of research questions has been used to conceive a structured questionnaire to empirically investigate the different aspects of high-potential development policies using a survey among 86 Belgian companies. Findings: The results indicate that very often the development policies are of an ad hoc nature, but that individuals may get some say in the process. Job rotation and mentoring/**coaching** are quite popular activities and formal external training has the most diversified application. As expected, high-potential development takes up more time and offers a wider scope of activities than is the case for other managerial development initiatives. Especially, organization size may bring some variation in these patterns. Research limitations/implications: The target group in this research is limited to the HR managers from the profit sector in Belgium. This is a "restricted diverse organization survey" and makes use of a non-representative sample. Practical implications: The link has been made with the "new psychological contract". Implications for changing career planning are presented (from traditionalistic to a more "self-directed" tendency). Also, the larger scope of development activities in an international environment and the role of management development as a "glue technology" has been elaborated on. Originality/value: Most of the studies on high potentials are normative and prescriptive; very few articles have presented empirical findings on high potentials and placed them in an organizational context. Also, the specific role of development techniques in a planned international high-potential environment has been highlighted. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. **Empirical.**

(2005) Volckmann, R. "Assessing executive leadership: An integral approach." Journal of Organizational Change Management 18(3): 289-302

Purpose: The paper offers an example of an approach to translating integral concepts into language that is accessible to executive leaders in business without resorting to introducing the complexity of integral theory and models. Design/methodology/approach: The phase of intervention is data gathering prior to feedback of data, action planning or change interventions. The model is presented along with examples of its implementation. The methodology and implementation follows principles derived from organization development and change methodologies. Findings: Time availability for "educational interventions", particularly in the initial phases of an intervention with executives is usually very limited. Having an approach that is integrally informed supports the gathering and organization of quality data from interviews and lays the foundation for individual and team **coaching** interventions that may include introduction of integral models and concepts to support executive leadership. The approach clarifies for the individual and the executive team their views of the requisite priorities, skills and processes for effectiveness within the team and in relation to stakeholders. Research limitations/implications: The paper is suggestive of a more comprehensive approach to research on leadership and its development in organizations. Practical implications: Since contracting for change is a critical element in successful interventions, an integral approach fosters more effective contracting due to the thoroughness of data identified. Originality/value: Presents an application of integral theory that is unique and that has been tested in organization change interventions at the executive level. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., team, theory. **Article.**

(2005) Wasylyshyn, K. M. "The Reluctant President." Consulting Psychology Journal: Practice and Research Vol 57(1) Win 2005, 57-70.

**Coaching** CEO successor candidates is challenging and deeply nuanced in the best of circumstances. The stakes rise exponentially when the sitting CEO owns the company, resents having "anointed" an eventual successor, and has been phenomenally successful despite the bruising effects of his narcissism and toxic micromanagement. This case study describes how a data-driven, insight-oriented **coaching** methodology helped the CEO candidate accelerate his effectiveness, instill hope in the organization, and forge a more stable relationship with the CEO--a sufficiently functional relationship for the future CEO to decide to remain with the company. Furthermore, this work highlights the importance of clinical skills and 3 **coaching** meta principles (traction, trust, and truth-telling). Finally, this longer

term **coaching** engagement illustrates the dynamic role shift from coach to trusted advisor. Through this deepened relationship, **coaching** gains were consolidated and an objective sounding board was retained for both the CEO and his eventual successor. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article**.

(2005) Williamson, T. "Work-based learning: A leadership development example from an action research study of shared governance implementation." Journal of Nursing Management Vol 13(6) Nov 2005, 490-499.

Aim: An empowering action research study was undertaken to evaluate and strengthen the implementation of shared governance. One aim was to identify factors that acted as aids or barriers to effective decision-making by clinical leaders. As a work-based learning approach, action research was expected to lead to integration of learning into practice by researcher and participants alike. Background: Shared governance replaces traditional hierarchies and requires and develops clinical leaders. Strategies are needed to maximize learning from introduction of such initiatives at the individual, group and organizational level. Methods: Participant-observations and interviews were undertaken with shared governance council members from one model in north-west England. Results: Leadership skills and knowledge and shared governance practices were significantly enhanced. Preparation for council roles was considered inadequate. Increased structured time for reflection and action planning was indicated. Conclusions: Implementation of shared governance has succeeded in developing leadership capacity. Evaluation findings have led to improvements in the overall shared governance model. Action research has been found to have great utility at optimizing work-based learning. Nurse Managers need to develop their **coaching** and facilitating skills and recognize there is no 'quick fix' for developing clinical leaders. Implications include the need to support learners in identifying and implementing changes arising from work-based learning activities, the significant resource implications and the need to optimize the organizational climate if work-based learning approaches to leadership and management development are to succeed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. **Empirical**.

(2005) Winum, P. C. "Effectiveness of a High-Potential African American Executive: The Anatomy of a **Coaching** Engagement." Consulting Psychology Journal: Practice and Research Vol 57(1) Win 2005, 71-89.

This case study chronicles the **coaching** and development partnership among a consulting psychologist, a high-potential African American executive who was faltering in his role as the head of a regional division of a Fortune 500 company, and the principal stakeholders in that executive's work environment. The presentation format incorporates elements of the format for case studies suggested by R. L. Lowman (2001), including a description of the presenting situation, diagnostic hypotheses, and the initial interventions used to assist the key stakeholders and the executive in their stated objectives. Results to date are reported, planned next steps are outlined, and implications for intervening with faltering executives and their organizations are discussed. Specific recommendations are offered for situations where diversity issues are a salient feature of the **coaching** context. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, case study. **Empirical**.

(2005) Wright, J. "**Coaching** mid-life, baby boomer women in the workplace." Work 25(2): 179-183

Looks at the issues in the workplace that affect mid-life, baby boomer women. Workplace performance issues; Term used to describe the mid-lifer's role demands; Status of middle age women in a youth-oriented workplace. BusinessSourcePremier. ., workplace, theory. **Article**.

(2005) Wright, J. "Workplace **coaching**: What's it all about?" Work: Journal of Prevention, Assessment & Rehabilitation 24(3): 325-328

**Coaching** in the workplace is a passion of mine, and I am honoured to have this opportunity to share it with you. **Coaching** is one of the fastest-growing professions in the Western world. In this column I would like to clarify what **coaching** is, and what its origins were. In so doing, I will compare **coaching** to terms one may be more familiar with: mentoring, training, and therapy. **Coaching's** roots can be found in many different, evolving fields. Abraham Maslow, through his research, viewed man as a naturally health-seeking being who, if obstacles to personal growth are removed, will naturally pursue self-actualization, playfulness, curiosity, and creativity. This is the foundational belief of **coaching** today. **Coaching** incorporates an appreciative approach. This approach is grounded in what's right, what's working, what's wanted, and what's needed to get there. **Coaching** has become a popular tool in the workplace. Increase in job transition and self-employment along with downsizing and restructuring all make for stressed, out-of-focus, less effective employees. **Coaching** is a powerful strategy for the 21st century workplace. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., workplace, theory. **Article**.

(2005a) Ascentia "Home Office - Case Study Team Manager **Coaching**. ." International Journal of Evidence Based Coaching and Mentoring 3(1)

Ascentia were engaged by the Home Office to provide Professional Development Support for a Regional Drug Strategy manager. **Coaching** was identified by the progressive manager as the development tool of choice and Ascentia were selected from a range of organizations. The initial meeting was a three-way meeting with the director,

manager and coach, the final session a review and consolidation of learnings. One of the key changes the manager shared was a sense of taking control of the regional drug strategy rather than waiting for deadlines and clarification from others. The stress levels in the team have dramatically reduced and there has been very little sickness leave. This is despite the fact that 50% of the team have been dealing with significant and demanding personal life changing events that could have resulted in a serious and understandable depletion of effort and achievement. The philosophy, approach and effectiveness of this approach contributed to Ascentia being awarded the contract for a Leadership Development Program for 30 managers within the organization. (PsycINFO Database Record (c) 2007 APA, all rights reserved. PsycInfo. ., executive, case study. **Empirical.**

(2005b) Ascentia "Leicester Case Study Feedback Group **Coaching** - Can it make a difference?" International Journal of Evidence Based **Coaching** and Mentoring 3(1)

Leicester City Council engaged Ascentia to run a Group **Coaching** program with a selection of managers. The Council was seeking to provide powerful and bespoke management development processes to deliver performance improvements across the top three tiers. Group **Coaching** of a selection of Team Leaders took place over a 4-month period using a mix of initial presentation, one-to-one sessions and full day group **coaching** events. Half the participants felt their productivity increased by a weekly average of 4 hours; the other half significantly improved their work life balance by reducing the weekly "overtime" by between 4 and 15 hrs! The productivity of their teams also improved. The combination of real practical goals and a process to move towards those goals significantly contributed to the success. A mix of questioning, brainstorming, role playing, sharing frameworks and using the knowledge of the coach and the managers was used. The key finding is that all the managers said they were using new behaviors significantly in the work place (30% to 50% of the time). All managers were unequivocal in recommending the Group **Coaching** approach to other managers and emphasized that the numbers need to be kept small to build the trust and openness. (PsycINFO Database Record (c) 2007 APA, all rights reserved) PsycInfo. ., executive, case study. **Empirical.**

## 2006

(2006) Abbott, G. N., B. W. Stening, et al. "**Coaching** expatriate managers for success: Adding value beyond training and mentoring." Asia Pacific Journal of Human Resources 44(3): 295-317

This paper explores the potential of evidence-based executive **coaching** as an intervention for facilitating expatriate success. One-to-one professional **coaching** is proposed as a powerful supplement to two interventions that have traditionally been used to assist expatriate managers-training and mentoring. **Coaching** is likely to be effective with expatriate managers because, like the expatriate experience itself, it is a connected process that impacts interactively across the individual's affective, behavioural and cognitive domains. Coaches can work with individuals to deal with their specific contexts, taking into account the complexity of the circumstances. It can also assist managers to take full advantage of training and mentoring programs. Evidence-based **coaching** informed by cross-cultural research and experience has the potential to improve work performance and the personal satisfaction of the expatriate manager. Its effectiveness would seem to be currently dependent, however, on the availability and deployment of suitably qualified and experienced coaches. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory, client. **Article.**

(2006) Aladejana, A. A., Francisca & Ehindero, Sherifat "An Analysis of Mentoring Relationships Among Teachers: A Case Study of Obafemi Awolowo University, Ile-Ife, Nigeria." International Journal of Evidence Based **Coaching** and Mentoring Vol. 4, No. 1

The study examined mentoring among eight pairs of university academics in Nigeria. A descriptive survey was used to assess the mentoring process among sixteen lecturers (ten males and six females). Data from a questionnaire was analysed using descriptive statistics. The results indicate that mentoring among university academics operates mostly in an informal and unstructured manner. Data also show that most mentoring relationships were channeled towards research and publication, while a negligible part is focused on classroom teaching. Most relationships were initiated and sustained by proximity, and academic related activities. Multiple and same same-gender mentoring were found to be more common and more successful than single and cross-gender mentoring. The implications of these findings for reiterating the use of mentoring as the core for partnership relationship in initial and continuing teacher education and training are discussed. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, survey. **Empirical.**

(2006) Amundson, N. "Challenges for Career Interventions in Changing Contexts." International Journal for Educational and Vocational Guidance, 6(1), 3-14.

Current social and economic changes have created a challenging context for career counsellors. Within this context counsellors are being asked to view their role from different perspectives. There is recognition of the importance of lifelong guidance and also the need to view guidance from a broader social context with greater emphasis on social

responsibility and ethics. New forms of delivery are also emerging. These include an emphasis on client centred and holistic counselling, an affirmation of narrative methods, and a more dynamic counselling approach. Lastly, there is the development of a number of new methods of service delivery. Some examples include one stop counselling centres, virtual counselling services, mentoring, career **coaching**, and the inclusion of social enterprises as part of the counselling process. The implementation of these changes has implications for training, specialization and for accreditation. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., workplace, theory. **Article**.

(2006) Barner, R. "The targeted assessment **coaching** interview: Adapting the assessment process to different **coaching** requirements." Career Development International 11(2): 96-107

Purpose: The purpose of this article is to provide readers with an understanding of how the assessment protocol for executive **coaching** can be adapted to more effectively meet the different needs of clients who are seeking developmental, transitional, or remedial **coaching**. Design/methodology/approach: This article is based on the author's 20 years of experience as both an internal executive coach and external consultant. Organizational examples are provided to illustrate key concepts. Findings: The assessment interview can be customized to meet the unique requirements of transitional, developmental, and remedial **coaching**. Practical implications: The article provides readers with clear guidelines for adapting the assessment process to meet three different **coaching** requirements. By following these guidelines, coaches will be able to obtain more detailed and relevant background information on the client's history, organizational setting, goals, and development issues, and in so doing establish a more effective pathway for the **coaching** intervention. Originality/value: To the author's knowledge, this article represents the first attempt to consider how assessment interviews might be adapted to the unique requirements of developmental, transitional, and remedial **coaching**. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2006) Bell, S. E. "Myers-briggs Type Indicator and executive **coaching**: Participants' self-perceptions about the effectiveness of the two when used together." Dissertation Abstracts International: Section B: The Sciences and Engineering 66(7-B): 3980

This study examined self-perceptions of the effectiveness of executive **coaching**. The individuals involved received executive **coaching** based on their Myers-Briggs Type Indicator (MBTI) profiles. A custom designed web-based survey was administered. The three general groups of items investigated for the ten MBTI Types represented in the sample were as follows: (a) self-perceived effectiveness of executive **coaching** and of MBTI Type feedback, (b) lengths of time spent in executive **coaching**, and (c) lengths of time for differences to be noticed. The following questions were answered. Are there differences between individuals' self-perceptions about how effective executive **coaching** has been; based on their MBTI Type profiles, in respect to the following general categories: (a) overall changes, (b) goal attainment, (c) behavior change, (d) professional life, (e) personal life, (f) sense of balance, and (g) amount of time it took for the results to become apparent. The research participants were 67 executive coachees who received executive **coaching** using their MBTI Type throughout the process. The findings indicate there are differences and many of those differences are significant. The most substantial finding was that the different MBTI Types do not generally respond to the questions at different levels, but do have different profiles across the questions. This suggests that the different MBTI Types had somewhat different reactions to executive **coaching**. The most noteworthy finding from the category of lengths of time for differences to be noticed was that the most robust changes are noticed very early in the executive **coaching** process. The average time for changes to be noticed each from executive **coaching** and from feedback regarding the MBTI was between 1 and 2 months. Changes resulting from MBTI Type feedback were noticed earlier than those from executive **coaching**. The findings suggest that executive coaches who use MBTI Type throughout the **coaching** process can expect their clients to experience the greatest gains early in the **coaching** process. Recommendations for future studies using personality constructs in conjunction with an executive **coaching** process; as well as with involving more participants, are advanced. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, survey, self-report. **PhD**.

(2006) Bennett, J. L. "An Agenda for **Coaching**-Related Research A Challenge for Researchers." Consulting Psychology Journal: Practice & Research: 240-249.

The practice of **coaching** by individuals who consider themselves professional coaches has proliferated, yet **coaching** is not recognized as a profession. Through a metareview of scholarly works and a qualitative content analysis, an agenda for **coaching**-related research is proposed and applied to the criteria for a profession as a means of illustrating how **coaching**-related research can be utilized to support the professionalization of **coaching**. Recommendations for further study and their linkage to the criterion for professionalization are suggested. BusinessSourcePremier. ., executive, theory **Article**.

(2006) Berman, W. H. and G. Bradt "Executive **coaching** and consulting: "Different strokes for different folks"." Professional Psychology: Research and Practice 37(3): 244-253

Increasing frustration with the politics and economics of traditional mental health care has led many psychologists to consider shifting to or adding executive **coaching** as a core competency in their practices. Experience with work-related issues in clinical practice makes this appear to be a logical extension of traditional clinical and counseling

work. There are many types of executive **coaching** and consulting, however, and only some of these relate to traditional mental health services. The authors propose a 4-category model of executive **coaching** defined by the intersection of focus (business vs. personal) and technique (brief-directive vs. extended-Socratic). Developmental **coaching**, which addresses long-standing behavior problems in both personal and work settings, is most likely to fit with traditional psychological training. Training or experience in the upper levels of the business world is essential to developing the capability to help corporate leaders with a broad range of needs and situations in which they find themselves. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. **Article.**

(2006) Berry, R. M. "A comparison of face-to-face and distance **coaching** practices: The role of the working alliance in problem resolution. ." Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 67(6-B), 2006, pp. 3439.

This study surveyed one hundred and two coaches who had a background in psychology or other helping professions regarding their current executive or personal **coaching** practice. Demographic information about current practices was collected. The study used a quantitative research design to examine the relationship between the working alliance and a **coaching** outcome measure of problem resolution (degree of change) in both face-to-face and distance **coaching** (virtual **coaching**). Respondents completed the Working Alliance Inventory - Short Form (WAI-S, Tracey & Kokotovic, 1989) and the Problem Resolution Form - Target Complaints Method (Battle et al., 1966). High levels of working alliance and problem resolution were found in both face-to-face and distance conditions, providing some support for the effectiveness of distance **coaching**. Surprisingly, the working alliance was found to be predictive of outcome in distance relationships but not in face-to-face relationships. Coach experience and number of **coaching** meetings were not predictive of working alliance. (PsycINFO Database Record (c) 2007 APA, all rights reserved). . PsycInfo. , executive, survey. **PhD.**

(2006) Bich, A. "**Coaching** as a Contribution to Development of Personality and Organization." Zeitschrift fur Individualpsychologie 31(2), 105-117.

The article on **coaching** is based on the assumption that because of the increase of globalization, the executives of larger corporations will have more autonomy in decision making and, therefore, have greater responsibility. This is shown by the example of the Kybernet Model in which the advantages of boarder competence for an executive can be achieved. It is also shown that **coaching** which primarily aims at the development of the personality can also at the same time make a contribution to the development of an organization. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. , executive, theory. **Article.**

(2006) Bowles, S. V. and J. J. Picano "Dimensions of **Coaching** Related to Productivity and Quality of Life." Consulting Psychology Journal: Practice & Research: 232-239.

This article examines the impact of **coaching** 19 recruiting first sergeants (district managers) over six months. The relationships between **coaching** dimensions (intensity of **coaching** and involvement in **coaching**) and measures of goal attainment, stress, life satisfaction, quality of life, and work productivity were examined. A self-reported negative relationship between goal achievement and the quality of recruitment productivity among personnel was found. Additionally, managers who more frequently applied **coaching** advice reported more work satisfaction and a tendency toward more life satisfaction. These findings provide some direction in exploring goal achievement and adherence in **coaching**. . BusinessSourcePremier. , executive, case studies **Empirical.**

(2006) Boyatzis, R. E., M. L. Smith, et al. "Developing Sustainable Leaders Through **Coaching** and Compassion." Academy of Management Learning & Education 5(1): 8-24

The article focuses on a holistic approach to developing leaders and the argument that compassionate **coaching** leads to sustainable leadership. It is suggested that chronic power stress associated with the leadership role is reduced by the experience of developing others, a process which can produce a psychophysiological effect that promotes natural healing and growth. The significance of **coaching** in a leader's effectiveness is discussed, as well as the implications for management education and leadership-development programs. BusinessSourcePremier. , executive, theory. **Article.**

(2006) Braham, B. J. "Executive **coaching** and the worldview of vipassana meditators: A heuristic inquiry." Dissertation Abstracts International: Section B: The Sciences and Engineering 67(5-B): 2864

This heuristic study investigated the experience of executive **coaching** when the coach has practiced vipassana, a Buddhist meditation practice, (commonly known as mindfulness meditation), for at least 10 years. Psychology and organizational development were explored as two theoretical roots for executive **coaching**. Coaches also bring a worldview to their **coaching**. This study explored the Dharma (the teachings of the Buddha) as one possible worldview for executive **coaching**. Following a personal heuristic inquiry, 90-minute face-to-face interviews were conducted with seven executive coaches from across the United States who had had a daily vipassana meditation practice for 10 to 23 years. Three coaches were female; four were male. Six were external coaches. One coach had a

full-time **coaching** practice; six provided organizational development consulting, or training in addition to executive **coaching**. The coaches came from diverse educational backgrounds including psychology, organizational development, business and education. Two had completed formal coach training. All but one had been **coaching** for at least five years. In the interview each coach was asked to describe his/her executive **coaching** practice, vipassana meditation practice and how the worldview of the Dharma was experienced in their executive **coaching**. The findings clustered into four themes: (1) The Practice: Mindfulness while **coaching**; (2) The View: Insights from the practice; (3) Living the View: Integrating the practice into work and life; and (4) Being the View. Theme one describes how coaches use mindfulness to center themselves before meeting the client, monitor their physical sensations during the conversation, and be a non-anxious presence. Theme two explains how meditation insights such as impermanence and interconnectedness create a worldview that shapes how the coach listens and intervenes. Living the View describes how the worldview is integrated into personal and work life. This cohort of coaches felt that **coaching** aligned with the Dharma. In theme four, coaches describe an increased ability to access their intuition and embody the Dharma worldview. The study concluded that long term vipassana meditation practice and the worldview of the Dharma supported these coaches in their work with executives. The practice of mindfulness strengthened their capacity to be present with an executive. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, .. **PhD**.

(2006) Brinkert, R. "Conflict **Coaching**: Advancing the Conflict Resolution Field by Developing an Individual Disputant Process." Conflict Resolution Quarterly 23(4): 517-528

The article provides a basic definition of conflict **coaching** and overviews the use of the "conflict" and "**coaching**" concepts within both the conflict resolution and executive **coaching** communities. The author proposes a comprehensive conflict **coaching** model and concludes with advantages of conflict **coaching** for the conflict resolution field. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2006) Browne, L. "Proposing a proximal principle between peer **coaching** and staff development as a driver for transformation." International Journal of Evidence Based **Coaching** and Mentoring Vol. 4, No. 1

This article reports on evaluation research undertaken in the United Kingdom on behalf of a consortium of leading edge educational providers engaged in delivering one strand of a Teaching and Learning National Transformation Programme for the Learning and Skills sector. The transformational programme is best described as having three enablers namely teaching and learning materials to support practitioners, network meetings and a professional training programme for nominated subject learning coaches. The main focus here is on the latter of the three enablers, although issues of material design and network facilitation well impact on the research outcomes and thus cannot be completely ignored. The aim of the Subject Learning Coaches' Professional Training Programme provides training in **coaching** alongside the opportunity for accreditation for those wanting to complete a number of set assignments. Drawing on evidence from a number of sources, namely questionnaire data, interviews, and content analysis of the work produced by participants, the research uses an adaptation of the Logic Model (Kellogg, 2004) to evaluate impact. The research was carried out at an early stage of programme delivery so measurements of impact need to be viewed in this light. The article explains the context for change, focuses on the theoretical debate underpinning subject **coaching**, and identifies some initial findings in relation to programme impact worthy of sharing with the research community. Initial evidence indicates that where there is individual and organisational commitment then the impact is perceived to be considerable. This impact not only relates to changes observed in staff it relates to impact which has permeated beyond those engaged in the professional development programme to reach learners, other staff in the organisation and in some cases whole institutions. The use of Peer **Coaching** as a model for change is proposed as one of the key drivers to inspire and motivate lecturers in this sector. International Journal of Evidence Based **Coaching** and Mentoring ., executive, survey. **Empirical**.

(2006) Butterworth, S., A. Linden, et al. "Effect of motivational interviewing-based health **coaching** on employees' physical and mental health status." Journal of Occupational Health Psychology 11(4): 358-365

Motivational Interviewing (MI) based health **coaching** is a relatively new behavioral intervention that has gained popularity in public health because of its ability to address multiple behaviors, health risks, and illness self-management. In this study, 276 employees at a medical center self-selected to participate in either a 3-month health **coaching** intervention or control group. The treatment group showed significant improvement in both SF-12 physical ( $p = .035$ ) and mental ( $p = .0001$ ) health status compared to controls. Because of concerns of selection bias, a matched case-control analysis was also performed, eliciting similar results. These findings suggest that MI-based health **coaching** is effective in improving both physical and mental health status in an occupational setting. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., health, between-subject study. **Empirical**.

(2006) Butwell, J. "Group supervision for coaches: is it worthwhile? A study of the process in a major professional organisation." International Journal of Evidence Based **Coaching** and Mentoring Vol. 4, No. 2

This study sought to understand whether supervision provides real value to coaches, by observing the experiences of group supervision for internal coaches in a professional organisation. All participants appreciated the networking, learning and support gained from supervision but the work valued most by them related to case presentation. Findings suggest that more could have been achieved in this area if the group's objectives, and possibly its supervisory model, had been set out in very clear terms at its inception, and if the group met more frequently. The author concludes that most of the benefits felt by participants could have been achieved in other ways, with the notable exception of the opportunity to discuss their cases, particularly their difficult cases and it is suggested that this aspect of the process should be the focus of the **coaching** profession. It is also suggested that large organisations using internal coaches should develop some standard best practice guidelines on the quality and quantity of continuing professional development and supervision for those coaches. International Journal of Evidence Based **Coaching** and Mentoring. , executive, survey. **Empirical**.

(2006) Carpenter, H. V. "Reconceptualizing communication competence: High performing coordinated communication competence, HPC 3. a three-dimensional view."

The evolution of scholarly thought about communication competence stalled for 20 years. The communication competence models are limited to one dimension of behavior performance in an episode. Executive coach practitioners need more robust models than are currently available, because executives need **coaching**: (a) in complex organizational or social situations, (b) in both micro and macro episodes, (c) across relationship longevity, and (d) across multiple cultures. My study includes a literature review, and a demonstration of two communication competence models in complex dialogues (Spitzberg & Hecht, 1984; Wiemann, 1977). A discussion includes: (a) low interrater reliability; (b) low competency scores; (c) macro versus micro perspectives; (d) complex meanings within conversations; (e) preconceived competent behavior; and (f) design implications. My study reconceptualizes communication competence as "high performing coordinated communication competence," HPC 3 . Rather than personal attributes, HPC 3 is: a process of persons coordinating the management of meaning through zones of proximal development resulting in one or more person's transformational learning of social skills and/or a level of consciousness. HPC 3 has three dimensions: coordination, consciousness, and afterlife. "Coordination" is the process of managing meanings with others (Pearce, 2005). "Consciousness" is the expansion of our mental capacity that results from coordination (Kegan, 1994). "Afterlife" describes the continued impact of interactions on people long after they occur. Afterlife may take form in untold, unheard, unknown stories, myths, or unconscious memories that affect behavior in any dimension, across one or more people. These three dimensions interplay and affect each other as fluid, organic processes any time communication occurs. People experience transformational learning thresholds in HPC 3 when one person collaborates with another in Zones of Proximal Development (ZPDs) (Mezirow & Associates, 2000; Vygotsky, 1978). My study identifies seven skills that facilitate HPC 3 . These skills include: (a) reflexivity; (b) gamemastery; (c) inspiring others to see their potential; (d) coaxing out stories; (e) self-narrative; (f) intuitive sense of timing; and (g) manipulating afterlife stories for future events. These skills are applied in three practical demonstrations: (a) looking "through" dialogue to explain what happens in complex social interactions; (b) in an executive **coaching** engagement; and (c) in a public speech. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , Executive, theory **PhD**.

(2006) Cavanagh, M. and S. Palmer "The theory, practice and research base of **Coaching** Psychology is developing at a fast pace." International Coaching Psychology Review 1(2): 5-7

This issue of International **Coaching** Psychology Review discusses the rapidly expanding field of **coaching** psychology. Some of the topics discussed in this issue are: the efficacy of cognitive behavioural techniques for performance enhancement within a non-clinical setting, such as those found in organisational environments; the self-presentation of commercial Australian life **coaching** schools; human resources (HR) professionals' perceptions of executive **coaching** and their views on efficacy, benefits and return on investment; principles and methods originally developed in the family therapy arena; evaluation of the **Coaching** Competence Self-Review (CCSR) online tool within an NHS leadership development program; the **coaching** journey in executive career derailment; and the practice and opinions of the membership of the British Psychological Society Special Group in **Coaching** Psychology (SGCP). (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , Executive, theory. **Article**.

(2006) Crawshaw, L. A. "**Coaching** abrasive executives: Exploring the use of empathy in constructing less destructive interpersonal management strategies." Crawshaw, Laura A.: Fielding Graduate U., US.

This study explores the theoretical bases of an empathically-grounded **coaching** method designed to help abrasive executives construct less destructive interpersonal management strategies. An abrasive executive is defined as any individual charged with managerial authority whose interpersonal behavior causes emotional distress in coworkers sufficient to disrupt organizational functioning. Cases of three abrasive executives coached in the use of empathy were analyzed in relation to socio.logical and psychoanalytic conceptualizations of threat, anxiety, and defense, as well as the construct of emotional management, drawn from emotional intelligence theory. This analysis and the explication of the **coaching** method was then integrated with findings from empathy research to construct a theory of **coaching** abrasive executives. Abrasive behavior is understood to be the executive's maladaptive defense against the threat of unconscious self-perceptions of inadequacy. Incessantly striving to demonstrate superior adequacy through

super-competence, perceived coworker incompetence is inaccurately interpreted and attacked as resistance to the SuperManager's quest for perfection. Executives were coached to use empathy (perception and accurate interpretation of behavior) to gain insight into the psychodynamics of their workplace interactions and the counterproductive consequences of an aggressive management style. This concept was conveyed through the interpretive lens of threat, anxiety, and defense encountered by the executive struggling for survival in an intensely competitive business environment. Insights gained by the executives were used to develop interpersonal management strategies reflecting increased emotional intelligence and decreased aggression. These findings stand in contrast to bullying and mobbing theories which hold that abrasive executive behavior is both intractable and malevolently motivated. Further research is needed to develop and demonstrate the effectiveness of interventions designed to reduce workplace suffering caused by abrasive executives. (PsycINFO Database Record (c) 2006 APA, all rights reserved). . PsycInfo. ., executive, case study. **Empirical.**

(2006) Dagley, G. "Human resources professionals' perceptions of executive **coaching**: Efficacy, benefits and return on investment." International Coaching Psychology Review 1(2): 34-44

Objectives: Human resources (HR) professionals represent a large and relatively untapped source of experiential knowledge about executive **coaching**. The purpose of the study was to record the perceptions of these HR professionals. Design: The study was a survey design. Methods: The practitioners completed structured interviews to elicit their perceptions of the overall efficacy of executive **coaching**, the specific benefits derived and drawbacks experienced from the programmes, their estimates of the cost/benefit of the programmes, and their interest in using executive **coaching** in the future. Results: As a group, the 17 participants were responsible for more than 1000 individual executive **coaching** programmes and \$15.4 million of expenditure on executive **coaching** in the preceding two years. The practitioners indicated strong support for the use of **coaching** in the future, and all rated their programmes as at least moderately successful. The practitioners also identified a large range of benefits for the individual executives and a smaller range for the organisations. The two most commonly expressed drawbacks were difficulty with executives making time for sessions and the expense of executive **coaching**. Although the practitioners indicated that benefits exceeded costs, only one practitioner indicated computing formal measurement of return on investment. Conclusions: Discussion included consideration of the pressure for more structured and measurable intervention approaches, and the influence such approaches may have on the efficacy of the programmes themselves. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey, self-report. **Empirical.**

(2006) Davison, M., & Gasiorowski, F. "The Trend of **Coaching**: Adler, the Literature, and Marketplace Would Agree." Journal of Individual Psychology 62(2), 188-201.

Personal and professional coaches provide a partnership with their clients to help them achieve desired outcomes and more rapidly navigate personal or professional developmental processes. The authors define **coaching**, discuss the similarities and differences between **coaching** and more traditional mental health services, and indicate that providing **coaching** is a viable way for Adlerian therapists and counselors to reach a wider range of clients, further develop their practices, and gain a greater control over their times and lives. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, relationship. **Article.**

(2006) Evers, W. J. G., A. Brouwers, et al. "A Quasi-experimental Study on Management **Coaching** Effectiveness." Consulting Psychology Journal: Practice & Research: 174-182.

**Coaching** has become an important managerial instrument of support. However, there is lack of research on its effectiveness. The authors conducted a quasi-experimental study to figure out whether **coaching** really leads to presupposed individual goals. Sixty managers of the federal government were divided in two groups: one group followed a **coaching** program, the other did not. Before the **coaching** program started (Time 1), self-efficacy beliefs and outcome expectancies were measured, linked to three central domains of functioning: setting one's own goals, acting in a balanced way and mindful living and working. Four months later (Time 2), the same variables were measured again. Results showed that the coached group scored significantly higher than the control group on two variables: outcome expectancies to act in a balanced way and self-efficacy beliefs to set one's own goals. Future examination might reveal whether **coaching** will also be effective among managers who work at different management levels, whether the effects found will be long-lasting, and whether subordinates experience differences in the way their manager functions before and after the **coaching**. BusinessSourcePremier. ., executive, between-subject design (quasi-experimental) **Empirical.**

(2006) Fillery-Travis, A. a. D. L. "Does **coaching** work or are we asking the wrong question?" International Coaching Psychology Review 1(1): 23-35.

Within the context of an expanding market for **coaching** in all its forms organisations are asking the questions 'Does **coaching** work?' They seek evidence of a return on investment. We argue within this paper that this is the wrong question. Before we can ask whether **coaching** works we must ask how is it being used, is a coherent framework of practice and finally is it perceived or quantified as being effective within that framework? We review the practitioner and academic literature as well as our own research to address each of these questions in turn. We posit a framework

of practice based upon the **coaching** agenda identify by coachee and coach within the contracting phase of the engagement. This encompasses the **coaching** mode and role as well as the supervisory relationships which exist. The research literature is then considered in the context of the framework. PsycInfo. ., executive, theory. **Article.**

(2006) Goldman, A. "Personality disorders in leaders: Implications of the DSM IV-TR in assessing dysfunctional organizations." Journal of Managerial Psychology 21(5): 392-414

Purpose: The aim of this paper is to assess highly toxic leaders and dysfunctional organizations as presented via management consulting and executive **coaching** assignments. Design/methodology/approach: The paper employs an action research approach via two participant observer case studies incorporating the DSM IV-TR: Diagnostic and Statistical Manual of Mental Disorders. Findings: The paper finds that the nexus of dysfunctional organizational systems may be located in "pre-existing" leadership pathologies. Research limitations/implications: First, additional research will be needed to confirm and extend the findings of individual pathologies in leaders to dysfunctional organizational systems; second, a closer look is necessary at the applicability of the DSM IV-TR to pathologies at the organizational level; third, due to the action research, case study approach utilized, there is somewhat limited generalizability; fourth, there are limitations re: the applicability of DSM IV-TR as an assessment tool for management researchers due to the necessity of training in clinical psychology. Practical implications: The importance of distinguishing personality disorders in leaders from toxic behaviors falling within a range of "normal pathology," and the ability to assess individual leadership pathology within organizational systems via the clinically trained usage of the DSM IV-TR; providing clinical assessment tools for reducing the number of misdiagnoses of leadership pathology in the workplace; encouraging collaboration between management and psychology researchers and practitioners. Originality/value: This paper fills a gap in the toxic organizations research by identifying personality disorders in leaders and providing an action research agenda for incorporating the DSM IV-TR as a means of extending the repertoire of assessment tools. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case studies **Empirical.**

(2006) Gooding, A. D. "Status, Change, and Future." Annals of the American Psychotherapy Assn 9(3): 25

Since the beginning of this column in 2002, **coaching** has evolved into areas that impact every facet of our lives. Previous columns have informed the reader that **coaching**, unlike psychotherapy, does not involve a thorough exploration of family history or traumatic events. **Coaching's** role is to help the client set goals, develop an action plan to achieve goals, and follow up and be supportive when the client requires support. One might argue that cognitive or rational-emotive therapy provides similar intervention. However, life **coaching** has the added advantages of requiring less training, offering a varied fee schedule based on both the duration and frequency of sessions, eliminating the stigmatization of anything mental, and currently being a hot topic. Although there continues to be misunderstandings and confusion with regards to the roles of coaches, psychotherapists, consultants, and career counselors, the future of **coaching** appears to be one of continuing growth. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., life, theory. **Article.**

(2006) Grant, A. M. and B. O'Hara "The self-presentation of commercial Australian life **coaching** schools: Cause for concern?" International Coaching Psychology Review 1(2): 21-33

Objectives: The study had four major objectives: (1) to identify the types of qualifications, certifications and accreditations offered by Australian life **coaching** schools; (2) to provide an overview of the advertised content and cost of life coach training courses; (3) to identify how life **coaching** schools differentiate between life **coaching** and mental health treatment; and (4) to explore the marketing statements made about courses, schools, owners and trainers. Design: This study employed a qualitative research design in which information on Australian life **coaching** school's were drawn from their websites. Emergent themes were coded and analyses conducted on the basis of those themes. Methods: Following an internet search, the emergence of broad categories and themes related to the aims of the study were documented, leading to the identification of a group of core categories and a final process of comparison between schools. Results: Of the 14 Australian life **coaching** schools identified, six claimed to be International Coach Federation accredited and five offered courses under the Australian Qualifications Framework. Cost for courses varied between A\$1070 and A\$9990. Nine of the 14 schools made no explicit distinction between life **coaching** and treatment for mental health issues, and one school stated that life **coaching** could be used to deal with anxiety-related problems. Self-promotional statements about teachers and owners varied greatly from claims of university affiliations to prior experience as a cordon bleu chef. The claims made as to the earning potential of life coaches were not unrealistic. Conclusions: In general, the self-promotional statements of the Australian life coach training industry were flamboyant but only a few were considered outrageous. Recommendations made include that schools become Registered Training Organisations, that students check the claimed accreditations, academic affiliations of schools, and validity of qualifications and credentialing, and that schools make explicit the distinctions and boundaries between mental health treatment and life **coaching**. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, survey. **Empirical.**

(2006) Gray, D. E. "Executive **Coaching**: Towards a Dynamic Alliance of Psychotherapy and Transformative Learning Processes." Management Learning 37(4): 475-497

**Coaching** is emerging as a major professional development and performance enhancement process. There are, however, few professional development programmes aimed at coaches themselves, and no internationally recognized qualification or professional standard. Much of the literature on **coaching** has been written by those with a human psychology perspective, and particularly psychotherapeutic approaches to support. Yet some psychotherapeutic processes assume longer term relationships between the coach and the coachee. Many businesses and managers themselves, however, seek focused solutions to immediate problems. This article offers adult learning theory, and specifically transformative learning, as an alternative or parallel theoretical model for underpinning the **coaching** processes. All coaches, however, need to be aware that the **coaching** process may open up deep-seated anxieties, some of which are more appropriately addressed by a psychotherapeutic approach. Hence, a dynamic network model of **coaching** is proposed, in which psychotherapists and non-therapists collaborate to facilitate their mutual professional **coaching** development, learning and support. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2006) Green, L., L. Oades, et al. "Cognitive-behavioral, solution-focused life **coaching**: Enhancing goal striving, well-being, and hope." The Journal of Positive Psychology 1(3): 142-149

Research is in its infancy in the newly emerging field of **coaching** psychology. This study examined the effects of a 10-week cognitive-behavioral, solution-focused life **coaching** group programme. Participants were randomly allocated to a life **coaching** group programme (n = 28) or a waitlist control group (n = 28). Participation in the life **coaching** group programme was associated with significant increases in goal striving, well-being and hope, with gains maintained up to 30 weeks later on some variables. Hope theory may explain such positive outcomes. Life **coaching** programmes that utilize evidence-based techniques may provide a framework for further research on psychological processes that occur in non-clinical populations who wish to make purposeful change and enhance their positive psychological functioning. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, between-subject design. **Empirical**.

(2006) Greenberg, L. "Emotion-Focused Therapy: A Synopsis." Journal of Contemporary Psychotherapy 36(2), 87-93

The basic principles of an emotion-focused approach to therapy (EFT) are presented. In this view, emotion is seen as foundational in the construction of the self and is a key determinant of self-organization. As well as simply having emotion, people also live in a constant process of making sense of their emotions. Personal meaning emerges by the self-organization and explication of one's own emotional experience, and optimal adaptation involves an integration of reason and emotion. In EFT, distinctions between different types of emotion (i.e., primary versus secondary, adaptive versus maladaptive) provide therapists with a map for differential intervention. Therapists are viewed as emotion coaches who help people become aware of, accept, and make sense of their emotional experience. Four major empirically supported principles of emotion awareness, emotion regulation, emotion transformation and reflection on emotion guide emotion **coaching** and serve as the goals of treatment. A case example illustrates how the principles of EFT helped a young woman to overcome her core maladaptive fears and mobilize her ability to protect herself. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article**.

(2006) Grezernkovsky, U. "Happiness is the cure: Self-improvement and authenticity in contemporary American life. ." Dissertation Abstracts International Section A: Humanities and Social Sciences. Vol 67(4-A), 2006, pp. 1411.

Happiness holds a privileged place in the American imaginary. This dissertation addresses the subject of happiness---defined as personal fulfillment---in the discourse, practice, and ethics of contemporary American life. Based on ethnographic fieldwork in a number of self-improvement sites, I address the cultural narratives that compel people to discover themselves, fulfill their human potential, and establish a healthy sense of esteem. The aspirational construction of happiness raises a set of historical questions about what constitutes the normal and the pathological. I approach this problem through the divergent therapeutics of William James and Sigmund Freud, before happiness became the normative category within psychology. I proceed to demonstrate how the self-fulfillment model of happiness has eclipsed the political origins of "the pursuit of happiness." Today, Jefferson's celebrated phrase is continually invoked as a guarantee of personal freedom. Against the paradigmatic ascendancy of self-actualization, I conduct in-depth anthropological analyses of three case-studies where personal happiness is a primary cultural obligation. I explore the therapeutic rhetoric of self-esteem to illustrate my claim that self-improvement is a principal demand of neoliberal societies. The new field of life **coaching**, which combines entrepreneurial and cognitive techniques of positive thinking, allows me to address the contradictory claims of instrumental success alongside the ethos of an authentic self. Lastly, I explore a motivational workshop as form of "deep play" that exemplifies the self-fulfillment beliefs and practices of American society. In proposing that happiness is the only acceptable "choice," the dissertation primarily attends to the positive narratives of this ethos. At the same time, I remain attentive to the cultural doppelganger of anxiety that mirrors normativity. In the concluding remarks, I suggest that parody is capable of articulating this other, more skeptical America. (PsycINFO Database Record (c) 2007 APA, all rights reserved). PsycInfo. ., life, case studies. **PhD**.

(2006) Gyllensten, K. a. S. P. "Experiences of **coaching** and stress in the workplace: An Interpretative Phenomenological Analysis" International Coaching Psychology Review 1(1): 86-98.

Objectives: This paper will present the findings from a qualitative study exploring experiences of workplace **coaching**. Design: The study adopted a qualitative design. Semi-structured interviews were used and the method of analysis was Interpretative Phenomenological Analysis (Smith, Jaraman & Osborn, 1999). Methods: Two large organisations participated and nine individuals, who had taken part in **coaching**, were interviewed. The interviews focused on the participants' experiences of **coaching**, and one of the topics investigated was **coaching** and stress. Results: 'Management of Stress' was identified as a main theme which, in turn, comprised of a number of sub-themes. According to these sub-themes **coaching** had helped the participants to reduce stress indirectly, to cope with stressful situations, and was a resource that the participants would consider using in the future. Moreover, **coaching** also had the potential to cause stress. Conclusions: It was concluded that **coaching** could help to reduce stress indirectly and help individuals to cope with stressful situations. However, as **coaching** also had the potential to cause stress it was suggested that it was important that coaches clearly explain what can be expected from **coaching**. In addition, limitations with the study were discussed. *PsycInfo*. ., executive, case studies, outcome. **Empirical**.

(2006) Hamlin, R. G., A. D. Ellinger, et al. "**Coaching** at the heart of managerial effectiveness: A cross-cultural study of managerial behaviours." Human Resource Development International: 305-331.

The concept of managers and managerial leaders assuming the developmental role of **coaching** has gained considerable attention in recent years as organizations seek to leverage learning by creating infrastructures that foster employee learning and development. However, despite the increasing focus on managerial **coaching** and the many contentions that **coaching** is an essential feature of really effective management, the literature remains predominantly practice-based and atheoretical. The present study attempts to address this lack of a sound and sufficient empirical base by presenting the results of a cross-cultural comparison of the empirical findings from several previous 'managerial **coaching** effectiveness' and 'managerial and leadership effectiveness' studies completed by the authors in their three respective countries. Its specific aim is to demonstrate empirically the extent to which being an effective coach is an essential feature of being an effective manager and/or managerial leader.. *BusinessSourcePremier*. ., executive, meta analysis **Empirical**.

(2006) Handin, K. and J. S. Steinwedel "Developing global leaders: Executive **coaching** targets cross-cultural competencies." Global Business & Organizational Excellence: 18-28.

Leaders working with colleagues from other cultures or heading multicultural teams may find themselves stymied by their own apparent ineffectiveness and bewildered by the reactions of others. A new model of executive **coaching** can help individuals transform lifelong conditioning and personal assumptions into new beliefs and behaviors needed for cross-cultural collaboration and leadership. The coachee draws on three core ethnocultural values and behaviors—curiosity, cultivation, and collaboration—and uses communication skills and reflection techniques to delve beneath the surface of each situation. Through self-awareness and appreciation for others, the coachee becomes a leader who can deftly navigate cultural differences to build rewarding and productive relationships. © 2006 Wiley Periodicals, Inc. *BusinessSourcePremier*. ., executive, theory **Article**.

(2006) Harding, C. "Using the Multiple Intelligences as a learning intervention: a model for **coaching** and mentoring?" International Journal of Evidence Based Coaching and Mentoring Vol. 4, No. 2

The purpose of this study was to explore the ways in which Gardner's Multiple Intelligences (MI) could be incorporated into a model for **coaching** and mentoring. The research was conducted through a qualitative study using Action Research. Six coach-mentors worked with six learners and devised interventions to emphasise the MI through the **coaching**-mentoring process in a variety of contexts. Both the impact on the progress of the learners and the impact on the practice of the coach-mentors were analysed. The study concluded by acknowledging that in emphasising a range of MI during the **coaching**-mentoring process learners were stimulated to progress their learning. The discipline of aiming to use all of the MI encouraged the coach-mentors to take risks in designing experiential interventions. The creation of a MI Model and a MI Toolbox for **Coaching** and Mentoring gave coach-mentors a structure in which to work and a language for discussing and developing their work. The Model and Toolbox exist as tangible outcomes of the study. *International Journal of Evidence Based Coaching and Mentoring*. ., executive, within-subject study. **Empirical**.

(2006) Henochowicz, S., & Hetherington, D. "Leadership **coaching** in health care." Leadership & Organization Development Journal 27(3), 183-189.

Purpose: Medicine is undergoing dramatic changes that will alter its basic organizational structure. The integration of evidence-based medicine, patient centered care, and the electronic medical record into medical practice will necessitate innovative approaches to management. Design/methodology/approach: A review of the literature was undertaken to assess the current state of leadership **coaching** for physicians and non-medical health care leaders. Different models of leadership **coaching** are described and examined. Findings: Leadership **coaching** has been an underutilized resource in health care executive training. The use of **coaching** methods has been of great utility for physician and non-medical managerial leadership. Health care leaders will need to develop interpersonal and

emotional intelligence competencies in order to successfully run increasingly complex organizations.

Originality/value: To encourage further quantitative studies of **coaching** in the health care field. Such studies would be significantly helpful in elucidating those approaches to **coaching** that yield the best results. Encouraging the greater use of leadership **coaching** by medical executives can be of potentially important benefit to the successful operation of their institutions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., health, theory. **Article**.

(2006) Heslin, P. A., Vandewalle, D., & Latham, G. P. "Keen to help? Managers' implicit person theories and their subsequent employee **coaching**." Personnel Psychology 59(4), 871-902.

Although **coaching** can facilitate employee development and performance, the stark reality is that managers often differ substantially in their inclination to coach their subordinates. To address this issue, we draw from and build upon a body of social psychology research that finds that implicit person theories (IPTs) about the malleability of personal attributes (e.g., personality and ability) affect one's willingness to help others. Specifically, individuals holding an "entity theory" that human attributes are innate and unalterable are disinclined to invest in helping others to develop and improve, relative to individuals who hold the "incremental theory" that personal attributes can be developed. Three studies examined how managers' IPTs influence the extent of their employee **coaching**. First, a longitudinal field study found that managers' IPTs predicted employee evaluations of their subsequent employee **coaching**. This finding was replicated in a second field study. Third, an experimental study found that using self-persuasion principles to induce incremental IPTs increased entity theorist managers' willingness to coach a poor performing employee, as well as the quantity and quality of their performance improvement suggestions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article**.

(2006) Hieker, C. and C. Huffington "Reflexive questions in a **coaching** psychology context." International Coaching Psychology Review 1(2): 46-55.

Asking the right questions at the right time is an essential tool of **coaching** psychology so as to generate self-awareness in the coachee as well as a sense of responsibility and the will to make a change. In this article, building on principles and methods originally developed in the family therapy arena, the authors show how reflexive questions can be used in **coaching** psychology. The target group for this article is, therefore, **coaching** psychologists and executive coaches in general who want to enhance their skills in asking effective questions. By applying Tomm's taxonomy of questions (Tomm, 1967, 1988) to Dilts' model of change (Dilts, 1996), the authors bring together theories from systemic therapy with a change management framework based on neurolinguistic programming. The deliberate and perhaps provocative combination of two different approaches derived from the therapy field might be especially useful for **coaching** psychologists who are involved in change processes in organisations and who are open to applying new ideas to their practice. PsycInfo ., executive, theory. **Article**.

(2006) Howard, A. "Positive and negative emotional attractors and intentional change." Journal of Management Development 25(7): 657-670

Purpose: The purpose of this paper is to explore the process by which individual change occurs.

Design/methodology/approach: This conceptual paper presents the intentional change theory (ICT) perspective on the role of positive and negative emotion in individual level intentional change. Existing emotion research is reviewed to provide a framework for discussion. Findings: ICT offers a new understanding on the role of positive and negative emotion in the process of intentional change. The positive emotional attractor (PEA) triggers constructive cognitive and physiological responses that enhance an individual's motivation, effort, optimism, flexibility, creative thinking, resilience and other adaptive behaviors. The negative emotional attractor (NEA) triggers another process by calling attention to current social and environmental stressors that may compromise an individual's effectiveness. While both emotional attractors play an important role in intentional change, it is critically important to leverage the beneficial effects of PEA arousal. Practical implications: Through thorough understanding of the PEA and NEA **coaching** and other ways of helping adults change can be enhanced. ICT is currently used worldwide in MBA classrooms, executive education programs and executive **coaching** contexts. Research on the impact of positive and negative emotion in intentional change can enhance these practice applications. Originality/value: To date, no one has conceptualized the PEA and NEA in this manner. This proposes an enhancement of the previously developed notions of the value of positive emotion and positivity. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., Executive, theory. **Article**.

(2006) Hultman, K. "Leadership As Genuine Giving." Organization Development Journal 24(1), 41-56.

An ancient proverb says, "All that is not given is lost." Leadership, like all other aspects of life, involves both give and take. There are different types of taking and giving, however, and some are much more effective than others in supporting visionary leadership. This article defines nine types of taking and giving, and argues that leaders possessing the qualities of Genuine Giver offer the best hope for the future. A **coaching** process designed to help leaders increase their effectiveness in relationships is offered. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article**.

(2006) Jones, G. and K. Spooner "Coaching High Achievers." Consulting Psychology Journal: Practice & Research: 40-50. This investigation used semistructured interviews with coaches (n = 7) and high achievers (n = 14) from business and sports to identify common characteristics of high achievers that are important to take into account when **coaching** them, **coaching** needs of high achievers, and key implications for the practice of **coaching** high achievers. Content analysis grouped the data into themes. Findings suggest that a "one-size-fits-all" approach to **coaching** may be inappropriate and a number of factors need to be taken into account when **coaching** high achievers. Of fundamental importance is the need to establish a **coaching** relationship built on trust and mutual respect. The impact of the **coaching** is determined by a number of factors, including the coach being challenging, flexible, and adding value quickly. BusinessSourcePremier. ., executive, case studies **Empirical**.

(2006) Jones, R. A., A. E. Rafferty, et al. "The executive **coaching** trend: Towards more flexible executives." Leadership & Organization Development Journal 27(7): 584-596

Purpose: This paper proposes to investigate the influence of executive **coaching** on managerial flexibility in order to build a stronger theoretical and empirical basis for executive **coaching** research. Design/methodology/approach: A repeated measures design was adopted. About 11 leaders participated in a leadership development program and received executive **coaching** over a three-month period. Leaders were surveyed prior to **coaching**, during **coaching**, and post **coaching**. Findings: Repeated measures analysis revealed that self-reported managerial flexibility increased throughout the duration of executive **coaching**. Research limitations/implications: This exploratory study provides initial support for the argument that executive **coaching** positively impacts on managerial flexibility. Several areas for future research are discussed including examining the influence of executive **coaching** on the dimensions of managerial flexibility. Originality/value: This study provides a detailed overview of how to develop an executive **coaching** program and empirically tested the effects of executive **coaching** on executives' flexibility. A number of areas for future research were identified. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, within-subject, self-report. **Empirical**.

(2006) Joseph, S. "Person-centred **coaching** psychology: A meta-theoretical perspective " International Coaching Psychology Review 1(1): 47-54.

**Coaching** psychology provides a new professional arena for thinking about psychological practice. Many will recognise the ethos of **coaching** psychology as different from the medical model and many **coaching** psychologists would not recognise a description of the profession as grounded in the medical model. It will be argued, however, that because **coaching** psychology has emerged in relation to other professional branches of psychology which do adopt the medical model, it has as a consequence implicitly adopted the values of the medical model. The implication of the medical model is the view that we ourselves are the expert on our client's life. This stands in contrast to the person-centred model view which is that our client is their own best expert. It will be argued that **coaching** psychology should reject the medical model and instead adopt the person-centred meta-theoretical perspective. PsycInfo. ., executive, industry. **Article**.

(2006) Kanne, D. W. "Emotional intelligence and the transformational learning journey of 30 senior pastors who participated in lead. ." Dissertation Abstracts International Section A: Humanities and Social Sciences. Vol 66(8-A), 2006, pp. 2962.

This research examined the relationship between emotional intelligence and meaning making, marital friendship, and transformational leadership among 30 senior pastors who participated in a feedback-intensive leadership development experience called LEAD (Leadership Evaluation And Development). In addition, the study examined the relationship of emotional intelligence and the level of impact of LEAD. The study was built on previous research in the areas of transformational leadership, transformational teaming, emotional intelligence, pastoral studies, and **coaching**. This research used the following instruments: Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer & Caruso, 2001), Kegan and Lahey's (1984) Subject-Object Interview, Gottman's (2002) Marital Friendship Questionnaire, and the Multifactor Leadership Questionnaire 5X (Bass & Avolio, 1995). This study demonstrated that emotional intelligence is linked to developing more advanced meaning structures. The study also found a link between emotional intelligence and two subscales of marital friendship: (a) fondness and admiration and (b) turning towards, turning away. Emotional intelligence and fondness and admiration were inversely related, the opposite of one hypothesis. The study also found a link between emotional intelligence and one subscale of transformational leadership: individualized consideration. When **coaching** was factored into the examination, however, existing relationships were strengthened. In addition, two additional subscales of transformational leadership (idealized influence-attributed and idealized influence-behavioral) were linked to emotional intelligence. Emotional intelligence was also inversely linked to the level of impact of LEAD, the opposite again of what was hypothesized. (PsycINFO Database Record (c) 2006 APA, all rights reserved). . PsycInfo. ., executive, survey. **PhD**.

(2006) Karp, H. B., & Handlon, J. E. "Greasing the Squeaky Wheel: A Gestalt Perspective to Problem Behavioral Patterns." Gestalt Review. 10(3), 249-259.

Problem behavioral patterns are seen much more as a set of learned behaviors and/or expectations of others than they are inborn traits and unconscious characteristics. The problem behavior pattern is presented as a default means to protect oneself from external threat, particularly during the process of **coaching** or counseling. Five categories of

fixed Gestalt patterns are presented and characterized based on the individual's energy level or need for dominance. Perspectives and tactics, originating in the Gestalt theory base, are suggested for assisting coaches and counselors in dealing more effectively with each pattern. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article.**

(2006) Ladyshevsky, R. K. "Peer **coaching**: A constructivist methodology for enhancing critical thinking in postgraduate business education." Higher Education Research & Development 25(1), 67-84.

Peer **coaching** (PC) is one experiential learning method that can be used to enhance the depth of learning in managerial education. The paper explores the concept of peer **coaching**, and reports on the experiences of 43 students who participated in a PC program as part of their postgraduate management education. Powerful learning effects are reported by participants, and characteristics for successful PC relationships are examined. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article.**

(2006) Laske, O. "From Coach Training to Coach Education: Teaching **Coaching** within a Comprehensively Evidence Based Framework." International Journal of Evidence Based **Coaching** and Mentoring Vol. 4, No. 1

This paper outlines the conceptual framework for coach education used at the Interdevelopmental Institute (IDM) that focuses on changes in adult cognition and social-emotional capability. The framework derives from research by Piaget, his followers in the Kohlberg School at Harvard University, and the Frankfurt School (Critical Theory). In the framework **coaching** is seen as a way of changing other minds by way of consulting to clients' mental process (process consultation). Material for **coaching** is found in the documented tendency of adult learners, coaches and clients alike, to embrace ever more sophisticated thought forms that aid them in dealing with the complexity of real life issues. The author argues that research-based coach education should supersede coach training by strengthening capabilities grounded in the cognitive and social-emotional development of adult learners. Opening and changing minds is seen as a precondition of bringing about lasting behavioural change in others, and thereby improving performance, not only in **coaching** but in coach education as well. The timeliness of the developmental approach to educating coaches lies in the fact that coach training is presently in a transition to adopting more research-based foundations. However, in the successful coach training organisations now vying for survival, these foundations are being introduced ad hoc and eclectically since they were not initially considered. By contrast, new programmes are needed that, from the outset, are grounded in research findings like the one presented here. International Journal of Evidence Based **Coaching** and Mentoring. ., education, theory. **Article.**

(2006) Law, H., S. Ireland, et al. "Evaluation of the **Coaching** Competence Self-Review online tool within an NHS leadership development programme." International **Coaching** Psychology Review 1(2): 56-67.

Objectives: The objectives of this case study were to: (1) develop a Universal Integrated Framework (UIF) of **coaching**; and (2) evaluate its effectiveness in terms of its impact upon the participants and the organisations. Design: 49 participants assessed themselves on **coaching** indicators using the online CCSR tool as part of a leadership development programme within the National Health Services (NHS) in UK. The tool consisted of four dimensions (Personal, Social, Cultural, and Professional) and 18 elements with 110 questions. Methods: The tool was evaluated using linear regression and analyses of variance, supplemented with qualitative review as part of triangulation process. Results: Statistical analyses indicated that the **Coaching**/mentoring competence was predicted by Personal competence. The competence increased with age/life experience. There were no differences in competence scores between male and female participants. Personal and Social and Social and Cross-Cultural competences were co-related. Black participants seemed to benefit from the cross-cultural dimension framework as they scored significantly higher than White participants. Asian participants scored somewhere in between the two categories. Conclusions: The results supported the underpinning **coaching** philosophy that was advocated that in order for the framework to be universal (non-biased), it was important to include a cross-cultural dimension within the core **coaching** and mentoring competence. It was recommended that future research should aim to explore the validity of the individual elements of the CCSR using a larger sample size. PsycInfo. ., executive, case studies. **Empirical.**

(2006) Libri, V. and T. Kemp "Assessing the efficacy of a cognitive behavioural executive **coaching** programme." International **Coaching** Psychology Review 1(2): 9-18

Objectives: Cognitive behavioural techniques have been the mainstay of psychological treatment for many psychologists in clinical practice. However, there is little known in relation to the efficacy of cognitive behavioural techniques for performance enhancement within a non-clinical setting, such as those found in organisational environments. The present study examined the effects of a cognitive behavioural based executive **coaching** intervention for a finance sales executive. Design: A within subject, ABAB single case design was utilised in this study. Methods: The participant was a 30 year-old Australian male, employed as a full-time finance sales executive. Each phase of the single case design had a duration of three weeks. Follow-up measures were taken at six months (week 36) and at 18 months (week 88) after the conclusion of the intervention. Results: It was shown that a cognitive behavioural executive **coaching** programme enhanced a 30-year-old Australian male finance executive's sales performance, core self-evaluation, and global self-ratings of performance following his participation in an executive **coaching** intervention. Conclusions: The present study suggests that executive coaches should consider incorporating

cognitive behavioural techniques into their **coaching** programmes. Further research into executive **coaching** models, approaches and outcomes, is needed, particularly by academics within the field of organisational psychology. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, within-subject, performance, self-report. **Empirical**.

(2006) Linley, P. A. a. S. H. "Strengths **Coaching**: A potential-guided approach to **coaching** psychology." International Coaching Psychology Review 1(1): 37-46.

As unlikely as it might seem, strengths have been a much neglected topic in psychology until relatively recently. In this article, we provide an historical context for the study of psychological strengths before going on to consider three approaches to understanding strengths. We locate a psychological understanding of strengths in the context of an assumption about human nature that is characterised by a constructive developmental tendency within people, showing how this assumption is consistent with theory and research about psychological strengths, and how it is consistent with the theoretical approach of **coaching** psychology. We then begin to examine what strengths **coaching** might look like in practice, together with considering some caveats and future research directions for the strengths **coaching** approach. PsycInfo. ., executive, theory. **Article**.

(2006) Longhurst, L. "The 'Aha' moment in co-active **coaching** and its effects on belief and behavioural changes." International Journal of Evidence Based Coaching and Mentoring 4(2): 61-73

Life **coaching** lacks a clear ontology of its range and depth. What is clear though is that people seek life **coaching** to make changes in their lives. One kind of change is frequently demonstrated in Gestalt psychology: when looking at a picture, perception dictates what you see as 'figure' and what as 'ground' and it is not possible to see both simultaneously. Then a 'switch' happens and the perception of figure and ground reverses, resulting in an 'Aha' moment. In this research I was interested to explore whether the psychological 'Aha' moment is fundamental to the transformational change sought by the 'Co-Active' model of life **coaching** (Whitworth et al, 1998). A phenomenological methodology was used that reduced first-person accounts to common themes through a grounded theory analysis. Co-Active coaches gathered data from client participants: diaries captured the lived experience of the Aha moment, and questionnaires and interviews conveyed the lingering effects of the moment on beliefs and behaviour. Each phase—diaries, questionnaires and interviews, informed the next. Findings reveal that the 'Aha' moment is experienced somatically and emotionally as well as cognitively, with the striking of many chords across a spectrum of consciousness from body, to mind, to soul, to spirit (Wilber 1989). The more chords it strikes, the greater the resonance and degree of cognitive and behavioural change. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, survey. **Empirical**.

(2006) Megginson, D. and D. Clutterbuck "Creating a **coaching** culture." Industrial & Commercial Training: 232-237.

Purpose — This paper aims to summarise the author's recent research into what is involved in creating a **coaching** culture. Design/methodology/approach — Based on a series of organisation cases six dimensions are identified and four sub-dimensions within each, and an instrument is developed that assesses the level of development of organisations across these dimensions. More work remains to be done in validating the instrument, but it has already been found to provide a framework for consideration of the issues in creating a **coaching** culture in a number of international organisations. Findings — The study finds that addressing the organisational dimension by exploring the agenda for creating a **coaching** culture is one way to direct attention and energy towards the business benefits. The fuller findings of this study are published as in Making **Coaching** Work: Creating a **Coaching** Culture. Practical implications — The article provides an agenda for practitioners — both business leaders and development advisors, and also offers a framework for future research. Originality/value — This article seeks to highlight the paucity of previous research in this area and to outline what can be done in practice to enhance the impact of **coaching** so that it affects the organisation culture, not simply the behaviour of individual managers. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, theory **Article**.

(2006) Murphy, T. P. "Judgment: The Foundation of Professional Success." Consulting Psychology Journal: Practice and Research 58(4), 185-194.

Lists of core competencies or critical capabilities are popular and plentiful. This article makes the case that a single core competency or critical capability accounts for professional success: the exercise of judgment. Judgment is the critical determinant of the quality of professional decisions, actions, and evaluations. Practical models of judgment are presented. The elements and dynamics of judgment are detailed. Individual, group, and organization implications are explored. **Coaching** and consulting interventions are explained. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article**.

(2006) Navalta, C. P., Goldstein, J., Ruegg, L., Perna, D. A., & Frazier, J. A. "Integrating Treatment and Education for Mood Disorders: An Adolescent Case Report." Clinical Child Psychology and Psychiatry 11(4), 555-568.

This case study illustrates one successful outcome of an intensive, outpatient, treatment project for adolescents with mood disorders. An 18-year-old female with symptoms across several DSM-IV Axis I classifications, including a depressive disorder, and her parents participated in a year-long, multimodal intervention that included mood-focused

psychoeducation and **coaching** designed to impact on her, her family, school, and community systems. Self-report, clinician-driven, and ecologically valid measures were used to assess treatment effects on psychiatric symptoms and psychosocial functioning. Results on the Child and Adolescent Functional Assessment Scale demonstrated considerable gains in the following areas: Home, school/work, social behavior, self-harm, thinking/communication, and substance use. During the intervention, she went from failing several of her classes to graduating from high school. In addition, she made the Honours' List in her first semester at a local community college. A discussion of intervention pluses and pitfalls specific to the case highlight the necessity to influence the various spheres of the young person's life. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., health, case study. **Empirical.**

(2006) Olsen, C. M. "Potential **coaching** clients and their perceptions of helpful **coaching** behaviors: A Q-methodological study." Dissertation Abstracts International: Section B: The Sciences and Engineering 66(7-B): 3985

The purpose of this research study was to investigate the perceptions of middle managers, in a multimedia corporation, regarding their perceptions of helpful **coaching** behaviors. To date, much of the literature concerning executive **coaching** has focused on the coach as expert, with a structured format. Based in modernist thought, this approach stresses the use of objective data and the expertise of the coach to assess for and plan intervention. Another perspective, based in postmodern thought, embraces the concepts of subjective experience and multiple realities. This research explored the perceived deficit of knowledge regarding potential coachees' beliefs of helpful **coaching** behaviors. Q Methodology, chosen to provide the framework for studying subjective data, is a process that examines relationships among people. Phase I of the study began with interviewing nine middle managers, in the multimedia corporation, regarding their perceptions of helpful **coaching** behaviors. From the interviews and related literature, 47 items were constructed and were used as the Q sort items in Phase II of data collection. To complete the Q sorts, 47 middle managers, in the same multimedia corporation, volunteered to rate their perceptions of helpful **coaching** behaviors. The 47 items were sorted, on a continuum of least (-4) to most (+4) helpful, with 0 considered to be neutral. The 47 Q sorts were correlated, factor analyzed, and their factor scores computed using the PQ Method 2.11 computer program (Schmolck & Atkinson, 2000). Five factors emerged, respectively presented, with the following themes for preferences in **coaching**: directive, collaborative, pragmatic, integrative, and facilitative. Individuals on two factors preferred a Modernist approach of the more traditional, direct, and company-oriented **coaching**. Individuals on the other three factors indicated postmodern preferences based on collaborative- or facilitative-based **coaching** techniques. The results of the study suggest that preferences for a variety of **coaching** styles exist, and further research within different corporate cultures is recommended. The data-evidenced facilitative and collaborative preferences for **coaching** may suggest a role for counseling in the executive **coaching** field. However, as postmodern thought upholds the value of multiple realities, this is but one possibility among many regarding **coaching** preferences. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, survey, validated. **PhD.**

(2006) Orenstein, R. L. "Measuring executive **coaching** efficacy? The answer was right here all the time." Consulting Psychology Journal: Practice and Research 58(2): 106-116

This article demonstrates that executive **coaching** efficacy can be measured empirically. It describes the application of C. P. Alderfer's & L. D. Brown's (1972) "Empathic Organic Questionnaire" to executive **coaching** by summarizing a case in which it was adapted and utilized, by detailing the instrument's construction and administration, and by reporting the results of paired sample t tests of 40 items rated by 20 respondents representing a diverse sample of the client's organization. The findings support the hypothesis that the **coaching** client would be rated as changing most the behaviors directly related to stated **coaching** objectives; next, behaviors indirectly related to objectives, and least, behaviors not addressed in **coaching**. It concludes by considering the inextricability of sound practice and sound measurement. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2006) Palmer, S. a. A. W. "The **coaching** psychology movement and its development within the British Psychological Society." International Coaching Psychology Review 1(1): 5-10

To many members of the British Psychological Society (BPS) it may appear that the BPS Special Group in **Coaching** Psychology (SGCP) has come from nowhere to somewhere in a short space of time. It held its inaugural meeting on 15 December 2004 and by March 2005, it had become the third largest BPS subsystem with over 1600 Founder Members and by December 2005, it had almost 2000 members. Its path through the BPS bureaucracy helped to shape it into an inclusive branch of applied psychology. This paper will cover the history of the **coaching** psychology movement within the BPS. PsycInfo. ., executive, industry. **Article.**

(2006) Parker-Wilkins, V. "Business impact of executive **coaching**: demonstrating monetary value." Industrial & Commercial Training 38: 122-127.

Purpose — The purpose of this paper is to increase understanding of the business impact of executive **coaching** and enhance the utilization of **coaching** throughout the firm. Design/methodology/approach — The ROI study consisted of a three-step process: understand the business value expected by the firm's senior leadership; document what staff

have learned from **coaching**; explore how staff applied what they learned from **coaching** to create intangible and monetary value for the business. Findings — After the effects of **coaching** were isolated: monetary benefits were discounted by the isolation (interviewees were asked how much of the value did they attribute directly to their **coaching** experience) and error percentages; two extreme values were eliminated from the analysis, each totaling over half a million dollars; all monetary benefits were reduced by an additional 50 percent to ensure a conservative set of monetary benefits; **coaching** produced intangible and monetary benefits for seven out of eight business impact areas; and ROI of \$3,268,325 (689 percent) Practical implications — Attaining business benefits requires taking a more proactive stance in how **coaching** is managed: ongoing measurement of the value of **coaching** should be linked to the achievement of specific business objectives and value propositions set by Booz Allen officers; periodic reviews of progress and business outcomes will suggest ways to increase business value and meet senior leader expectations. Originality/value — Provides leaders of executive development programs with an approach to assess the monetary value of executive **coaching**. . BusinessSourcePremier. ., executive, survey **Empirical**.

(2006) Peel, D. "An Analysis of the Impact of SME Organisational Culture on **Coaching** and Mentoring." International Journal of Evidence Based **Coaching** and Mentoring Vol. 4, No. 1

This paper explores the relationship between small and medium sized enterprise (SME) organisational culture and its impact on **coaching** and mentoring through the use of a case study methodology. The impact of culture as a phenomenon and the significance of SMEs themselves is significant. Existing literature is used to focus the correlation between organisational cultures and performance, culture change and strategy development and deployment in order to argue that this phenomenon is omnipresent and impacts on every aspect of an organisation's existence. The research draws on data that seeks to test the existence of organisational culture within SMEs. It then examines how respondents within SME organisations identify and articulate the impact of that culture. In conclusion this study provides the opportunity for respondents to identify any correlation between organisational culture and **coaching**/mentoring that they are aware of. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, case study. **Empirical**.

(2006) Rupp, D. E., Baldwin, A., & Bashshur, M. "Using Developmental Assessment Centers to Foster Workplace Fairness." Psychologist-Manager Journal 9(2), 145-170.

Developmental assessment centers (DACs) have become a popular means for providing **coaching**, feedback, and experiential learning opportunities for managers. Typically, these programs focus on traditional leadership competencies such as communication, problem solving, and conflict management. The purpose of this article is to encourage psychologist-managers to consider the DAC method for fostering development in the area of fairness. After reviewing the DAC method, we discuss the concept of organizational justice (fairness) and its impact on employee attitudes and performance. We then provide an illustration of how a DAC program to develop fairness skills might be designed and implemented. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article**.

(2006) Seamons, B. L. "The most effective factors in executive **coaching** engagements according to the coach, the client, and the client's boss." Dissertation Abstracts International: Section B: The Sciences and Engineering 67(1-B): 588

A qualitative interview method was employed to examine the most important component parts in an executive **coaching** intervention. Eight cases were surveyed by telephone, each one asking the coach, the client (person being coached, or coachee) and the client's boss what their view was as to why the **coaching** experience was successful. The interview data was coded according to themes present in the literature (Gegner, 1997; Hall; Kilburg, 2001; Otazo & Hollenbeck, 1999; Sztucinski, 2002). The responses showed that the support of the client's boss was the single most important factor leading to **coaching** success in these cases. Bosses are involved in the **coaching** through three way meetings with the coach and client, through regular updates with the coach, and through giving feedback to the client through the course of the **coaching** engagement. Further cross-case agreement was present on the following factors: client adherence (the client's willingness to engage in **coaching**), insight through feedback, coach/client relationship, and reflective/developmental space provided (a non-threatening, open atmosphere which encourages growth). Coaches reported client Adherence as the most important component part of executive **coaching**. Clients suggested the support of boss, reflective/developmental space provided, and coach challenges client were the most important factors. Bosses suggested support of boss, insight through feedback, client adherence, and **coaching** shows an investment in the client were the most important factors. Within case agreement varied considerably. Each case had between two and five component parts unanimously reported by the coach, client and boss within the case. The perceived value of the **coaching** relative to **coaching** fees was also validated. Over 87% of the participants felt the **coaching** was of value when considered against the fees. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, self-report. **PhD**.

(2006) Spence, G. B., M. J. Cavanagh, Grant, A.M. "Duty of care in an unregulated industry: Initial findings on the diversity and practices of Australian coaches " International **Coaching** Psychology Review 1(1): 71-85.

Little has been reported about the skills, experience and training of coaches in the Australian context, yet these are critical factors in the ethical practice of **coaching**. Previous research and experience suggests that formal coach

training varies considerably in terms of curricula and quality. At the same time, data is emerging that suggests a significant number of **coaching** clients may be using **coaching** as a socially-acceptable form of meeting therapeutic needs. This raises questions about the duty of care coaches owe to their clients in safeguarding their mental health and well-being. Similarly, it raises questions about the degree to which current industry training assists coaches discharge that duty of care. In order to explore these issues empirically, a total of 148 Australian coaches answered a questionnaire covering three areas: (i) current **coaching** practice; (ii) background experience and coach training (iii) ethics and professional affiliations. A minority of respondents reported a background in psychology or counselling, yet more than 10 per cent of respondents indicated that they regularly coached clients in relation to issues commonly associated with serious psychological distress (e.g. fears about personal loss, life crises, social isolation and self esteem). The preliminary data presented here indicate that there is need to identify the range and depth of issues presented in **coaching**, the training needed for coaches to effectively identify and refer clients with mental health issues, and the limits and responsibilities of our duty of care as coaches. PsycInfo. ., executive, survey. **Empirical.**

(2006) Stober, D., L. Wildflower, et al. "Evidence-based practice: a potential approach for effective **coaching**." International Journal of Evidence Based **Coaching** and Mentoring 4(1)

As **coaching** develops as an emerging profession, it is vital for coaches to begin integrating evidence from both **coaching**-specific research and related disciplines, their own expertise, and an understanding of the uniqueness of each client. Evidence-based practice (EBP) encompasses these three endeavors in designing interventions aimed at positive growth and change for their recipients. While **coaching** does not have an extensive body of specific knowledge, there is a wealth of evidence from fields such as psychology, adult learning, communication, and others which has a bearing on coaches' knowledge and practice. An EBP approach has the potential to raise the standards of practice and training, increase the credibility of **coaching** as an intervention, and stretch the individual coach's thinking and practice, if undertaken in its broadest form. However, we suggest there are a number of questions raised by the application of EBP to **coaching**. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, theory. **Article.**

(2006) Sullivan, M. A. "The effectiveness of executive **coaching** in the development of emotional intelligence competencies." Dissertation Abstracts International: Section B: The Sciences and Engineering 67(1-B): 589

This dissertation is a qualitative study of the effectiveness of executive **coaching** for the development of emotional intelligence competencies. Eight executives from the same government agency were interviewed regarding recent **coaching** they had received. This **coaching** was offered as a component of an executive development program that was grounded in action learning. Through these interviews, the executives shared their perspectives of the **coaching** process and the degrees to which they and their teammates were able to benefit. They described the different styles of their coaches and the rapport each had with their own team's coach. Perhaps most importantly, as a result of the **coaching**, they were each able to share an increased awareness of a specific trait or tendency that they would continue to develop more consciously in order to achieve greater results in their professional positions. Peers and subordinates of the executives, as well as four executive coaches who were involved in the program, were also interviewed for their perspectives of the process and of the participants. The data collected through this study suggested that executive **coaching** is an effective tool in the enhancement of emotional intelligence competencies in executives. Certain factors add to the likelihood that a benefit will be achieved through the **coaching** process, including the participants' openness to learning, the chemistry between the coach and the participants, and the relevance of the **coaching** to the work of the executives. Organizational culture and environment also surfaced as important factors in predicting success in the **coaching** process. This study will be of value to researchers or organizational leaders exploring the benefits of executive **coaching**. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, self-report. **PhD.**

(2006) Tigelaar, D. E., Dolmans, D. H., de Grave, W. S., Wolhagen, I. H., & van der Vleuten, C. P. "Participants' opinions on the usefulness of a teaching portfolio." Medical Education 40(4), 371-378.

Background: Whether teaching portfolios achieve their aim of stimulating teachers' professional development is favourably affected by the incorporation of a balanced structure and effective social interactions, such as **coaching**. We explored teachers' experiences with a teaching portfolio that was structured by teaching roles, portfolio assignments and conversation protocols. The related social interactions consisted of meetings with peers and personal coaches. Teachers' and coaches' opinions were sought about the benefits and the enabling and disabling factors of the portfolio structure and the social interactions involved. Method: Five teachers and their personal coaches were individually interviewed about their experiences with the portfolio. Protocols were analysed using a top-down strategy. Results: The teaching roles were helpful in analysing teaching, but the assignments and the conversation protocols were too detailed and directive. The social interactions were perceived as very valuable for professional development, particularly the meetings with personal coaches. Conclusions: The portfolio structure and social interactions, especially personal **coaching**, appeared to be helpful for teachers in analysing their teaching practice. The assignments and protocols, however, were too detailed and directive. This may be resolved by using assignments and conversation protocols more flexibly and enabling adjustment to personal learning needs. The high appreciation of personal **coaching** might be related to the freedom for teachers to choose their own coach. The results can be used

by portfolio designers as guidelines for how to achieve a balanced structure and effective social interactions and how these might be combined to increase the benefits of working with a portfolio to teachers. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, case studies. **Empirical.**

(2006) Volz-Peacock, M. "Values and cohesiveness: A case study of a federal team." Volz-Peacock, Mary: The George Washington U., US.

This qualitative single case study of a federal team seeks to provide a rich understanding of the phenomenon of cohesiveness. Specifically, the research focuses on the coexistence of collective values and cohesiveness within a team in the federal government. Eight members of a cohesive team within a small federal agency participated in this study. The primary source of data collection was through focus group interviews. Data was also gathered from individual interviews, observations, documents and artifacts. The data gathered from these various sources were analyzed through a constant comparative method at the team level of analysis. Triangulation plus frequent member checks served to increase trustworthiness of the study. The findings of this study are related to the conceptual aspects of cohesiveness, the processes involved in a team becoming cohesive and related outcomes. The team describes the concept of cohesiveness as having three interconnected components: (a) shared values; (b) mutual cooperation, and (c) a common purpose that are facilitated by four key ingredients---open communication, clear mission, collaborative leadership and collective values. Other findings relate to collective values as they are reflected in the team's work; interacting, helping one another and making decisions. The outcomes or benefits of cohesiveness are addressed including heightened performance, results, continual learning and being happy in their work. Major findings and conclusions are discussed in relation to the literature on teams, cohesiveness and values. There is substantial support for Parsons' (1951) General Theory of Action, specifically the pattern variable of collectivity and Schutz's (1967) theoretical contribution of "intersubjectivity." This study shows that through a collective orientation and intersubjective understanding cohesiveness and values do coexist within this team's environment. Several practical implications are recommended, such as: (a) integrating the findings, literature and concepts from this study into existing federal training structures; (b) establishing communities of practice or learning sessions for managers to experience and learn together about cohesiveness; (c) **coaching** managers one on one on building cohesive teams; (d) educating federal team members, and (e) sharing the findings with the rest of government and private sector as they may benefit as well. Finally, suggestions for future research studies are shared and limitations of the study are discussed. (PsycINFO Database Record (c) 2007 APA, all rights reserved). . PsycInfo. ., executive, case study. **Empirical.**

(2006) Wakefield, M. "New Views on Leadership **Coaching**." Journal for Quality & Participation: 9-12.

Managers can quickly improve their **coaching** skills simply by learning to ask a few targeted questions that can help employees break old patterns of thinking and focus on positive change. Effective brief solution-focused **coaching** helps people tap into their own resources to deal effectively with challenges by making positive changes that can lead to success both personally and for the organization. 2. This **coaching** approach promotes positive change with six types of questions: miracle, exception, scaling, coping, relationship, and a "what else" question. 3. Along with utilizing the six types of questions, it's also important for the leader-coach to understand and apply the following principles: practice curiosity and respect; start with the future, believe in quick change, rely on the inner resources of the person receiving the **coaching**, understand the power of imagery, be fully present without interruptions, and know that there is a choice. 4. A sidebar to this article provides tips for using this **coaching** method effectively and offers more information about a **coaching** resource called, The CCL Handbook of **Coaching: A Guide for the Leader Coach**.. BusinessSourcePremier. executive, theory **Article.**

(2006) Wasylyshyn, K. M., Gronsky, B., & Haas, J. "Tigers, Stripes, and Behavior Change: Survey Results of a Commissioned **Coaching** Program." Consulting Psychology Journal: Practice and Research 58(2), 65-81.

This survey focused on the effectiveness of a **coaching** program commissioned by a global company for high potential employees who wanted to develop their emotional competence. Survey results indicated sustained learning and behavior change among program participants over an extended period. Successful outcomes appeared to be related to the careful scrutiny of program participants, a collaborative model, an insight-oriented **coaching** approach, and persistent efforts to brand the program as a developmental resource. This work also indicated areas of continued opportunity for consulting psychology to include: the developmental branding of **coaching** initiatives, the need for early career **coaching**, ways to connect **coaching** results to existing HR practices, how to deliver high impact **coaching** in cross-cultural settings, and the critical need for empirical research in the areas of **coaching** and organization-based consultation. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, survey. **Empirical.**

(2006) Webb, P. J. "Back on track: The **coaching** journey in executive career derailment " International Coaching Psychology Review 1(2): 69-74.

Executive career derailment seems to coincide with one of the most significant transitions in life - the midlife 'crisis'. Career derailment is most commonly caused by insensitivity; both to others needs and to the individuals own developmental needs for authenticity. Executive coaches can form strong developmental relationships with derailed

executives through engaging them in the behaviours of individuation and supporting the development of a more authentic self. **Coaching** is conceptualised as a 'U-shaped' journey exploring 5 levels of meaning: (1) the executive's environment; (2) the executive's behaviour; (3) attitudes, (4) deep structure of the person; and (5) deepest structure. . PsycInfo. ., executive, theory. **Article.**

(2006) Whybrow, A. a. S. P. "Shifting perspectives: One year into the development of the British Psychological Society Special Group in **Coaching** Psychology in the UK " International **Coaching** Psychology Review 1(2): 75-85.

Objectives: This paper presents the findings from a follow-up survey exploring the practice and opinions of the membership of the Special Group in **Coaching** Psychology (SGCP). Design: The study was cross sectional in design. Method: This survey of **Coaching** Psychologists was conducted in December, 2005, 12 months after the formation of the SGCP. The survey focused on psychologists' practice as coaches and their views on a number of relevant issues such as the necessary training and experience to practise as a **coaching** psychologist. Results: Building on the work of two previous surveys (see Whybrow & Palmer, 2006), there are many consistencies with these earlier surveys and some interesting shifts. More psychologists are identifying **coaching** as a formal, albeit part-time, aspect of their practice. There was a desire for the SGCP to build and maintain a strong presence in the broader **coaching** arena, and to promote the value that psychology brings to this field of practice. The issue of flexible, inclusive methods of accreditation were a specific focus. Indeed, this area of emerging tensions is captured by the desire on the one hand for a formal qualifications route to demonstrate competence as a **coaching** psychologist, and on the other the desire for informality and openness captured by the SGCP currently. Conclusions: The outcome of this third survey of the perspectives of **coaching** psychologists highlights some trends that are ongoing, and points to the first significant challenge for the practice of **Coaching** Psychology in the UK as the demand for accreditation and recognition increases. PsycInfo. ., executive, survey. **Article.**

(2006) Whybrow, A. a. S. P. "Taking stock: A survey of **Coaching** Psychologists' practices and perspectives." International **Coaching** Psychology Review 1(1): 56-70.

Objectives: This paper presents the findings of two surveys exploring the practices and perspectives of the membership of the **Coaching** Psychology Forum (CPF), the precursor to the Special Group in **Coaching** Psychology. Design: The study was cross-sectional in design Method: The two surveys were conducted 12 months apart. The surveys focused on psychologists' practice as coaches and their views on a number of relevant issues such as required training and experience to practise as a **coaching** psychologist. Results: The membership of the CPF consists of psychologists with diverse applied psychological backgrounds, who practice **coaching** in a variety of settings from a range of psychological developmental perspectives. Issues around training and development for **coaching** psychologists emerged, highlighting the need for an understanding of the underpinning competencies of the domain and how these fit with existing applied psychological domains. Additionally, important research questions were raised. Conclusions: The outcome of the surveys highlights the diversity in practice and perspectives of the membership of the CPF and the energy and enthusiasm for the development of the profession of **coaching** psychology. PsycInfo. ., executive, survey. **Empirical.**

(2006) Wold, J. L., Gaines, S. K., & Leary, J. M. "Use of Public Health Nurse Competencies to Develop a Childcare Health Consultant Workforce." Public Health Nursing 23(2), 139-145.

The purpose of this article is to describe the efforts in the state of Georgia to train public health nurse-childcare health consultants (PHN-CCHCs) using the framework of the "Core competencies for public health practice." Objectives: The goal of the training was twofold: (1) to prepare a statewide cadre of PHNs as the primary workforce for Georgia's emerging childcare health consultation (CCHC) system and (2) to prepare their district nurse directors to lead and support CCHCs. Design: Administrators attended a 2-day workshop followed by access to executive **coaching** for their management teams. PHNs participated in a three-phase training program, with phases 1 and 3 offered as 3-day workshops with field experiences, and phase 2 offered online and as a practicum. Sample: Forty-four administrators and over 85 PHN-CCHCs completed the training. Results: Graduates of the program reported satisfaction with training and reported the use of PHN core competencies in CCHC. Graduates also found enhanced skills in using core competencies to be applicable to a variety of population-based practices. Beyond CCHC being instituted in selected health districts, interest in CCHC has occurred statewide. Conclusions: The PHN-CCHC program enhanced the knowledge and use of core competencies and heightened interest in CCHC statewide. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, within subjects. **Empirical.**

(2006) Wright, J. "Crisis and opportunity: **Coaching** older workers in the workplace." Work 26(1): 93-96

The article discusses the retention and **coaching** of older workers. Retaining work for older people is valuable because it allows them to have an identity and structured time. Older workers need adequate training and flexible and part-time schedules. Coaches of older workers must acquire knowledge of other professional support for the older worker. BusinessSourcePremier. ., workplace, theory. **Article.**

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(2007) Abbott, G. and P. Rosinski "Global **coaching** and evidence based **coaching**: Multiple perspectives operating in a process of pragmatic humanism." International Journal of Evidence Based **Coaching** and Mentoring 5(1): 58-77

This article highlights relationships between the emerging practice of global **coaching**, described in Rosinski (2003a, 2006) and six leading 'evidence based' approaches to **coaching** (Stober & Grant, 2006). Attention is given to global **coaching** in the international business environment, positioning the treatment within an executive **coaching** framework. These connections clarify the concept of global **coaching**; and generate new insights, fresh angles, and empirical evidence to clarify and enhance the concept and practice of global **coaching**. The article emphasises themes and patterns essential for effective global **coaching** such as: openness, curiosity about other systems, comfort with complexity and interdependence, thriving on paradoxes, search for meaning, multiple perspectives, engagement with culture at multiple levels, and innovation at the edge of chaos. The article covers how global **coaching** and the cultural perspective interconnect with the following **coaching** perspectives; (1) Cognitive-behavioural, (2) Psychoanalytic, (3) Adult development, (4) Action learning, (5) Systemic, and (6) Positive psychology. A case study of an Australian-Guatemalan expatriate manager in Central America, drawn from a recent doctoral action research study (Abbott, 2006) is used to illustrate how the different perspectives intersect in practice and concludes that global **coaching**, which is both pragmatic and humanistic, may be an effective catalyst for bringing individual and organizational success as well as for promoting corporate citizenship. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2007) Allan, P. "The benefits and impacts of a **coaching** and mentoring programme for teaching staff in secondary school." International Journal of Evidence Based **Coaching** and Mentoring 5(2): 12-21.

This study attempts to produce evidence to establish whether teaching staff in schools in the UK, who undertake **coaching** as part of their continuous professional development, will enjoy benefits and impacts upon their professional and personal lives. There is a paucity of empirical research on this subject. **Coaching** in schools is at an early stage and there have been calls by professional bodies to produce evidence of its benefits and impacts. This study does this by conducting an intensive **coaching** programme for three teaching staff in a secondary school wishing to develop **coaching**: a senior and a middle manager and a junior member of staff. The study was approached as an action research project. Data were collected in a variety of ways, including formative evaluation reviews, data from reflection notes and from an extensive summative feedback evaluation questionnaire. It also included third party evidence. This has resulted in the production of evidence that appears to support some of the claims of a number of professional organisations and writers. PsycInfo. ., executive, survey (outcome). **Empirical**.

(2007) Arakawa, S. and M. Greenberg "Optimistic managers and their influence on productivity and employee engagement in a technology organisation: Implications for **coaching** psychologists " International **Coaching** Psychology Review 2(1): 77-89.

Objectives: Executive coaches are often involved in working with executive managers. The objective of this study is to investigate whether teams are more engaged and productive when led by an optimistic manager. Furthermore, we hypothesise that optimistic managers embody positive leadership - employing a strengths-based approach, maintaining a positive perspective, and frequently providing recognition and encouragement - which increases the engagement and productivity of their employees. Design: The study used a cross-sectional survey design at two time points. Method: The researchers developed a survey to measure this concept of positive leadership. In addition, two measures were used: the Life Orientation Test Revised (LOT-R) to measure optimism and the Gallup Organisation's Q12 to measure engagement. Results: In a cross-sectional study of 86 employees and 17 managers in an Information Technology (IT) organisation, positive leadership correlated with employee optimism, engagement, and project performance. When we looked at a subset of this data prospectively, with 39 employees and 14 managers, manager optimism predicted project performance. Conclusions: Our data support the claim that positive leadership is correlated with employee engagement and performance, and further extends the importance of optimism in the workplace. **Coaching** implications are also discussed, in terms of exploring how **coaching** psychologists can work with executives to develop their managerial style. PsycInfo. ., executive, survey. **Empirical**.

(2007) Armstrong, H. "Hestia and **Coaching**: Speaking to the 'hearth' of the matter." International Journal of Evidence Based **Coaching** and Mentoring (Special Issue Summer 2007): 30-39

As many reasons are put forward for the rapid proliferation of executive **coaching** as there are sceptics who believe it is a passing fad. This paper, after analysing the results of recent research into **coaching**'s effectiveness, proposes that it may be serving a more significant space than one would imagine. **Coaching** is not simply about producing pragmatic results such as peak performance, behavioural changes and improved results (although it delivers all these benefits). It is a cultural phenomenon in that it is capturing the collective psyche in a significant way, filling a deeply felt need in the unconscious lives of people in organisations. It connects with the ancient archetype of Hestia, representing hearth, centring and a sanctuary for self-focus. PsycInfo. ., executive, industry. **Article**.

(2007) Bachkirova, T. and E. Cox "**Coaching** with emotion in organisations: Investigation of personal theories." Leadership & Organization Development Journal 28(7): 600-612.

Purpose: The aim of this study is to investigate personal theories of emotion that coaches have and how these theories are translated into strategies of working with clients' emotions. Design/methodology/approach: The approach to the study is phenomenological. A questionnaire method based on specifically designed stem sentences was used in order to engender spontaneous responses from the 39 participants. Analysis of data was conducted through coordinated interpretation of categories and themes by the three different researchers. Findings: Three differing standpoints in relation to both the role of emotion in the **coaching** process and the role of the coach in relation to a client's emotions were identified and the correspondence between them was established. Potential explanations for the discovered inconsistencies in personal theories and strategies of dealing with emotion are suggested with implications for organisational coaches. Research limitations/implications: Personal history and the dynamics of individual development were difficult to capture at this stage using only one method of data collection. The following stage of study will involve in-depth interviewing of a number of international coaches. Practical implications: The results of the study need to be considered by those providing training to organisational coaches. The spectrum of possible positions presented in relation to emotion in **coaching** may help coaches identify their personal stance and examine their strategies of dealing with emotion. Originality/value: An original tool was developed that contributes to a qualitative analysis of coaches' personal experiences of dealing with emotion. The study sheds light from the first person perspective on the complex issue of working with emotion in organisations. It offers important clarifications of the current context of this issue thus contributing to the advancement of conventional discourse and research on working with emotions in organisations. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. **Empirical.**

(2007) Barner, R. and J. Higgins "Understanding implicit models that guide the **coaching** process." Journal of Management Development: 148-158.

Purpose -- This paper seeks to provide readers with a better understanding of four theory models that inform **coaching** practice, and to reflect on how the theoretical approach that one adopts is likely to shape one's **coaching** practice. Design/methodology/approach -- This article is based on the authors' combined 30 years of experience as internal and external executive coaches. Organizational examples are provided to illustrate key concepts. Findings -- The authors conclude that, although coaches tend to be eclectic in the methods that they employ, they tend to center their craft on one of four prevailing **coaching** models: the clinical model, the behavioral model, the systems model, and the social constructionist model. These models inform the practice and shape the approaches that OD practitioners take in directing **coaching** assessments and interventions. Practical implications -- This article serves as a "think piece" to help OD practitioners understand the theoretical assumptions, constraints, and caveats that are associated with each model. The authors strongly believe that having this knowledge enables practitioners to introduce a higher level of discipline and effectiveness into the **coaching** process. Originality/value -- This article represents a unique attempt to bridge theory and practice by encouraging readers to reflect on how each individual's practice is developed from, and informed by, a particular theory position. It represents one of the few papers that have tackled this particular management development topic. BusinessSourcePremier. ., executive, theory **Article.**

(2007) Barrett, P. T. "The effects of group **coaching** on executive health and team effectiveness: A quasi-experimental field study." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 67(7-A), 2007, pp 2640

This study examined group **coaching**, a leadership development activity that has emerged out of the executive **coaching** movement. The literature has indicated that it is the fastest growing offering in the **coaching** profession (Morgan, Harkins, & Goldsmith, 2005). However, one of its suspected weaknesses is that it is shorter in duration and less intense than the one-to-one format of executive **coaching**. **Coaching** research literature is discussed followed by an identification of the relevant issues and variables that could be impacted by a group **coaching** intervention in a governmental host organization. Two hypotheses were tested to understand the potential effects of group **coaching**, examining both the inner world (executive health/burnout) and outer world (team effectiveness/labor productivity) effects of the group **coaching** intervention. Data were collected from 42 experimental group participants and 42 control group participants in a quasi-experimental, modified posttest only control group design. Results of the analyses indicate that the group **coaching** intervention positively affected experimental group participants, resulting in a reduction of burnout, but do not show any effect on labor productivity. Detailed implications and recommendations for future research are presented. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., group, within-subject design. **Empirical.**

(2007) Bartlett, J. E. "Advances in **coaching** practices: A humanistic approach to coach and client roles." Journal of Business Research: 91-93.

**Coaching** is a far-reaching practice that can be used for human resource development. **Coaching** has many definitions however; one common aspect is the focus on improving performance. This article discusses the foundations of **coaching**, principles of **coaching**, and the progression of the **coaching** process. This article provides an overview of models and description of each stage for **coaching**. Specifically, this article summarizes the process and flow of **coaching** from the humanistic perspective that Flaherty [Flaherty J. **Coaching**: evoking excellence in others. 2nd ed. Burlington, MA: Elsevier Butterworth-Heinemann; 2005] presents. [Copyright 2007 Elsevier]. BusinessSourcePremier. ., executive, theory **Article.**

- (2007) Bents, R. a. E. I. "Questionnaires in organizational consulting and **coaching**." *Pszichoterapia* 16(4): 222-255.  
 In this essay we study the use of questionnaires and surveys in the field of **coaching** and organizational consultancy. The survey gives guidance to both the client and the consultant therefore their use is more and more widespread. The two authors write the essay on their aggregated 30 years of experience in using questionnaires in organizational work. We review how the need appeared after the radical political and economic change in Hungary, and the increasing significance of organizational and leadership development. Also we review some broadly applied questionnaire types. With the increase of use, also the misuse of such tools is becoming common. Therefore we suggest cautious and client-fitting use of the questionnaires. In our experience the use of these tools can be attractive and frightful at the same time for the client. The client must be sure that we use the questionnaire for his interests and the interests of his organization with the goal of achieving practical results. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article**.
- (2007) Berg, M. E. and J. T. Karlsen "Mental Models in Project Management **Coaching**." *Engineering Management Journal*: 3-13.  
 Project managers have always been given the highest priority to customer needs and demands; however, tougher market competition has created a stronger focus on knowledge, skills, and capability to lead a project team toward success. Traditionally, managers have emphasized knowledge and skills within technical disciplines as a key factor managing projects. Today we see a shift toward more emphasis on organizational and human aspects of project work. An effective tool for meeting this challenge is project management **coaching**. This article focuses on what **coaching** is about, when to use **coaching**, different types of **coaching**, the **coaching** process, and **coaching** roles. A case study is presented in the article, and analysis of data shows that **coaching** can help the project manager acquire necessary skills, achieve desired results, and contribute to career development. [BusinessSourcePremier. ., executive, theory **Article**.
- (2007) Berriman, J. "Can **coaching** combat stress at work?" *Occupational Health* 59(1): 27-30  
 The article focuses on the effectiveness of **coaching** as a way to reduce work stress. Despite the diversity of models associated in **coaching**, it primary involves on action planning, goal setting and achieving results. **Coaching** skills include active listening, purposeful questioning and providing objective feedback. It also allows individuals to develop their interpersonal skills. BusinessSourcePremier. ., workplace, theory. **Article**.
- (2007) Blattner, J. and A. Bacigalupo "Using emotional intelligence to develop executive leadership and team and organizational development." *Consulting Psychology Journal: Practice and Research* 59(3): 209-219  
 This case study explores how emotional intelligence (EI) was used to facilitate team and organizational cohesiveness. An organizational development (OD) consultant and an executive coach, both senior consultants, facilitated this engagement. An EI assessment and a team-building retreat served as the foundation for the process. In addition, the relationship between the executive coach and the OD consultant is examined, and comments from the CEO in this engagement and consultants are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case study. **Empirical**.
- (2007) Bowles, S., C. J. Cunningham, et al. "**Coaching** leaders in middle and executive management: Goals, performance, buy-in." *Leadership & Organization Development Journal* 28(5): 388-408.  
 Purpose: This article aims to test the effectiveness of **coaching** for middle and executive level managers within a large recruiting organization. Design/methodology/approach: Participants set goals to achieve during a 12-month **coaching** programme. The sample consisted of middle managers (n = 30) and executive managers (n = 29) involved in US Army recruiting. Outcomes included measures of coached participants' achievement of quota and personal goals, and assessment on nine leader competencies and buy-in over the one-year **coaching** period. Findings: Coached managers outperformed un-coached, but experienced/incumbent counterparts. The strongest impact of **coaching** on performance was for middle managers and their subordinates (as opposed to executive managers). Both groups of participants demonstrated growth on some dimensions of recruiter-leader competencies and achievement of self-set goals. Research limitations/implications: A small and nontraditional sample of military recruiters was used. Future researchers can build on the approach outlined here to more concretely evaluate the impact of their **coaching** efforts in other populations. Practical implications: **Coaching** all recruiter managers could translate into a return on investment of several thousand additional recruits. In addition, the achievement of personally relevant goals with the help of **coaching**, the development of leader competencies indicates real benefit associated with this form of goal-based **coaching**. Originality/value: We offer one of the first empirical evaluations of the effectiveness of a goal-based leader **coaching** intervention. Practitioners and researchers can benefit from this approach by using it to improve **coaching** effectiveness and demonstrate value to the clients they serve. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey (outcome). **Empirical**.

(2007) Brantley, M. E. "Executive **coaching** and deep learning." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(3-A), 2007, pp 848

This dissertation is a study of the relationship between executive **coaching**, transformational learning, and incorporation of a spiritual perspective into the **coaching** methodology. The author coached six executives for a minimum of 6 months and then conducted several qualitative interviews to ascertain the level of learning that occurred and whether or not the benefits of **coaching** were experienced (a) in the workplace; (b) in their personal lives; and (c) in their spiritual lives. The research method employed for this study is collective case study method. As a result of having participated in the **coaching**, participants reported benefits that affected their business and professional lives, as well as their personal and spiritual lives. In addition, they also experienced deep learning---learning that alters the organization of the Self in such a way that a person makes meaning and consequently makes decisions from a higher level of consciousness. As a result of having conducted this study the researcher makes the following observations: (a) Incorporation of a model that includes a spiritual perspective into an executive **coaching** engagement benefits the executives in the business environment; (b) incorporation of a spiritually based model into an executive **coaching** engagement benefits the executive in ways that transcend the business environment; (c) incorporation of a spiritually based executive **coaching** model fosters transformational learning; and (d) the amount of learning that occurs appears to be directly related to the amount of time I was able to coach them. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, self-report. **Empirical.**

(2007) Brooks, I. and S. Wright "A survey of executive **coaching** practices in New Zealand." International Journal of Evidence Based **Coaching** and Mentoring 5(1): 30-41

Executive **coaching** is a rapidly growing form of organisation development intervention, and one which is receiving increasing attention in the management and psychology literature. This study reports on the state of the practice of executive **coaching** in New Zealand, about which little is currently known. Fifty-nine executive coaches responded to a survey that gathered data on the demographics of coaches; their backgrounds, qualifications and training; their **coaching** method; and aspects of their practice, including typical fees charged, number of client sessions, method of marketing, ethical standards and professional insurance. Conclusions are drawn from the data and suggestions for future research are made. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey. **Empirical.**

(2007) Buckley, A. "The mental health boundary in relationship to **coaching** and other activities." International Journal of Evidence Based **Coaching** and Mentoring (Special Issue Summer 2007).

This article explores the relationship between **coaching** and mental health issues. **Coaching** functions in a world that is dominated by the medical model of mental health, where problems are viewed as illnesses to be diagnosed and treated. The **coaching** industry also functions alongside many other helping by talking activities, such as counselling and psychotherapy. The relative mental health of individuals is often quoted as a difference between **coaching** and other "helping by talking" activities but this is, at best, a marketing tool and does not stand up to scrutiny in view of the diverse range of activities and viewpoints of psychological therapies. It is suggested here that a different approach to the mental health/mental ill health boundary is necessary and that by focussing on answering the question "what to do?" rather than the question "what is wrong?" the differences between **coaching** and other helping by talking activities can be acknowledged. The approach suggested allows for the professional and ethical management of boundary issues without the need for in-depth training in psychological dysfunction and diagnosis. . PsycInfo. ., executive, industry. **Article.**

(2007) Burke, D. and P. Linley "Enhancing goal self-concordance through **coaching**." International **Coaching** Psychology Review 2(1): 62-69

Objectives: Research shows that self-concordant goals are more readily pursued, better achieved, and their attainment can lead to increases in well-being. This study assesses whether executive **coaching** in turn affects self-concordance. Design: We hypothesised that the heightened awareness produced by **coaching** leads to changes in self-concordance (type of motivation) and commitment (a measure of the amount of motivation). A single group design with repeated measures was used. Method: 26 participants--all senior managers in business--identified three goals and then received a one-to-one **coaching** session focused on one goal, but received no **coaching** on the remaining goals. Results: The hypothesis was supported, with significant changes (increases) in self-concordance and commitment for the coached goal. There were also significant increases in self-concordance and commitment for some of the other non-coached goals. Conclusion: These results are discussed with reference to the goal attainment and **coaching** literature, and suggestions made for further research. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, within-subject design **Empirical.**

(2007) Butterworth, S. W., A. Linden, et al. "Health **coaching** as an intervention in health management programs." Disease Management & Health Outcomes 15(5): 299-307

Healthy lifestyle behaviors can prevent the onset of chronic illness and help manage existing conditions. Health **coaching** interventions are increasingly being incorporated into health management programs, which are implemented in a variety of settings, from physician practices to the broader population level (e.g. throughout health plans,

employer groups). To date, motivational interviewing-based health **coaching** is the only technique to have been fully described and consistently demonstrated as causally and independently associated with positive behavioral outcomes. In order for a health **coaching** intervention to be effective (i) individuals at risk must be correctly identified; (ii) recruitment efforts must be maximized; (iii) a valid **coaching** technique should be chosen; (iv) the delivery mechanism must ensure adequate participant engagement; and (v) the program evaluation must be sufficiently robust to mitigate threats to validity, and demonstrate a causal association between the intervention and outcomes. Given the rapid expansion in the field of health **coaching** within the larger context of health management programs, more studies employing rigorous evaluation designs are needed to advance the science and application of the concept. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., health, theory. **Article.**

(2007) Choong, S. a. K. B. "Character strengths and type: Exploration of covariation." International Coaching Psychology Review 2(1): 9-23.

Objective: To explore covariation between character strengths and psychological types as per the MBTI®. Design: Using a survey design, the study collected data on the Values in Action Inventory of Strengths and the MBTI®. Method: 98 adult volunteers participated in this exploratory study of potential links between psychological type as determined by the Myers-Briggs Type Indicator® and signature strengths as identified by the Values in Action Inventory of Strengths. Results: The results show significant covariations between nine signature strengths and single type dimensions namely, creativity (intuition), open-mindedness (thinking), love of learning (introversion), integrity (sensing and thinking), persistence (judging), vitality (extraversion), love (extraversion and feeling), fairness (sensing), and gratitude (extraversion). Love, integrity, and gratitude also covary with multiple paired type combinations. Curiosity covaries only with a single paired type combination (introverted intuition). Conclusion: There is meaningful covariation between psychological type and character strengths. The discussion addresses the applicability of the results to **coaching** psychology. PsycInfo. ., executive, survey. **Empirical.**

(2007) Cox, E. and T. Bachkirova "Coaching with emotion: How coaches deal with difficult emotional situations " International Coaching Psychology Review 2(2): 178-190.

Objectives: The **coaching** process can arouse emotion for both the client and the coach. Coaches then have a choice between either minimising the attention paid to emotional phenomena or working with emotions to achieve results. The objectives of this study were to investigate coaches' personal theories of emotion and in particular their approach to dealing with difficult emotional situations within the **coaching** relationship. Design: A qualitative study was designed in order to explore coaches' perspectives, theories and strategies for dealing with emotions. Data was analysed using a grounded theory approach to elicit a number of themes. Methods: The study collected data from 39 UK coaches, using a stem-sentence questionnaire approach. Results: Findings suggest that coaches can have very different viewpoints in relation to dealing with difficult emotional situations that arise when working with clients, dealing with them in one of four ways: using self-reflection or supervision, avoiding tackling the emotion considering it to belong to the client, actively exploring with the client, or referral of the client/termination. They also see control of their own emotions as important and recognised some gender related issues. Conclusions: Recommendations are made for an understanding of emotions to be included in the education and training of coaches. The strengthening of supervision provision for coaches is also suggested. PsycInfo. ., executive, case studies. **Empirical.**

(2007) Drum, J. "A fruitful soil: what coaches can learn from how theatre directors in rehearsal create a learning environment." International Journal of Evidence Based Coaching and Mentoring Vol. 5, No. 2

This grounded theory study looks at how theatre directors in rehearsal create a learning environment and considers what coaches can learn. It identifies some of the factors involved in creating a learning environment in both theatre rehearsal and **coaching**: factors such as managing processes, managing relationships and overcoming goal impasse. It also explores the influence of intuition. The study reinforces what **coaching** and the helping professions have known about relationships, but may not have put into action, including the importance of rapport. It also highlights a number of other factors that are understood by theatre directors, but which may also, if adopted by coaches, enhance the learning environment s that they create. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, case studies. **Empirical.**

(2007) Du Toit, A. I. "Making sense through **coaching**." Journal of Management Development: 282-291.

Purpose -- The paper sets out to consider the value of **coaching** to the sensemaking process. It aims to demonstrate how **coaching** enhances sensemaking and seeks to describe **coaching** as a sensemaking activity. Design/methodology/approach -- The objectives are achieved by exploring the literature of both **coaching** and sensemaking with the purpose of demonstrating the mutually supportive nature of **coaching** and sensemaking. Findings -- By analysing sensemaking and **coaching** activities, the paper aims to demonstrate that **coaching** greatly supports and enhances the quality of the sensemaking activities of the individual. Research limitations/implications -- **Coaching** as an academic discipline is still in its infancy and lacking in sound empirical research. It would be value for future research activities to focus on the sensemaking the individual engages with during the **coaching** process. Practical implications -- As mentioned above, sound academic research is necessary in order to understand the nature of **coaching**. This paper goes some way in exploring both **coaching** as a sensemaking process and also how **coaching**

fundamentally supports the sensemaking process the individual engages in. Originality/value -- **Coaching** has not been explored in relation to sensemaking nor the value that **coaching** brings to sensemaking. Exploring **coaching** from a sensemaking perspective helps create a deeper understanding of what takes place within the **coaching** relationship. BusinessSourcePremier. .,executive, theory **Article**.

(2007) Duijts, S. K., Ijmert; van den Brandt, Piet & Swaen, Gerard " The compatibility between characteristics of employees at risk for sickness absence and components of a preventive **coaching** intervention." International Journal of Evidence Based Coaching and Mentoring Vol. 5, No. 1

The aim of this study was to assess the compatibility between characteristics of employees 'at risk' for sickness absence and components of a preventive **coaching** intervention. Data from baseline questionnaires of the 'at risk' study population of a randomized trial, and of two reference groups of the Maastricht Cohort Study were used to compare (mental) health and work related characteristics. Details of the intervention were described. Similarities between characteristics of the study population and components of the **coaching** intervention were discussed. Substantial differences between characteristics of the 'at risk' study population and the 'not at risk' reference group were found, which were all addressed during the **coaching** intervention. The contrast with the 'sick leave' reference group was less obvious. The 'at risk' study population could be indicated as the most beneficial population for this preventive intervention. The results show that preventive **coaching** is an appropriate intervention for employees 'at risk' for sickness absence. International Journal of Evidence Based **Coaching** and Mentoring. ., workplace, survey. **Empirical**.

(2007) Fahy, T. P. "Executive **coaching** as an accelerator for whole system organizational change." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(3-A), 2007, pp 1066

This dissertation presents the results of an exploratory case study in which a grounded theory approach was used to examine the role that executive **coaching** with an intact senior leadership team plays in the process of organizational change. The study describes how a whole system approach to executive **coaching** was combined with a systemic approach to organization development (OD) to contribute to a successful organization culture change initiative in the technology industry. Ten key learnings from the case are presented. Results suggest that executive **coaching** is a powerful adjunct to organization development (OD) when it is: (1) done with a comprehensive understanding of the strategy, structure, and cultural dynamics (including the history) of the organization engaged in the change initiative; (2) conducted simultaneously with the most senior executive and the members of the senior leadership team; and (3) a core component of a systemic approach to organizational change. A theoretical model is offered depicting how a whole system approach to executive **coaching** influences individual, senior leadership team, and organizational learning processes. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case study. **PhD**.

(2007) Feggetter, A. J. "A preliminary evaluation of executive **coaching**: Does executive **coaching** work for candidates on a high potential development scheme?" International Coaching Psychology Review 2(2): 129-142

Objectives: This paper describes a preliminary attempt to evaluate executive **coaching** for 10 members who are on a High Potential Development Scheme within the Ministry of Defence (MoD). Design: A multi-method approach was taken which comprised the use of questionnaires to survey scheme member's perceptions, a Return on Investment (ROI) study and a follow-up of members to determine their success in gaining promotion. Results: The analysis showed that all 10 who had been coached rated their experience positively. All rated their own progress within the Development Scheme as High and in particular they perceived it was their leadership skills that had benefited. A preliminary ROI calculation also indicated that the benefits exceeded the costs. Other benefits included promotion, broader leadership skills, and skills transfer within the MoD. Conclusions: The results indicate that within the context of the Development Scheme **coaching** provides a potential financial ROI. The findings also show that **coaching** impacts positively on scheme members such that they are highly committed to demonstrating and exhibiting leadership behaviours and that there is some evidence of a broader impact on the Department as a whole with generalised skills transfer. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey, self-report, validated. **Empirical**.

(2007) Fletcher , S. "Educational Research Mentoring and **Coaching** as Co-creative Synergy " International Journal of Evidence Based Coaching and Mentoring 5(2): 1 - 11.

Mentoring and **coaching** are rarely clearly defined and there has been a growth of confusion, as both terms tend to develop singular meanings in different professional contexts. In this paper both activities are defined and explored in terms of how they can develop as co-creative synergy where the personal and professional development of both parties results in mutual benefit. Additionally, I explore how mentoring and **coaching** can be generative. New generations of coaches and mentors can evolve out of pre-existing **coaching** and mentoring relationships and this has a particular relevance to research at a time where practitioners are encouraged to investigate their work in order to improve PsycInfo. ., executive, theory. **Article**.

(2007) Foster, S. L. and P. J. Lloyd "Positive psychology principles applied to consulting psychology at the individual and group level." Consulting Psychology Journal: Practice and Research 59(1): 30-40

This article describes the application, at the team and individual level, of findings from the positive psychology research. An overview of this research is presented focusing on several areas generally included in the positive psychology domain: flow, appreciative inquiry, the broaden and build theory, and other strategies for increasing the experience of positive emotions and the identification and deployment of strengths. The authors propose that these applications show promise in consulting psychology engagements and may have merit when utilized by practitioners themselves. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2007) Gordon, S. "Sport and business **coaching**: Perspective of a sport psychologist." Australian Psychologist 42(4): 271-282.

This personal perspective on both sport and business **coaching** psychology practice discusses theories and models utilised by practitioners in both settings. Performance demands and examples of intervention research common to sport and business settings are described, and suggestions on collaborative research projects are offered. Advice that sport leaders have offered business leaders is summarised and a case study example of transformational leadership in sport is provided. In the author's opinion the evidence suggests that **coaching** psychologists in both performance environments would benefit considerably from more closely linked approaches to applied research. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., life, theory. **Article.**

(2007) Gori, R. and P. Le Coz "**Coaching**: The grab for the market of physical suffering." Cliniques mediterraneennes No 75 2007, 73-89.

**Coaching** now extends to all areas of daily life. It can even be found in the health system, where you are told how to behave to be in better shape. With its psychological recipes and managerial jargon, it gets right down to our very intimacy. This ideology, which is a new form of social control, has carved out a niche for itself in the inexhaustible market of psychic suffering generated by the climate of uncertainty that nowadays reigns in the deregulated world of neoliberalism. Coaches offer a psychoaffective airbag that calms what they themselves call an intense need to feel "secure" to people who are psychologically vulnerable and socially disorientated by the paradoxical injunction to be both creative and conformist, to blossom ontologically while knuckling under economically. The correlate of the general arrangement for social maintenance that holds sway through this security-minded ideology is the "free and informed" consent of individuals to the mercantile values of profitability and competitiveness. **Coaching** thus gives its approval to the paucity of an anthropology of wealth, a narrowly economist and .-mechanical anthropology that makes the world we live in (economic and social inequalities included) absolutely good, natural and necessary. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article.**

(2007) Govindji, R. and A. P. Linley "Strengths use, self-concordance and well-being: Implications for Strengths **Coaching** and **Coaching** Psychologists " International Coaching Psychology Review 2(2): 143-154.

An emphasis of the **coaching** psychology and positive psychology movements has been strengths and well-being. This study examined two generic aspects of strengths - strengths knowledge and strengths use, together with organismic valuing, and their relations with subjective well-being, psychological well-being, and subjective vitality. Theory suggests that people who know their strengths, use their strengths, and follow the directions that are right for them (i.e. organismically valuing) will be happier. Participants (N=214) completed measures of these variables, as well as measures of self-esteem and self-efficacy. Analyses showed that strengths knowledge, strengths use, and organismic valuing were all significantly associated with well-being and vitality. Regression analyses showed that self-esteem, organismic valuing, and strengths use all predicted unique variance in subjective well-being and psychological well-being, but only self-esteem significantly predicted unique variance in subjective vitality. The discussion locates the findings in relation to strengths **coaching**, and suggests directions for future research and **coaching** psychology applications. PsycInfo. ., executive, survey. **Empirical.**

(2007) Grant, A. M. "Editorial." Australian Psychologist 42(4): 237-238.

This special issue seeks to explore the nature of contemporary **coaching** psychology, balancing theory with practice, inquiry with advocacy, and personal experience with research. The lead article presents a review of the outcome literature of executive, workplace and personal **coaching**, interview eight international experts, and present a new languishing-flourishing model of **coaching**. The second article examines the links between the human potential movement and **coaching**. The following five papers outline theoretical issues that inform practice. The final two papers address issues related to the enhancement of **coaching** practice and the further development of an evidence-based foundation for **coaching**. (PsycINFO Database Record (c) 2007 APA, all rights reserved). . PsycInfo. ., executive, industry. **Article.**

(2007) Grant, A. M. "Enhancing **coaching** skills and emotional intelligence through training." Industrial & Commercial Training 39: 257-266

Purpose — The purpose of this paper is to compare the impact of a long-term (13-week, spaced learning) with a short-term (two-day, block intensive) **coaching** skills training programme on participants' **coaching** skills and emotional intelligence. Design/methodology/approach — In the study 23 participants completed a 13-week **coaching** skills training course which consisted of weekly 2.5-hour workshops and action learning. In comparison, 20 participants completed a two-day Manager as Coach training programme, with a three-week action learning break between day one and day two. Both training programmes used the same **coaching** frameworks, with the two-day programme being more condensed. Findings — Participation in the 13-week training course was associated with increases in both goal-focused **coaching** skills and emotional intelligence, whereas the two-day block intensive training was associated with increased goal-focused **coaching** skills, but not emotional intelligence. Further the magnitude of the increase in goal-focused **coaching** skills was less for the two-day programme than for the 13-week programme. Research limitations/implications — These studies used a quasi-experimental pre-post design, and the long-term effects were not measured. Future research should use control groups and random assignment to short- or long-term training. Practical implications — The main implications of these findings are that, while short, intensive programmes may improve participants' goal-focused **coaching** skills, organisations seeking to deepen the impact of "Manager as Coach" training programmes and improve the underlying emotional intelligence of participants should use a spaced learning approach over a number of weeks. Originality/value — This is the first study to examine the impact of different approaches to **coaching** skills training and their impact on emotional intelligence. BusinessSourcePremier. ., executive, quasi-experimental. **Empirical.**

(2007) Grant, A. M. "A languishing-flourishing model of goal striving and mental health for **coaching** populations." International Coaching Psychology Review 2(3): 250-264

**Coaching** focuses both on facilitating goal attainment and enhancing well-being. Yet there has been little work on developing models that integrate mental health/illness issues with goal striving. This is important because many distinctions between **coaching** and therapy have been based on the supposed differing levels of psychopathology in clinical, counselling and **coaching** populations. However, research suggests that some **coaching** clients have high levels of depression, anxiety or stress, and there is recent evidence that **coaching** clients who voluntarily seek life **coaching** tend to have higher levels of psychopathology than individuals who undertake **coaching** as part of a workplace **coaching** program. These findings underscore the importance of coaches having a sophisticated understanding of the issues related to **coaching** and mental health. Drawing on recent languishing-flourishing work in the area of positive psychology this paper presents a new provisional model of goal striving and mental health/mental illness with two key dimensions: (i) mental health-illness; and (ii) intentional goal striving (high or low). The languishing section of the model represents individuals who have low levels of psychological or subjective well-being but do not have elevated levels of depression, anxiety or stress. The acquiescent section is where individuals have good levels of mental health and but have low levels of intentional goal striving. The flourishing section is where individuals have high levels of mental health and are actively engaging in high levels of intentional goal striving. The model also delineates a distressed but functional client group who have high levels of intentional goal striving, but significant levels of psychopathology, and distinguishes those from clients with major psychopathology but very low levels of intentional goal striving. Recommendations are made for future **coaching** research and practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, theory. **Article.**

(2007) Grant, A. M. and M. J. Cavanagh "Evidence-based **coaching**: Flourishing or languishing?" Australian Psychologist 42(4): 239-254.

**Coaching** and **coaching** psychology offer a potential platform for an applied positive psychology and for facilitating individual, organisational and social change. Experts from around the world were invited to comment on the emerging discipline of **coaching** psychology and the commercial **coaching** industry. Several key themes emerged including the potential of **coaching** to contribute to health promotion, social change and organisational development. There was unequivocal consensus for the need for an evidence-based approach to **coaching**. A review of the psychological **coaching** outcome literature found there have been a total of 69 outcome studies between 1980 and July 2007: 23 case studies, 34 within-subject studies and 12 between-subject studies. Only eight randomised controlled studies have been conducted. This indicates that **coaching** psychology is still in the early stages of development, and can be understood as an emerging or protoscientific psychological discipline. A languishing - flourishing model of **coaching** is described. To flourish, **coaching** psychology needs to remain clearly differentiated from the frequently sensationalistic and pseudoscientific facets of the personal development industry while at the same time engaging in the development of the wider **coaching** industry. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, industry. **Article.**

(2007) Grant, A. M. and M. J. Cavanagh "The goal-focused **coaching** skill questionnaire: Preliminary findings." Social Behavior and Personality: An International Journal 35(6): 751-760.

Goal-focused **coaching** is increasingly being used to help people set and reach personal and workplace goals. However, coaches' **coaching** skills are rarely measured. This exploratory study reports preliminary findings on the initial development and validation of a self-report measure, the Goal-focused **Coaching** Skills Questionnaire (GCSQ). Some participants also completed the Schutte Emotional Intelligence Scale (Schutte et al., 1998) and the Insight

subscale of the Self-reflection and Insight Scale ([SRIS-IN], Grant, Franklin, & Langford, 2002). Convergent, face validity and test-retest reliability were found to be good, and scores on the GCSQ distinguished between professional and nonprofessional coaches. Scores on the GCSQ were also related to measures of emotional intelligence and personal insight. Behavioral observations following a **coaching** session indicated a significant correlation between coachees' ratings of the coaches' skills and the self-reported skill ratings of the coaches themselves. Limitations of the study are discussed and future research suggestions presented. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) PsycInfo. ., executive, survey. **Empirical.**

(2007) Gravel, T. M. "Principal time commitment and job satisfaction before and after an executive **coaching** workshop." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(4-A), 2007, pp 1247

The purpose of this study was to investigate time commitment and job satisfaction of principals before and after an executive **coaching** workshop. Principals on average work 50-70 hours per week and the demands being placed on principals is ever increasing. The result has been fewer qualified individuals applying for principal positions across the country and the burnout of those who are in the position. Data were collected from K-12 principals by surveying those who attended one of four workshops titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The workshops were presented in four locations: St. Paul, Minnesota, August 15 & 16, 2005; Fergus Falls, Minnesota, August 18 & 19, 2005; Monrovia, California, August 22 & 23, 2005; and Pittsfield, Massachusetts, August 25 & 26, 2005. Approximately twelve weeks after the workshop a second survey was sent to each participant asking the same questions on time commitment to administrative tasks and overall job satisfaction and what, if any, change occurred. Based on the data collected the following results are suggested: Time commitments to administrative tasks performed were reduced following the attendance at the workshop and principals were able to increase their time in classrooms. Principals reported that as a result of doing less clerical work and being able to spend more time with students and staff, their overall job satisfaction increased. Principals also reported an increase in the amount of energy they had left at the end of the average workweek, and the amount of time devoted to family, friends, and personal hobbies increased. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, within-subject design, self-report. **PhD.**

(2007) Gray, D. E. "Towards a systemic model of **coaching** supervision: Some lessons from psychotherapeutic and counselling models." Australian Psychologist 42(4): 300-309.

Although recent research indicates a growing engagement among coaches with supervision, many coaches still pursue their professional practice without the support and guidance of a supervisor. Also, while the organisations that purchase **coaching** are clear that the coaches they hire should have supervision, they are unclear as to what forms that supervision should take. This article sets out to identify the kind of models of supervision that might be appropriate to coaches by exploring models and lessons from the supervision of counsellors and psychotherapist. Such models are valid because many current practising coaches are professionally trained as counsellors or psychotherapists, and a range of alternative supervisory models have been tried and evaluated over several decades. Applying elements of these models to a **coaching** context has allowed for the design of what is termed a systemic model of **coaching** supervision, with contracting, teaching and evaluation at its core. Models of the supervisory relationship are also discussed as important elements of the supervisor-coach alliance. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article.**

(2007) Green, S., A. Grant, et al. "Evidence-based life **coaching** for senior high school students: Building hardiness and hope." International Coaching Psychology Review 2(1): 24-32

Objective: To extend the knowledge base on the use of life **coaching** as an applied positive psychology. Studies to date have utilised community samples with participants of varying ages and most research has used adult community samples. The present study is unusual in that it examined the efficacy of an evidence-based (cognitive-behavioural, solution-focused) life **coaching** programme in enhancing cognitive hardiness and hope in senior female high school students. Design: In a randomised controlled experimental design, 56 female senior high school students (mean age 16 years) were randomly allocated to an individual life coach (N = 28) or to a wait-list control group (N = 28). Method: 10 teachers were trained in theories and techniques of **coaching** psychology through a manualised 'Teacher as Coach' workshop. Participants were randomly allocated to a Teacher-Coach with whom they met individually for 10 sessions over two school terms. Results: Life **coaching** was associated with significant increases in levels of cognitive hardiness and hope, and significant decreases in levels of depression. Conclusions: Life **coaching** may be an effective intervention for high school students. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, between-subject design. **Empirical.**

(2007) Greif, G. "Advances in research on **coaching** outcomes." International Coaching Psychology Review 2(3): 222-247.

The review gives a theoretically grounded overview over new advances of research on **coaching** outcomes. In the first part general standard outcome measures and different specific methods are presented. The second part summarises studies that investigate **coaching** outcomes as the result of changes in pre-requisites or preconditions for **coaching** (e.g. change readiness and persistence of the client) and success factors in the **coaching** sessions, (e.g. esteem and

emotional support the coach, clarification of the goals). The third part describes eight experimental and quasi-experimental studies, with and without random assignments. particularly individual **coaching** by external coaches, peer-**coaching**, self-**coaching** programmes and control groups. The results show that the different **coaching** interventions produce significant and sometimes strong but not always expected and consistent effects. A discussion of perspectives of theory and research and an orientation model for future outcome studies close the contribution. . PsycInfo. ., executive, industry. **Article.**

(2007) Gyllensten, K. and S. Palmer "The **coaching** relationship: An interpretative phenomenological analysis." International Coaching Psychology Review 2(2): 168-177

Objectives: There is a lack of research on the **coaching** relationship (O'Broin & Palmer, 2006a). The current paper will present the findings from a qualitative study that explored experiences of workplace **coaching** including the **coaching** relationship. Design: The study adopted a qualitative design and the data was analysed by Interpretative Phenomenological Analysis (Smith, Jaraman, & Osborn, 1999). Methods: Nine participants, from two large organisations, were interviewed about their experiences of **coaching**. Results: 'The **coaching** relationship' was identified as a main theme which, in turn, comprised of three subthemes; valuable **coaching** relationship; trust; and transparency. These themes highlighted that the **coaching** relationship was very valuable for the participants and that this relationship was dependent on trust and improved by transparency. Conclusions: It was concluded that it is important that coaches are aware of, and are working with, the **coaching** relationship. Nevertheless, the participants also highlighted that the relationship was not the only factor that made **coaching** useful. Working towards goals and improving performance were also valuable components of the **coaching**. It was, therefore, suggested that **coaching** may be most beneficial if it incorporates a number of components, including a focus on the relationship. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., workplace, case studies.

**Empirical.**

(2007) Huggler, L. A. A. "CEOs on the couch: Building the therapeutic **coaching** alliance in psychoanalytically informed executive **coaching**." Dissertation Abstracts International: Section B: The Sciences and Engineering Vol 68(3-B), 2007, pp 1971

The formation of the therapeutic alliance in clinical work is central to psychoanalytic theory and psychoanalysis and can inform the executive coach about the importance and nature of the therapeutic **coaching** alliance. Because CEOs tend to be narcissistically oriented (as noted by Manfred Kets de Vries and Michael Maccoby), they present important considerations and challenges to the coach related to forming and maintaining the therapeutic **coaching** alliance. The theoretical work of Heinz Kohut is particularly useful in guiding the critical task of forming a successful therapeutic alliance. This dissertation is a study of six CEOs who entered into executive **coaching** to enhance job performance and interpersonal relationships. The duration of the **coaching** ranged from 1 year to more than 3 years. The methodology is a retrospective case narrative. The case narrative was co-created by both the CEO and me as the coach. I summarized the **coaching** relationship by focusing on the CEO's presenting problem(s), the development of the therapeutic **coaching** alliance, transference phenomenon and interpretation, and the integration of growth at the termination phase of **coaching**. The CEOs were interviewed 1+ year(s) after the conclusion of the **coaching** and asked to reflect on the **coaching** experience in order to get at how they both described and understood the therapeutic **coaching** alliance. The CEO narratives were elicited via qualitative, in-depth interview protocol. Each CEO's narrative was used in conjunction with my own retrospective case narrative, as I reconstructed each case using my process notes from **coaching** sessions with the CEO. The interview data were analyzed to understand individual and aggregate differences in how CEOs described and understood how they changed internally and how these changes impacted job performance and interpersonal relationships. The therapeutic **coaching** alliance factors assessed included: affect containment, collaboration, empathic attunement, and transference phenomena such as idealizing, mirror, twinship, and negative transferences. Key words. psychoanalysis, executive **coaching**, therapeutic alliance, transference, narcissism, Kohut, therapeutic **coaching** alliance (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, self-report, relationship. **PhD.**

(2007) Kibby, L. "**Coaching** Skills for Responding to Affect " International Journal of Evidence Based Coaching and Mentoring 5(1): 1 - 18.

Affective-cognitive integration is a crucial skill for human development and therefore must also be a key enabler in **coaching**. This paper proposes **coaching** techniques that facilitate affective-cognitive integration in the light of theory related to emotions triggering. It also explores how emotional sharing, through language, enables an interaction between affect and cognition that assists the integration of both and therefore can be utilized for coaches for enabling self-awareness and development. . PsycInfo. ., executive, theory. **Article.**

(2007) Ladyshevsky, R. K. "A strategic approach for integrating theory to practice in leadership development." Leadership & Organization Development Journal 28(5): 426-443.

Purpose: This paper aims to evaluate the impact of experiential learning, goal setting, peer **coaching** and reflective journaling as a combined strategy to influence leadership development. Design/methodology/approach: Subjects participated in a university based leadership development program over two years. Four focal units of study were

undertaken. Participants set development plans based on their learning and implemented them over eight weeks with the support of a peer coach. A pre, mid- and post- 360-degree assessment was undertaken to measure changes in leadership competency. Learning outcomes and **coaching** reports were also submitted and evaluated qualitatively. Findings: A progressive increase in leadership competency was reported by participants and their work colleagues in the 360-degree data. Qualitative data revealed a range of learning outcomes that elevated their leadership competency. Research limitations/implications: The results of this research provide a model for further investigations into how training can be structured to promote transfer of training. Originality/value: Considering the investment being made by organizations into leadership development, this research provides a strategy for increasing return on investment in leadership development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey (outcome). **Empirical.**

(2007) Laske, O. "Contributions of evidence-based developmental **coaching** to **coaching** psychology and practice." International **Coaching** Psychology Review 2(2): 202-212

In this article, some of the major contributions to **coaching** psychology made by evidence-based developmental **coaching**, a form of **coaching** based on research in adult development, are outlined. '**Coaching** Psychology' is seen as a behavioural discipline (Stober & Grant, 2006). Therefore, the emphasis is put, not on the developmental paradigm per se, but on how it relates to working with behavioural data in **coaching** practice. This amounts to shedding light on the limits of a strictly behavioural **coaching** paradigm, however evidence-based it may be. Positively speaking, it entails pointing to the enrichment of **coaching** psychology by way of acknowledging and integrating developmental research methods and findings about coaches as well as clients, and thus their interaction. There is a common thematic denominator of disciplines using a developmental paradigm in Piaget's central notion of increasing loss of ego-centricity over the life span. This notion straightforwardly extends to behaviour, in the sense of Freud's 'what Id is shall Ego become,' in that Freud's Ego is exactly where egocentricity imposed by Id is being lost. If, as happens in developmental **coaching**, behaviour is seen, as well as measured, in terms of a person's level of ego-centricity in its many forms, new perspectives on 'helping' and 'consultation' including **coaching** arise that are unknown in a behavioural universe of discourse. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., developmental, theory. **Article.**

(2007) Latham, G. P. "Theory and research on **coaching** practices." Australian Psychologist 42(4): 268-270.

To date the **coaching** literature has been dominated by practitioner contributions, and the commercial **coaching** industry itself has been significantly influenced by simplistic folk psychology and pseudoscientific approaches. There has been a paucity of solid theory and empirical research. Advances in industrial/organisational psychology often occur from adapting theories, concepts and methods from other subdisciplines of psychology. The explicit linking of **coaching** practice to existing psychological frameworks and empirical research will help develop an evidence-based approach to **coaching**. Theories and research that may usefully inform **coaching** practice include Dweck's implicit person theory, Locke and Latham's goal theory, and a range of sociocognitive theories. The application of findings from empirical research guided by theory are far more likely to prove valuable than **coaching** based on fads, fashion and folderol. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article.**

(2007) Lawton-Smith, C. a. E. C. "**Coaching**: Is it just a new name for training?" International Journal of Evidence Based **Coaching** and Mentoring (Special Issue Summer): 1-9.

This article looks at the growth of **coaching** in the corporate sector and considers the overlaps with training provision. Drawing on the experience of the authors, a conceptual analysis is constructed that culminates in our presentation of a simple learning strategies map that provides a framework for understanding the activities and strategies used when developing others, either through training or **coaching**. Key words: **Coaching**, training, learning strategies PsycInfo. ., executive, theory. **Article.**

(2007) Lindbom, D. "A Culture of **Coaching**: The Challenge of Managing Performance for Long-Term Results." Organization Development Journal: P101-P106.

Organizations struggle to create an environment that encourages and supports managers to provide regular feedback to employees. Companies can take steps to develop a culture of **coaching**. First, **coaching** must become part of the organization's identity by including it in core competencies and behavior expectations. Strategic goals must reinforce this culture and processes and resources must be provided to assist effective **coaching**. These steps and a true commitment to feedback can lead to a culture of **coaching**. BusinessSourcePremier. ., executive, theory **Article.**

(2007) Lowman, R. L. "**Coaching** and consulting in multicultural contexts: Integrating themes and issues." Consulting Psychology Journal: Practice and Research 59(4): 296-303.

This article reviews a series of articles in a special section on "**Coaching** and Consulting in Multicultural Contexts." It identifies overlapping themes and issues (e.g., the role of perception, culture, pragmatic wisdom, and trust in **coaching**), as well as issues still to be addressed. It is argued that much work remains to be done to establish an

empirical basis for hypotheses generated by the series. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article.**

(2007) Mackenzie, H. "Stepping off the treadmill: a study of **coaching** on the RCN Clinical Leadership Programme." International Journal of Evidence Based **Coaching** and Mentoring Vol. 5, No. 2

This phenomenological study is set in the context of leadership development in the National Health Service (NHS). The aim of the study was to provide an in-depth understanding of the Royal College of Nursing Clinical Leadership Development Programme (RCN CLP) participants' experience of the **coaching** component of the programme. In-depth interviews were undertaken with eight clinical leaders who had recently completed the RCN CLP. The overarching theme emerging from the data suggested that **coaching** was seen as an opportunity for 'stepping off the treadmill'. This main theme is underpinned by a further eighteen theme clusters, organised into 6 categories: out and in the comfort zone; mirror mirror; unconditional positive regard; creative conversations; ripple effect; and I'm OK, you're OK. In this paper, the implications of the findings are discussed and recommendations for further research identified. International Journal of Evidence Based **Coaching** and Mentoring. ., executive, case studies. **Empirical.**

(2007) MacKie, D. "Evaluating the effectiveness of executive **coaching**: Where are we now and where do we need to be?" Australian Psychologist 42(4): 310-318

To date there have been no universally accepted criteria for what constitutes a successful outcome in executive **coaching**. This has been partly a function of the range of activities undertaken within the **coaching** medium and partly the fact that commercial realities mitigate against controlled trials teasing out mediating and moderating variables. Consequently we may need to look elsewhere for some inspiration in how to assess outcome in executive **coaching**. Both the training and psychotherapy literature have a long history in addressing the problem of evaluating outcomes in their respective domains. The Kirkpatrick model of four-stage evaluation is now nearly 50 years old and suggests key criteria for the effective evaluation of training and management development interventions. The psychotherapy literature has by necessity advocated controlled trials of different therapies and established key process and outcome variables that predict an effective intervention. Incorporating some of their key insights and findings on evaluation should help to accelerate the executive **coaching** evidence base. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2007) Mansi, A. "Executive **coaching** and psychometrics: A case study evaluating the use of the Hogan Personality Inventory (HPI) and the Hogan Development Survey (HDS) in senior management **coaching**." The **Coaching** Psychologist 3(2): 53-58

Individual personality differences can, at times of pressure, manifest as extreme traits so that attention to detail, for instance, can show as perfectionism. These personality differences, referred to here as 'the dark sides' of personality, can result in dysfunctional behaviour at work, and impact on individuals, teams and the organisation. This article will explain how two psychometric measurements: the Hogan Personality Inventory and the Hogan Development Survey were used to assess for potential dark side behaviours, and were incorporated into a developmental **coaching** programme for a senior manager. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case-study, validated. **Empirical.**

(2007) Marshall, M. K. "The critical factors of **coaching** practice leading to successful **coaching** outcomes." Dissertation Abstracts International: Section B: The Sciences and Engineering Vol 67(7-B), 2007, pp 4092

The purpose of this study was to identify the critical aspects in **coaching** outcomes as perceived by experienced coaches in the United States in both business and life **coaching** settings. Nineteen coaches provided a total of 109 critical incidents that led the client to the **coaching** process. Six dimensions of **coaching** emerged from the coding process; personal philosophies of **coaching**, coach functions, the **coaching** process, breakdown and success factors, precipitating factors and outcomes of **coaching**. A model was constructed to depict the relationship of the dimensions to one another. The personal philosophy of the coach influenced every other dimension. The coach functions were separated from the **coaching** process as they were interwoven throughout the **coaching** process and influenced the **coaching** process along with personal philosophies. The **coaching** process influenced factors of breakdown and success as did personal philosophies and coach functions. Factors that led to unsuccessful outcomes or breakdowns in **coaching** were therapeutic issues, coach/client mismatch, a lack of a willingness or ability to take action and make commitments, unrealistic expectations, lack of depth and flow in the **coaching** process, and negative mindsets that could not be shifted. Conversely, factors that led to successful **coaching** outcomes were the client connection, unconditional positive regard, the coach selection process, establishing a strong connection between coach and client, client accountability, openness and motivation. The tacit knowledge of the coach became an integral component of the study as coaches related the incidents of success and lack of success as coaches engaged in a **coaching** process that reflected their personal theories and perspectives. These theories could often be related back to foundational theories of **coaching** such as client-centered therapy, transformational learning, systems theory, and adult development theories and had become a source of tacit knowledge for study participants. The unplanned or unexpected outcomes revealed the impact of **coaching** on the whole person or system. Coaches reported that as clients gained successes in one area of their lives, improvement in other areas was also experienced. The electronic

version of the dissertation is accessible at the Ohiolink ETD center <http://www.ohiolink.edu/etd/>. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., life, survey. **PhD.**

(2007) McDermott, M., A. Levenson, et al. "What **Coaching** Can and Cannot Do for Your Organization." Human Resource Planning 30(2): 30-37

This article presents the results of a study that was interested in examining the success of **coaching** programs at large companies. The study addressed questions regarding to what degree **coaching** has influenced an organization's capabilities, the benefits of using internal vs. external coaches, how a company's effectiveness is influenced by **coaching** and how companies manage the **coaching** process and measure its impact. The authors note that participation in the study was through self-report and discuss possible biases that may arise as a result. They examine the nature and prevalence of **coaching** in the work environment and discuss who benefits the most from **coaching**. They conclude by offering several recommendations to promote the effectiveness of **coaching** programs. BusinessSourcePremier. ., executive, survey. **Empirical.**

(2007) McDowall, A. a. R. K. "Making the most of psychometric profiles - effective integration into the **coaching** process." International Coaching Psychology Review 2(3): 299-309.

This practical paper is based on a skills session as delivered at the first International **Coaching** Psychology Conference held in 2006. It commences by discussing the use of psychometrics in general by emphasising the four psychometric principles as hallmarks of a good test; and outlining some of the advantages and potential limitations of psychometrics. In this paper a contemporary instrument, the Saville Consulting Wave® is introduced and its application is discussed in relation to **coaching**, with particular reference to a performance **coaching** context at work. It is concluded that no psychometric test is a panacea for each and every situation, but that skilful use greatly enhances the **coaching** process. . PsycInfo. ., executive, theory. **Article.**

(2007) McKelley, R. A. and A. B. Rochlen "The practice of **coaching**: Exploring alternatives to therapy for counseling-resistant men." Psychology of Men & Masculinity 8(1): 53-65

The current article examines the practice of **coaching** as a possible alternative to conventional therapy for men. Although overviews of **coaching** have been outlined, none have specifically addressed how this particular helping modality might fit with the cultural demands of men resistant to conventional sources of professional help. This article provides suggestions for how **coaching** may address possible conflicts and paradoxes between men's gender role socialization and help-seeking attitudes and behaviors, as well as overviews some of the problems within the current practice of **coaching**. Suggestions for research with using **coaching** are also addressed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2007) McVea, C. a. D. R. "Freedom to act in new ways: The application of Moreno's spontaneity theory and role theory to psychological **coaching**." Australian Psychologist 42(4): 295-299.

Moreno's concepts of role and spontaneity offer a useful methodology for psychological **coaching**. A central principle in Moreno's approach is that strengthening spontaneity and creativity through free-flowing enactment of a person's core concerns can produce the conditions that generate new and constructive responses to problematic situations. A coach, trained in Moreno's approach, can apply the concepts of role and spontaneity to promote and develop healthy functioning by helping clients access their capacity for self-direction, experimentation, self-review and purposeful action. This paper presents the principles of role-training and illustrates its application in an individual **coaching** context. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, case study. **Empirical.**

(2007) Nocks, J. "Executive **Coaching**--Who Needs It?" Physician Executive 33(2): 46-48

The article explores executive leadership styles and how **coaching** can help physician executives become better leaders. It refers to Ronald Haifetz who in "The Work of Leadership," has discussed the adaptive traits of leaders that include vision, and the ability to ask the right questions. It argues that the **coaching** is necessary for executives as it helps them focus on current possibilities. BusinessSourcePremier. ., executive, theory. **Article.**

(2007) Noer, D. M., C. R. Leupold, et al. "An analysis of Saudi Arabian and U.S. managerial **coaching** behaviors." Journal of Managerial Issues 19(2): 271-287.

The purpose of this exploratory study was to compare **coaching** behaviors as they relate to the underlying cultural values of Saudi Arabian and U.S. managers. The **Coaching** Behaviors Inventory (Noer, 2005) was administered to 80 Saudi Arabian and 71 U.S. managers to measure the frequency with which they exhibited assessing, challenging and supporting **coaching** behaviors. Results indicated that, relative to their U.S. counterparts, the Saudi Arabian managers 1) demonstrated more overall homogeneity in their **coaching** behaviors and 2) scored significantly higher on the supporting and challenging dimensions. Implications for U.S. and Saudi **coaching** relationships as well as the use of effective **coaching** behaviors to facilitate deeper and more authentic cross-cultural communications are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, survey. **Empirical.**

(2007) Passmore, J. "Addressing deficit performance through **coaching**--using motivational interviewing for performance improvement at work." International Coaching Psychology Review 2(3): 265-275

Resistance from coachees is a problem met by executive coaches in all fields. The continued interest in executive **coaching** by organisations has seen **coaching** beginning to be used more widely. An increasing number of low and average performing managers are following their high performing peers into the executive **coaching** room. One particular challenge facing the **coaching** psychologist is how to engage individuals where motivation for change is low. This paper draws on a five-stage model for behaviour change and an approach developed in the clinical setting which can usefully be applied to executive **coaching** to help the **coaching** psychologist address some of these behavioural challenges and add to their core **coaching** techniques through combining Motivational Interviewing (MI) techniques with their existing repertoire of skills. The paper starts with a review of the development of motivational interviewing, before moving to explore the evidence for MI as an intervention, which is largely within the health sector. The paper builds on this evidence by exploring how MI may be applied within non-clinical settings, as a tool to address poor performance resulting from low motivation to change. The paper also suggests other potential uses for MI such as in health **coaching** around stop smoking campaigns or obesity. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory, client. **Article**.

(2007) Passmore, J. "**Coaching** and mentoring - The role of experience and sector knowledge." International Journal of Evidence Based Coaching and Mentoring(Special Issue): 10-16.

This article explores the difference between executive **coaching** and mentoring. It argues that the boundary between the two is more blurred than is sometimes suggested. In order to do this the article draws on a range of literature in order to examine aspects of **coaching** and mentoring behaviour. The paper goes on to argue that coachees value behaviours which are more often associated with mentoring than **coaching**, such as sector knowledge and an understanding of leadership dilemmas. It is often claimed that the mentor brings career and business knowledge, while the coach is free from this clutter and brings a more independent perspective. This article challenges this view. . PsycInfo. ., executive, theory. **Article**.

(2007) Passmore, J. "An integrative model for executive **coaching**." Consulting Psychology Journal: Practice and Research 59(1): 68-78

Executive **coaching** has grown in popularity, but in spite of this growth, the use of sophisticated approaches appears limited. This article brings together a series of evidence-based approaches to build an integrated model for executive **coaching**, which can be described as integrative **coaching**. This model uses the concept of working at multiple levels with coaches; behavioral, cognitive, and unconscious. It combines these elements into "streams," which the coach works across seamlessly. The model recognizes the central importance of building a **coaching** partnership and the role of emotional intelligence in this process with a focus on improving performance at work. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2007) Passmore, J. and C. Gibbes "The state of executive **coaching** research: What does the current literature tell us and what's next for **coaching** research?" International Coaching Psychology Review 2(2): 116-128

This paper asks the question; what do **coaching** psychologists bring to the developing market of executive **coaching**? While psychologists are trained in human behaviour, this paper argues that their real unique contribution may be their ability to undertake high quality research. The paper moves to summarise executive **coaching** research to date, and to suggest new areas for study, drawing from a review of counselling research history over the past five decades. Finally, the paper calls for **coaching** psychologists to address three key research strands, with the objectives of; evidencing the impact of **coaching** on performance, improving **coaching** practice and assisting in identifying the key components required for effective **coaching** training. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, industry, theory. **Article**.

(2007) Peterson, D. B. "Executive **coaching** in a cross-cultural context." Consulting Psychology Journal: Practice and Research 59(4): 261-271

Many executive coaches today find themselves working with leaders from a variety of cultural backgrounds, as well as **coaching** leaders who work with culturally diverse teams. It is therefore increasingly important that coaches understand the role of culture in their work. This article begins with an overview of several ways that culture plays a role in **coaching**, including an exploration of how assumptions about culture can positively or negatively impact a coach's approach and their ultimate success with a given individual. A second section provides three general principles for **coaching** across cultures, emphasizing the importance of using cross-cultural knowledge as a way to customize **coaching** to each person. The third section focuses on five essential conditions for learning--insight, motivating, capabilities, real-world practice, and accountability--and how cultural differences can influence various steps in the **coaching** process. A variety of examples for each condition highlight specific tools and techniques that coaches can use. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory, industry. **Article**.

(2007) Popovic, N. a. I. B. "Personal Consultancy: An integrative approach to one-to-one talking practices." International Journal of Evidence Based Coaching and Mentoring(Special Issue Summer 2007): 24-29.

Despite a proliferation of 'one-to-one' talking practices that include counselling, psychotherapy and **coaching**, the existing approaches do not seem to be fully adequate, starting from their very names to, more importantly, the help that they can offer to clients. Broadly speaking, counselling and psychotherapy are mostly remedial, and usually lack more 'positive' or pro-active elements. **Coaching**, on the other hand, can be charged with not addressing deeper, underlying issues, and consequently being superficial. Personal consultancy approach allows practitioners to integrate the depth perspective, offered by counselling and psychotherapy, with an opportunity to make constructive, practical changes, associated with **coaching**. This is possible because all of these practices, in fact, use similar skills, and their domains already overlap to a large extent. In building its framework three essential elements of 'one-to-one' practices are considered first: the client, the consultant and the interaction (relationship) between them. On this basis four stages of the personal consultancy process are suggested: authentic listening, re-balancing, generating and supporting. The paper will expand on them, discussing the appropriate attitudes, methods, and techniques that can be used at each stage, in order to assist the process. *PsycInfo.* ., executive, theory. **Article.**

(2007) Renner, J. C. "**Coaching** Abroad." Consulting Psychology Journal: Practice & Research: 272-285.

Global corporations usually settle on a list of management competencies that they use to select, appraise, and coach managers in all of their locations around the world. When first-time **coaching** managers are outside of this corporate world, they can be surprised to learn that there are some very different views on the competencies needed to be an effective manager. The asset management model described in this article evolved over several years of experience in **coaching** managers in underdeveloped nations from Africa through Asia. These **coaching** cases included government managers who were controlling millions of dollars of foreign aid and essential public services; they also included managers of small businesses who were providing employment and growing the local economy. An asset management model offers a culturally appropriate framework that defines management competency in terms of three core concepts: ambition, asset leverage and innovation. The model has since proven useful as a framework for **coaching** inexperienced managers in small high-tech and .tech firms in the United States. [ABSTRACT FROM AUTHOR]. *BusinessSourcePremier.* ., executive, theory **Article.**

(2007) Rolo, C. et al. "An intervention for fostering hope, athletic and academic performance in university student-athletes." International Coaching Psychology Review 2(1): 44-61.

Objective: To examine the effectiveness of an intervention programme in fostering hope (Snyder, 1994), athletic and academic performance in university student-athletes participating in a mandatory structured study. Design: A two-group (hope facilitation intervention vs. no intervention control) pre- vs. post-test design was employed. Between pre-test and post-test the intervention group was exposed to a six-week (12 session) intervention to foster hope. Method: Division I NCAA-member institution University varsity athletic team members were administered measures on the key dependent variables (dispositional and state hope, academic and athletic domain hope, and perceived athletic and academic performance). Using stratified random sampling, 44 student-athletes were selected. Intervention and control groups were each composed of 22 student-athletes (nine female, 13 male; 10 female, 12 male, respectively), with a mean age of 19 years. Results: Repeated measures ANOVA results showed that the intervention programme participants did not differ significantly from the control participants at Time 1 on hope (dispositional, state, athletic and academic), athletic and academic performance. However, after taking part in the six-week hope building programme the intervention group student-athletes' state hope total scores significantly increased. Conclusions: The study hypothesis was partially supported; the intervention programme was effective in fostering university student-athletes' state hope. Support was not found for the effectiveness of the intervention programme in fostering dispositional hope, academic and athletic domain hope or perceptions of athletic and academic performance. *PsycInfo.* ., life, between-subjects. **Empirical.**

(2007) Roy, A. F. "An examination of the principle-based leadership trainings and business consultations of a group private practice." Dissertation Abstracts International: Section B: The Sciences and Engineering Vol 68(5-B), 2007, pp 3437

This study explores the nature and impact of the principle-based leadership trainings and business consultations undertaken by a small group private practice, referred to as West Coast Psychological Associates (WCPA), at a multinational defense contractor, referred to as East Coast Defense Contractor (ECDC). The group's interventions are based on an understanding of human psychological functioning discovered in the 1970's, and initially utilized as a clinical treatment methodology. Over the past three decades, this approach has been adapted to the fields of prevention, community revitalization, criminal justice, and education, where it is referred to as Health Realization. The formless principles at the heart of this understanding, Mind, Thought, and Consciousness, explain how human beings internally create life experience. The supposition that internal factors give rise to mental life is a radical departure from conventional etiological models that view psychological experience as a reflection of external circumstances. The study's literature review explicates these principles, their implications and diverse applications. Additionally, an abbreviated review of the executive **coaching** literature is provided in order to showcase the difference between existing **coaching** methods and principle-based consultations. A qualitative, case study methodology was utilized for this research. Nine interviews were conducted, two with consultants at WCPA, and

seven with executives at ECDC. The consultant interviews generated historical data on the group's relationship with the subject company and data on the characteristics of their interventions. The executive interviews described the personal and collective impact of principle-based consultations, their effect on the company's culture and their relationship to business performance. Results revealed a rich, narrative description of one company's transformation as a result of the principle-based understanding. Additionally, some of the psychological pathways whereby mental well-being contributes to business success were uncovered. Themes included a shift out of a victim mentality, greater humility, enhanced creativity, improved trust and rapport, and heightened levels of self-awareness amongst employees. The study concludes by differentiating principle-based executive **coaching** practices from psychodynamic, systems, cognitive-behavioral, and developmental **coaching** approaches, and it asserts that principle-based business consultations have the power to improve the lives of a company's employees and generate tangible business results. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, self-report. **PhD**.

(2007) Scamardo, M. and S. C. Harnden "A manager **coaching** group model: Applying leadership knowledge." Journal of Workplace Behavioral Health 22(2-3): 127-143

This article describes a model, benefits, and outcomes of a **coaching** and support group for managers. Professionals in the University of Texas at Austin Employee Assistance Program have created manager groups to support and coach managers in areas of skill development, including interpersonal challenges and communication, while providing a confidential forum for professional discussion. It is basic practice for EAPs to provide support to employees dealing with personal problems and one-on-one consultation for managers about an employee; however, few, if any, EAPs provide group **coaching** for managers in their roles as leaders. By facilitating manager groups EAPs can help reduce managers' stress and build their supportive and professional networks while helping to develop managers' communication and "soft skills." A model is presented to demonstrate the format of the manager groups facilitated at the University of Texas at Austin. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., group, theory. **Article**.

(2007) Scamardo, M. and S. C. Harnden "A Manager **Coaching** Group Model: Applying Leadership Knowledge." Journal of Workplace Behavioral Health: 127-143.

This article describes a model, benefits, and outcomes of a **coaching** and support group for managers. Professionals in the University of Texas at Austin Employee Assistance Program have created manager groups to support and coach managers in areas of skill development, including interpersonal challenges and communication, while providing a confidential forum for professional discussion. It is basic practice for EAPs to provide support to employees dealing with personal problems and one-on-one consultation for managers about an employee; however, few, if any, EAPs provide group **coaching** for managers in their roles as leaders. By facilitating manager groups EAPs can help reduce managers' stress and build their supportive and professional networks while helping to develop managers' communication and "soft skills." A model is presented to demonstrate the format of the manager groups facilitated at the University of Texas at Austin. BusinessSourcePremier. ., executive, theory **Article**.

(2007) Schumacher, L. and F. Stimmer "Leadership **coaching** as a circular process." Zeitschrift fur Psychodrama und Soziometrie 2: 201-226

The use of executive **coaching** as a developmental intervention for managers has increased dramatically during the past decade. In this article we examine the potential benefit of psychodramatic concepts for executive **coaching**. At first we describe the specific demands and strains of managerial work and analyse them from the perspective of psychodramatic concepts. The derived tasks of **coaching** are integrated in the model of a circular **coaching** process and are discussed with regard to psychodramatic methods. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2007) Seligman, M. E. "**Coaching** and positive psychology." Australian Psychologist 42(4): 266-267.

**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 framework and a defined scope of practice. Further, positive psychology can provide a range of valid measures, evidence-based interventions and a reference point from which to develop meaningful training and accreditation processes that will help set the boundaries of responsible **coaching** practice. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) PsycInfo. ., executive, industry. **Article**.

(2007) Senior, J. "Life **coaching**: Origins, directions and potential risk--Why the contribution of psychologists is needed more than ever." The Coaching Psychologist 3(1): 19-22

A review of life **coaching** was conducted using counselling and counselling psychology as a comparison to highlight potential risk of unethical practice due to inadequate research and a lack of industry regulation. The origins of life **coaching** and executive **coaching** are explored; along with current media interest which is argued may be influencing the image of life **coaching**. The stigma of seeking therapy is one potential driver of the current upsurge in interest in

this under regulated growth industry. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, industry. **Article.**

(2007) Sherman, D. E. "Examining the relationship between challenge and advantage, two relational scales of the Birkman Methodreg, and specific demographic features."

This quantitative study sought to examine and determine any existing relationship between two specific scales of the Birkman Methodreg; , a questionnaire used in various applications, including executive **coaching**. This study sought to examine two questions: first, to determine if any correlational relationship existed between the Challenge and Advantage scales, and second, to determine if any difference existed between or among specific demographic groups separated by age, gender and education level on Challenge and Advantage. The study analyzed extant data from Birkman Method reg; questionnaires administered to 144 participants. The findings revealed no significant correlative relationship between the Advantage scale and the Challenge scale of the Birkman Methodreg;. Upon examination of the demographic features of age, gender, and education level, the initial findings revealed no statistical difference among gender and education groups. However, further exploratory analysis indicated a statistical difference between younger and older participants. Specifically, a MANOVA followed by an F test produced a statistical difference between the age group of 20-30 years compared to 30 to 40 years, and 40+ years. The findings support the premise that Birkman Methodreg; consultants should consider motivational influencing factors that are specific to preferences of younger workers, such as work environment, attitude, and self-interest. Implications of the study are discussed for Birkman Methodreg; approved consultants who use results from this questionnaire in their executive **coaching**, career advisement, or consultation, and pertaining to age group differences, preferences, and worker attitude. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, survey, validated **Empirical.**

(2007) Sherman, W. S. "Improving Organizations by **Coaching** Individual Development Using the Resource-based Business Strategy." SAM Advanced Management Journal (07497075) 72(4): 40-46

The article focuses on the application of a business strategy analytical method to the individual level of analysis and by using the resource-based view to coach individual performance and improve organizational effectiveness. It notes that the importance of using the resource-based view at the individual level is providing the manager-coach with the information and opportunity for discussion with the employee. The proposed application of the resource-based view to individuals may provide a theoretical framework for executive **coaching** efforts and reduce the criticism and chaos. BusinessSourcePremier. ., executive, theory. **Article.**

(2007) Silberman , J. "Positive intervention self-selection: Developing models of what works for whom " International Coaching Psychology Review 2(1): 70-77.

Objective: To determine if self-selection is an effective way to match positive interventions to individuals. Design: Each time a participant in the choice group selected one of four positive interventions, a depression-matched yoked control participant was assigned the same intervention. Method: Positive interventions and surveys were administered online. Happiness and depression were assessed at baseline, one week, and two weeks. Results: If participants could identify the positive intervention that was most suitable for them, then interventions should have been more effective for the choice group than for the yoked control group. This was not observed. Both groups experienced significantly increased happiness and decreased depression, but the magnitudes of these changes did not significantly differ between groups. Conclusions: These data suggest that self-selection may not be a good way to identify well-suited positive interventions, and that other selection approaches should be investigated. PsycInfo. ., executive, theory. **Article.**

(2007) Sparrow, J. "Life **coaching** in the workplace." International Coaching Psychology Review 2(3): 277-297

Objectives: There is increasing recognition of **coaching's** situated nature. Different emphases in **coaching** are being utilised in different contexts with differing performance expectations. Life **coaching** has witnessed rapid growth within the last five years, primarily outside but increasingly within the workplace. The objective of this research is to establish the understanding, utilisation, and outcomes associated with life **coaching** in the workplace. Procurement practices within organisations are also explored. Design: A cross-sectional survey of organisations is undertaken. Practices and reported outcomes are explored within small- and medium-sized organisations together with large organisations. Private, public and community and voluntary sector organisations are sampled. Methodology: A postal questionnaire assessing 39 potential organisational outcomes, 93 potential individual outcomes and 21 potential procurement criteria for both performance and life **coaching** was developed. Responses from 51 organisations were obtained. Results: Life **coaching** is found to be less well understood than performance **coaching**. Significant differences between organisational sizes and sectors in practices and perceived outcomes are identified. **Coaching** has significantly less impact upon entrepreneurship and social purpose outcomes than more general organisational outcomes. The outcomes more typically associated with life **coaching** are not secured to the same extent as outcomes typically associated with performance **coaching**. Both **coaching** in general and life **coaching** secure rectification outcomes to a greater extent than positive well-being outcomes. There are significant differences in procurement criteria for performance and life **coaching**. Conclusions: A potential role for a life dimension in workplace **coaching** may be evolving. The contribution of the current study and other prospective research towards the development of

theory and practice are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, survey, .. **Empirical**.

(2007) Spence, G. B. "Further development of evidence-based **coaching**: Lessons from the rise and fall of the human potential movement." Australian Psychologist 42(4): 255-265.

Although several authors have argued for the development of an evidence-based approach to **coaching** practice, few attempts have been made to draw support for these arguments by examining events of the recent past. This paper seeks to learn some lessons from history by exploring events surrounding the rise and fall of the human potential movement (HPM), which occurred between the 1940s and 1970s. The demise of the HPM is of relevance to the **coaching** industry because it powerfully illustrates how the promise and potential of innovative practices can be easily lost when its practitioners become disconnected from theoretically sound rationales and solid research. It is argued that the longevity of the **coaching** industry will be dependent upon the degree to which it embraces the evidence-based practice ethos, and concludes by outlining recent contributions made by psychologists to the advance of evidence-based **coaching** practice. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, industry. **Article**.

(2007) Spence, G. B. "GAS powered **coaching**: Goal Attainment Scaling and its use in **coaching** research and practice." International Coaching Psychology Review 2(2): 155-167.

As the demand for an evidence-based approach to **coaching** grows, so does the need for rigorous outcome measures. However, despite the fact that **coaching** is a goal-focused process, there has been little discussion in the **coaching** literature about different approaches to measuring goal attainment. Given that goal attainment represents a key dependent variable for **coaching** interventions, it is important that this gap in the literature be addressed. This paper seeks to stimulate discussion about this important issue by describing an approach to the measurement of goal outcomes, Goal Attainment Scaling (GAS), and discussing the strengths and limitations of the approach. Whilst goal attainment processes are multifaceted and measurement is complicated by a multiplicity of goal constructs and the inherent instability of goals, it is argued that the GAS methodology offers coaches a way of neutralising some of these challenges. In addition, GAS has the potential to stimulate dialogue between practitioners and researchers, as it could provide a methodological framework and language accessible to both. PsycInfo. ., executive, theory. **Article**.

(2007) Spence, G. B. and A. M. Grant "Professional and peer life **coaching** and the enhancement of goal striving and well-being: An exploratory study." The Journal of Positive Psychology 2(3): 185-194

Few studies have investigated the impact of life **coaching** on self-regulated behavior and well-being. A limitation of past studies has been their reliance on peer rather than professional coaches. The present randomized controlled study compared peer with professional life **coaching** over a 10-week period with 63 participants. Results indicated that, compared to peer coachees and controls, coachees of professional coaches were more engaged in the **coaching** process, had greater goal commitment and progression, and greater well-being in terms of environmental mastery; other facets of well-being did not change. The results suggest that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving and highlight the importance of expertise in **coaching**. Recommendations are made for future research and for using life **coaching** as a methodology for applied positive psychology. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, between-subject study. **Empirical**.

(2007) St Claire-Ostwald, B. "Carrying Cultural Baggage: the contribution of socio-cultural anthropology to cross-cultural **coaching**." International Journal of Evidence Based Coaching and Mentoring Vol. 5, No. 2

This study examines the cultural awareness of professionals working in organisations. Given the multicultural nature of today's workforce, it is becoming increasingly important for companies and coaches alike to take into account how cross-cultural differences may affect daily working practices. The study draws on a review of current research into cultural dimensions and looks at the complex relationship between personality and culture - our 'cultural baggage'. In order to explore the opinions and cultural awareness of participants, a questionnaire was developed. The purpose of the questionnaire was to identify themes and orientations to cross-cultural issues in terms not only of communality but also of paradoxes. The results highlighted a high level of recognition of cultural dilemmas and a perceived need and willingness to address and reconcile them. However, the diversity of opinions about the potential benefits of specific methods of addressing cultural dilemmas suggested considerable uncertainty about dealing with cross cultural issues. International Journal of Evidence Based Coaching and Mentoring. ., executive, survey. **Empirical**.

(2007) Starman, J. "The impact of executive **coaching** on job performance from the perspective of executive women." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(5-A), 2007, pp 1783

**Coaching** is becoming a recognized way to improve executive and organizational performance. The term executive **coaching** was coined by the Division of Consulting Psychology of the American Psychological Association, but executive **coaching** is not therapy. It is a client focused process that engages the executive in conversation to address performance gaps and organizational outcomes. A literature review on executive **coaching** showed that executive **coaching** is an international phenomenon that focuses on managerial and leadership development, yet there is little

information relating to **coaching** executive women. This study addresses a gap in the research by specifically focusing on the impact executive **coaching** is having in the job performance of executive women. The results of this study indicate that executive women are satisfied with their executive **coaching** experience, are learning skills, changing job behavior, and improving job performance as a direct result of participating in executive **coaching**. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, survey. **PhD**.

(2007) Stelter, R. "**Coaching**: A process of personal and social meaning making " International Coaching Psychology Review 2(2): 191-201.

In this article, **coaching** shall be presented as a specific form of conversational process between a coach and a focus person - the coachee - with the aim to give the focus person a developmental space and thereby the possibility for reflection and renewed understanding: (1) about his/her own experiences in relation to a specific context; and (2) about specific relationships, co-ordinated actions with others and about the processes of negotiation in a specific social situation. Theoretically, the ambition is to combine a phenomenological and experience-based perspective with a social constructionist-relational perspective. Both approaches base their ideas on concepts of meaning. It is the aim of the author to integrate these two approaches both theoretically and in regard to their applicability in the **coaching** process PsycInfo. ., executive, theory. **Article**.

(2007) Styhre, A. and P.-E. Josephson "**Coaching** the site manager: effects on learning and managerial practice." Construction Management & Economics 25: 1295-1304

**Coaching** has emerged as a potentially powerful leadership development approach, capable of effectively blending theoretical knowledge and practical skills in onsite training. To date, little research on the use of **coaching** in the construction industry has been published and the **coaching** literature is primarily written by coaches with vested interests. In addition, there are a limited number of critical and empirical evaluations of the approach. A year-long action research **coaching** project in the Swedish construction industry shows that site managers participating in the **coaching** programme developed skills for reflecting on their work life situation, improved their communication, and became better equipped for seeing a broader range of perspectives in their work. In addition, the **coaching** programme opened up new discussions in the construction projects, which benefited further communication. The overall reception of the **coaching** programme was enthusiastic. While **coaching** does not come without costs and efforts, it may serve as a leadership development approach capable of helping site managers develop their leadership skills, cope with work-family conflicts, and improve their communication. BusinessSourcePremier. ., executive, case study.

**Empirical**.

(2007) Sweeney, T. "**Coaching** your way to the top." Industrial & Commercial Training 39: 170-173.

Purpose — The article looks at how **coaching** has become more accessible and functional with direct benefits for the individual and the organization. Design/methodology/approach — The **coaching** program in each example sited was developed and delivered over a period of several months. In most instances, **coaching** was included as assessment of needs, group based training (a workshop) followed by tailored **coaching**. Key outcomes and goals were agreed between the coach and the individual. Findings — Results were measured by holding a review to assess the issues, barriers, objectives, learning and successes. Originality/value — The following key learning points are outlined: recipient and coach clarify and agree objectives; engage and gain commitment to the **coaching** plan; assess activity to track learning and measure results; integrate the learning into the workplace; and encourage recognition of successes and celebrate them.]. BusinessSourcePremier. **Article**.

(2007) Terrion, J. L., R. Phillion, et al. "An Evaluation of a University Peer-Mentoring Training Programme " International Journal of Evidence Based Coaching and Mentoring 5(1): 19 - 29.

This study of a university peer-mentoring training programme evaluated mentor reaction, learning, transfer of learning and impact on organizational goals. Using quantitative and qualitative measures, the study found that the mentors reacted positively to the training, that training enabled mentors to develop and reinforce skills and encourage them to establish and maintain networks, or social capital, throughout the university. Peer-mentors reported transferring skills and identified effects beyond mentoring. The study affords insights into the training requirements and learning experience of peer-mentors and shows that mentor training is indispensable in providing tools and techniques and an opportunity to reflect on practice, and in facilitating the feedback necessary to continuous improvement in the mentoring capacity PsycInfo. ., executive, survey. **Empirical**.

(2007) Topp, E. M. "Presence-based **coaching**: The practice of presence in relation to goal-directed activity (mindfulness, **coaching**)." Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 67(7-B), 2007, pp. 4144.

This dissertation introduces a new scholar-practitioner model to the professional **coaching** literature called Presence-Based **Coaching** (PBC). Presence-Based **Coaching** is a counter intuitive approach to goal attainment based on increasing present-moment attention and awareness, and was developed from the Mindfulness Meditation, Flow, Presence, and Taoist literature. PBC consists of the 4-step process of stop, observe, align, and allow. Fifteen entrepreneurs underwent a 6-week **coaching** program applying the PBC model to self-selected goals. Qualitative data from participants' weekly reflection papers and quantitative data from a pilot 360-degree feedback instrument

completed by both participants and outside observers suggest that practicing Presence can influence both what one does and how one does it. Specific findings indicate that the PBC model supports goal attainment through discovering new approaches to work, increasing focus and calm, promoting wholeness, and supporting the clarification of values and priorities. This study introduced and tested a 360-degree assessment tool consisting of 4 10-item subscales. Initial results from the 360-degree instrument indicate that scale construction and subscale correlations were positive (Standardized Cronbach Coefficient Alpha: 0.69--0.91). Nine out of 40 items showed significant changes in means from pre-post test at the ( $p < .05$ ) level for self-raters while 15 out of 40 items showed significant changes in means for other raters. Additional findings suggest that (a) the PBC model facilitates a relatively predictable growth process, (b) affects the personal and professional relationships of clients, and (c) supports differentiation, or authenticity, which may affect one's goal attainment strategies or value system in general. Finally, this dissertation introduces a model for examining professional **coaching** interventions on a spectrum ranging from Doing to Being oriented practices or activities: from practical concrete actions to more contemplative and existential considerations that affect the manifest life of the client. \* \*This dissertation is a compound document (contains both a paper copy and a CD as part of the dissertation). The CD requires the following system requirements: Adobe Acrobat. (PsycINFO Database Record (c) 2007 APA, all rights reserved). PsycInfo. ., executive, between-subject design. **PhD.**

(2007) Veronesi, J. F. "When "just do it" does not work." Home Health Care Management & Practice 19(6): 470-472. Rule number one in leadership is that you cannot do everything yourself. Well, not unless you never sleep, eat or have any semblance of a personal life. Directing is not an effective strategy when managing others in most situations, and is the strategy that is least likely to lead to leadership skill development. In essence, this tactic requires that you, as the leader, provide specific instructions for staff members and closely supervise task accomplishment. **Coaching** is an effective strategy that, when used effectively, allows you as the leader to assess where your employees require additional knowledge and skill development in order to deliver consistently effective results. Delegation is an appropriate leadership strategy in a variety of situations. Targeting the appropriate team members, providing assistance as necessary to support knowledge gaps and ensuring open bi-directional communications are critical to the success of your delegation. With focused effort, you will soon have a team with a broad range of skills capable of executing projects on your behalf. And that gives you the opportunity to focus, in a more strategic direction, on your department and your organization. (PsycINFO Database Record (c) 2008 APA, all rights reserved). . PsycInfo. ., executive, theory. **Article.**

(2007) Wangsgard, T. G. "A construct of **coaching** skills and the effect of an original treatment on management behavior." Dissertation Abstracts International Section A: Humanities and Social Sciences. Vol 67(8-A), 3071  
Frontline managers in a plurality of manufacturing settings tend to demonstrate a lack of ability to coach and develop employees. Limited empirical research exists to validate the efficacy of specific **coaching** development interventions for frontline supervisors in high-rate manufacturing settings. The purpose of this study was to examine the validity and reliability of an original survey instrument and introduce an original **coaching** model and course designed to improve frontline manager **coaching** ability. A quasi experimental design, employing a posttest-only control and test group, was conducted. The instrument and treatment were tested by gauging the effectiveness of study participants' **coaching** behavior as a function of subordinate employees' perceptions. The two central research questions are (a) is the new survey instrument valid and reliable, and (b) how does the treatment affect participants' **coaching** behavior. Two systematic random samples were identified in a manufacturing firm in the Midwest. Participants' subordinates rated their managers' **coaching** behavior 60 days after the treatment on the 10-item Manager **Coaching** Behavior Measure (MCBM) survey instrument. A two-tailed t test demonstrated that the test group's **coaching** behaviors improved significantly over that of the control group. Cronbach's alpha verified the reliability of the instrument. Both the MCBM and the high performance **coaching** model represent a valid measure and treatment, respectively, for the setting in which they were tested and warrant further testing. The exercises and follow-on activities associated with the course hold the potential to dramatically improve management behavior by developing managers who are better listeners, give timely and constructive feedback, guide employees through their challenges and to their own solutions, help employees put plans in writing, and consistently follow up on those plans to ensure their successful execution. When businesses promote effective **coaching**, they can expect improved employee relations, employee attendance, productivity, and ultimately greater financial strength. (PsycINFO Database Record (c) 2007 APA, all rights reserved). PsycInfo. ., executive, survey (quasi-experimental design). **PhD.**

(2007) Wesson, K. a. I. B. "Flow theory - its application to **coaching** psychology " International Coaching Psychology Review 2(1): 33-43.  
Purpose: Being 'in flow' or 'in the zone' enables individuals to focus on tasks more fully and to maximise performance. As this phenomenon results in pleasure being experienced whilst mastery is gained, it can be a natural aid to goal-oriented activities such as **coaching**. This paper explores the applications of flow theory to **coaching** psychology. Method: Various conditions are thought to influence the acquisition and maintenance of psychological flow. These are reviewed and linked to the work of coaches and **coaching** psychologists. Results: The literature and models reviewed indicate that flow theory has a number of applications to **coaching** psychology, and that it can provide a useful framework for **coaching** psychology practice. Conclusions: This paper suggests how these factors

may be captured by **coaching** methodology thereby: (i) helping the client and coach to find focus and fulfilment during sessions; and (ii) encouraging the client to remain 'on task' whilst engaging in goal actioning activities afterwards. PsycInfo. ., executive, theory. **Article.**

(2007) Wright, J. "Stress in the workplace: A **coaching** approach." *Work* 28(3): 279-284

The article discusses a **coaching** approach to stress in the workplace. Workplace stress can affect a person's work productivity, physical and mental health, musculoskeletal function and immune system. There are several factors which cause workplace stress including personalities, lifestyles and types of job. Management **coaching** involves wellness **coaching** in the workplace. BusinessSourcePremier. ., workplace, theory. **Article.**

(2007) Yu, L. "The Benefits of a **Coaching** Culture." *MIT Sloan Management Review* 48(2): 6-6

This article discusses the value and benefits of **coaching** as a tool for use with the work force and for leadership development. **Coaching** requires supervisors to spend more time giving constructive and individualized feedback about performance to employees. Ritu Agarwal and Corey M. Angst of the University of Maryland business school and Massimo Magni of Bocconi University conducted research that found that **coaching** of salespeople increases performance, productivity, and job satisfaction. They also found that middle managers who received intense **coaching** did not necessarily coach their subordinates more intensely. They also concluded that **coaching** might not work with more inward-focused or more easily prescribed functions. BusinessSourcePremier. ., executive, theory. **Article.**

## 2008

(2008) Akrivou, K. "Differentiation and integration in adult development: The influence of self complexity and integrative learning on self integration." Unpublished dissertation: Case Western Reserve U , US

This study explores the relationship between self-integration, self-complexity, and integrative learning. Drawing from constructivist adult ego development theorists (Kegan, 1994; Loevinger, 1976; 1988; Lahey et al. 1988; Perry, 1999; Piaget, 1962; Rogers, 1951) the definition of self-integration emphasizes a person's transformation in epistemology and meaning making, underlying both psycho-social and cognitive maturation. Building on post-conventional constructivist adult ego development theory (Cook-Greuter, 1999; Johnson, 2000; Kegan, 1994; Lahey, 1986) this is one of the first empirical explorations of self-integration, operationally defined as two variables, capturing a conventional and a post-conventional component. Important work in this area has been theoretical. Self-integration is operationalized as (1) self-ideal congruence , as measured by Higgins (1985; 1987) and as defined in intentional change theory (Boyatzis and Akrivou, 2006), and (2) self-integrating process, as captured by a newly developed direct response measure based on post-conventional constructivist theory. Self-complexity is operationally defined as the numbers of self-aspects that a person utilizes to represent his/her self internally (Linville, 1987). Integrative learning is measured as adaptive flexibility, the ability for systematic variability in a person's response to different environmental needs (Kolb, 1984). Based on quantitative research methods, overall findings from data collected from 198 adults in management and professional roles confirmed the hypotheses that self complexity is positively related to both measures of integration (self-ideal congruence and self-integrating process), and integrative learning is positively related to the second measure of integration. Age, a control, is positively related to the second measure of integration. Findings support operationalization of self-integration as two distinct variables, being-to my knowledge-the first empirical testing of relevant postconventional ego development theory. This study adds to theories on constructivist adult development (Cook-Greuter, 1999; Kegan, 1994; Lahey, 1986; Lahey et al. 1988; Loevinger, 1976; 1988; Perry, 1999; Piaget, 1962; Rogers, 1951, 1961), self-concept structure (Campbell et al., 2003; Higgins, 1987; Linville, 1985; 1987), experiential learning (Kolb, 1984) and intentional change (Boyatzis, 2006) theories. It adds to theory of leadership, professional and personal development. This study informs applications in organizational practice that aiming in integrating the individual and the organization (Argyris, 1964; Doherty et al., 2007) leadership development and executive **coaching**. Keywords. Self-Integration, Self-Complexity, Differentiation-Integration, Self-Ideal Congruence, Self-Integrating Process, Adaptive Flexibility, Integrative Learning, Self-Concept Structure, Adult Development, Leadership Development, Experiential Learning Theory, Learning Style, Adaptive Style, Ideal Self, Intentional Change Theory. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., executive, survey, **PhD.**

(2008) Allen, M., L. I. Iezzoni, et al. "Improving patient-clinician communication about chronic conditions: Description of an Internet-based nurse e-coach intervention." *Nursing Research* 57(2): 107-112

Background: Studies show that patients who have higher self-efficacy and participate actively in their care have better disease management. Patient-provider Internet portals offer an exciting new venue for empowering and engaging patients in better management of chronic conditions. Objectives: To describe development of an Internet-based health **coaching** intervention. Approach: An Internet-based health **coaching** intervention to enhance patient-provider communication regarding three common conditions, chronic pain, depression, and impaired mobility, was developed. Using principles of self-management, the intervention aimed to engage and empower patients to collaborate with their primary care physician in managing their health conditions. Delivered online by nurse electronic coaches (e-coaches),

the intervention involved a standardized set of e-mails and worksheets targeting self-efficacy, patient education, and motivation to improve health. Results: Participants in the intervention (N = 121) primarily used the automated elements of the program, although 35% exchanged e-mails with the nurse e-coach. Most patients (88%) who contacted the e-coach were interested in further **coaching**. Patients who viewed the online worksheets did so repeatedly; 42 patients opened the worksheets 107 times prior to the visit. Discussion: The Internet-based **coaching** intervention departs substantially from usual nursing care but warrants further study given its potential to offer considerable benefits to large numbers of patients. Several challenges were identified to providing patient **coaching** and self-management support via the Internet, but this efficient and low-cost approach offers an innovative opportunity to improve patient-clinician partnerships in managing chronic conditions. As patients become more accustomed to electronic communication, nurses can play an important role, joining efforts to develop this new realm to promote patients as partners in managing their health conditions. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., health, survey. **Empirical**.

(2008) Ayo, L. F., Cath "The Four Constructs of Collegiality " International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.1

This paper presents a new approach to understanding how and why colleagues come together in professional partnerships. The 'Four Constructs' model looks at the motivations of those deliberately engaging in collegial relationships in a Higher Education context in New Zealand and seeks to determine the common characteristics of objectives around replication, validation, aspiration or exploration. The model draws on many of the strengths identified from studies in the mentoring field, and attempts to extend the discussion to advocate the possibility of a series of relationships, as well as linking these to the expectations and investment by the institution. By understanding the nature of professional relationship drivers, it is then possible to work with new or existing systems, policies and programmes to ensure a better fit for professional and personal development. . International Journal of Evidence Based **Coaching** and Mentoring ., executive, theory. **Article**.

(2008) Binstead, T. and A. M. Grant "An exploratory study of Australian executive coaches." International Coaching Psychology Review 3(1): 43-55.

Objectives: This exploratory study sought to extend the limited knowledge base about the executive **coaching** industry in Australia. Design: A qualitative process of emergent thematic coding using information from participants. Methods: 28 Australian executive coaches were interviewed using a qualitative conversational interviewing methodology. Participants were recruited using a snowball survey method in which each participant recommended other potential participants. Results: The findings were that the executive **coaching** practitioners in this research use a variety of alternative titles apart from 'executive coach' and supply other services in conjunction with executive **coaching**. Additionally it was found that, contrary to previous Australian research, the majority of executive **coaching** practitioners in this research could identify their direct competitors by name. Also in contrast to past research, most of the participants in this study were trained to recognise mental health problems. The most commonly seen mental health issues in this sample's clients were stress, depression and anxiety, with personality disorders rarely observed. No coaches in this study charged under A\$200 per hour and the majority of participants charged between A\$400 and A\$799 per hour. Conclusions: The findings in the present study differ in many respects from past research into the Australian **coaching** industry, particularly in relation to the levels of competitive awareness found in past research into Australian business **coaching** firms. There may be important differences between Australian executive **coaching** practitioners and those coaches who specialise in business **coaching**. Limitations to the study are discussed and suggestions made for future research. PsycInfo. ., executive, survey. **Empirical**.

(2008) Brennan, D. "Coaching in the US: trends and challenges." Coaching: An International Journal of Theory, Research and Practice Volume 1, Issue 1

**Coaching** as an industry is thriving in the USA. Coaches who work with individuals and teams are increasingly recognised in both public and private organizations. Individuals hire a coach for both professional and personal work. Educational offerings have increased in recent years and now include a growing number of university programs. The quality of and collaboration among **coaching** programs have also increased over the past several years, adding value and depth to the educational offerings. **Coaching** is occurring in many parts of society, and there is a growing focus on documenting the effectiveness and value of **coaching**. This article presents a brief overview of **coaching** in the USA based on the author's work over the last eight years as a coach practitioner, educator and current president of the International Coach Federation (ICF). This is not intended to be all-inclusive as more is occurring than can be covered in one article. **Coaching: An International Journal of Theory, Research and Practice**. ., executive, industry. **Article**.

(2008) Britton, K. "Increasing job satisfaction: **coaching** with evidence-based interventions." Coaching: An International Journal of Theory, Research and Practice Volume 1, Issue 2

Positive psychology offers a number of tools that coaches can use with groups and individuals to raise job satisfaction and engagement. This article describes ways to apply five empirically validated positive interventions: searching for the positive core; intentionally increasing positive emotion; establishing conditions for flow; handling negatives more resiliently; and celebrating positives more effectively. Explanation of each intervention includes its theoretical

background, practical ways to adapt it to specific workplace settings, and illustrations from real experience. , executive, theory. **Article.**

(2008) Brockbank, A. "Is the **coaching** fit for purpose? A typology of **coaching** and learning approaches." **Coaching: An International Journal of Theory, Research and Practice** Volume 1, Issue 2

The paper offers a typology of **coaching** based on social learning theory, giving four approaches: functionalist, engagement, revolutionary and evolutionary. Each approach adopts a view of reality, which is either subjective or objective, and each approach seeks a learning outcome that is typified by transformation or equilibrium. A range of **coaching** practices is inspected in relation to three of these approaches using the following questions: Whose purpose? What process? Which learning outcome? The likely learning outcomes are discussed and evaluated and the process of **coaching** is also discussed. The paper warns of the potential for disappointment when a functionalist or engagement approach is used whilst the client group expects a more evolutionary approach. The paper concludes with recommendations for coaches to ensure that the **coaching** they are offering is truly fit for purpose. **Coaching: An International Journal of Theory, Research and Practice.** , executive, theory. **Article.**

(2008) by Newton, N. A., C. Khanna, et al. "Workplace failure: Mastering the last taboo." **Consulting Psychology Journal: Practice and Research** 60(3): 227-245

Consulting psychologists often coach individuals confronting obvious or implied workplace failure. They face the challenge of facilitating clients' ability to learn valuable personal and professional lessons from the experience while helping them negotiate the negative psychological, emotional, and practical consequences of failure in the healthiest way. This article provides a model for understanding failure that can facilitate consultants' effectiveness. The model proposes that there are 3 key steps to successfully negotiating a failure experience: recognizing that failure has occurred, restoring and/or maintaining emotional equilibrium, and learning the appropriate lessons so that one can move forward as a more effective worker. In describing these steps, the article examines the relationship of failure to psychological variables such as self-esteem, self-efficacy, locus of control, and attribution. The authors outline the role that a consulting psychologist can play in assisting someone to successfully negotiate these steps. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. **Article.**

(2008) Campbell, M. "Regulating the regulators: Paving the way for international, evidence-based **coaching** standards " **International Journal of Evidence Based Coaching and Mentoring** Vol. 6, No.1

Attempts to standardise **coaching** and develop frameworks of accreditation for professional coaches currently appear to be growing as rapidly as the **coaching** industry itself. Coach training organisations, professional associations and universities are vying to regulate the industry through the development of competencies and standards. However, most existing frameworks of coach regulation are not evidence-based or empirically validated. The International Coach Federation (ICF) is the current leader in the promotion and regulation of professional **coaching** standards and the largest coach accreditation body in the world. Using the findings from a qualitative grounded theory study of ICF certified coaches and their clients, this paper empirically examines and discusses the ICF **coaching** core competencies. The paper presents evidence to strengthen the credibility of the ICF core competencies as well as inform their future refinement and, by encouraging further research into existing coach regulation, it paves the way for future shared standards of **coaching**. . International Journal of Evidence Based **Coaching** and Mentoring , executive, industry. **Article.**

(2008) Collard, P. a. J. W. "Sensory awareness mindfulness training in **coaching**: Accepting life's challenges." **Journal of Rational-Emotive & Cognitive Behavior Therapy** 26(1): 30-37.

Sensory Awareness Mindfulness Training is a new set of skills to help clients approach a better life/work equilibrium by balancing cognitive and emotional brain activities. This is achieved through regular connection with one's senses and focusing non-judgementally on the 'here and now' experience of life. The exercises are neither difficult to teach nor to learn; it is, however, necessary for the practitioner and student to enter into a regular routine of implementation for change to occur. Mindfulness is, in a nutshell, a way of being, a new life-style. Research shows that mindfulness interventions have resulted in significant improvements in a range of conditions such as anxiety, depression, stress disorders, chronic pain, psoriasis and relapse prevention, to mention but a few. This article gives a brief overview of using mindfulness interventions in the arena of **coaching**. It also focuses and describes one small pilot project where Sensory Awareness Mindfulness Training is applied and evaluated. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , executive, theory. **Article.**

(2008) Czigan, T. K. "Combining **coaching** and temperament: Implications for middle management leadership development." **Capella U. US.**

This qualitative action research study of middle managers combined **coaching**, leadership development, and the Keirsey Temperament Sorter II (KTS II). Currently, published academic research provides no research for the use of the KTS II in combination with **coaching** for leadership development. A **coaching** intervention for middle managers was designed using content **coaching** based on Malcolm Baldrige National Quality Award leadership criteria together with **coaching** focused on the manager's temperament. Participants' individual **coaching** plans were shaped by the

managers' temperament type, with each **coaching** session building upon the previous **coaching** sessions in the study, reflecting the emergent nature of action research. During the study, the participants' observable application of the coached leadership behaviors were determined by multirater feedback obtained from supervisors, subordinates, and peers as observed since the **coaching** began, as well as from the participants' self-assessment of application of coached leadership practices. This study also examined how soon after the implementation of the **coaching** action plan changes occurred. In the use of **coaching** as the delivery method for this leadership development program, the researcher was also the coach in order to provide consistency in the **coaching**. The results of the study revealed an increase in observed leadership behaviors centered on the Baldrige competencies within one month of the onset of the **coaching** intervention. Recommendations for further research include additional longitudinal study of continued **coaching** in conjunction with application of the competencies for solidifying participant leadership practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved). . PsycInfo. ., executive, case study. **PhD**.

(2008) de Haan, E. "Becoming simultaneously thicker and thinner skinned: The inherent conflicts arising in the professional development of coaches." Personnel Review: 526-542.

Purpose — There is a hidden paradox inherent in the ideal of continuing professional development (CPD) for executive coaches, stemming from the fact that the coach wishes to retain or preserve the freshness and openness of a "beginner", whilst also acquiring greater robustness and resilience in the face of difficult assignments. The paradox reminds us of the "castle and battlefield" metaphor of Roger Harrison: on the one hand a strong container is needed and on the other vulnerability to allow the coach to be affected and even hurt by the **coaching** experiences. The objective of this paper is to find ways of resolving this paradox, based on what coaches themselves say about critical moments in their practice. Design/methodology/approach — A total of 69 critical moments as reported by 60 coaches are content-analysed with the help of grounded research. Findings — In the analysis a picture emerges of doubts (instrumental, relational and existential), which the **coaching** process opens up for coaches, and which CPD may help them become aware of, explore and lay to rest. The most promising methodology for doing this seems to be **coaching** supervision, conducted in the safest possible environment. Research limitations/implications — From this qualitative research by a single researcher inter-rater reliabilities cannot (yet) be reported. Practical implications — It emerges that what coaches need most from their CPD is robustness in the face of their instrumental and existential doubts, and vulnerability when it comes to their relational doubts. Originality/value — With the growth of the executive **coaching** profession, there is increasing interest in the value of CPD for coaches. Executive coaches are embarking on CPD in large numbers, and are asking what is most relevant to them in their ongoing development. This paper offers empirical data that may inform CPD. BusinessSourcePremier. ., executive, case studies **Empirical**.

(2008) de Haan, E. "I doubt therefore I coach: Critical moments in **coaching** practice." Consulting Psychology Journal: Practice and Research 60(1): 91-105

How can coaches learn from moments and incidents in their own practice, particularly from moments that somehow feel critical? How can they improve working with the tension and anxiety that such moments will generate, and how might they even make use of such tensions? This is the first report of a research project into critical moments in **coaching** practice, which looks at critical moments of relatively inexperienced coaches. The second report, which looks at critical moments of much more experienced coaches, can be found as a companion article in this same issue. The sample size of the inexperienced coaches was 65 and 49 coaches communicating a total of 56 critical moments. Analysis of the moments revealed that they were all somehow related to a doubt that the coach had, so doubt seemed to be the overriding form of tension for the inexperienced coach. The type and nature of doubts are analyzed and the possible impact of (in-)experience is studied. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, coach. **Article**.

(2008) de Haan, E. "I struggle and emerge: Critical moments of experienced coaches." Consulting Psychology Journal: Practice and Research 60(1): 106-131

A recent study of critical moments of relatively inexperienced coaches in their first year of formal **coaching** activities yielded new perspectives on the doubts and dilemmas faced by coaches during their **coaching** conversations (De Haan, 2008). This led me to question whether these same doubts and dilemmas would remain as coaches gained experience or whether new issues would emerge. Experienced coaches were defined as coaches who have at least 8 years **coaching** practice behind them after completing their formal training or accreditation. The sample size was 110 and 47 coaches responded (43%) communicating a total of 78 critical moments. Analysis of the moments revealed explicit evidence of both unpredictability and a deeper emotional meeting, either positive or negative. This appears to support Carlberg's (1997) conclusions that "unpredictability" and "deeper emotional meeting" always go hand-in-hand. It would seem that the quality of an experienced coach's work is determined primarily by their ability to tolerate tension and deliberately inquire into tensions within **coaching** relationships; else they are in danger of simply becoming good conversation partners. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case studies, coach. **Empirical**.

(2008) Diedrich, R. C. "Still more about **coaching**!" Consulting Psychology Journal: Practice and Research 60(1): 4-6

This foreword to the fifth special issue devoted to executive **coaching** highlights some of the work already done as well as the need for continuing discussion and research. Brief introductions and summaries for each article are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. **Article.**

(2008) Drake, D. "Finding our way home: **coaching**'s search for identity in a new era." **Coaching: An International Journal of Theory, Research and Practice** Volume 1, Issue 1

**Coaching** is at a crossroads as it moves into its second decade as an emergent profession. In some ways, its future will depend in part on its search for a past. As such, this paper offers an historical framework based on Peterson's (1991, 2004) work on the evolving relationship between science and practice in psychology across three eras - the preprofessional, the scientist-practitioner, and the professional - and a fourth era, the postprofessional (Drake, 2005), which began in 1990 with the identification of systemic evidence as an explicit basis for practice. Lessons to be learned from these eras by coaches are identified while recognizing that **coaching** is, in many ways, an unprecedented phenomenon that requires new levels of thinking. The second half of the paper lays out the possibility that a fifth era is dawning - the era of the artisan - in which coaches are seen as master craftspeople skilled in an applied art. The role of evidence in a new era is explored as part of a larger goal of helping coaches and **coaching** evolve and, in doing so, find their way home to their deepest calling and contribution. **Coaching: An International Journal of Theory, Research and Practice.** , executive, industry. **Article.**

(2008) Duijts, S. F. A. P., I. P. Kant, et al. "Effectiveness of a Preventive **Coaching** Intervention for Employees at Risk for Sickness Absence Due to Psychosocial Health Complaints: Results of a Randomized Controlled Trial." **Journal of Occupational & Environmental Medicine** 50(7): 765-776.

Objective: To assess the effectiveness of a preventive **coaching** intervention on sickness absence due to psychosocial health complaints and on general well being of employees., Methods: Employees at risk for sickness absence were identified and randomized. The intervention group received the preventive **coaching** program; the control group received usual care. Primary outcome measure of the trial is sickness absence due to psychosocial health complaints; secondary outcome measures are related to general well being, such as psychological distress, fatigue, and coping., Results: No effect of **coaching** on self-reported sickness absence due to psychosocial health complaints was found. The intervention group reported statistically significant improved health, declined psychological distress, less burnout, less need for recovery, and an increased satisfaction with life., Conclusions: This study shows that the **coaching** intervention primarily has an effect on general well being of employees., (C)2008The American College of Occupational and Environmental Medicine.

(2008) Duijts, S. F. A. P., I. P. Kant, et al. "Effectiveness of a Preventive **Coaching** Intervention for Employees at Risk for Sickness Absence Due to Psychosocial Health Complaints: Results of a Randomized Controlled Trial." **Journal of Occupational & Environmental Medicine** 50(7): 765-776.

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(2008) Ernst, D. B. "Motivational interviewing and health **coaching**: A quantitative and qualitative exploration of integration." **Dissertation Abstracts International: Section B: The Sciences and Engineering** Vol 69(1-B), 2008, pp 674

Motivational Interviewing (MI) has demonstrated efficacy in changing difficult behavior problems that contribute to the rising health care costs associated with chronic diseases and disability. Health care systems employ methods such as MI-based health **coaching** in service of behavior change. Fifty nurses conducting telephone health **coaching** with members of a large, national health insurer in the U.S. were recruited to participate in a study designed to examine the role of MI in health **coaching**. It was hypothesized that the skills of the nurses would predict patient self-exploration and the intensity and slope of patient change talk during the session. The nurses were given MI training and ongoing supervision. Up to four recorded sessions per nurse (199 total sessions) were randomly selected and transcribed for analysis. The sessions were coded with the Motivational Interviewing Skill Code (MISC). Initial coding suggested that the calls were complex, most often not about behavior change, and that MI was infrequently used. Patient self-exploration was predicted by the nurse means of the sum of the global ratings, the percent complex reflections, the number of support statements, and the length of the individual session ( $p=.0361$ , accounting for 57% of the nurse level variance). There were inadequate data to examine a hypothesis about change talk. A coding system was developed to be used with a random sample of 50 sessions, one per nurse. Each turn-of-talk in the transcript was

coded for content, indicating a mean of 22% of total turns-of-talk in a session were about potential target behavior, 20% about medical issues, and 42% about personal issues. Patient responses were rated on the depth of self-exploration and those high in self-exploration (4% of total) analyzed. The results suggested that nurses were not promoting self-exploration. Three calls that included extensive self-exploration are described. A thematic analysis was also conducted on the 50 sessions. Results include discussion of the patient types, the nature of the relationship, structural elements of the calls, and missed opportunities to use MI. Recommendations are made about development of health **coaching** programs training and supervision of health coaches, and advancements in the MISC. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., health, survey. **PhD.**

(2008) Gilbert, K. R., Philippe "Accessing cultural orientations: the online Cultural Orientations Framework Assessment as a tool for **coaching**." **Coaching: An International Journal of Theory, Research and Practice** Volume 1, Issue 1

Recognition is growing of the advantages of building a cultural perspective into executive **coaching**, particularly where executives and managers are working in a globalised business environment. There is somewhat less recognition of the contribution that **coaching** from a cultural perspective can bring into any business **coaching** situation, whatever the role or context of the coachee. Culture may be perceived as an integral part of the individual's identity, as well as a set of characteristics held by other groups, and thus an awareness of one's own cultural orientations and preferences is a powerful aid to self-understanding and sustainable success in roles and relationships. This paper presents and discusses the use of an online assessment tool, the Cultural Orientations Framework (COF) assessment tool ([www.philrosinski.com](http://www.philrosinski.com)) designed for use by coaches and coachees in an individual or team context. The conceptual dimensions of the COF - as operationalised in the tool - are described, and in order to demonstrate the way in which the tool stimulates reflective learning, one of the co-authors presents a heuristic reflective account of an experience of completing the assessment tool online. The authors suggest that, for the coach, using the COF online assessment tool opens up greater awareness and clarity about one's own cultural starting points and assumptions, particularly the cultural foundations of values and beliefs. For coaches, using the assessment tool within the context of a **coaching** relationship can open the doors to a wider and deeper understanding of learned behaviours; the degree of congruence or incongruence experienced in different aspects of life; and the possibility of consciously choosing different orientations. **Coaching: An International Journal of Theory, Research and Practice.** ., executive, theory. **Article.**

(2008) Gorczynski, P. M., Don & Irwin, Jennifer "The Impact of Co-active **Coaching** on Physically Inactive 12 to 14 Year Olds in Ontario " **International Journal of Evidence Based Coaching and Mentoring** Vol. 6, No.2

This study assessed the impact of life **coaching** on physical activity participation, self-efficacy, social support, and perceived behavioural control among physically inactive youth between the ages of 12 and 14 years in London, Ontario. The multiple-baseline across participants single case-experimental design study consisted of five 12 to 14 year olds. Six **coaching** sessions were conducted over two months by a certified professional Co-active coach. Physical activity increased for one participant while the other participants' physical activity remained unchanged. No significant changes occurred in self-efficacy, social support, and perceived behavioural control with specific regard to becoming more physically active. Results indicted no consistent intervention effects for physical activity. Furthermore, **coaching** may not be appealing to youth of this age group given the difficulties experienced obtaining the necessary number of participants and the low levels of participant commitment throughout the study. . International Journal of Evidence Based **Coaching** and Mentoring ., life, single case-experimental design. **Empirical.**

(2008) Gordon, S. "Appreciative Inquiry **Coaching**." **International Coaching Psychology Review** 3(1): 19-31.

In this paper the principles and processes of Appreciative Inquiry (AI) and Appreciative Inquiry **Coaching** (AIC) are described to illustrate the theory and vision behind a recent paradigm shift in promoting change both in business and everyday life settings. Appreciative Inquiry evolved in the 1980s as a revolutionary and positive philosophy aimed at creating organisational change and is a process that focuses on leveraging an organisation's core strengths, rather than seeking to overcome or minimise its weaknesses. Appreciative Inquiry has been used to cultivate peak performance leadership in the workplace and appreciative organisational practices have been used to create strategic competitive advantages. The AI 4-D Model (Discovery, Dream, Design and Destiny) is used to illustrate how AIC can be applied by **coaching** practitioners and additional applications of appreciative **coaching** that address frequently encountered **coaching** issues are provided. . PsycInfo. ., executive, theory. **Article.**

(2008) Grant, A. "Personal life **coaching** for coaches-in-training enhances goal attainment, insight and learning." **Coaching: An International Journal of Theory, Research and Practice** Volume 1, Issue 1

Evidence-based approaches to coach training and education are vital if the **coaching** industry is to continue to mature. Drawing on past research on mandatory personal therapy for therapists-in-training, this paper reports a qualitative and quantitative within-subject exploration of the impact of compulsory participation in a personal life **coaching** program for coaches-in-training. Twenty-nine coaches-in-training set personal goals and completed a 10 to 12 week, five-session, solution-focused cognitive-behavioural personal **coaching** program. Three sessions were face-to-face, two by telephone. Following each **coaching** session the coach and the coachee independently completed a structured reflection exercise. Participation in the program was associated with reduced anxiety, increased goal attainment, enhanced cognitive hardiness and higher levels of personal insight. Participants also had higher end-of-semester

marks as compared to a cohort that did not participate in the intensive personal **coaching** program. There was no change in participants' levels of psychological well-being. **Coaching: An International Journal of Theory, Research and Practice.** ., executive, within-subject. **Empirical.**

(2008) Grant, A. M. "**Coaching** in Australia: a view from the ivory tower." **Coaching: An International Journal of Theory, Research and Practice** 1(1): 93-98.

The Australian **coaching** industry is undergoing an important period of maturation, with growing numbers of Australian Universities offering postgraduate degrees in **coaching** and mentoring. Australian commercial coach training organisations are also increasingly offering government accredited coach training (vocational) programs under the Australian Qualifications Framework. In addition there is an increasing output of Australian **coaching**-related research. Arguably, some of this research is genuinely cutting edge and world leading. In addition to the **coaching**-related research being generated by a number of different universities, the Australian Research Council (a government research funding body) has recently awarded at least three large government Grants for research into **coaching**. **Coaching** in Australia has become mainstream and shows important signs of being an significant contributor to the global **coaching** movement. *PsycInfo.* ., executive, industry. **Article.**

(2008) Grant, A. M. and B. O'Hara "Key characteristics of the commercial Australian executive coach training." **International Coaching Psychology Review** 3(2): 57-73.

Objectives: To identify organisations who offer executive coach training and business coach training in Australia; assessment processes, cost and duration of courses; the delineation between **coaching** and counselling; marketing claims made; and the qualifications of the owners and trainers. Design: A qualitative process of emergent thematic coding using information from the internet. Methods: Broad categories and themes related to the aims of the study were documented, leading to the identification of a group of core categories and a process of comparison between organisations. Results: More than half the 16 Australian executive coach-training organisations identified offered more than one type of coach training. Four offered a coach franchise. The most common accrediting bodies were the International Coach Federation or the Australian Government Vocational Training Framework. Costs of courses ranged from AUS\$3245 to AUS\$14,795. Marketing claims included having longevity, being the best school, setting the standard, or having global recognition. Some trainers had no qualifications at all, but the majority of trainers' qualifications were directly relevant to the field of **coaching**. The majority of **coaching** organisations did not make a clear distinction between these two issues. Average longevity of these organisations was 6.75 years. Conclusion: The Australian executive coach and business coach training industry continues to develop. We recommend that, in order to further professionalise executive coach training, all coach trainers should be properly qualified, issues related to identification of mental illness be incorporated into executive coach training, and organisations offering coach franchising provide clear and unambiguous information to prospective clients. *PsycInfo.* ., executive, survey. **Empirical.**

(2008) Gregory, J. B., P. E. Levy, et al. "Development of a model of the feedback process within executive **coaching**." **Consulting Psychology Journal: Practice and Research** 60(1): 42-56

Recent literature concerning executive **coaching** consistently points out the need for a better conceptual understanding of the process of **coaching**. The current paper addresses this need with an emphasis on the role of feedback in executive **coaching**. Several existing models of the **coaching** process mention feedback as an important element, but none expand on the role and function of feedback in executive **coaching** relationships. This paper builds on several existing models of executive **coaching** and integrates London and Smither's (2002) model of the feedback process to create a model of feedback in executive **coaching**. (*PsycINFO Database Record* (c) 2008 APA, all rights reserved) (journal abstract). *PsycInfo.* ., Executive, theory. **Article.**

(2008) Griffiths, K. a. C. C. "Regulating the regulators: Paving the way for international, evidence-based **coaching** standards." **International Journal of Evidence Based Coaching and Mentoring** 6(1): 19-31

Attempts to standardise **coaching** and develop frameworks of accreditation for professional coaches currently appear to be growing as rapidly as the **coaching** industry itself. Coach training organisations, professional associations and universities are vying to regulate the industry through the development of competencies and standards. However, most existing frameworks of coach regulation are not evidence-based or empirically validated. The International Coach Federation (ICF) is the current leader in the promotion and regulation of professional **coaching** standards and the largest coach accreditation body in the world. Using the findings from a qualitative grounded theory study of ICF certified coaches and their clients, this paper empirically examines and discusses the ICF **coaching** core competencies. The paper presents evidence to strengthen the credibility of the ICF core competencies as well as inform their future refinement and, by encouraging further research into existing coach regulation, it paves the way for future shared standards of **coaching**. *PsycInfo.* ., executive, industry. **Article.**

(2008) Griffiths, K. C., Marilyn A. "Semantics or substance? Preliminary evidence in the debate between life **coaching** and counselling." **Coaching: An International Journal of Theory, Research and Practice** Volume 1, Issue 2

The similarities and differences between life **coaching** and counselling are vigorously debated in the literature and amongst practitioners. However, to date there has been insufficient empirical evidence with extensive focus on the distinctions and significantly less acknowledgement of the similarities. This paper presents findings from in-depth interviews in Australia of five internationally trained life coaches and nine of their clients in various countries. It reviews the distinctions between **coaching** and counselling presented in the literature and provides qualitative evidence to support, clarify and challenge current claims that the distinction is principally definitional. In so doing, it demonstrates substantive similarities between **coaching** and counselling and recommends collaboration rather than competition between the two disciplines. **Coaching: An International Journal of Theory, Research and Practice.** ., executive, case studies. **Empirical.**

(2008) Hamlin, R. G., A. D. Ellinger, et al. "The emergent '**coaching** industry': a wake-up call for HRD professionals." Human Resource Development International: 287-305.

Recent years have seen the rapid growth of an emergent '**coaching** industry' in many countries with some scholars calling for the development of a '**coaching** profession' replete with its own clear identity, clear boundaries and unique body of knowledge. Yet, at the same time, **coaching** has also been conceived as a necessary area of expertise and skill set among contemporary HRD professionals. Therefore, this article reports the results of a comparative study of the different conceptualizations and definitions of '**coaching**' and contemporary HRD as reported in the literature. Results suggest that the intended purposes and processes associated with both fields of practice are virtually the same. The challenge and dilemma posed by these results are described from both a **coaching** and HRD perspective, and are discussed in terms of seeing the findings of this comparative study as a wake-up call for HRD professionals. BusinessSourcePremier. ., executive, industry **Article.**

(2008) Hawkins, P. "The **coaching** profession: some of the key challenges." Coaching: An International Journal of Theory, Research and Practice Volume 1, Issue 1

This paper explores some of the key challenges facing the growing profession of **coaching**. These include: ensuring that **coaching** is meeting the needs of both the coachee and the organisation, and also that there is demonstrable return on investment. To meet these needs it is necessary to ensure quality of practice through such means as supervision and review, establishing an appropriate profession, and moving beyond an individual focus to also focus on the wider systemic context. The paper is written from a personal perspective, from someone who has been involved in **coaching**, supervising coaches, advising companies on their **coaching** strategy and carrying out research in the field of **Coaching** Supervision. The primary focus is on **coaching** in the British context, but the author does also include reference to experience in other countries. **Coaching: An International Journal of Theory, Research and Practice.** ., executive, industry. **Article.**

(2008) Haworth, L. "**Coaching** is "a way of life" at Helena Housing." Industrial & Commercial Training 40(2/3): 169-170

The article reports on developing managers as qualified coaches at Helena Housing. Liz Haworth, director of customer services at Helena Housing, organizations use **coaching** in their staff to deliver customer-focused services and believes that they are the only housing association that develops their own coaches, making **coaching** a behavior and leadership style. The **coaching** program allowed their staff understand the aims of the association and their role in achieving them, provided an opportunity to learn new skills, and others. BusinessSourcePremier. ., executive, theory. **Article.**

(2008) Hymes, A. J. "Leadership development: A case study exploring the **coaching** needs of emerging leaders." Dissertation Abstracts International: Section B: The Sciences and Engineering Vol 69(6-B), 2008, pp 3888

With corporate leadership largely in the hands of aging baby boomers, the urgent need for corporate America to develop the next generation of leaders is beginning to become a priority within organizations. This study explored leadership development and examined the perceived best practices and leadership development needs of 10 emerging high-potential middle managers within information technology organizations in the Washington, DC, metropolitan area. The goal of the study was to assess what this particular group of emerging leaders reported to be their **coaching** needs at this time. The research utilized a descriptive case study mix design utilizing in-depth individual interviews and the Kouzes and Posner Leadership Practices Inventory (LPI) self-assessment. This study will add to the leadership development literature by providing a resource of knowledge about the **coaching** needs of the emerging leader population, which should build upon the executive **coaching** body of knowledge. Key findings demonstrated a need for **coaching** in three major areas: challenging the process and working in ambiguity, modeling effective leadership behaviors, and mastering emotional intelligence skills. The results of this study should be of theoretical use to consulting psychology researchers as well as practical use to industrial-organizational psychologists and other leadership development practitioners responsible for leadership development and succession planning strategies. (PsycINFO Database Record (c) 2009 APA, all rights reserved). PsycInfo. ., Executive, case study, validated. **PhD.**

(2008) Ievleva, L. a. P. C. T. "Applying sport psychology to business." International Coaching Psychology Review 3(1): 8-18.

There has been a substantial increase in the application of sport psychology theory and practice in business settings in recent years. This paper outlines points of intersection and divergence between sport and business, and provides examples from sport that are of use in business settings. This paper also draws upon Orlick's 2008 evidence-based model of excellence, as a vehicle for illustrating key skills associated with peak performance across a variety of high-stress domains including sport, music, and medicine. We posit that this model can be applied to improving performance in the corporate world. The 'Wheel of Excellence' model incorporates seven key elements, with Focus as the hub, in addition to commitment, Mental Readiness, Positive Images, Confidence, Distraction Control, and Ongoing Learning. Given the close parallels between business and sport psychology, it is anticipated that increasing attention will be devoted to their integration and application crossover in the future. . PsycInfo. ., executive, theory. **Article.**

(2008) Ives, Y. "What is '**Coaching**'? An Exploration of Conflicting Paradigms " International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.2

This paper sets out the argument that quite fundamental issues, both theoretical and practical, divide the various approaches to **coaching**. It does not suggest that any one approach is better or right; each approach would be more appropriate in particular situations. However, by understanding more clearly the nature of the difference between approaches, it will also be easier to fit a **coaching** model to specific situations. It is argued here that goal-oriented approaches to **coaching** generally have a different perspective than therapeutic or personal-development approaches on the role of the coach and on the objective of **coaching**. . International Journal of Evidence Based **Coaching** and Mentoring ., executive, theory. **Article.**

(2008) Kappenberg, E. S. "A model of executive **coaching**: Key factors in **coaching** success."

Executive **coaching** is a relatively new leadership development intervention that continues to gain in popularity. Thus far, most empirical research on **coaching** has examined the effectiveness of interventions, but it remains unclear what components of **coaching** lead to desired outcomes. The current study develops a model of **coaching** that identifies factors that are key to success. Development of the conceptual model was based on a comprehensive literature review and in-depth interviews with eight seasoned coaches. Interviews were coded to identify themes mentioned most frequently and consistently. Based on both the interviews and literature review, the following themes emerged: Client Engagement, Organizational Support, **Coaching** Practices, and Trust. Phase Two of the study tested the model more broadly. A group of 36 executive coaches were asked to recall both a highly successful and highly unsuccessful **coaching** engagement. Following each, they rated the extent to which the four dimensions were present during the **coaching** process. The findings supported the four-factor model of **coaching** effectiveness. Client Engagement, defined as the client's intrinsic motivation and willingness to be effortful throughout **coaching**, appeared to be the most critical component. Organizational Support and **Coaching** Practices were also found to be important. Organizational Support described the need for the client's environment to accept and support the **coaching** efforts. **Coaching** Practices described skills fundamental to the coach (e.g., goal-setting, providing feedback, follow-up). Finally, Trust, anticipated to be a strong predictor of **coaching** success, was found to be a significant but weaker predictor of outcome. The empirically supported model has several implications for organizations, coaches, and researchers alike. Organizations should determine the readiness for **coaching** on the part of the potential client as well as the organization. Coaches too need to complete the same "readiness" assessment and be prepared to address any issues that may arise. Additionally, coaches need to monitor the quality of the **coaching** relationship (e.g., client trust). Conversely, **coaching** programs need to provide not only basic **coaching** skills training, but also techniques to identify and address issues related to client relationship building, client engagement, and how to successfully involve an organization in the **coaching** process. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo

., Executive, survey **PhD.**

(2008) Kauffman, C. a. T. B. "The evolution of **coaching**: an Interview with Sir John Whitmore." Coaching: An International Journal of Theory, Research and Practice 1(1): 11-15.

Dear John You are probably the best-known person amongst coaches all over the world. Your book *Coaching for Performance* has been one of the first from which most newcomers in this field are most likely to start their professional journey. At the same time, since this book was published, the field has changed significantly. One of the aspects of this change is signified by this journal that has a specific purpose to involve international community of coaches in further development of this field. We would like to know your thoughts on the agenda of **coaching** nowadays and its theory, research and practice. So we want to build our interview around the title of our journal. . PsycInfo. ., executive, theory. **Article.**

(2008) Kemp, T. "Self-management and the **coaching** relationship: Exploring **coaching** impact beyond models and methods." International Coaching Psychology Review 3(1): 32-42.

Whilst there is growing interest within the emerging **coaching** psychology literature in exploring specific **coaching** methods and their relative efficacies, little attention has been afforded the investigation of the relationship itself that is formed between coach and client. In addition, any exploration of the personality, psychodynamic and cognitive-behavioural constructs unique to the coach herself and the potential impact, both facilitative and detractive, of these

factors, has remained largely unaddressed. This paper seeks to begin this process of exploration and highlights the importance for ethical and professional executive **coaching** practice in coaches establishing robust and accountable supervision relationships. The paper provides a theoretical framework for operationalising this supervisory relationship and facilitating coaches own process of introspection and continuous development. . PsycInfo. ., executive, relationship. **Article.**

(2008) Kilburg, R. R. and H. Levinson "Executive dilemmas: **Coaching** and the professional perspectives of Harry Levinson." Consulting Psychology Journal: Practice and Research 60(1): 7-32

This paper is a revision and extension of a paper presented at the 2006 American Psychological Association Convention as a result of the senior author's receipt of the Harry and Miriam Levinson Award in 2005. Coauthored with Harry Levinson, it presents a complex case vignette, describes 9 core concepts either introduced or emphasized by him during his career, and then applies these concepts to the case study. The article provides a brief overview of the significant contributions to the field of consulting psychology made by Harry Levinson during his career and how they can be applied in executive **coaching** engagements. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2008) Kombarakaran, et al. "Executive **coaching**: It works!" Consulting Psychology Journal: Practice and Research 60(1): 78-90

Outcomes of this empirical study demonstrated that executive **coaching** is an effective method of leadership development. One hundred fourteen executives and 42 coaches were surveyed using instruments designed to gather both quantitative and qualitative data. Results indicated that executive change occurred in 5 areas: people management, relationships with managers, goal setting and prioritization, engagement and productivity, and dialogue and communication. This study also highlights the importance of coach selection, executive commitment to behavioral change, and the role of good program and environmental support. The success of this **coaching** program also suggests that investment in well-designed and implemented programs can contribute to leadership development and the retention of talent. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey, .. **Empirical.**

(2008) Laske, O. "Mentoring a Behavioural Coach in Thinking Developmentally: A Dialogue " International Journal of Evidence Based **Coaching** and Mentoring Vol. 6, No.2

In this paper, presented largely in the form of a dialogue, I outline the mental processes required for engaging with the *Constructive Developmental Framework* (CPF) (Laske, 1999). From among the varieties of process consultation potentially benefiting from using CDF, I focus on **coaching**. I speak from experience with CDF, rather than primarily in terms of its theoretical foundations. Using one example, I convey a 'feel' of how developmental **coaching** works in practice once CDF has been learned and internalized by its user. . International Journal of Evidence Based **Coaching** and Mentoring ., executive, theory. **Article.**

(2008) Liljenstrand, A. M. and D. M. Nebeker "**Coaching** services: A look at coaches, clients, and practices." Consulting Psychology Journal: Practice and Research 60(1): 57-77

**Coaching** is growing rapidly as a way to help individuals improve their professional and/or personal success. Although similar services have been offered for some time, **coaching** is becoming more widely available and is being offered by a more diverse set of professionals. This research was undertaken to learn more about coaches from varying academic backgrounds, and how they may differ in their approach to their craft. In the study, 2,231 coaches participated by completing a web-based survey examining **coaching** practices. A general discussion and conclusions are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey. **Empirical.**

(2008) Linder-Pelz, S. H., Michael "Meta-**coaching**: a methodology grounded in psychological theory " International Journal of Evidence Based **Coaching** and Mentoring Vol. 6, No.1

In this conceptual article we suggest that understanding clients' self-reflexive processes enables coaches to become even more effective in helping clients make changes in how they think, feel and act. Our aim is also to throw light on the relationship between metacognition, change and **coaching**. We begin with an overview of theories of metacognition and then set out 10 principles of meta-level processing which, together with an understanding of NLP (neuro-linguistic programming), lead Hall to propose the Meta-States model of self-reflexivity (Hall 1995/2000). We then describe the Meta-States model and how it in turn led to the development of the Axes of Change model (Hall and Duval 2004). Following that we outline how the NLP, Meta-States and Axes of Change models underpin the Meta-**coaching** methodology and we illustrate with case studies. Finally we reflect on how the ideas presented here address issues raised in the **coaching** literature. . International Journal of Evidence Based **Coaching** and Mentoring ., executive, theory. **Article.**

(2008) McCluskey, C. "A Christian therapist-turned-coach discusses his journey and the field of life **coaching**." Journal of Psychology and Christianity 27(3): 266-269

In this article, a Christian therapist-turned-coach discusses his journey and the field of life **coaching**. The various topics discussed are (1) history of **coaching**, (2) core principles of **coaching**, (3) process of **coaching**, (4) mechanics of **coaching**, and (5) training programs. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., life, theory. **Article**.

(2008) McCormick, I. and G. S. Burch "Personality-focused **coaching** for leadership development." Consulting Psychology Journal: Practice and Research 60(3): 267-278

The science of personality measurement in the workplace has developed a great deal in the past 2 decades, and the five-factor model (FFM) is generally recognized as the most notable taxonomy of "normal" personality. Meanwhile, **coaching** has become a well-established method of one-on-one leadership development in many organizations. Given the research investigating the relationship between the FFM and work-related behavior and performance, including leadership, the authors' aim is to advocate the profiling of personality against the FFM to provide a useful framework for behavioral change in executive **coaching**. **Coaching** typically deals with skill deficits, performance problems, change challenges, and issues raised by the executive himself or herself, and a research-based understanding of personality--behavior linkages can provide valuable insights for the coach and coachee and a path forward to a wide range of **coaching** challenges. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article**.

(2008) Miller, B. C. "Secret Coach." Journal for Quality & Participation 31(3): 23-27

The article presents a team building activity that promotes cooperation among participants of a meeting. It is aimed at encouraging participants to practice **coaching** and help each other in actively participating in a meeting. The activity could be used when individuals are focusing too much on themselves and are not cooperating well and when there is not enough preparation time and materials for a more elaborate activity. This activity could also be used by virtual teams since it is deemed to work regardless of the technology used. BusinessSourcePremier. ., group, theory. **Article**.

(2008) Neenan, M. "From cognitive behaviour therapy (CBT) to cognitive behaviour **coaching** (CBC)." Journal of Rational-Emotive & Cognitive Behavior Therapy 26(1): 3-15.

This article focuses on how the principles and practice of cognitive behaviour therapy (CBT) can be adapted to the field of **coaching** to become cognitive behaviour **coaching** (CBC) and the current empirical status of CBC is discussed. The centrepiece of CBC practice is the ABCDE model of identifying psychological blocks and their removal. Typical tools and techniques used in CBC are outlined and ten key questions to ask in **coaching** are advanced. What CBC can offer coaches is discussed and, finally, suggestions are made to point out when **coaching** should really be counselling. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article**.

(2008) Newnham-Kanas, C. D. I. J. M., Don "Co-Active Life **Coaching** as a Treatment for Adults with Obesity " International Journal of Evidence Based **Coaching** and Mentoring Vol. 6, No.2

This study evaluates the impact of one-on-one **coaching** on the waist circumference, BMI, self-esteem, self-efficacy, physical activity, and functional health status of adults with obesity. A one-group within-subjects, pre-test post-test study design was used. The study took place at the University of Western Ontario from June-October 2007. A total of 20 men and women aged 35-55, with a BMI  $\geq 30$  participated in the study. Each engaged in six to eight 35-minute sessions with a Certified Professional Co-Active Coach during which they explored desired changes and how to achieve them. Paired t-tests were used to analyse the pre- and post-quantitative data and inductive content analysis was used to assess the qualitative interviews. Significant decreases in waist circumference and increases in self-esteem and functional health status were found. Qualitatively, participants reported an increase in daily physical activity and healthier dietary choices, feelings of optimism, and greater self-acceptance. Thus life **coaching** shows promise as an obesity intervention, although more research is needed. . International Journal of Evidence Based **Coaching** and Mentoring , health, within-subject design. **Empirical**.

(2008) Okurame, D. "Mentoring in the Nigerian academia: experiences and challenges " International Journal of Evidence Based **Coaching** and Mentoring Vol. 6, No.2

Using qualitative and quantitative measures, this study explores the mentoring experiences and challenges among 48 members of the academic staff in a Nigerian university social science faculty, where the mission was to enhance the skills of academic staff members through mentoring programmes. The findings of the survey revealed that the few existing mentoring relationships are informal and were developed on the basis of similarity of research interests, initial delegation of work activity by mentors to their protégés, the delegation of conference/workshop attendance by mentor to protégés, inclusion of protégés in research projects and supervision of the protégé's thesis. Results showed that areas in which mentors have supported their protégés include enlistment in group and international research networks, publication, counselling and advice, and financial support. The unresponsive attitude of junior academics, the pressure of administrative duties, lack of funds and formal mentor/protégé structures were commonly reported as barriers to mentoring. The implications of these findings for faculty policy formulation, training and effective delivery

of mentoring are discussed. . International Journal of Evidence Based **Coaching** and Mentoring ., executive, survey. **Empirical.**

(2008) Ozkan, E. "Executive **coaching**: Crafting a versatile self in corporate America." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(2-A), 2008, pp 651

In recent years, **coaching** has become a major form of personal and professional development service offered to executives to help develop leadership skills, enhance performance, and remediate patterns of problematic workplace behavior. This dissertation examines the emergence and development of executive **coaching** in the United States as a new form of professional expertise. Drawing on eighteen months of ethnographic research, the majority of which took place in New York City, this study analyzes the ways in which executive **coaching** brings together theories of individual psychology and of organizational efficiency in order to increase functionality and productivity at work. Executive **coaching** is: (a) a new form of professional expertise, (b) a management tool to increase productivity and efficiency at work, (c) a window to changing notions of the self and personhood in America and, finally (d) an access point to the corporate world. This study explores these four dimensions of executive **coaching**. I argue that the emergence of **coaching** is a product of and a response to a fast changing business environment where continuous improvement is required to adapt to the volatility of changes. Change in the larger context (corporate settings and business environments) is not to be resisted or criticized but to be enabled through the change of the self. This dissertation illustrates and explains the grounds of a shift away from systemic approaches and systemic criticism towards individualistic approaches. **Coaching** emerges in and becomes an illustration of a neo-liberal economy that emphasizes constant retraining of a self that is versatile, pragmatic and fragmented. (Copies available exclusively from MIT Libraries, Rm. 14-0551, Cambridge, MA 02139-4307. Ph. 617-253-5668; Fax 617-253-1690.) (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, survey. **PhD.**

(2008) Palmer, I. and R. Dunford "Organizational change and the importance of embedded assumptions." British Journal of Management 19(Suppl 1): S20-S32.

'Managing change' appears a simple enough term. However, no common ontological assumption underlies either the notion of 'managing' or that of 'change'. In this paper, we identify different assumptions about both what it means to manage and the nature of change outcomes. From these assumptions we derive six different images of managing organizational change: directing, navigating, caretaking, **coaching**, interpreting and nurturing. We show how each image is underpinned by different organization theories. We then take each image and show how the differing ontological assumptions about managing and change outcomes are associated with different research agendas. We illustrate this by focusing on three elements commonly associated with managing organizational change: vision, communication and resistance. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, theory. **Article.**

(2008) Palmer, S. and K. a. S. P. Gyllensten "How cognitive behavioural, rational emotive behavioural or multimodal **coaching** could prevent mental health problems, enhance performance and reduce work related stress." Journal of Rational-Emotive & Cognitive Behavior Therapy 26(1): 38-52.

This case study describes the therapeutic work with a client suffering from depression. A cognitive approach was used and a brief summary of the problem and the therapy is outlined. The client had suffered from procrastination for a long time and this was one of the key areas to be addressed in therapy. This case is presented to highlight that cognitive behavioural, rational emotive behavioural or multimodal **coaching** may be able to prevent mental health problems. It is possible that the client's problem with procrastination could have been tackled in psychologically based **coaching** at an earlier stage. Psychological **coaching** could have provided the client with tools to deal with the procrastination and increase her self-awareness. This could have prevented the development of the depression or helped the client to intervene at an earlier stage. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., health, case study. **Empirical.**

(2008) Parker, P., D. T. Hall, et al. "A relational process for accelerating career learning. ." Academy of Management Learning & Education. Vol 7(4) Dec 2008

We examine the nature of peer **coaching** and frame it as a type of developmental tool that can enhance personal and professional development. We begin with a discussion of the relational perspective on career learning, which provides a context for peer **coaching** as a tool that can accelerate career learning. We distinguish between peer **coaching** and the related concepts of mentoring and peer mentoring and discuss factors that facilitate the development of this type of helping relationship. We offer a discussion of the key characteristics of effective peer-**coaching** relationships, and we provide an empirical test of the impact of these characteristics with a survey of MBA students. We also offer a theoretical model of peer **coaching**, along with propositions for future research. We conclude that when peer **coaching** works best for a person, it happens through a 3-step process of (1) building the developmental relationship, (2) creating success in development, and (3) internalizing the learning tactic by applying the peer-**coaching** process in future relationships. PsycInfo. ., executive, survey. **Empirical.**

(2008) Peel, D. "What Factors Affect **Coaching** and Mentoring in Small and Medium Sized Enterprises " International Journal of Evidence Based **Coaching** and Mentoring Vol. 6, No.2

This study adopts a mixed methodology case study approach in order to provide support for the call for a radical re-evaluation of what enables **coaching** and mentoring within the small and medium sized enterprise (SME) context. The findings highlight the complex and inter-related nature of many of the barriers that hinder practice and support the contention that at the core of both of these phenomena is the pervasive level of control that owner/managers actually wield. Significantly this means that owner/managers hold the key to **coaching** and mentoring success within the SME environment and their engagement by government agencies and providers is crucial. . International Journal of Evidence Based **Coaching** and Mentoring ., executive, case study. **Empirical.**

(2008) Polsfuss, C. and A. Ardichvili "Three Principles Psychology: Applications in Leadership Development and **Coaching**." Advances in Developing Human Resources 10(5): 671-685

The article discusses Three Principles Psychology (TPP) and how it applies to leadership development and **coaching**. The authors explain that TPP is a psycho-educational approach that is gaining increasing popularity in the world of leadership development professionals. The article presents the results of a qualitative case study of TPP practitioners and business executives. The article also discusses the role of TPP in increasing leadership effectiveness, TPP's strengths and possible shortcomings as a leadership development approach, and TPP as an operating philosophy of organizations. BusinessSourcePremier. ., executive, theory. **Article.**

(2008) Quick, J. C. "Quick reaction to "Executive dilemmas."." Consulting Psychology Journal: Practice and Research 60(1): 38-41.

This brief article is a reaction to Kilburg and Levinson's (2008; see record 2008-03845-003) important article on the **coaching** and professional perspectives of Harry Levinson. Levinson's 50 years of seminal psychoanalytic thinking in business and organizations has shone a bright light in some very dark corners of work environments and executive suites. However, capturing, summarizing, and reprising the breadth and depth of his intellectual journey is a difficult task. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article.**

(2008) Rabstajnek, C. V. "Personal **Coaching** for Business Persons: A Plethora of Choices." Leadership & Management in Engineering 8: 54-56

**Coaching** is extremely popular in many organizations and among many executives, managers, and ambitious wannabes. The functions coaches perform are not new but the term is more marketable than were earlier names. Capitalistic motives have drawn service providers to assume the name "coach." Various types of helpers and others have adopted the title for its cachet. Given that there are a myriad of **coaching** choices, this article covers some of the history, background, objectives, selection, and evaluation issues to consider. While there is no guarantee, informed buyers may make better purchasing decisions. BusinessSourcePremier. ., executive, industry. **Article.**

(2008) Rock, D. and R. Donde "Driving organisational change with internal **coaching** programmes: part two." Industrial & Commercial Training: 75-80.

Purpose — The purpose of this two-part paper is to outline a new way of utilising **coaching** to drive wide scale organisational change. Design/methodology/approach — The various benefits to using internal coaches are illustrated by fleshing out the cost benefits, and highlighting a range of ways that organisations can integrate **coaching** into their people, performance and culture frameworks. The paper covers training, design and implementation issues as well as looking at aligning **coaching** models with the organisation's strategic approach; draws on extensive case studies and posits some best practice principles, then addresses some of the key questions around this topic. This paper also draws on interviews with over 50 internal coaches over two years, and several other research papers on this topic. Findings — The paper illustrates how training leaders to be internal coaches is a more scalable, sustainable and robust approach to driving change and improving performance than hiring external coaches. Early indicators are showing significant increases in retention, engagement, productivity and performance, as well as ROI (17X), across organisations that have developed internal **coaching**. Practical implications — Data are critical to understanding **coaching** impacts within organisational contexts. Thanks to those organisations using measurement, impacts to the business can be determined. Originality/value — These positive data are significant for organisations making decisions around introducing **coaching** initiatives, driving organisational change or adopting a **coaching** culture. BusinessSourcePremier. ., executive, theory **Article.**

(2008) Rock, D. and R. Donde "Driving organizational change with internal **coaching** programs: part one." Industrial & Commercial Training 40(1): 10-18

Purpose – The purpose of this two part paper is to outline a new way of utilizing **coaching** to drive wide scale organizational change. Design/methodology/approach – The authors illustrate the various benefits to using internal coaches, flesh out the cost benefits, and highlight a range of ways that organizations can integrate **coaching** into their people, performance and culture frameworks. It covers training, design and implementation issues as well as looking at aligning **coaching** models with the organization's strategic approach. The paper draws on extensive case studies and

posits some best practice principles, then addresses some of the key questions around this topic. This paper draws on interviews with over 50 internal coaches over two years, and several other research papers on this topic. Findings – It illustrates how training leaders to be internal coaches is a more scalable, sustainable and robust approach to driving change and improving performance than hiring external coaches. Early indicators are showing significant increases in retention, engagement, productivity and performance, as well as ROI (17x), across organizations that have developed internal **coaching**. Research limitations/implications – Data is critical to understanding **coaching** impacts within organizational contexts. Thanks to those organizations using measurement, impacts to the business can be determined. Originality/value – This positive data is significant for organizations making decisions about introducing **coaching** initiatives, driving organizational change or adopting a **coaching** culture. Case study. **Empirical**.

(2008) Scanlon, L. "The impact of experience on student mentors' conceptualisations of mentoring. ." International Journal of Evidence Based Coaching and Mentoring 6(2)

This paper examines the findings of a qualitative research study conducted in the context of Australian preservice teacher education. The study looks at impact of mentoring experience on student mentors' conceptualisations of mentoring. It draws on data from entry and exit surveys and interviews with student mentors. The paper has first positions the research within the literature, examines the research context and the research methodology. It then presents the research findings as three case studies of student mentors' experiences of mentoring and concludes with a discussion of findings that relate to student mentors perceptions of mentoring and teaching practice. . International Journal of Evidence Based **Coaching** and Mentoring executive, case studies. **Empirical**.

(2008) Smith, K. A. "Restructuring metaphors: Using mental re-mapping in cognitive **coaching**." Journal of Rational-Emotive & Cognitive Behavior Therapy 26(1): 16-29.

This article outlines different aspects of dealing with metaphors within the cognitive **coaching** framework. It focuses on the connection between metaphor, language and perception. Metaphors are an intimate part of most linguistic expressions. Since **coaching** is a structured verbal interaction it involves the exchange of metaphors between a client and a coach. The cognitive **coaching** literature concentrates mainly on techniques that help clients to pinpoint logical inconsistencies in their thinking. Such techniques have proven to be very helpful, but not all clients have the ability to benefit from this traditional rational disputing. In these situations the coach can make use of another technique, which still derives from cognitive principles. The first part of the article focuses on the theoretical aspects of metaphors as linguistic expressions while the second part addresses a specific client case. Suggestive techniques on how to restructure metaphors are described in connection with the client case. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. **Article**.

(2008) Spence, G. B. C., Michael ; Grant, Anthony "The integration of mindfulness training and health **coaching**: an exploratory study." Coaching: An International Journal of Theory, Research and Practice 1(1)

**Coaching** has attracted much attention from health professionals interested in collaborative, person-centred approaches to motivating behaviour change. Whilst initial research supports the efficacy of **coaching** in health contexts, more theoretical and empirical work is needed. Based on recent work demonstrating the important role that mindfulness plays in self-regulation, it was hypothesised that the efficacy of health **coaching** could be enhanced through the inclusion of Mindfulness Training (MT). To test this, 45 adult were randomly assigned to three health programmes for eight weeks. Using a crossover design, two groups received an alternative delivery of MT and cognitive-behavioural, solution-focused (CB-SF) **coaching**, whilst the third group participated in a series of health education seminars. Results showed that goal attainment was significantly greater in the facilitative/**coaching** format than the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions suggesting that the delivery sequence had little bearing on outcomes. After reviewing the results, the implications for health professionals are discussed. **Coaching: An International Journal of Theory, Research and Practice**. ., executive, between-subject (crossover-design). **Empirical**.

(2008) Sperry, L. "Executive **coaching**: An intervention, role function, or profession?" Consulting Psychology Journal: Practice and Research 60(1): 33-37

Although previously considered a consultation intervention and a role function, executive **coaching** is now considered by some to be a profession. Currently, there is little consensus on its definition and how it differs from executive consultation and executive psychotherapy. This article begins by commenting on the Kilburg and Levinson (2008; see record 2008-03845-003) article and proceeds to critically analyze executive **coaching** as a construct. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, industry. **Article**.

(2008) Stewart, L. J., Palmer, Stephen, Wilkin, Helen, Kerrin, Maire "The influence of character: Does personality impact **coaching** success?" International Journal of Evidence Based Coaching and Mentoring 6(1): 32-42

Using the Five Factor Model of personality and the construct general self efficacy this study explores the relationship between **coaching** clients' personality and a self-report measure of the transfer of learning from **coaching** to the workplace. Positive correlations are found between the application of **coaching** development and conscientiousness, openness to experience, emotional stability and general self-efficacy. Conscientiousness is also found to be associated

with generalisation and maintenance of outcomes. Personality measures may have value as a means for identifying **coaching** clients who require support in order to make manifest the changes experienced in **coaching**. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey, self-report. **Empirical.**

(2008) Stober, D. "Making it stick: **coaching** as a tool for organizational change." **Coaching: An International Journal of Theory, Research and Practice** 1(1)

**Coaching** has been primarily used as an individual growth and development process within organizations, particularly at the leadership or high potential employee level (Hunt & Weintraub, 2002). While developing top talent is undoubtedly an important use of **coaching**, other organizational objectives can also benefit from using **coaching**. Organizational Change (OC) is one such area in which **coaching** can contribute to the overall effort. Organizational Change requires a number of interlocking phases of change from the individual to the team to the organization as a whole, opening up a number of opportunities for **coaching** to those involved in these types of initiatives. In this article, short overviews of models of individual change and organizational change are given and through the discussion of an OC effort within an organization, the use of **coaching** as a tool in implementing and sustaining change is illustrated. **Coaching: An International Journal of Theory, Research and Practice.** ., executive, theory. **Article.**

(2008) Styhre, A. "**Coaching** as second-order observations: Learning from site managers in the construction industry." **Leadership & Organization Development Journal** 29(3): 275-290

Purpose: Executive **coaching** has emerged as a widely used leadership development practice in organizations. To date, however, the literature on **coaching** is largely devoid of studies of how **coaching** works in practice and no unified comprehensive theoretical framework has been agreed upon which supports the practice of **coaching**. This paper aims to draw on the social systems theory of Niklas Luhmann and argue that the distinction between first- and second-order observations is central to the practice of **coaching**. Design/methodology/approach: The paper reports on a yearlong study of the **coaching** of site managers in construction projects. The study shows that **coaching** actively helped the site managers to relate to their previous experiences and modes of operating and to conceive of new and effective ways of leading their work. Findings: The participating site managers looked upon the **coaching** program as being helpful both with regard to dealing with practical day-to-day problems and concerns and with regard to their development as managers. Above all, the site managers appreciated being provided with a space where they could articulate their problems and discuss them with an external interlocutor. Practical implications: **Coaching** programs may be helpful for both site and other managers in the construction industry, and in other industries. Further research is needed to explore the benefits and limitations of executive **coaching**. Originality/value: The paper contributes to the literature on **coaching** by providing a study of **coaching** wherein both coaches and coachees are given a voice and by means of references to Luhmann's work. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. **Article.**

(2008) Thompson, T., J. Purdy, et al. "A Five Factor Framework for **Coaching** Middle Managers." **Organization Development Journal** 26: 63-71

This paper describes a five factor framework for understanding the work of middle managers based on who they are interacting with, and the purpose of the interaction. Middle managers work with top managers, peers, and employees to either (1) share information and communicate or (2) influence other's perceptions and actions. We found this leadership framework an invaluable tool for helping our **coaching** clients see how their work fits into a web of relationships and how those relationships can be strengthened to enhance personal and organizational effectiveness.

. BusinessSourcePremier. ., executive, theory,. **Article.**

(2008) Trathen, S. A. "Executive **coaching**, changes in leadership competencies and learning agility amongst Microsoft senior executives." **Dissertation Abstracts International: Section B: The Sciences and Engineering Vol 69(1-B), 2008, pp 727**

Empirically furthering the body of knowledge regarding executive **coaching**, this study explored the relationships between changes in leadership competencies and learning agility amongst a sample (N=47) of Microsoft senior executives receiving executive **coaching**. In doing so this research sought to identify the validity of utilizing learning agility scores as a surrogate measure of an executive's readiness for executive **coaching**. The executive coaches assessed the learning agility of the senior executives using CHOICESreg; Architect. The senior executives were found to be learning agile, and the greatest opportunity for development was related to interpersonal skills (People Agility). To measure leadership competencies, scores from a proprietary Microsoft Leadership Competency Model were utilized. Scores across the eleven competencies were measured by the executive and their manager across time (November 2005 and April 2007), from which gain scores were calculated. Both groups identified a decrease in three competencies-the largest associated with the competency Building Organizations, Teams and People. The ordinal learning agility outputs were correlated with the ordinal leadership competency gain scores using Kendall's Tau (N=14). The strongest relationship was identified between People Agility and the change in Building Organizations, Teams and People with a mean correlation value of .485. Of the 110 possible correlations, 49% were found to be greater than .30 and more than a quarter of these were .50 or greater. This demonstrated a meaningful practical

significance of the association between changes in leadership competencies and learning agility among those participating in executive **coaching**. In the event Microsoft chooses to objectively measure the impact of executive **coaching** by means of improvement in leadership competencies, learning agility provides a filter to identify with whom executive **coaching** is best utilized. Executives most able to maximize a return on the executive **coaching** investment could be identified. The question remains-is learning agility a measure of readiness useful in maximizing executive **coaching** interventions? Based on the literature review, this is the first study focused on empirically connecting executive **coaching**, changes in leadership competencies and learning agility and so a definitive answer requires more research. However, the findings are encouraging. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, within-subject design, validated, self-report. **PhD**.

(2008) Ward, G. "Towards executive change: A psychodynamic group **coaching** model for short executive programmes." International Journal of Evidence Based Coaching and Mentoring 6(1): 67-78

**Coaching** in different forms is prevalent in many European organisations. However, individuals typically receive **coaching** in the traditional dyadic form. Groups are generally formed only for training. In this article, it is argued that **coaching** executives in groups to leverage collective experience in an experiential encounter and provide ongoing support, is an efficient and potent way for executives to transform. Drawing on elements of psychoanalytic theory and group dynamics, the article presents a model which practitioners at educational establishments and in organisations can deploy with sustainable results. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., group, theory. **Article**.

(2008) Wilson, C. "Performance **Coaching** and Training in the Workplace." British Journal of Administrative Management(61): 26-27

The article presents information on the methods and principles of business **coaching**, focusing on the importance of self-directed learning and providing some background information on the development of the concept, which is said to have originated in the 1970's. Allowing people opportunities to experiment and make some mistakes without being blamed harshly is said to be an essential part of the process, as is positive reinforcement. The question of whether such approaches are practical for all business environments is addressed. BusinessSourcePremier. ., workplace, theory. **Article**.

(2008) Wycherley, I. M. C., Elaine "Factors in the selection and matching of executive coaches in organisations." Coaching: An International Journal of Theory, Research and Practice 1(1)

The objective of this paper is to explore factors that impact on the selection and matching of coaches with executives in organisations. Selection of coaches is seen to be of utmost importance and a number of different stakeholders are invariably involved in the selection and matching decisions. This conceptual paper uses critical analysis and discussion of a wide range of literature in order to explore the issues at play. The paper positions selection and matching within a conceptual framework and offers a systemic perspective on the organisational processes involved. It thus widens the debate on which actors exert influence. The paper argues that organisations should focus on preparing the executive to be better equipped to maximise their potential for being coached, focusing on selecting coaches, rather than being distracted by the matching question. **Coaching: An International Journal of Theory, Research and Practice**. . executive, coach. **Article**.

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## 2009

Agarwal, R., C. M. Angst, et al. (2009). "The performance effects of **coaching**: a multilevel analysis using hierarchical linear modeling." International Journal of Human Resource Management 20(10): 2110-2134.

Drawing on the conceptual foundations of feedback and behavior modeling we investigate the effects of managers' **coaching** intensity on the performance of those they supervise, at multiple levels of an organizational hierarchy. Data from 328 sales associates reporting to 114 middle managers, and 93 middle managers reporting to 32 executive managers are used to test the research hypotheses. Using hierarchical linear modeling we find that managers' **coaching** intensity influences the performance of their subordinates after controlling for job satisfaction, and this effect weakens at greater hierarchical levels. Surprisingly, we do not observe any cross-level moderating effects of **coaching** intensity on the satisfaction-performance relationship. We discuss the implications of our findings for future research and practice. **Outcome Empirical Survey**

Armatas, A. (2009). "**Coaching** hypnosis: Integrating hypnotic strategies and principles in **coaching**." International Coaching Psychology Review 4(2): 174-183.

**Coaching** psychology has not given much thought to hypnosis, despite its long history of applications in enhancing human abilities and potentials. Since a range of psychotherapeutic strategies have been successfully transitioned to **coaching** and are commonly practiced by coaches and **coaching** psychologists, it is suggested that hypnotic techniques and principles can also be successfully employed to meet **coaching** objectives. This paper mainly

discusses: (a) the use of self-hypnosis for the coachee; (b) adapting age-progression and age-regression to fit **coaching** needs; and (c) the use of indirect suggestions in the **coaching** dialogue to enhance coachee receptivity. The term '**coaching** hypnosis' is proposed when referring to the use of hypnosis in **coaching** as it will help to separate links with hypnotherapy and encourage it to build an identity of its own. **Article**

Allan, J. and H. Law (2009). "Ethical navigation in **coaching** psychology-- A Socratic workshop." The **Coaching** Psychologist 5(2): 110-114.

This article first gives a brief overview of the evolving professional context for **coaching** psychologists. It then provides an overview from a Socratic dialogue workshop at the SGCP 1st European **Coaching** Psychology Conference in December 2008. The workshop introduced participants to the basic features of Socratic dialogue and then worked within that frame during the session to discuss ethical dilemmas that they had faced. The approach allowed engagement with particular ethical challenges and enabled the learning to be shared. The Socratic dialogue also gave a frame for wider debate about ethics in **coaching** psychology. **Article**

Armstrong, H. and M. Geddes (2009). "Developing **coaching** supervision practice: An Australian case study." International Journal of Evidence Based **Coaching** and Mentoring 7(2): 1-15.

This paper describes a **coaching** supervision framework and practice and the effects of it on participants in the monthly supervision groups. The framework was originally developed in an action research process aimed at improving and standardising supervision practice and consists of a conceptual model and a structure for the supervision conversation. In 2008, in the spirit of continuous improvement, a qualitative researcher was invited to explore the effects of this revamped supervision practice. The paper draws on three sources of data: observation of supervision groups in action, written reflections from supervisors and interviews with supervisees. **Article**

Avella, J. L. (2009). Testing a training process to increase the emotional functioning of restaurant customer service providers. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(1-A), 2009, pp 65, Avella, John L : Teachers Coll, Columbia U , US.

The purpose of this study was to examine and assess the effect of a training process, developed by the researcher and previously implemented in five companies, to increase emotional functioning in restaurant customer service providers in ways that were hypothesized to help them connect emotionally with the guest in positive ways. This in turn was expected to contribute to guest loyalty, a strong competitive advantage. For this study, the participants were given the BarOn EQi 360 pre- and post-training as well as other behavioral measures such as: pre- and post-training critical incident surveys, pre- and post-training job observation checklists, workshop evaluation questionnaires, manager and participant interviews, and observer and researcher notes. The training process involved EQi confidential feedback; pre-training, and participation in the following workshops: goal setting, empathy and empathic listening, stress tolerance, impulse control, assertiveness, conflict resolution, and connecting to the guest. Personal **coaching** by the researcher helped the participants develop meaningful goals for behavior change. The transfer of learning conditions was almost ideal because all managers and executives of the company had completed the training and were committed to the study's success. The results of the test revealed significant findings. As a group, the participants had statistically significant increases in 6 of the 15 BarOn EQi subscales. As for individual increases on the EQi, the largest increase was 15 and the smallest increase was 2, with an average of 8. These increases were supported by the data obtained from other data sources. Other findings of interest were: the EQi results were perceived as credible and created a discontinuity that drove high engagement in the training; and the facilitator played a major role in helping participants understand their needs, suggesting learning activities and goals to support their learning efforts, and praising their achievements. The largest increases came from participants who had strong manager support and **coaching**. Lastly, the transfer environment encouraged participants to practice the new skills without any obstacles. **Empirical WS Outcome PhD**

Avolio, B. J. and S. T. Hannah (2009). "Leader developmental readiness." Industrial and Organizational Psychology: Perspectives on Science and Practice 2(3): 284-287.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). Many of the points raised by McKenna and Davis parallel the challenges that are faced in executing leader development. Although leader development may be delivered through executive **coaching**, it is more frequently delivered through on- or off-site training programs, or through the **coaching** or mentorship of other organizational leaders on the job. Similar to therapy and executive **coaching**, many leader development interventions ignore the developmental readiness (DR) of participants. In doing so, they are inadvertently retarding the development of those individuals and subtracting from the potential return on investment. We want to be clear that we are not suggesting that companies are not trying to identify their high potential leaders. However, the type of fine-grain analysis that goes with fully understanding and assessing the DR of leaders for some type of intervention seems to be frequently missing. In an article, which we published recently in Consulting Psychologist Journal (Avolio & Hannah, 2008, p. 331), we concluded, "The development of leaders is a stated goal of most organizations, yet a validated framework and theory for leader development does not yet fully exist, nor is there a method for determining

who is developmentally ready to engage in leader development." Thus, we seek to extend the position taken by McKenna and Davis to the domain of leader development. **Article**

(2009) Bachkirova, T. "Cognitive-developmental approach to **coaching**: an interview with Robert Kegan." **Coaching: An International Journal of Theory, Research and Practice** 2(1): 10 - 22

Work on the evolution of consciousness and its implications for supporting adult learning and professional development is very important for **coaching**. I believe that most coaches hold dear to their heart the idea of the possibility and necessity of ongoing psychological transformation in adulthood and the need for a better fit between adult capacities and the hidden demands of modern life. It is not surprising then that your approach to understanding adult development, well known as a meaningful and coherent *theory*, now is in the process of creating its own niche in **coaching**. I would like this process to be the focus of our interview. Bio. **Article**.

Bachkirova, T. and C. Kauffman (2009). "**Coaching** as a method for joining up the dots: an interview with Michael Cavanagh." **Coaching: An International Journal of Theory, Research and Practice** 2(2): 106 - 116.

Michael has been an important part in the development of the degree in **coaching** psychology at Sydney University working in close partnership with Tony Grant. Although apparently you made a full commitment to **coaching**, your background in clinical psychology seems to be useful in the **coaching** field. In this interview we would like to explore your thoughts on the identity of **coaching** and on some overlaps with the area of knowledge of your original interest. **Article**

Bacigalupo, A., J. Hess, et al. (2009). "Meeting the challenges of culture and agency change in an academic health center." **Leadership & Organization Development Journal** 30(5): 408-420.

Purpose: The purpose of this paper is to describe the methods used and the qualitative success of organizational development (OD) supported efforts to alter the culture and enhance agency outcomes of an academic health center. Design/methodology/approach: Myers-Briggs, FIRO-B, and DISC assessments plus consultations conducted by OD professionals determined emphasis should be targeted on people, structure, and processes to create a more strategic and action-oriented environment. The OD process accomplished: the alignment of managerial and personal styles with job responsibilities; the development of a change ready culture; the initiation of a **coaching**/mentoring system for individual development; the identification and ownership of core values; the reestablishment of more transparent communications; and the redistribution of power within the institution. Findings: The OD process created an environment where performance was valued and rewarded. The institution has experienced record growth in the number of physicians attracted to the institution and in the number of patients served. Operational and fiscal performance measures also achieved record results. Beyond the metrics achieved, the institution developed a high-performance organization with relationships based upon trust and mutual respect. Originality/value: OD provides the ability to challenge people in a collegial and a highly competitive environment. Thus, the capacity to continually improve and change is now built into the organization so it can adapt to changes in the external environment. (PsycINFO **Qual. WS Empirical Outcome**)

Barron, A. E., K. Dawson, et al. (2009). "Peer **coaching** and technology integration: An evaluation of the Microsoft peer **coaching** program." **Mentoring & Tutoring: Partnership in Learning** 17(1): 83-102.

This article focuses on an evaluation of the Microsoft Peer **Coaching** (MPC) program in Florida, USA. First, the design of the MPC materials was analyzed using characteristics of exemplary peer **coaching** and technology integration models. Second, facilitators (n = 14) and coaches (n = 46) who attended the MPC workshops in Florida were surveyed relative to their attitudes towards technology and perceptions of professional development. The coaches (peer mentors) and facilitators (district support personnel) consisted of teachers and district-level supervisors from several Florida school districts. Third, the facilitators and coaches were interviewed about perceived benefits and limitations of the MPC program. Analysis of the data suggests that the program design is in close alignment with the literature on exemplary peer **coaching**. However, the process of peer **coaching** frequently takes precedence over technology integration. Most of the coaches and facilitators who attended the workshops were enthusiastic about the peer **coaching** concept and had positive attitudes about the integration of technology. However, the perpetual issues of adequate time and resources for the implementation of peer **coaching** and the integration of technology in K-12 classrooms were recurring themes. **Empirical WS**

(2009) Baron, L. and L. Morin "The coach-coachee relationship in executive **coaching**: A field study." **Human Resource Development Quarterly** 20: 85-106

Numerous authors have suggested that the working relationship between coach and coachee constitutes an essential condition to the success of executive **coaching**. This study empirically investigated the links between the coach-coachee relationship and the success of a **coaching** intervention in an organizational setting. Data were collected from two samples: 73 managers who received executive **coaching** for a period of eight months and 24 coaches. Results from 31 coach-coachee dyads were analyzed. Results indicate that the coach-coachee relationship plays a mediating

role between the **coaching** received and development of the coachees' self-efficacy. Findings also show four significant correlates to the coach-coachee relationship: the coach's self-efficacy with regard to facilitating learning and results, the coachee's motivation to transfer, his or her perception of supervisor support, and the number of **coaching** sessions received. BusinessSourcePremier. Bio, executive, within-subjects. **Empirical**.

Beck, J. W., J. B. Gregory, et al. (2009). "Balancing development with day-to-day task demands: A multiple-goal approach to executive **coaching**." Industrial and Organizational Psychology: Perspectives on Science and Practice 2(3): 293-296.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). In the focal article, McKenna and Davis (2009) emphasize the unique value that industrial-organizational (I-O) psychologists bring to the practice of executive **coaching**, noting specifically our tools, which are steeped in theory and research. Although these authors make a case for our "education and experience as psychologists" (p. 245), they focus primarily on relating the practice of **coaching** to psychotherapy. Although we agree with this comparison, we also believe that the tools unique to the I-O psychologist's toolkit warrant more detailed exploration. In this response, we hope to demonstrate how research exploring the ways in which individuals respond to competing demands can be applied to the practice of executive **coaching**. **Article**

Bell, M. and S. Habel (2009). "**Coaching** for a vision for leadership." International Journal of Reality Therapy 29(1): 18-23.

Research recognizes the role of values, beliefs and other character dispositions in the enactment of leadership. Researchers on Servant Leadership have identified a set of character attributes alongside a well described list of actions of servant leaders in motion. This research reports on the Choice Theory based **coaching** processes used to help the first author develop total behavior that is congruent with that of a Servant Leader. The first author is referred to as the leader and the second author as the coach. **Empirical Case Study**

Bergera, J. G. and P. W. Atkins (2009). "Mapping complexity of mind: Using the subject-object interview in **coaching**."

Coaching: An International Journal of Theory, Research and Practice 2(1): 23-36.

We describe a small, hypothesis-generating study of the use of a measure of complexity of mind in **coaching** contexts. The aims of the pilot study were threefold: (a) to explore participants', coaches' and interviewers' insights and reactions to the use of a developmental theory in **coaching**; (b) to develop and explore a process for using the Subject-Object Interview (SOI) inside or outside existing **coaching** relationships; and (c) to provide a preliminary evaluation of the usefulness and/or potential limitations of the SOI for **coaching** contexts. All 15 participants in this qualitative study enjoyed the process and most reported significant or profound insights arising from the process that were potentially useful for their own development. The process revealed some of the growing edges of the clients' insights into their own way of being, their relationships, and their work. Importantly, participants reported that the SOI and associated discussions allowed them to identify key developmental issues more quickly than other approaches they had experienced. While the time and high skill levels associated with conducting an SOI and feedback discussion may preclude its use in many **coaching** contexts, there are implications that arise from this work for coaches interested in working in developmentally-informed ways. **Empirical WS**

Benavides, L. (2009). The relationship between executive **coaching** and organizational performance of female executives as a predictor for organizational success. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(1-A),2009, pp 65, Benavides, Lily: U San Francisco, US.

The demand for senior executive leaders continues to increase, and outweighs the ready supply of candidates. This critical gap occurs as these seasoned, executive leaders depart corporate life, and take with them years of institutional knowledge, organizational experience and cultural values, the lack of which may cripple an organization's future growth, stability and sustainability. This study sought to fill the leadership gap by providing a two-pronged solution: one, a particular focus on the leadership development of women through the specific use of executive **coaching**; and measuring the impact of this leadership development modality on their organizational performance. Prior research has demonstrated that a singular focus on developing females lead to improvements in organizational performance, as measured in financial outcomes, explaining the deliberate concentration on female executives. The Executive **Coaching** Effectiveness Survey was designed for this mixed methods study. The independent variable was executive **coaching**; dependent variables were the outcomes of executive **coaching**, at two levels: organizational performance and personal performance. The items measured the impact of executive **coaching** on organizational performance; job behavior; business areas impacted; new knowledge, skills or increased abilities learned, and the extent of resultant promotion opportunities. A total of 28 female executives completed the study. Reliability analysis, utilizing Cronbach's alphas, indicated that the Organizational Performance (.95%), Job Behavior (.80%), and Learnings (.95%) subscales of the Executive **Coaching** Effectiveness Survey, were highly reliable. Executive **coaching** contributed to the organizational performance of female executives in several ways: their ability to execute, develop teams, promote teamwork, boost productivity, and enhance their team's ability to contribute value to the organization, improved. Further, executive **coaching** increased their individual effectiveness by improving their ability to identify specific goals; improved focus on producing results; increased effectiveness in active listening skills; increased self-confidence; and aligning individuals with organizational goals. Support for gender inclusion is warranted by the findings of this research study. This analysis demonstrated justification for the identification, development and

promotion of the female executive; provided evidence of the efficacy of executive **coaching**; and added to the growing body of evidence which promotes the measurement of leadership development programs at the organizational level. **Empirical WS Outcome PhD**

Bennett, K. D. (2009). The effects of covert audio **coaching** on the job performance of supported employees. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(4-A),2009, pp 1231, Bennett, Kyle D : Florida Atlantic U , US.

The importance of employment in our society is unmistakable. The financial outcome of employment allows us to provide for ourselves and others. Furthermore, our employment status, and the work in which we engage, play a part in defining our self-concept. For many people, however, sustained employment remains elusive. The unemployment rate for individuals with disabilities is staggering, and the consequences of being without a job affects those who are unemployed, their families, and our society. There are many issues that directly challenge the employment status of people with disabilities. Some of these include funding for supported employment programs, employer bias, and the outcomes of our country's educational system. Another issue that affects the employment of individuals with disabilities is the manner in which they are prepared prior to employment and coached while on the job. The purpose of this investigation was to examine the effects of performance feedback delivered via covert audio **coaching** on the job performance of supported employees. A multiple baseline design across participants and work tasks was used to evaluate the effects of the intervention on the participants' work performance (accuracy and speed of task completion). The results demonstrated that the supported employees made substantial improvements on their accuracy and speed of completing the selected work tasks. The results also showed that the improvements maintained for 4-5 weeks following the removal of the intervention. **Empirical WS Outcome PhD**

(2009) Berger, J. G. and P. W. B. Atkins "Mapping complexity of mind: using the subject-object interview in **coaching**." **Coaching: An International Journal of Theory, Research and Practice** 2(1): 23 - 36

We describe a small, hypothesis-generating study of the use of a measure of complexity of mind in **coaching** contexts. The aims of the pilot study were threefold: (a) to explore participants' insights and reactions to the use of a developmental theory in **coaching**; (b) to develop and explore a process for using the Subject-Object Interview (SOI) inside or outside existing **coaching** relationships; and (c) to provide a preliminary evaluation of the usefulness and/or potential limitations of the SOI for **coaching** contexts. All 15 participants in this qualitative study enjoyed the process and most reported significant or profound insights arising from the process that were potentially useful for their own development. The process revealed some of the growing edges of the clients' insights into their own way of being, their relationships, and their work. Importantly, participants reported that the SOI and associated discussions allowed them to identify key developmental issues more quickly than other approaches they had experienced. While the time and high skill levels associated with conducting an SOI and feedback discussion may preclude its use in many **coaching** contexts, there are implications that arise from this work for coaches interested in working in developmentally-informed ways. **Case study Empirical.**

Biswas-Diener, R. (2009). "Personal **coaching** as a positive intervention." **Journal of Clinical Psychology** 65(5): 544-553.

Personal **coaching** is a relatively new and unlicensed profession aimed at helping functioning individuals set and achieve goals, overcome obstacles, and maintain motivation. **Coaching** is increasingly merging with psychology as evidenced by new journals, academic programs, and research symposia. Although **coaching** has traditionally been used with non-clinical populations, it can be highly relevant to psychotherapy. Clinicians who develop a hybrid psychotherapy-**coaching** practice might be better protected from occupational stress and burnout. In addition, a number of **coaching** interventions and assessments might translate well to therapy and help clinicians innovate their practice. The synergy between personal **coaching** and psychotherapy are illustrated with a case example. **Case Study/Article**

Bono, J. E., R. K. Purvanova, et al. (2009). "A survey of executive **coaching** practices." **Personnel Psychology** 62(2): 361-404.

Despite the ubiquity of executive **coaching** interventions in business organizations, there is little uniformity in the practices (e.g., assessment tools, scientific or philosophical approaches, activities, goals, and outcome evaluation methods) of executive coaches. Addressing the ongoing debate about the role of psychology in executive **coaching**, we compare the practices of psychologist and nonpsychologist coaches, as well as the practices of coaches from various psychological disciplines (e.g., counseling, clinical, and industrial/organizational). Results of surveys completed by 428 coaches (256 nonpsychologists, 172 psychologists) revealed as many differences between psychologists of differing disciplines as were found between psychologist and nonpsychologist coaches. Moreover, differences between psychologists and nonpsychologists were generally small (average  $d = .26$ ). Our survey also revealed some differences in the key competencies identified by psychologist and nonpsychologist coaches.

**Empirical Survey**

Brandl, J., M. T. Madsen, et al. (2009). "The perceived importance of HR duties to Danish line managers." **Human Resource Management Journal** 19(2): 194-210.

Today, HR scholars widely acknowledge that realising HRM requires the involvement of all managers and that the personal motivation of line managers plays an important role in their successful involvement. Yet, previous research has neglected to study how line managers rate the importance of particular HR duties and how the importance assigned to HR duties varies across managers. Based on a survey of 1,500 Danish managers, we find that "motivating others" is considered the most important HR duty whereas "team building", "handling conflicts" and "coaching" are considered the least important HR duties. Female top managers in the public sector exhibit the greatest interest in HR whereas men at lower managerial levels in the private sector give lowest priority to HR work. We conclude with possible explanations for the observed differences in a Danish context and beyond and provide suggestions for facilitating managerial involvement in HRM. In doing so we are well aware that the Scandinavian model of HRM in general and the Danish implementation in particular may represent a unique frame for the results. **Empirical Survey**

Busse, S. (2009). "Supervision between critical reflection and practical action." Journal of Social Work Practice **23**(2): 159-173.

This article describes the history of supervision as a practice of professional reflection in social work in Germany. Supervision in Germany after World War II developed from a practice of control of professional action (as in the USA) towards professional reflection, particularly self-reflection. Different concepts of supervision include different ideas of subjectivity and intersubjectivity and are positioned between the contradiction between critical assessment and uncovering of social conditions and the imperative of their acknowledgment in practice. Thus, supervision is permanently in search of its identity. That means, as the article illustrates by means of vignettes, that practical action is always caught between reflecting and acting. On this point a link has been made between the history of supervision and social work. The current debate in social work has to do with the old question of how far social work should and could be critical or adaptational. This is mirrored in the current discourse between supervision and **coaching**, and it will become clear that to act as a professional is to manage this contradiction between reflection and action. **Article**

Carr, A. A. (2009). "Applying Gestalt theory to **coaching**: Comment." Gestalt Review **13**(3): 241-246.

In his article, "Applying Gestalt Theory to **Coaching**," Stuart N. Simon (see record 2010-00737-005) explores the work of **coaching** through the lens of Gestalt theory and principles with a primary focus on supporting awareness and contact with the client. Simon notes the importance of trust building in the **coaching** relationship. This commentary offers a deeper look into how we, as Gestalt coaches, use our own awareness and contact to create and maintain a trusting relational field with our clients. **Article**

Coman, A. and B. Ronen (2009). "Overdosed management: How excess of excellence begets failure." Human Systems Management **28**(3): 93-99.

The managerial world has been inundated with dozens of sound management theories during the last three decades. Among them are the Balanced-Scorecard, Activity-Based-Costing, Lean, Six Sigma, TQM, TOC, MBO, MCDM, Core competencies, Vision, **Coaching**, Outsourcing and many others. The application of these models has often proved disappointing for many companies. A major reason for the failure of these models is the OVERDOSE SYNDROME: taking good principles to destructive extremes. This paper analyzes the origins of the managerial overdose syndrome, illustrates its undesired outcomes and suggests ways to circumvent them in the future. Cases will illustrate the managerial overdose phenomenon and its remedies. **Article**

Corrie, S. and D. A. Lane (2009). "The scientist-practitioner model as a framework for **coaching** psychology." The Coaching Psychologist **5**(2): 61-67.

The scientist-practitioner model has been proposed as a viable basis for the development of **coaching** psychology, despite proving to be a controversial ideal in other forms of applied psychology. This article examines what is meant by this term and how it can contribute to the development of **coaching** psychology and proposes a redefinition of the model that is fit for the purposes of contemporary **coaching** practice. **Article**

De Meuse, K. P., G. Dai, et al. (2009). "Evaluating the effectiveness of executive **coaching**: beyond ROI?" Coaching: An International Journal of Theory, Research and Practice **2**(2): 117 - 134.

The popularity of executive **coaching** has increased dramatically in both the practitioner world and academia during the past decade. However, evaluating the effectiveness of **coaching** has lagged behind. Executive **coaching** is a multidisciplinary practice, and professionals from many different scholarly backgrounds provide **coaching** services. The paucity of empirical research may be attributed to the lack of a consensus among these divergent professionals regarding whether and how to evaluate the effectiveness of **coaching**. In this article, we conducted a meta-analysis of the empirical research as well as reviewed the retrospective studies evaluating **coaching** effectiveness. Subsequently, we discussed six areas that impact the way researchers evaluate **coaching** effectiveness and the conclusions they may draw from their studies. Although the Return On Investment (ROI) index provides a straightforward, overall measure of effectiveness, its veracity and usefulness is questioned. It is hoped that the clarification of these areas will help guide the future of **coaching** evaluation research and practice. **Empirical Outcome**

Drake, D. B. (2009). "Evidence is a verb: A relational approach to knowledge and mastery in **coaching**." International Journal of Evidence Based **Coaching** and Mentoring **7**(1): 1-12.

This article provides a fresh look at the evidential needs in **coaching** by outlining important principles for the bases of evidence-based practice, the nature of evidence itself, the links between research and practice, the uses of evidence, the politics of evidence and the implications of evidence as a basis for **coaching**. The aim is to enhance our understanding of the "black box" of **coaching**, the body of knowledge specific to and foundational for **coaching**, and the development of shared guidelines for the use of evidence in **coaching**. Two models are introduced to support a new and relational view of evidence: one that identifies four domains of knowledge as the basis for mastery in **coaching** and the other that articulates a need for artistry as a way to draw on these domains in working with clients. Examples are offered to illustrate many of the key points and the article concludes with a vision for the future of evidence in **coaching**. **Article**

Drake, D. B. (2009). "Using attachment theory in **coaching** leaders: The search for a coherent narrative." International **Coaching** Psychology Review **4**(1): 49-58.

Attachment theory is a well-established body of work in developmental psychology. In this article, I provide an overview of the key elements of the theory and demonstrate how it can be used in **coaching** leaders. In connecting the 'working models' they use as adults with the cognitive and interpersonal patterns they developed as children, attachment theory provides an important lens on development and change in leaders. Drawing from Bowlby's (1988) work and current neuroscience research, five strategies are offered on how to use attachment theory in **coaching** leaders. In particular, there is an emphasis on working with client stories and helping them develop greater narrative coherence in how they talk about and live their lives. **Article**

Dubofsky, D. and L. Sussman (2009). "The Changing Role of the Financial Planner Part 1: From Financial Analytics to **Coaching** and Life Planning." Journal of Financial Planning **22**(8): 48-57.

This report is the first in a two-part study of the emerging role of **coaching** in financial planning. This first paper reports the results of our survey, which support the thesis that financial acumen is necessary for financial planning, but not sufficient. Implications for training and professional development are extensively discussed in Part 2. An online survey was sent to 38,810 members of the Financial Planning Association and CFP Board mailing list participants, to determine the non-financial **coaching** and life planning activities of financial planners. The primary research question for this study concerns the changing role of the financial planner and the major implications of that change for the financial planner of today and tomorrow. A total of 1,374 planners completed the entire survey, though 2,006 completed some portion of the survey. Approximately 25 percent of the respondents contact with clients is devoted to non-financial issues. About 74 percent of planners estimate that the amount of time they are spending on these issues has increased over the last five years. Most respondents believe that their non-financial **coaching** and counseling makes them better planners and helps their clients, but are less certain that these activities increase business. Planners help clients with critical issues that reflect human drama and frailties: religion and spirituality, death, family dysfunction, illness, divorce, and depression. Most respondents have at least some training to equip them to help clients with non-financial issues, but 40 percent have had no training or professional development in this area. **Empirical Survey**

Dunn, M. W. (2009). "Leadership **coaching**: The developmental power of the one-on-one." Employment Relations Today (Wiley) **35**(4): 25-29.

The article explores the concept of one-on-one developmental relationship or leadership **coaching**. The author differentiates internal and external **coaching** by explaining that internal **coaching**, when developed, can provide members of the internal human resource (HR) and organization development community the opportunity to enhance their professional capabilities. External **coaching**, on the other hand, is when one professional asks advice from another who is not within his circle of subordinates or co-employees. The professional one is allegedly setting his adviser as a trusted and objective sounding board with subject-matter expertise. **Article**

Ferris, P. A. (2009). "The role of the consulting psychologist in the prevention, detection, and correction of bullying and mobbing in the workplace." Consulting Psychology Journal: Practice and Research **61**(3): 169-189.

It is clear that psychological aggression is both common in workplaces and harmful to individuals and organizations. An emerging line of research examines organizational responses to allegations of bullying and mobbing. As a result, some researchers now identify processes for detecting, correcting, and preventing bullying and mobbing. Strategies to improve the quality of working life such as surveillance, policy development, training, **coaching**, and the development of selection, performance management, and reward systems that set standards for collaborative and supportive behavior at work are all necessary to move organizations toward eliminating tolerance of bullying and mobbing. Consulting psychologists have the expertise to provide such interventions because of their in-depth understanding of personality, testing, and assessment, and the application of these concepts to selection, **coaching**, and performance management. The consulting psychologist brings an attention to human factors that humanize the

workplace. The author reviews research on bullying and mobbing, adds practitioner insights based on 13 years of practice in this area, and discusses interventions applied in practice settings. **Article**

Fielden, S. L., M. J. Davidson, et al. (2009). "Innovations in **coaching** and mentoring: implications for nurse leadership development." *Health Services Management Research* **22**(2): 92-99.

This longitudinal study sought to examine ways in which **coaching** and mentoring relationships impact on the professional development of nurses in terms of career and leadership behaviours, and evaluating the differences and similarities between those **coaching** and mentoring relationships. According to the UK government, leadership in nursing is essential to the improvement of service delivery, and the development and training of all nurses is vital in achieving effective change. A **coaching** and mentoring programme was used to explore the comparative advantages of these two approaches for the leadership development of nurses in acute, primary care and mental health settings. A longitudinal in-depth study was conducted to measure differences and similarities between the mentoring and **coaching** process as a result of a six-month **coaching**/mentoring programme. Five nurses from six UK Health Care Trusts were allocated to a **coaching** group (n = 15) or a mentoring group (n = 15), these were coached or mentored by a member of the senior directorate from their own Trust. Qualitative and quantitative data were collected at three time points (T1 = baseline, T2 = 4 months and T3 = 9 months) using semi-structured interviews and questionnaires. While mentoring was perceived to be 'support' and **coaching** was described as 'action', descriptions of the actual process and content were quite similar. However, while both groups reported significant development in terms of career development, leadership skills and capabilities, mentees reported the highest level of development with significantly higher scores in eight areas of leadership and management and in three areas of career impact. Implications for nurses and health services are discussed. **Empirical Outcome Study BS**

Florent-Treacy, E. (2009). "Behind the scenes in the identity laboratory: Participants' narratives of identity transition through group **coaching** in a leadership development programme." *International Coaching Psychology Review* **4**(1): 71-86.

This study explored written narratives of 28 participants' experience in one executive leadership development programme, to shed light on the way participants explore and experiment with new working identities in the leadership development identity laboratory. The study adopted a mixed-method approach. A series of six programme-related case studies per individual was analysed. These narratives were written over a period of 15 months. Findings from this study were presented to the group after the end of the programme. As the author was also a participant in the programme, the methodology was qualitative and hermeneutic, with the author using 'self as instrument'. The narratives were studied through a conceptual interpretation approach. The narratives show participants moving through an epigenic process similar to group psychotherapy. This study shows that group psychotherapy can be adapted to create an identity laboratory experience for executives. In addition, this study shows that the process of writing can be a critical success factor in executives' passage through an identity lab experience. **Qual Empirical Case Study**

Fontaine, D. and G. F. Schmidt (2009). "The practice of executive **coaching** requires practice: A clarification and challenge to our field." *Industrial and Organizational Psychology: Perspectives on Science and Practice* **2**(3): 277-279.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). We feel the authors' link between psychotherapy and **coaching** is strong and valid. However, we feel further distinction is required between the types of skills and experiences that are common among industrial-organizational (I-O) consultants and those necessary to transition into executive **coaching**. Our anecdotal experiences with I-O psychology suggest to us that most applied I-Os are trained to be behavioral and organizational experts and practice as internal or external consultants. We argue that the typical consulting approach is substantively different from what the authors describe as the best-practice **coaching** approach, and as such, a distinction needs to be made among consulting, psychotherapy, and **coaching**. Furthermore, we recognize the unique combination of psychology and business expertise that I-Os offer, and as McKenna and Davis point out, there are critical ingredients to a successful **coaching** arrangement. We highlight the need for I-Os to seek additional training and practice in **coaching** specific skills that are client centered. **Article**

Foneris, S. G. and C. Peden-McAlpine (2009). "Creating context for critical thinking in practice: The role of the preceptor." *Journal of Advanced Nursing* **65**(8): 1715-1724.

**Aim:** This paper is a report of a study to determine the impact of the **preceptor coaching component** of a reflective contextual learning intervention on novice nurses' critical thinking skills during the first 6 months of their practice. **Background:** The use of preceptors to develop novice nurses' clinical skills has been well documented in the literature. However, there is little literature focused on preceptor involvement to develop novice nurses' critical thinking. **Method:** **This small case study** was conducted in the United States of America in 2004 with six nurse/preceptor dyads. Stake's qualitative instrumental case study design was used to evaluate the preceptor component of the contextual learning intervention. Stories of preceptor experiences were analyzed using Stake's phases of data analysis (i.e. description, categorical aggregation, establishing patterns, naturalistic generalizations). Specific questions (e.g. nature of **coaching** used by the preceptor) guided the analysis. Repeating patterns were coded and isolated and later collapsed as the analysis moved forward. **Findings:** Preceptors use of the contextual learning intervention created a

context that stimulated novice nurses' critical thinking. Two main themes describe the novice nurses' critical thinking skills relative to the preceptor **coaching**: 1) critical thinking as organizing and carrying out tasks; and 2) critical thinking as intentional, reflective thinking. Conclusion: Preceptor education should incorporate the following components: understanding the impact of power and anxiety on critical thinking of novice nurses transitioning into practice; creating dialogue that invites questions in a reflective and critical manner; and challenging thinking through sharing of perspectives. **Empirical Case Study**

Franklin, J. and J. Doran (2009). "Does all **coaching** enhance objective performance independently evaluated by blind assessors? The importance of the **coaching** model and content." *International Coaching Psychology Review* 4(2): 128-144. Objectives: Despite increasing evidence supportive of the effectiveness of **coaching** there are no studies which demonstrate that the benefits flow on to improvements in objective performance as assessed by evaluators blind to participation in the **coaching**. This study examined the efficacy of two **coaching** programmes on independently assessed performance. Design: **A double-blind random control trial** in which participants were randomly allocated to either a Preparation, Action, Adaptive Learning (PAAL), or a self-regulation co-**coaching** programme with blind assessment of subsequent academic performance. A third no-treatment condition was used for additional comparison and control of expectancy effects. Methods: Two structurally identical seven-week co-**coaching** programmes were run. The Self-regulation condition focused on the development of study and coping skills, whilst the PAAL condition additionally focused on preparation for change and adaptive learning. Fifty-two volunteer first-year university students were randomly assigned to either a PAAL (N=27) or Self-regulation (N=25) co-**coaching** programme. Participants completed self-report pre- and post-measures of academic self-efficacy, decisional balance, resilience, hope, self-compassion and belief in the incremental theory of change. Academic results for the two **coaching** conditions were compared with 2103 first-year students who did not participate in the programme. Results: Participants in both **coaching** conditions reported significant improvements in self-efficacy and resilience, but only those in the PAAL condition experienced significant increases in decisional balance, hope, self-compassion and belief in the incremental theory of change. Participants in the PAAL condition experienced significantly greater increases in six of the seven dependent variables than participants in the Self-regulation condition. Relative to the no treatment control group, PAAL participants performed 10 per cent better in independently assessed academic performance (71.45 per cent vs. 61.59 per cent) ( $p=.0003$ ,  $d=.61$ ), however, those in the Self-regulation **coaching** condition only performed two per cent better (63.32 per cent vs. 61.59 per cent) ( $p=.604$ ,  $d=.11$ ). Across all the dependent variables the average effect size for the PAAL condition was  $d=.93$ , while the Self-regulation condition averaged  $d=.43$ . Conclusion: Both co-**coaching** conditions produced significant increases in self-efficacy and resilience, however, only those in the PAAL condition performed significantly better on decisional balance, hope, self-compassion, the incremental theory of change, and independently assessed academic performance. To ensure generalisation, future evaluation studies of **coaching** should seek to also evaluate variables which are theoretically related to the change process as well as independently assessed objective changes in performance. **Empirical Outcome BS RCT**

Frisch, M. H. and R. J. Lee (2009). "More hidden but more useful than we realize." *Industrial and Organizational Psychology: Perspectives on Science and Practice* 2(3): 261-265.

Comments on the article "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). The authors would like to extend McKenna and Davis' observations on two points: (a) the significant professional divide between psychotherapists and industrial-organizational (I-O) psychologists and (b) insights derived from teaching executive **coaching** that parallel findings from psychotherapy meta-research. **Article**

Galuk, D. (2009). Executive **coaching**: What is the experience like for executive women? Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(3-A), 2009, pp 777, Galuk, Deborah: U Minnesota, US.

This hermeneutic phenomenological study attempted to provide a better understanding of the experiences of executive women who had been coached by an external executive coach. Ten executive women who worked for different organizations and had a wide variety of **coaching** experiences were interviewed. These executives were located through the Dun & Bradstreet Directory and referrals from executive coaches. They shared both personal and professional stories, reflections, feelings, ideas, and actions related to being coached. I conducted a thematic analysis of the transcribed interviews to discover commonalities and synergies among participants' experiences. A list of preliminary themes emerged, and I conducted a follow-up interview with each participant to verify the findings. Themes were revised to incorporate their comments and reflect their meanings. The analysis revealed insights into four categories of themes: (a) why **coaching**, (b) role of the coach, (c) insight to action, and (d) outcomes. A total of seventeen themes emerged: (a) feeling alone and wanting help, and motivated by challenge and growth; (b) coach is trusted, a professional, a guide, strengthens me, and expects action; (c) self-discovery and awareness, emotions, commitment to development process, challenges to thinking, tools guide action, and different actions get better results; and (d) being more effective with people, work life balance, how to work with my boss, and gender based workplace differences and challenges. The literature supported most themes; however, new insights were added. Listening to the voice of these executive women added new perspectives to the **coaching** literature. Some new insights were that they sought **coaching** as a way to open themselves up to more challenge and growth, rather than to

make behavioral changes. They also felt alone at the top, wanted some help, and felt strengthened by the coach to take different actions. And feelings about **coaching** and learning were important in the process. While the literature recognized the importance of organization support for executive **coaching**, it was glaringly absent in these executives' experiences. **Coaching** outcomes that were a priority for these executives included work/life balance and how to work with her boss, another difference from the literature. And, lastly, the workplace context for **coaching** provided gender-based differences and challenges that were not discussed in the **coaching** literature but were found in the women's studies literature. **Empirical Qual Survey PhD**

Gettman, H. J. (2009). Executive **coaching** as a developmental experience: A framework and measure of **coaching** dimensions. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(8-A),2009, pp 3209, Gettman, Hilary J : U Maryland, Coll Park, US.

The widespread and rapidly growing practice of executive **coaching** (Berglas, 2002) has evolved as a practice outside of the context of any academic discipline. While the literature on executive **coaching** is voluminous, there has been no attempt to systematically outline and operationalize the important dimensions of **coaching** practice. This lack of empirical foundation has made it difficult to assess **coaching** in any meaningful way, for example, to determine what aspects of **coaching** are critical to effectiveness, or if it is even effective at all. In order to begin to fill this gap in the research, I sought to understand the important dimensions of executive **coaching**. To this end I reviewed the literature on **coaching**, and relevant research literatures, to get a better understanding of what coaches likely do to promote development, to develop a more grounded conceptualization of the dimensions of executive **coaching**, and to begin exploring the theoretical bases for these dimensions. I proposed six dimensions of **coaching** activities: assessment, challenge, emotional support, tactical support, motivational reinforcement and promoting a learning orientation. Second, I operationalized these dimensions by creating items based on the literatures reviewed, as well as input from subject matter experts, and based upon my own expertise. Finally, I administered the scales to 188 coaches and 32 executives, and evaluated the scales for their structure, reliability and validity. In the resulting factor structure, four of the dimensions were found as proposed, but challenge split into three factors and tactical support into two factors, resulting in nine dimensions of **coaching** activities, with reliabilities ranging from .75 to .91, averaging .84. Finally, some analyses of convergent, divergent and criterion-related validity of the dimensions were conducted, resulting in some preliminary indications of the construct validity of three of the scales, and providing information of where future validation work should be done. Interestingly, levels of engagement in seven of the dimensions varied meaningfully and predictably amongst coaches according to their education and training, which could have widespread implications for **coaching** selection and training. The resulting dimensions and measures open the door to further study of **coaching**, advancing both research and practice. **Empirical Survey PhD**

Gillie, M. (2009). "Applying Gestalt theory to **coaching**: Comment." *Gestalt Review* 13(3): 254-260.

In his paper, Stuart N. Simon (see record 2010-00737-005) describes the evolution of the "profession" of **coaching** over the last decade or so, and the relatively recent interest in the application of Gestalt theory to **coaching**. In this Commentary, I want first to support Simon's assertion that "Gestalt theory easily lends itself to offering a significant contribution to the field of professional **coaching**" by drawing links with research and writing of other coaches who do not have a Gestalt background. Second, I want to explore a question raised by Simon but not answered: "What is the difference between **coaching** and therapy?" particularly in the context of executive **coaching** where the work takes place within the organizational context. **Article**

Glasgow, M. E. S., B. Weinstock, et al. (2009). "The benefits of a leadership program and executive **coaching** for new nursing academic administrators: One college's experience." *Journal of Professional Nursing* 25(4): 204-210.

Despite attention given to the nursing shortage and now the nursing faculty shortage, what is perhaps less visible but equally critical are the pending retirements of most of the current cadre of academic nursing administrators in the next decade. With only 2.1% of current deans, directors, and department chairs in 2006 aged 45 years or younger, there may be a pending crisis in leadership development and succession planning in our nursing schools and colleges. This article describes an innovative leadership development program for largely new nursing academic administrators, which combined a formal campus-based leadership symposia and executive **coaching**. This article is particularly useful and practical in that actual case studies are described (albeit modified slightly to protect the identity of the individual administrator), providing a real-life narrative that rarely makes its way into the nursing academic administration literature. The executive **coaching** focus is very sparsely used in nursing academia, and this college's success using this professional development strategy is likely to become a template for other institutions to follow.

**Article**

Goldsmith, M. (2009). "Executive **coaching**: A real world perspective from a real-life **coaching** practitioner." *International Coaching Psychology Review* 4(1): 22-24.

The author, an executive coach, measured the impact of leadership development programmes on increased leadership effectiveness, as judged not by participants, but by their co-workers six months later. It was found that participants who do not follow-up make no progress, while those who return from the programmes, practice what is taught,

discuss what they learn with co-workers, and do regular progress checks are seen as becoming more effective leaders. Unlike many executive coaches, who are paid for activities but not results, the author is paid if clients get significantly better on pre-selected behaviours, as judged by the people who work with them and their managers. The mission is to help successful leaders achieve a positive long-term change in behaviour. Reports contain confidential, anonymous feedback, time is spent time with the co-workers to help them help the client, and improvement in identified behaviour is measured. Clients are asked to only use the ideas that work for them. They have a disciplined follow-up process with their co-workers, and are then measured on their improvement in identified behaviours, leadership effectiveness, and their follow-up with each co-worker. Leaders who stick with the process get better. **Article**

Gonzalez, D. W. (2009). Executive **coaching** effectiveness: The coachee's experience. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(12-A),2009, pp 4596, Gonzalez, David W : Capella U , US.

For most organizations today, executive **coaching** serves as a common and widely employed leadership development and organizational performance improvement solution. The literature shows signs that executive **coaching** produces positive outcomes, yet far less is known about how these positive outcomes are produced, and in particular, little is known from the coachee's perspective. This study organized what is known to date, as represented in the scholarly literature, about the multitude of constructs that have been reported to lead to effective executive **coaching** experiences, from the coachee's perspective. These known constructs for executive **coaching** effectiveness were used as the basis for the creation of this study's survey. The results of this quantitative study represent the voice of 171 coachees and indicated that effectiveness in executive **coaching** is the shared responsibility between the executive coach, the coachee, and the context (the coachee's organization). This study presents the top seven most commonly cited constructs, per construct area (coach, coachee, and organization/contextual), necessary for effectiveness in executive **coaching**. These top constructs are organized, by construct area, and represented visually in the Executive **Coaching** Effectiveness Taxonomy. Study results detected statistically significant differences among female and male executive preferences across several executive **coaching** constructs. This data suggests a continued need for research to better understand the developmental needs between female and male executives. Most importantly, it calls for tailored executive **coaching** initiatives to meet the specific developmental needs of female executives. **Empirical Survey PhD**

Grajfoner, D. (2009). "Managing Change: Role of **coaching** psychology in gender transition." The **Coaching** Psychologist 5(2): 69-75.

This paper reports the results from the first group **coaching** course 'Managing Change' for male to female transsexuals. Gender transition is one of the most radical changes in one's life. Psychosocial adaptation and social integration in the new gender role is crucial for sustaining well-being. The focus of this course was to explore whether group **coaching** can increase the well-being of clients while going through gender transitions by setting a goal and planning step-by-step actions. Six participants attended the course, which took place on nine consecutive weeks with 120-minute sessions each week. Individual goals referred mainly to disclosure and social integration in the new role. Self-assessment on goal achievement over nine weeks showed significant progress. At the end of the course the participants reported increased confidence, a positive outlook on the future and social acceptance within the group. The results indicate that using **coaching** psychology may contribute to improving well-being and decreasing mental health issues in transsexuals (TS). (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS**

(2009) Grant, A. M., L. Curtayne, et al. "Executive **Coaching** Enhances Goal Attainment, Resilience and Workplace Well-being: A Randomised Controlled Study." Journal of Positive Psychology 4(5): 396-407.

In a randomised controlled study forty-one executives in a public health agency received 360-degree feedback, a half-day leadership workshop, and four individual **coaching** sessions over ten weeks. The **coaching** used a cognitive-behavioural solution-focused approach. Quantitative and qualitative measures were taken. This is the first published randomised controlled study in which **coaching** was conducted by professional executive coaches external to the organisation. Compared to controls **coaching** enhanced goal attainment, increased resilience and workplace well-being and reduced depression and stress. Qualitative responses indicated participants found **coaching** helped increase self-confidence and personal insight, build management skills and helped participants deal with organisational change. Findings indicate that short-term **coaching** can be effective, and that evidence-based executive **coaching** can be valuable as an applied positive psychology in helping people deal with the uncertainty and challenges inherent in organisational change. Practical implications are discussed and recommendations are made for the effective measurement of **coaching** outcomes. Between subjects, Empirical **RCT**.

Griffiths, B. (2009). "The paradox of change: how to coach while dealing with fear and uncertainty." Industrial & Commercial Training 41(2): 97-101.

Purpose - The purpose of this paper is to provide guidance for individuals who are learning to help others make significant changes in their lives. Design/methodology/approach - The paper is based on the author's own work and observations of how people change. Findings - It was found that in order to create significant change it is necessary to

build an effective relationship with the client, understand the restraining forces that hold the status quo in place and have an effective problem-solving methodology Research limitations/implications - The paper is not based on formal research. More research on the fastest way to build change skills is needed. Practical implications - By following the methodology here a coach can significantly improve the chances of a successful outcome when working with the client on a problem. Originality/value - The paper will be of use to anyone who works with others to solve problems.

**Article**

Griffiths, K. and M. Campbell (2009). "Discovering, applying and integrating: The process of learning in **coaching**." International Journal of Evidence Based **Coaching** and Mentoring 7(2): 16-30.

**Coaching** is a rapidly expanding field with interdisciplinary roots and broad application. However, despite abundant prescriptive literature, research into the process of **coaching** is minimal. Similarly, although learning is inherently recognised in the process of **coaching**, the process of learning in **coaching** is little understood and learning theory makes up only a small part of the evidence-based **coaching** literature. In this report of a grounded theory study of coaches and their clients, the process of learning in **coaching** across a range of **coaching** models is examined and discussed. The findings demonstrate how learning in **coaching** emerged as a process of discovering, applying and integrating new knowledge, which culminated in a process of developing. This process occurred through eight key **coaching** processes shared between coaches and clients and combined a multitude of learning theories. **Article**

(2009) Hamlin, R. E. A. B., Rona "Toward a Profession of **Coaching**? A Definitional Examination of 'Coaching,' 'Organization Development,' and 'Human Resource Development' " International Journal of Evidence Based **Coaching** and Mentoring Vol. 7, No.1

During the past few years, the growth of an emergent '**coaching** industry' has resulted in some scholars calling for the development of a genuine **coaching** profession. Yet contemporary organization development (OD) and human resource development (HRD) practitioners conceive of **coaching** as an extant core component of their respective fields of study and practice. This paper reports the results of a qualitative study that examined different conceptualizations and definitions of '**coaching**,' OD, and 'HRD' found in the respective literatures. The results suggest all three fields of practice are very similar, both in terms of their intended purpose and processes. This finding poses a dilemma and challenge for those who believe a genuine **coaching** profession with its own identity and unique body of empirically tested knowledge can be distinctly defined and delineated. . International Journal of Evidence Based **Coaching** and Mentoring Bio, executive, theory. **Article**.

Hartel, C. E., G. Bozer, et al. (2009). "Family business leadership transition: How an adaptation of executive **coaching** may help." Journal of Management & Organization 15(3): 378-391.

Within the traditional business organizational climate in which an executive coach operates, the identity of 'the coached' (coachee) can be quite clearly differentiated from the business identity. This is not the case within the world of family business, where the incumbent family business leader, the successor, the business and the family culture, are interwoven. This unique feature of family business means that, for executive **coaching** to be effective within the family business environment, a radically different approach to that used in traditional business environments must be adopted--namely, the consideration of what generally are thought of as noneconomic variables. This article represents a first attempt to effectively address the key and unique variables executive coaches need to know to work within the family business environment. **Article**

Haskins, M. E. and G. R. Shaffer (2009). "Partnering with your leadership development provider: 12 best practices." Strategic HR Review 8(6): 28-32.

Purpose - This paper presents a dozen ways for HR leaders to partner with their executive education leadership development providers in order to promote the tailored design, and most impactful delivery, of a custom leadership development program. Design/methodology/approach - This paper is the culmination of numerous years of working with corporations in the design and delivery of executive education leadership development programs. More precisely it is based on several recent leadership development client engagements where a number of these best practices have been embraced by the client with positive outcomes. Findings - The 12 best practices outlined in the paper Practical implications - The contemporary, field-inspired actions presented here are immediately and broadly applicable to those HR managers engaged in partnering with providers of custom leadership development programs aimed at enhancing organizational talent, expanding leadership skills and/or developing a cadre of high-potential managers. Originality/value - In a concise and comprehensive manner, readers are provided with a dozen concrete action items to insure the successful and impactful design, development and delivery of custom executive education leadership development programs. **Article**

Hicks, R. and J. McCracken (2009). "The **Coaching** Mindset." Physician Executive 35(3): 54-56.

The article focuses on the fundamental principles underlying a **coaching** process. According to study, mindset and behavior of the coach is the determinate outcome of a successful **coaching** intervention. It notes that coach's role is to create the conditions necessary for a successful mentoring or **coaching** experience and not to point out the solution.

Moreover, under the medical model, physicians are held to maintain the accuracy and timeliness of their professional advice. An example of a successful **coaching** conversation that involves listening and questioning is also presented.

**Article**

Hicks, R. and J. McCracken (2009). "**Coaching** the Abrasive Personality." Physician Executive **35**(5): 82-84.

The article discusses ways on how to mentor or coach people with abrasive personality. It suggests to help them identify the reality by allowing them to determine the importance of self-recognition. It recommends to focus on their self-interest by determining the things they care about and value. It advises to challenge their ability to change to motivate them and to stimulate their competitiveness which likely result to good interpersonal interaction. **Article**

Hicks, R. and J. McCracken (2009). "Mentoring vs. **Coaching**-Do You Know the Difference?" Physician Executive **35**(4): 71-73.

The article offers the authors' views on the difference between mentoring and **coaching** a fellow physician who needs guidance and support on his or her personal and professional problems. They state that mentoring is providing advice based on one's professional experience and knowledge to another person to help in their decision-making and achieve their goals. They cite that a good **coaching** takes place when a physician guide his colleague through self discovery.

**Article**

Hicks, R. and J. McCracken (2009). "The **Coaching** Mindset." Physician Executive **35**(3): 54-56.

The article focuses on the fundamental principles underlying a **coaching** process. According to study, mindset and behavior of the coach is the determinate outcome of a successful **coaching** intervention. It notes that coach's role is to create the conditions necessary for a successful mentoring or **coaching** experience and not to point out the solution. Moreover, under the medical model, physicians are held to maintain the accuracy and timeliness of their professional advice. An example of a successful **coaching** conversation that involves listening and questioning is also presented.

**Article**

Hills, A. (2009). "Succession planning — or smart talent management?" Industrial & Commercial Training **41**(1): 3-8.

Purpose - This paper aims to identify what succession planning actually is and the pro's and con's of buying in, or building talent in the organization. The paper is informed by Blessing White's 2008 global survey into employee engagement. Design/methodology/approach - The paper examines the advantages and disadvantages of buying in and building talent to ensure the right people are in the right places at the right time within an organization. It describes five strategies for ensuring succession planning works. Findings - The five key strategies are: aligning succession planning with business strategy, assessing leadership potential using the 3Cs, involve the talent in the planning, mixing development: experience/**coaching**/training, and casting a wider net for succession. Research limitations/implications - The research quoted is the global Blessing White survey - The State of Engagement 2008. Practical implications - The paper details changes to succession planning strategy Originality/value - This paper gives new research data and an approach to succession planning. It is of value to senior HR professionals and executive teams in companies concerned about effective succession planning and talent management. **Article**

Hollenbeck, G. P. (2009). ""The necessary and sufficient conditions..."." Industrial and Organizational Psychology: Perspectives on Science and Practice **2**(3): 266-267.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). Can we really capitalize on "decades of psychotherapy outcome research to become extraordinary coaches for our executive clients"? I don't think so. Although I am a great believer in broad band searches for useful ideas, if you use psychotherapy research to transform your executive **coaching** practice you will not only come up short, you may well find yourself going in the wrong direction. In writing this comment, I will omit the qualifiers (I believe, I think, etc.), even though I am considerably less certain than I will appear, and for clarity I will use "clients" for executive **coaching** and "patients" for psychotherapy. The gist of my comments is that the differences between **coaching** and therapy outweigh the similarities. The outcome research in psychotherapy only applies to **coaching** in the most general sense. Executive **coaching** is not psychotherapy, although there may be some functional similarity between them. McKenna and Davis did not define executive **coaching** or psychotherapy, so it is a little hard to argue with their definitions. A thumbnail difference I find useful is, "executive **coaching** is about changing performance; psychotherapy is about changing people." Whatever the definition, McKenna and Davis overemphasize the similarities and minimize the differences. **Article**

Hooijberg, R. and N. Lane (2009). "Using Multisource Feedback **Coaching** Effectively in Executive Education." Academy of Management Learning & Education **8**(4): 483-493.

Many executive education programs that are focused on leadership now use multisource feedback. Both the faculty and clients then hope that providing this feedback will lead to performance improvements. Multisource feedback research has shown, however, that the extent to which improvement occurs depends on a variety of personality

variables. Researchers have both suggested and to some extent shown that providing **coaching** in addition to giving the multisource feedback increases the amount of performance improvement. Few empirical studies have, however, explored what it is that coaches do that leads participants to improve their performance after an executive education program. To better understand what participants find effective in the **coaching** they receive, we conducted a qualitative study of the **coaching** perceptions of managers participating in executive education programs. The key finding, which seems to contradict much of the existing **coaching** literature, is that participants in multisource feedback **coaching** sessions in executive education programs expected and wanted their coach to take an active role in interpreting their results and in making action recommendations. **Qual Empirical Survey**

Hughes, S. (2009). "Leadership, management and sculpture: How arts based activities can transform learning and deepen understanding." Reflective Practice **10**(1): 77-90.

An important aim on the MSc Leadership and Management course is to enable students to reflect upon their role as leaders. This role encompasses an awareness of emotional reality alongside that of leadership style and the management of systems and processes. This paper reflects upon an innovative use of arts based learning to deepen understanding and to explore creative alternatives to logical, rational approaches. The paper suggests that arts based learning offers a way to explore levels of subjective experience and through a **coaching** dialogue, surface greater understanding leading to more effective leadership improving the quality of workplace action. Student feedback suggests that this approach can lead to insights and meanings unavailable through written or spoken language. The arts based learning approach is offered as a challenging, motivating and revealing strategy to free up ideas, model creative thinking and deepen awareness about unconscious drivers. A selection of the sculptures created by the students is illustrated along with commentaries to reflect their metaphorical richness. **Article**

Hurd, J. L. (2009). "Development **coaching**: Helping scientific and technical professionals make the leap into leadership." Global Business & Organizational Excellence **28**(5): 39-51.

Why is it so difficult for many technical professionals to become effective managers? As a vehicle for detailed, actionable feedback and early individualized support, **coaching** can guide the new leader in shifting fundamental values and developing the practices and relationship skills needed to succeed in the role—and to help others succeed. The author discusses four shared characteristics of scientific/engineering professionals that create challenges for them when they take on leadership responsibilities and illustrates two key strategies for successfully transitioning these professionals into leadership roles. She explains the six steps of the leadership development **coaching** model for deploying these key strategies, and presents **coaching** case studies of four people's journeys to become effective leaders. **Article**

Hurwitz, M. and S. Hurwitz (2009). "The romance of the follower: part 3." Industrial & Commercial Training **41**(6): 326-333. Purpose - In the first two papers, the authors provided an overview of the research on followship and then presented a new model that extends understanding of it. This paper illustrates how the followship model can be used effectively to enhance organizations through **coaching**, mentoring, organizational change (enterprise-wide reorganizations, mergers and acquisitions), high performer development, executive retention, new hire on-boarding, leader development, and also in designing HR tools for performance management. Design/methodology/approach - This is a capstone article. As such, it summarizes key points made previously, discusses existing HR practices and how they can be improved, incorporates case studies on followship, and illustrates practical applications. Findings - Leaders must learn to model followship, and use it to solve staff performance issues. HR departments should include followship training to enrich development planning and, in the case of enterprise-wide change such as mergers and acquisitions, speed and improve the results. Finally, providing followship training helps prevent executive derailment, improves Gen Y integration, and enhances the opportunities for high performers' career development. Originality/value - This third and final article shows practical applications of ideas followship brings to organizational development. As such, it will be interesting to senior executives, high performance talent managers, executive coaches, and HR departments. **Case Study / Article**

Jackson, T. (2009). "Put me in, Coach: A pilot evaluation of executive **coaching** in the nonprofit sector." Nonprofit Management & Leadership **19**(4): 507-522.

The use of executive **coaching** within the nonprofit sector has received increased attention over the past decade as a mechanism to build capacity and address issues of burnout and turnover among executives. This article presents the results of an evaluation of a pilot six-month executive **coaching** program that was implemented in 2005 in an urban metropolitan area. The evaluation collected data through surveys and semistructured interviews with nine executive directors and five coaches who participated in the pilot and analyzed the data to assess the effectiveness of the delivery and usefulness of the experience. The **coaching** experience was rated as very helpful and supportive of the development of executive directors as nonprofit leaders. **Empirical Case WS**

(2009) Karas, D. and M. M. Spada "Brief cognitive-behavioural **coaching** for procrastination: a case series." Coaching: An International Journal of Theory, Research and Practice **2**(1): 44 - 53

The aim of this study was to describe specific **coaching** skills for procrastination, integrate them into a brief cognitive-behavioural **coaching** programme for procrastination, and determine the programme's effectiveness through an A-B direct replication series with follow-up assessments at three and six months. Results showed that at post-**coaching** all participants made significant improvements on scores of decisional and behavioural procrastination. Gains were maintained at follow-up. These preliminary results suggest that brief cognitive-behavioural **coaching** could be an effective and time efficient intervention for procrastination. Further evaluations are clearly warranted. Bio, case study. **case study Empirical.**

(2009) Karin Askeland, M. "A reflexive inquiry into the ideologies and theoretical assumptions of **coaching**." **Coaching: An International Journal of Theory, Research and Practice** 2(1): 65 - 75

To be able to rigorously reflect upon the effects, risks and limitations of current **coaching** practices, we need to understand the ideologies and theoretical assumptions of **coaching**. In this article the author presents her research to identify some of these ideologies and assumptions. Through her work she has found in particular two risks involved with the current ways of thinking in the **coaching** business: the potential exhaustion of the client as the result of a continuous focus on improving; and how the power and influence of the coach is downplayed as the coach is perceived as a neutral catalyst, merely speeding up the process without affecting the content or result of the **coaching**. The author also introduces the theory of Complex Responsive Processes of Relating and uses this theory to suggest a contrasting view of the dynamics of the **coaching** relationship. Bio. **Article.**

(2009) Kauffman, C. and T. Bachkirova "Spinning order from chaos: how do we know *<i>what</i>* to study in **coaching** research and use it for self-reflective practice?" **Coaching: An International Journal of Theory, Research and Practice** 2(1): 1 - 9

This Article does not have an abstract. Bio. **Article.**

Kemp, T. J. (2009). "**Coaching** and leadership: Practice, perspectives and directions from the field." **International Coaching Psychology Review** 4(1): 6-8.

Introduces the 2009 special issue of the International **Coaching** Psychology Review exploring Leadership and **Coaching**. The style and 'feel' of this special issue deviates slightly from the normal ICPR style. An effort has been made to capture the diversity of thought, practice and perspective in order to highlight the space between the two very broad fields of leadership and **coaching**. In attempting this, the authors' styles and preferences have been maintained. This issue includes papers on the dysfunctional behavioural patterns or 'Dark Side' of leadership personality, the 'coal face' application and phenomenon of the leadership **coaching** relationship, application of **coaching** and positive psychology approaches to the significant challenges within mental health systems, strengths-based methods with leaders, the challenge of developing **coaching** capability within leaders themselves, the application of attachment theory to narrative **coaching** models, the application of psychodynamic approaches and philosophies to leadership development, the **coaching** skills development programme embedded in the MBA curriculum at the University of Western Australia, and a theoretical framework that acts as a guide to developing and growing the leadership/**coaching** alliance. **Article**

Kemp, T. J. (2009). "Is **coaching** an evolved form of leadership? Building a transdisciplinary framework for exploring the **coaching** alliance." **International Coaching Psychology Review** 4(1): 105-110.

Proposes a schematic framework, the **Coaching** and Leadership Alliance Framework, for the building of effective **coaching** and leadership alliances. The framework provides a way for coaches and leaders to contextualize the self-management process and to support clients and team members to maximize the impact of their **coaching** and leadership effectiveness. The framework explains the progressive antecedents and building process common to the majority of effective and professionally productive **coaching** or leadership relationships, and positions the process of self-management itself at the centre of all successful leadership and **coaching** alliances. This framework highlights the importance of the coach or leader's own self-focused development in ensuring the effectiveness of the **coaching** and leadership relationship. Both researchers and practitioners are encouraged to reflect upon the **coaching** and leadership alliance from the phenomenological context of relationship in support of our efforts to broaden and deepen our understanding of both practices beyond the current limitations of models and competencies. **Article**

Kochanowski, S. M. (2009). **Coaching** as a facilitator of the effects of behavioral feedback to managers. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(2-A),2009, pp 613, Kochanowski, Susan M : State U New York at Albany, US.

A field experiment was conducted to assess the extent to which **coaching** enhances the effectiveness of a feedback workshop for store managers in a regional supermarket chain. The experimental group of managers received individual **coaching** several weeks after attending a feedback workshop, whereas the control group of managers attended a similar workshop but did not receive the follow-up **coaching**. How often each store manager used proactive influence tactics was rated by subordinates (department managers) before the interventions and several months afterward. The primary basis for comparing **experimental and control** groups was change in subordinate ratings of core tactic use by focal managers from the pre-measure survey to the post-measure survey. Data were

analyzed at both the individual and group (store) level. Store manager retrospective ratings of perceived change in their use of the core tactics to influence subordinates provided another basis for assessing change. The results were not strong or consistent for the different types of analyses, but the overall pattern of results suggests that **coaching** slightly increased the amount of behavior change. Reasons for lack of stronger results are discussed. **Empirical BS Outcome PhD**

Kress, D. M. (2009). A phenomenological study exploring executive **coaching**: Understanding perceptions of self-awareness and leadership behavior changes. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(8-A), 2009, pp 3001, Kress, Dionne M : U Phoenix, US.

This hermeneutic phenomenological study explored how executive leaders experienced executive **coaching** programs and how interpretations of self-awareness contributed to the leadership abilities of leaders within organizations across the United States. Twenty participants were selected using criterion and snowball sampling and engaged in in-depth interviews. Each interview was transcribed and data was analyzed using NVivo7 software. Four themes emerged. The themes centered on executive **coaching** experiences, meaning of self-awareness, changed leadership behaviors, and opinions about **coaching**; leading to the essence of the experience of the phenomenon. The implication for leadership was executive **coaching** experiences change perceived levels of self-awareness contributing to leadership behavior changes. Selected recommendations include quantitative study with a different population and a longitudinal study measuring sustainability of change. **Empirical Qual WS Outcome PhD**

Kutzhanova, N., T. S. Lyons, et al. (2009). "Skill-Based Development of Entrepreneurs and the Role of Personal and Peer Group **Coaching** in Enterprise Development." *Economic Development Quarterly* 23(3): 193-210.

This article argues that skill building lies at the heart of entrepreneurs' success, and it seeks to begin the process of understanding how skills can best be developed. The authors begin with a discussion of skill building and why it must be the focus of productive enterprise development efforts. They then examine a unique enterprise development program in central Appalachia that uses a system of blended personal and peer group **coaching** to develop the skills of its client entrepreneurs. By triangulating the results of in-depth interviews with entrepreneurs, coaches, and the managers of the program, the research reported here creates a set of comparative case studies that sheds light on how **coaching** can affect the way entrepreneurs learn. The findings have implications for how entrepreneurs can be more effectively assisted. **Empirical Case Study**

Lane, D. A. and S. Corrie (2009). "Does **coaching** psychology need the concept of formulation?" *International Coaching Psychology Review* 4(2): 195-208.

The aim of this paper is to raise awareness of some of the debates and controversies surrounding formulation, and to highlight ways of navigating these debates more successfully for the benefits of ourselves, our clients and the future development of our profession. The concept of formulation, that is an explanatory account of the issues affecting a client, is widely used in sister disciplines such as clinical, counselling, forensic psychology and psychotherapy. Its purpose is to provide a descriptive and explanatory narrative that the client and practitioner can use to plan interventions. While **coaching** psychology has used many ideas from its sister disciplines this concept has not appeared as a feature of much in the **coaching** psychology literature (with a few exceptions). The reasons why this might be so are explored. The paper provides an overview of the role of formulation in psychology and some of the arguments for and against its use. The position of formulation in **coaching** psychology is discussed with reference to the purposes of **coaching** and some boundary issues between this and related fields. A framework for using formulation in **coaching** psychology is outlined through consideration of purpose, perspective and process. Such a framework it is argued provides a format to enable **coaching** psychologists whatever their theoretical orientation to use the concept of formulation to assist client change. **Article**

Levenson, A. (2009). "Measuring and maximizing the business impact of executive **coaching**." *Consulting Psychology Journal: Practice and Research* 61(2): 103-121.

This article addresses the conceptual and methodological issues involved in measuring the business impact of executive **coaching**. A framework is introduced for identifying the business impacts of **coaching**. An application of the framework is presented using exploratory study data from 12 matched coach-coachee pairs showing varying degrees of impact of the **coaching** on business-related outcomes. The primary conclusion is that the degree of business impact likely is related to complexity of the executive's role, and to the relationship between the organizational environment and individual performance. The implication is that coordinating executive **coaching** with other leadership development, performance improvement, and rewards initiatives should increase business impact. **Outcome Empirical WS**

Linley, P., L. Woolston, et al. (2009). "Strengths **coaching** with leaders." *International Coaching Psychology Review* 4(1): 37-48.

Positive psychology and **coaching** psychology share a number of common themes and fundamental assumptions. Blending positive psychology, strengths approaches and **coaching** psychology, our work in strengths **coaching** with

leaders enhances both leadership and organisational capability. In this article, we explore the role of leaders as climate engineers and provide a brief history of strengths approaches, together with definitions of what we mean by strengths and strengths **coaching**, and how we use these in practice. We introduce the integrative Realise2 model of strengths and weaknesses which distinguishes between the six areas of realised strengths, unrealised strengths, regular learned behaviours, infrequent learned behaviours, exposed weaknesses, and unexposed weaknesses, before going on to demonstrate how leaders can make weaknesses irrelevant through role shaping complementary partnering, strengths-based team-working or personal development. We examine the golden mean of strengths use, looking at strengths both overplayed and underplayed, before concluding with a view on the benefits of strengths **coaching** for both leadership and organisational capability. The Appendix provides 10 summary points in a strengths **coaching** checklist for leaders. **Article**

Liston-Smith, J. (2009). "Highlighting the psychology in **coaching**." *The Coaching Psychologist* 5(1): 45-52.

This article presents the roles of psychology in **coaching**. As **coaching** psychology moves from a second to a third generation profession, there are increasing calls for an evidence-informed approach. It has also been stated that the wider **coaching** industry itself can now be acknowledged as a profession. Highlighting the psychology in **coaching** could also shine a light on ethics and supervised practice. It has professional bodies with codes of ethics and practice, University-recognized qualifications and accreditation and the makings of National Occupation Standards, the encouragement of CPD and supervised practice, professional publications, and national registers of members. **Article**

Liu, C.-Y., A. Pirola-Merlo, et al. (2009). "Disseminating the functions of team **coaching** regarding research and development team effectiveness: Evidence from high-tech industries in Taiwan." *Social Behavior and Personality* 37(1): 41-58.

The purpose of this research was to test the predictions of Team **Coaching** Theory (Hackman & Wageman, 2005) using 137 research and development teams in Taiwan. The results of this study partially supported Hackman and Wageman's theory. Results of the structural equation modeling (SEM) indicated that team **coaching** functions had positive effects on the team performance processes of effort and skills and knowledge. In addition it was found that the team performance processes of effort and strategy had direct positive impacts on team effectiveness. Further SEM analyses indicated that effort and skills and knowledge both had direct impacts on strategy (which in turn impacted on team effectiveness). **Empirical Outcome Survey**

Liu, X. and R. Batt (2010). "How supervisors influence performance: A multilevel study of **coaching** and group management in technology-mediated services." *Personnel Psychology* 63(2): 265-298.

This multilevel study examines the role of supervisors in improving employee performance through the use of **coaching** and group management practices. It examines the individual and synergistic effects of these management practices. The research subjects are call center agents in highly standardized jobs, and the organizational context is one in which calls, or task assignments, are randomly distributed via automated technology, providing a quasi-experimental approach in a real-world context. Results show that the amount of **coaching** that an employee received each month predicted objective performance improvements over time. Moreover, workers exhibited higher performance where their supervisor emphasized group assignments and group incentives and where technology was more automated. Finally, the positive relationship between **coaching** and performance was stronger where supervisors made greater use of group incentives, where technology was less automated, and where technological changes were less frequent. Implications and potential limitations of the present study are discussed. **Empirical WS**

Maddocks, J. (2009). "Creating an emotionally intelligent organisation." *The Coaching Psychologist* 5(1): 27-32.

Emotional intelligence (EI) is now well established as a model and process for **coaching** individuals and to a lesser extent teams. However, there is far less research and practice on creating emotional intelligence within the organisation. For example; what defines an EI organisation? How may this be measured? Do EI individuals necessarily produce EI teams and organisations? How can **coaching** enable EI at the organisational level? These and other related questions will be explored through this paper. **Article**

Mansi, A. (2009). "**Coaching** the narcissist: How difficult can it be? Challenges for **coaching** psychologists." *The Coaching Psychologist* 5(1): 22-25.

This study will investigate how **coaching** psychologists have managed the **coaching** process when dealing with narcissistic personalities. It explores some of the problems that **coaching** psychologists might encounter in working with narcissists and how they have addressed these in order to facilitate effective psychological **coaching**. It will also address the paradox that while often attracted to **coaching**, narcissists can present difficulties in that they do not see much area for improvement. The primary objective is to explore the psychological **coaching** process from the coach's standpoint. The narcissist profiles include traits such as charm, confidence, a strong sense of self-belief. Narcissistic personalities are often highly confident, charming, exploitative and with an overbearing sense of entitlement (DSM-IV, 1994). Such strengths, however, can often combine with a lack of empathy for others, a failure to recognise their shortcomings and an inability to reflect on their mistakes. This study considers two different data collection methods to assess for narcissistic personality profiles; 360degrees feedback and psychometric test scales. The hypothesis is that

individuals with narcissistic personalities profiles (indicated by 360degrees feedback ratings) and high scores (>90th percentile) on the Narcissistic cluster (Moving Against profile) of the Hogan Development Survey (HDS) will be most resistant to **coaching**, particularly towards those aspects which challenge the person's self view. Interviews with **coaching** psychologists will also be conducted to explore the psychological **coaching** process from the coach's perspective, and determine what difficulties, if any, they found in **coaching** Narcissistic personality types and how they address these. **Article**

Maxwell, A. (2009). "How do business coaches experience the boundary between **coaching** and therapy/counselling?" **Coaching: An International Journal of Theory, Research and Practice** 2(2): 149 - 162.

The question "what is **coaching**?" continues to provoke debate, with many writers attempting to distinguish **coaching** from other forms of "helping by talking", particularly therapy and counselling. Despite this level of discussion, confusion and lack of clarity continues to exist. This situation is compounded by vested interests and lack of relevant empirical research. Practicing coaches must therefore decide on the limits of their own practice, and some writers point to the potential for unsafe and unethical practice. The study contributes to the debate by examining how business coaches experience the "boundary" between **coaching** and therapy/counselling in practice. Using a phenomenological approach, four therapeutically trained and four non-therapeutically trained coaches were asked to describe instances when they felt they were working near the boundary with therapy/counselling in a **coaching** context. The study methodology included use of a "conceptual encounter" and interpretive phenomenological analysis. Findings suggest that issues of a psychological nature are brought into **coaching**, and are considered appropriate territory for investigation where they block work performance. Differences in working practice were noted between and within the two groups. Findings for the study give impetus for the professionalisation of **coaching**, and recommendation for the development of a coherent psychologically-oriented syllabus for coaches is made.

**Empirical Survey**

McComb, C. (2009). "How Does Psychological Contract Explain the Efficacy of **Coaching**?" **New Zealand Journal of Employment Relations** 34(2): 44-60.

There is little in workplace **coaching** literature to explain its efficacy. Psychological contract is a construct which could explain it, but it is yet to be introduced to the body of knowledge. This paper examines the data collected from an exploratory case study to explain the perceived lack of results reported by participants of a workplace **coaching** program. Using psychological contract theory as a frame of reference, it explains the lack of results as a function of expectation mismatches identified in the case. It is inferred that certain conditions might need to exist for **coaching** to be effective as a workplace intervention. **Article**

McDowall, A. and C. Smewing (2009). "What assessments do coaches use in their practice and why?" **The Coaching Psychologist** 5(2): 98-103.

This short research note commences with a review of the limited literature on psychometrics in **coaching**. It then presents results from a survey of over 100 UK and international coaches, and thus extends the findings presented as a poster at the first European **Coaching** Psychology Conference in December 2008. We note that psychometrics are of benefit to coach, coachee and the **coaching** process and highlight avenues for future research. **Empirical**

McKee, A., F. Tilin, et al. (2009). "**Coaching** from the inside: Building an internal group of emotionally intelligent coaches." **International Coaching Psychology Review** 4(1): 59-70.

While many senior executives can both afford and benefit from world class external **coaching**, this may not be an affordable or manageable option for many leaders in large organizations. Developing a cadre of internal coaches has the benefits of: (1) cost containment; (2) internal capacity to create a **coaching** culture; and (3) coaches make better managers. In a case study of a large European bank implementing a culture change the authors trained coaches how to coach using emotional intelligence and a change model called intentional change. Surveys and interviews of the leaders who were coached by internal coaches revealed five tangible results: (1) an increase in the speed of managers' leadership growth; (2) an increase in manager loyalty to the company; (3) improved communication among people; (4) increased ability to solve conflicts; and (5) a renewed passion and awareness that part of their ability is to develop others. **Empirical Outcome Case Study**

McKenna, D. and S. L. Davis (2009). "Hidden in plain sight: The active ingredients of executive **coaching**." **Industrial and Organizational Psychology: Perspectives on Science and Practice** 2(3): 244-260.

We propose that industrial/organizational (I/O) psychologists who coach executives have overlooked psychotherapy outcome research as a source of information and ideas that can be used to improve our executive **coaching** practices. This research, based on thousands of studies and many meta-analyses, has converged on the conclusion that four "active ingredients" account for most of the variance in psychotherapy outcomes: 1) Client/extratherapeutic factors (40%), 2) The relationship or alliance (30%), 3) Placebo or hope (15%), and 4) Theory and technique (15%). Working on the assumption that psychotherapy and executive **coaching** are sufficiently similar to justify generalization from one domain to the other, we describe these four active ingredients at length and explore how they may be at work in

the executive **coaching** process. We also suggest that I/O psychologists have training and experience that allows us to leverage some of these active ingredients in our executive **coaching** (e.g., understanding of client individual differences related to **coaching** outcomes). But we also have areas of weakness (e.g., building a strong working relationship with an individual client) that may need to be bolstered with additional training and development experiences. **Article**

McKenna, D. and S. L. Davis (2009). "What is the active ingredients equation for success in executive **coaching**?" Industrial and Organizational Psychology: Perspectives on Science and Practice **2**(3): 297-304.

Replies to the comments made by M.H. Frisch and R. J. Lee (see record 2010-13447-003); G. P. Hollenbeck (see record 2010-13447-004); L. R. Stern (see record 2010-13447-005); J. Passmore (see record 2010-13447-006); D. Fontaine and G. F. Schmidt (see record 2010-13447-007); J. Segers and D. Vloeberghs (see record 2010-13447-008); B. J. Avolio and S. T. Hannah (see record 2010-13447-009); I. M. Smith et al. (see record 2010-13447-010); and J. W. Beck et al. (see record 2010-13447-011) on the authors' original article, "Hidden in plain sight: The active ingredients of executive **coaching**," (see record 2010-13447-002). In this response, we address commentator concerns about the generalizability of the active ingredients of psychotherapy to the science and practice of executive **coaching**. We discuss four ingredient that may make a difference: (a) client characteristics, (b) goals or success criteria, (c) role of the organization, and (d) contextual knowledge of the executive coach. We explore how each of these differences is likely to affect the weighting of the four active ingredients in the equation for predicting executive **coaching** outcomes. From this analysis, we re-affirm our hypotheses that the active ingredients are generalizable to **coaching** and hold promise for strengthening research and practice. We conclude by highlighting the efforts of several commentators to extend and deepen our hypotheses to other areas of leadership development. **Article**

McLeod, P. J. and Y. Steinert (2009). "Peer **coaching** as an approach to faculty development." Medical Teacher **31**(12): 1043-1044.

In this issue of Medical Teacher, the medical educators from the University of Adelaide in Australia report on an innovative colleague development program which differs significantly from the teacher-learner model. The authors opine that faculty development programs which feature expert-led interventions are often ineffective because 'unequal relationship between learners and teachers can compromise the effectiveness of the feedback'. Moreover, they suggest that expert-led programs may put off participants who are uncomfortable being the subject of evaluation and criticism. Peer observation, or peer **coaching**, as used in the Adelaide study, has significant appeal for faculty development in other faculty roles. The peer-colleague approach is a model which needs exploration for the ongoing development of all faculty members' roles. **Article**.

Medland, J. and C. Steinhauer (2009). "Power up your leadership capability with the **Coaching** Alliance." Nursing Management **40**(11): 7-10.

The article discusses the **coaching** services given by **Coaching** Alliance Ltd. for the leadership development of a nurse manager that is essential to attain organizational success. It notes that in the **coaching** process, it is important that both the coach and nurse manager participate in the process to promote good relationship. It mentions that the **Coaching** Alliance help new managers to explore and learn in the daily operational challenges of their organizations. It stresses that the **coaching** sessions provided by **Coaching** Alliance provide managers with the opportunity to express its opinions and test out new skills that are essential to leadership success. **Article**

Moen, F. and E. Allgood (2009). "**Coaching** and the effect on self-efficacy." Organization Development Journal **27**(4): 69-81.

This study investigates the impact of a one year executive **coaching** experiment on self-efficacy in reference to important leadership tasks. The results showed that executive **coaching** had significant positive effect on self-efficacy. The findings are discussed from the perspective of the effect of **coaching** on the executives' self-consciousness and their abilities to analyse tasks to evaluate their own capacities regarding these tasks, to setting better goals for themselves, and being aware of and able to better use strategies regarding these tasks. **Empirical WS**

Moen, F. and E. Skaalvik (2009). "The effect from executive **coaching** on performance psychology." International Journal of Evidence Based **Coaching** and Mentoring **7**(2): 31-49.

In this study, the authors explore the effects of an executive **coaching** programme on important performance psychology variables (self-efficacy, causal attribution, goal setting, and self-determination). One hundred and forty-four executives and middle managers from a Fortune high-tech 500 company participated in the experiment over a period of one year. Twenty executives participated in an external executive **coaching** programme and one hundred and twenty four middle managers participated in a **coaching** based leadership programme. Findings indicate that there are significant effects of external **coaching** on psychological variables affecting performance such as self-efficacy, goal setting, intra-personal causal attributions of success and need satisfaction. Findings also indicate that there are significant effects of **coaching** based leadership on self-efficacy among middle managers. However, the effects regarding **coaching** based leadership are not as strong as those from external executive **coaching**. **Empirical WS**

Moyes, B. (2009). "Literature review of **coaching** supervision." International Coaching Psychology Review 4(2): 162-173. Purpose and Methods: It is an interesting paradox that although coaches are expected to have supervision, little is known about **coaching** supervision. **Coaching** supervision has its roots in supervision in the therapeutic disciplines. The aim of this paper is to explore some of the key themes in the literature on supervision in those disciplines, and to discuss the limited research that has been conducted into **coaching** supervision within this context. Particular attention is paid to social work supervision, as two major proponents of **coaching** supervision, Peter Hawkins and Peter Bluckert, were originally social workers. Remits: The paper shows the influence of therapeutic concepts and process on **coaching** supervision, and identifies some of the benefits and limitations of using a therapeutic model in **coaching** supervision. Coaches and purchasing organisations want different things from supervision. Themes in the therapeutic literature concerning the transition from practitioner to supervisor are highlighted, suggesting that coaches making this transition need to learn to think like a supervisor, and find ways to manage the power inherent in the role. Conclusion: More research into **coaching** supervision is needed to find out what is happening in practice. **Article**

Neenan, M. (2009). "Using Socratic questioning in **coaching**." Journal of Rational Emotive & Cognitive Behavior Therapy 27(4): 249-264.

Socratic questioning, a cornerstone of CBT, is as equally useful in **coaching** to raise awareness, promote reflection and improve problem-solving thinking. Padesky's bifurcation of Socratic questioning, changing minds versus guiding discovery, is commented upon. The characteristics of good Socratic questions are enumerated, the pitfalls of experienced coaches' over-reliance on intuition to guide their questioning is discussed and how continuing deliberate practice through, for example, providing the logical basis for sequencing questions can correct this 'intuition bias'. Socratic questioning is demonstrated in a number of coach-coachee dialogues with accompanying commentary. Finally, it is emphasized that asking good Socratic questions is indispensable to the practice of effective **coaching**. **Article**

Nelson, E. and R. Hogan (2009). "**Coaching** on the dark side." International Coaching Psychology Review 4(1): 9-21. Dysfunctional personality characteristics can derail the career of an otherwise competent executive. Personality predicts both leadership effectiveness and derailment, and assessment of these characteristics is critical for effective **coaching** and leader development. This paper reviews the relationship between personality and leadership and offers a taxonomy of flawed interpersonal strategies that can degrade a leader's capacity to build and maintain high-performing teams. Assessment of these dysfunctional dispositions facilitates the coach's ability to build an effective **coaching** relationship, enhance the executive's strategic self-awareness, and identify appropriate targets and strategies for intervention. **Article**

(2009) Newnham-Kanas, C. G., Paul; Morrow, Don & Irwin, Jennifer "Annotated Bibliography of Life **Coaching** and Health Research " International Journal of Evidence Based Coaching and Mentoring Vol. 7, No.1

While executive life **coaching** is quite prominent in the research forum as outlined in Grant's workplace and executive life **coaching** annotated bibliography (2005), studies pertaining to life **coaching**-related health outcomes are fewer in number and they have not been well recognized. Furthermore, although health-related studies focusing on life **coaching** as one form of health-related treatment have been conducted for some time, neither a summary nor an appraisal of the methodological soundness of these studies have been conducted. Therefore, the two-fold purpose of this annotated bibliography is: 1) to present a summary of critically appraised life **coaching** studies related to health research; and 2) stemming from that summary, to outline possible avenues for future health-related **coaching** research. . International Journal of Evidence Based **Coaching** and Mentoring Bio, executive, life, health, theory. **Article.**

Newsom, G. (2009). A work behavior analysis of executive coaches. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(7-A),2009, pp 2617, Newsom, Glenn: U North Carolina At Greensboro, US.

The term "executive **coaching**" recently has come into counseling parlance and is used to describe an intervention or set of interventions offered by a professional, the executive coach, to a managerial or executive client (Douglas & Moorely, 2000; Hart, 2002). Executive **coaching** has been defined and described in varied ways, but generally it is a one-on-one, confidential relationship designed to help the client improve job performance and develop professionally (Joo, 2005; Sherman & Freas, 2004; Whitherspoon & White, 1998). Because the description of executive **coaching** is reflective of counseling in multiple ways, comparisons of the disciplines are occurring. Executive **coaching** as a stand alone field is in its infancy, and although the attention to executive **coaching** among businesses, training professionals, psychologists, and counselors is at an all-time high, few empirical studies exist that examine the professionals involved in executive **coaching**, the skills and competencies required to perform executive **coaching**, the process of executive **coaching**, or the impact of **coaching** on individuals and organizations who receive the service (Feldman & Lankau, 2005; Joo, 2005). Likewise, the scientific lens is just beginning to be focused on executive **coaching** as it relates specifically to counseling, and considerable research is needed. It was within this environment that the current study was conceptualized. As a first step in clarifying the relationship between counseling and **coaching**, this study was conducted to establish an understanding of the work behaviors of executive

coaches, and to determine the frequency and importance of the work behaviors used by executive coaches in their work, and to determine the extent to which known counseling work behaviors are used by executive coaches. In addition, this study was designed to examine the relationship of specific demographic variables (i.e., gender, educational background, professional work experience, and **coaching** experience) with participants' ratings of the frequency in which they engage in **coaching** work behaviors and the importance of such behaviors. Results indicate that counseling work behaviors are among the existing set of **coaching** work behaviors, and that a coaches' background affects how they engage in the executive **coaching** process. In addition, results provide data that could inform how counselors interested in the **coaching** field may transfer their counseling skills to the **coaching** enterprise and indicate what additional skills counselors need to obtain to be effective coaches. **Empirical Survey PhD**

Nichols, E. (2009). "Communications to engage light-speed leaders." *Industrial & Commercial Training* **41**(2): 102-105. Purpose - This paper seeks to describe the workplace phenomenon of attention-challenged leaders and how managers and others in the organization can get an executive's attention in order to gain input, direction or collaboration on decisions. Design/methodology/approach - The material draws on the author's work in **coaching** and counseling leaders and followers. Findings - The workplace is now filled with attention-challenged leaders. Decision makers thanks to the continuous and infinite data flow that 24/7 technology provides, are over-extended. They are not able to fully engage with their teams and provide direction and guidance. And the staff who work with and for these attention-challenged individuals struggle to engage their leaders. It is a challenge for them to obtain reliable information and move forward on projects or execute decisions in a productive and timely fashion. Practical implications - Exhorting the leaders to change their ways is a possibility, but 24/7-technology has permanently changed communications. The opportunity lies in using time-sensitive methods to bridge an information gap. Middle managers are in an excellent position to restyle their communications and better engage those leaders who are in a state of partial attention. In this way, managers can get real input, decisions and direction. Originality/value - The paper focuses on what the middle manager can do to solve this problem. **Article**

Norrish, J. M. and D. A. Vella-Brodrick (2009). "Positive psychology and adolescents: Where are we now? Where to from here?" *Australian Psychologist* **44**(4): 270-278.

The purpose of this paper was to integrate literature on positive psychology and adolescent well-being to provide a cohesive platform for future research and discussion. It is aimed at researchers, and mental health and educational professionals who are interested in the empirical evidence behind using positive psychology interventions with adolescents. The positive psychology concepts reviewed are: the authentic happiness theory, flow, hope, **coaching**, gratitude, kindness, and strengths-based interventions. Although positive psychology is only in its infancy, and more research in adolescent populations is needed, support for positive psychology interventions in fostering adolescent mental health is steadily accumulating. **Article**

Nowack, K. M. (2009). "Leveraging multirater feedback to facilitate successful behavioral change." *Consulting Psychology Journal: Practice and Research* **61**(4): 280-297.

Despite the popularity of multirater feedback for **coaching** and talent development, there is a paucity of research supporting its effectiveness for sustained behavioral change. Meta-analytic studies on feedback interventions suggest that these interventions have significant, albeit small, effect sizes and often sizable negative impact on emotions and behavioral change (Kluger & DeNisi, 1996; Smither, London, & Reilly, 2005). This article presents a new integrated 3-step theoretical model for individual behavioral change and practical suggestions for leveraging the impact of multirater feedback to facilitate successful behavioral change over time. **Article**

O'Broin, A. and S. Palmer (2009). "Co-creating an optimal **coaching** alliance: A Cognitive Behavioural **Coaching** perspective." *International Coaching Psychology Review* **4**(2): 184-194.

This paper reviews the **coaching** relationship from a Cognitive Behavioural **Coaching** (CBC) perspective. Using empathy as one example of a key relationship component it identifies how building, establishing and maintaining an optimal **coaching** alliance for the specific coachee, through an explicit process of negotiation and renegotiation, epitomises 'the collaborative relationship', a central tenet of the Cognitive Behavioural framework. It also highlights how extending to the relationship itself an emphasis on the cognitive-behavioural dynamics of the coachee and the coach, individually and in interaction can potentially assist in fostering, maintaining, and where necessary managing disruptions in, the **coaching** alliance. Power dynamics and time constraints are highlighted as themes possibly differentiating the **coaching** alliance from the therapeutic alliance. The broader-based explicit stance of the coach resulting in a reciprocal requirement for greater adaptability to the coachee's needs are tentatively proposed as further differentiators of the **coaching** alliance from a CBC perspective. **Article**

O'Donovan, H. (2009). "CRAIC--A model suitable for Irish **coaching** psychology." *The Coaching Psychologist* **5**(2): 90-96.

This paper introduces CRAIC which is an acronym for Control, Responsibility, Awareness, Impetus and Confidence. It provides a broad theoretical and unitary psychological framework for developing a practice based understanding, of

how coachees uniquely explain and deal with their world, along with, providing the necessary context to build the rapport required to develop, a mindful and productive **coaching** conversation and relationship. It also potentially serves, to scaffold whatever change is considered necessary and appropriate for the coachee. In the authors practice, it is used within a Cognitive Behavioural **Coaching** approach, across a range of contexts from Business to Life **Coaching**. CRAIC provides the basis for generating the insight necessary, to facilitate self-directed learning, personal growth, and improved performance and well-being in the coachee. Additionally, it provides an interesting framework for self-reflection on the part of the Coach in developing his or her own practice. **Article**

O'Riordan, S. and S. Palmer (2009). "Changing perspectives: Highlighting the psychology in **coaching**." The Coaching Psychologist **5**(2): 115-125.

Sponsored by the British Psychological Society Special Group in **Coaching** Psychology, the 2nd European **Coaching** Psychology Conference promises to be another historic event. This year the conference will be held at Royal Holloway, University of London on the 15th and 16th December, 2009. Themes will include Hope and Wisdom, Engagement, Transition, Performance, Health and Well-being and Developing Practice and Community. The conference offers masterclasses, keynote papers, research and case study presentations, skills-based sessions, posters and discussion sessions. The current article presents interviews with the Conference's Keynote Speakers--Siegfried Greif, Michel Moral, Hugh O'Donovan, Remco Polman, Dusan Stojnov, and Peter Zarris. **Article**

Oades, L., T. Crowe, et al. (2009). "Leadership **coaching** transforming mental health systems from the inside out: The Collaborative Recovery Model as person-centred strengths based **coaching** psychology." International Coaching Psychology Review **4**(1): 26-36.

Mental health service provision is being transformed by a call for 'recovery oriented care'. Rather than the traditional medical meaning of cure, the term 'recovery' refers to the personal and transformational process of patients living with mental illness, moving towards a preferred identity and a life of meaning--a framework where growth is possible, and the fixed mindsets around diagnoses such as schizophrenia are challenged. At an organisational level, however, organisations and their service providers have typically operated on a framework that is fixed in terms of the potentialities of the mental health patients. This paper describes the ongoing transformation of a large tertiary inpatient mental health unit in Ontario, Canada, through a parallel staff and patient implementation of a person-centred strengths based **coaching** framework, known as the Collaborative Recovery Model (CRM). Consistent with developments in positive psychology, the model focuses on strengths and values, goals and actions, within a **coaching** framework, with an emphasis on the alliance between staff and patient, and the growth potential of the patient. By using the principles of **coaching** psychology, mental health staff members are leading change in the organisation by personal use of the principles and practices that they are also using to coach patients. The leadership and organisational change challenges are described and future directions are discussed. **Article**

Onyemah, V. (2009). "The effects of **coaching** on salespeople's attitudes and behaviors: A contingency approach." European Journal of Marketing **43**(7/8): 938-960.

Purpose - This paper's aim is to provide an empirical test of the assumption that **coaching** impacts salespeople's attitudes and behaviors under various contingencies. Design/methodology/approach - The paper uses the survey responses of 2,532 salespeople and regression analyses. Findings - Salesperson-organization value fit reduces the likelihood that **coaching** will engender more affective commitment to the organization, improve satisfaction with job and supervisor and lower perceived role ambiguity. The number of years of formal education reduces the impact of **coaching** on affective commitment, satisfaction with job and supervisor. Salespeople's confidence in their company's product superiority over competitors' brands also reduces the effectiveness of **coaching**. Salesperson's organizational tenure has no impact on the effectiveness of **coaching**. Finally, the age of a salesperson dampens the positive relationship between **coaching** and affective commitment and job satisfaction but accentuates the negative relationship between **coaching** and perceived role ambiguity. Research limitations/implications - Analyses relied on cross-sectional data. Thus the findings are only suggestive and causal relationships cannot be claimed. Also, the empirical setting limits the generalizability of findings to other professions. Practical implications - Increasing the amount of **coaching** can engender positive attitudes and behaviors in salespeople. More **coaching** time should be devoted to younger salespeople, salespeople with lower confidence in the superiority of company's products over competitors' brands, salespeople with fewer years of formal education, and salespeople whose values fit the least with that of the organization. Originality/value - The paper provides an empirical test of how, under different situations, **coaching** influences salespeople's attitudes and behaviors. **Empirical Survey**

Outhwaite, A. and N. Bettridge (2009). "From the inside out: **Coaching**'s role in transformation towards a sustainable society." The Coaching Psychologist **5**(2): 76-89.

This article explores the motivation, potential and practical means for using **coaching** to integrate sustainability into organisations. It is intended for two audiences: coaches, and organisations. For coaches, we explore how the challenge of social and ecological sustainability can be a compelling context and driver for their work. For organisations, we

investigate **coaching**'s potential as a means to link personal and sustainable development for better business and societal outcomes. For the benefit of both audiences we introduce some conceptual frameworks and share some of the findings and implications of our recent research. We also use cases and analyses of **coaching** methods to illustrate what integration of **coaching** and sustainability looks like in practice. We link what the world (as a global ecological, economic and social system) needs to what individuals (in emotional, psychological, cultural and spiritual terms) need. We conclude with the suggestion that **coaching** is one of the most powerful means of meeting both these urgent and important needs. **Article**

Palmer, S. (2009). "Deserted Island technique: Demonstrating the difference between musturbatory and preferential beliefs in cognitive behavioural and rational **coaching**." *The Coaching Psychologist* 5(2): 127-129.

This article focuses on the Deserted Island technique which can be used in cognitive behavioural and rational **coaching** to teach the B-C connection and demonstrate the advantages of challenging and modifying musturbatory beliefs and subsequently how to develop preferential beliefs. **Article**

Palmer, S. (2009). "Rational **coaching**: A cognitive behavioural approach." *The Coaching Psychologist* 5(1): 12-19.

Rational **Coaching** is based on the Rational Emotive Behavioral Approach developed by Albert Ellis. It is suitable for personal/life, performance, executive and health **coaching**. This paper covers the basic theory and practice of Rational **Coaching** and includes the ABCDEF **coaching** framework for assessment and intervention. **Article**

Palmer, S. and M. Cavanagh (2009). "To be or not to be registered? Is that now the question for **coaching** psychologists?" *International Coaching Psychology Review* 4(2): 124-127.

In July 2009, the Health Professions Council of the UK started to regulate practitioner psychologists and protected a number of specific titles, such as "clinical psychologist" and "occupational psychologist". The title of "**coaching** psychologist" was not included. This editorial looks at the progress of this statutory regulation, and then briefly introduces the articles that appear in the current issue of *International Coaching Psychology Review*. **Article**

Passmore, J. (2009). "**Coaching** ethics: Making ethical decisions-novices and experts." *The Coaching Psychologist* 5(1): 6-10.

This short article reviews the principles which underpin professional ethics. It considers the parallel domains of sports and counselling psychology and explores the ethical issues which face **coaching** psychologists. It moves on to consider ethical decision making frameworks and how coaches may use such frameworks to make more informed ethical decisions in their **coaching** practice. It suggests that while codes of practice are a useful for experienced coaches, novice coaches need to develop a heuristic to help them resolve ethical dilemmas which can occur in their practice. **Article**

Passmore, J. (2009). "Seeing beyond the obvious: Executive **coaching** and I-O psychologists." *Industrial and Organizational Psychology: Perspectives on Science and Practice* 2(3): 272-276.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). McKenna and Davis' paper offers an excellent perspective on the active ingredients of executive **coaching**. This commentary paper focuses on two elements of their paper. First, the difference in the **coaching** practices of psychologists and nonpsychologists. Is there a real difference or do we just think there is? This commentary argues that McKenna and Davis are incorrect in suggesting that there is a significant difference in practice. It draws on research evidence to suggest that the difference may be smaller than we as industrial-organizational (I-O) psychologists like to believe. Further, the difference, if it does exist, is more about how we as psychologists articulate our practice and our ethical standards than on what we do in the **coaching** room. Second, it considers what **coaching** can learn from psychotherapy. This commentary suggests that McKenna and Davis are correct and that much can be learned from therapy research. However, this commentary goes on to suggest that their paper downplays the differences between **coaching** and therapy, and that a failure to recognize these will do I-O psychologists a disservice. Such differences include the triad relationship within **coaching**, the critical nature of challenge, and the need for commercial knowledge, combined with an understanding about human behavior, cognition, and emotion at work. **Article**

(2009) Passmore, J. and A. Brown "**Coaching** non-adult students for enhanced examination performance: a longitudinal study." *Coaching: An International Journal of Theory, Research and Practice* 2(1): 54 - 64

This paper reviews the development of **coaching** in schools and presents findings from a multi-school site longitudinal study in the UK. The paper starts by reviewing the **coaching** educational literature and identifies the growth of **coaching** in educational settings for teacher development and principal/head teacher performance. The paper uses as an example leading work in Sandwell Council to explore the potential for **coaching** to be extended to working with non-adult populations, specifically with children preparing for examinations and builds on previous studies in this area. The paper highlights the processes involved in training coaches in this project, the **coaching** process and the outcome of a three-year longitudinal study. It moves to discuss the emerging potential for **coaching** in working with non-adult students and how educational authorities can use the Sandwell example to develop their own

programmes. The study shows the benefits of **coaching** when used as a personal development tool to support learning. It also reveals the potential for **coaching** as an intervention for non-adult populations, specifically in enhancing examination performance and its potential to become a government tool to address social disadvantage and, if targeted, to increase the number of children from lower socio-economic groups progressing to university. The paper lastly raises the question whether **coaching** can be used to address challenges faced by young people during periods of stress. Bio, **Within subject. Empirical.**

Passmore, J. and S. McGoldrick (2009). "Super-vision, extra-vision or blind faith? A grounded theory study of the efficacy of **coaching** supervision." *International Coaching Psychology Review* 4(2): 145-161.

Objectives: **Coaching** supervision has become the dominant model of reflective practice in the UK. This study sought to explore coach and supervisor perceptions of supervision, and critically observe supervision practice. Design: The study utilised an observational design and semi-structured interviews. Methods: The study involved an observation of a **coaching** session, which was filmed, followed by interviews with the participants. This data was transcribed. In the second part of the study a series of semistructured interviews were undertaken with coaches and supervisors. The data was transcribed and analysed using Grounded Theory methodology until saturation was achieved. The transcribed data was combined in the development of a theoretical framework for **coaching** supervision. Results: The study outlines a number of perceived benefits of the **coaching** supervision process. These outcomes include: raised awareness, **coaching** confidence, perseverance, sense of belonging, increased professionalism and the development of an 'internal supervisor'. The research also highlighted the need for a greater understanding of what **coaching** supervision involves for coaches. Conclusions: The paper questions the dominant mindset that supervision is the only intervention for reflective practice and argues for multiple models of continuous professional development, alongside calling for further research to identify the benefits from alternative model of CPD within **coaching. Empirical Qual Interviews/Case Study**

Pavey-Scherer, D. L. (2009). The effects of online **coaching** on instructional consultation skill development and treatment process integrity. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(1-A),2009, pp 91, Pavey-Scherer, Deborah L : U Maryland, Coll Park, US.

Providing early intervention to teachers through indirect service delivery has become an important priority in serving student needs. The Instructional Consultation Institute, designed to train school-based consultants in the IC problem-solving model, includes online **coaching** during an actual case where consultant-trainees practice their new consultation skills. This study investigates the effects of online **coaching** on consultant-trainees' levels of skill development and studies the relationship between skill development and the integrity with which the IC process is followed. Archival data were used to analyze consultant-trainee (N = 132) and coach perception of skill development before and after receiving online **coaching**, and to explore the relationship between skill development and treatment process integrity. Although demographic data are limited, the consultant-trainees and coaches were from multiple states and represented a variety of professional roles. Data from three forms (the IC Professional Development Survey, the Rating of Consultant's Skill Development and the Student Documentation Form were analyzed. Results from paired samples t-tests indicated significant level of growth between consultant-trainees' perceptions of their own skill development before and after participating in the online **coaching**. Consultant-trainees indicated they felt competent in performing their skills after the **coaching**. The data showed suggested that consultant-trainee and coach perception were similar. Discrepancies existed in the areas of contracting and communication skills, where consultant-trainees rated their skills significantly higher than coaches did, but the actual number of consultant-trainees rated as competent was similar between the two groups. However, in curriculum-based assessment, where consultant-trainees rated their skills lower than coaches did, far fewer consultant-trainees than coaches rated trainees as competent. Using Pearson correlations it was determined there was no relationship between consultant-trainee perception of skill development and treatment process integrity, as measured by completion of the SDF, but that a significant relationship between the coaches' perceptions of skill development and SDF completion did exist.

**Empirical WS Outcome PhD**

Perkins, R. D. (2009). "How executive **coaching** can change leader behavior and improve meeting effectiveness: An exploratory study." *Consulting Psychology Journal: Practice and Research* 61(4): 298-318.

Business meetings are the focus of extensive executive time and effort. Research has shown that poor leadership during meetings results in negative outcomes; however, few studies have explored effective leader behaviors during team meetings. From "expert leader" observations, the author hypothesized that more effective meeting leaders ask questions, summarize, and test for consensus more frequently, and they disagree, attack, and give information less frequently. Executive behaviors were observed and tallied into these categories during team meetings before and after executive **coaching**. Three cases illustrate how **coaching** was done using these measures of meeting leadership behaviors. After **coaching**, study participants (20 men, 1 woman) exhibited significant behavioral changes. Implications for practice include the utility of new methodological tools and the efficacy of **coaching** on meeting leadership effectiveness. Research seems warranted on the measures themselves and on team and organizational outcomes. **Empirical Outcome WS**

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Price, J. (2009). "The **coaching**/therapy boundary in organizational **coaching**." *Coaching: An International Journal of Theory, Research and Practice* 2(2): 135 - 148.

A literature search revealed diverse descriptions of the **coaching**/therapy boundary. In an attempt to gain greater definition, organisational coaches were surveyed to discover how they made decisions about the boundary in their practice. Responses indicated that practising coaches viewed **coaching** as differing from therapy in being future-orientated, short-term, less deep, goal-orientated, appropriate for clients who are mentally healthy, and organisationally focused. But, under such a definition, much of their practice appeared to be therapeutic. In addition, it was found hard to find a theoretical justification for the process and client elements of this definition. It is proposed that, rather than attempting to define a **coaching**/therapy boundary, it might be preferable to accept the indications from the research that **coaching** has a significant overlap with therapy, and that coaches would benefit from therapeutic training. **Coaching** could be differentiated from therapy by the specific competences of coaches and some contextual parameters. **Article**

(2009) Pritchard, J. "Tools for supporting intuition." *Coaching: An International Journal of Theory, Research and Practice* 2(1): 37 - 43

The article looks at two psychometric tools that may be used by coaches to enhance our understanding of the client and to help the client gain a new perspective on their situation. The Myers-Briggs Type Indicator (MBTI®) and the Leadership Development Framework (LDF) can both give the coach insight into a client's world. Either tool may be useful on its own but when used in combination, a more detailed and subtle picture emerges, which can help the coach intervene more effectively. Interactions between the models and implications for **coaching** are discussed. Bio. **Article.**

(2009) Rostron, S. S. "The global initiatives in the **coaching** field." *Coaching: An International Journal of Theory, Research and Practice* 2(1): 76 - 85

The escalating demand for **coaching** worldwide has motivated practitioners, consumers and educators of **coaching** to advocate professionalisation of the industry to safeguard quality, effectiveness and ethical integrity. The potential benefit to **coaching** of professional status has led to an interest in consultative dialogue, such as the Global Convention on **Coaching** (GCC) and the International **Coaching** Research Forum (ICRF). The formal GCC began in July 2007 in New York, culminating in Dublin in 2008, with the presentation and discussion of white papers related to the advancement of the discipline. The Dublin Declaration on **Coaching** recommends establishment of a common understanding of the profession through shared codes of ethics, standards of practice and educational guidelines; acknowledgement of the multi-disciplinary roots and nature of **coaching**; and moving beyond self-interest to address core critical areas in on-going consultative dialogue. In September 2008, the ICRF, consisting of internationally recognised researchers, **coaching** professionals and other stakeholders met at Harvard to produce research proposal outlines to advance **coaching** as an evidence-based discipline. The GCC and ICRF have initiated a process that is seeking to clarify what **coaching** is, to measure and study its effectiveness, and to identify what role practitioners, academics and other stakeholders have to play. This article examines the achievements of the GCC in some detail, with an overview of the ICRF. However, **coaching** is a fair distance from becoming a profession, and there is a question mark as to whether it will become a full-blown profession. The challenge for stakeholders in the global **coaching** community is to let go of power, control and territoriality in order to collaborate and share their ideas, expertise and research to advance a more disciplined and rigorous field. Bio. **Article.**

Sandier, C. (2009). "The psychological role of the leader in turbulent times." *Strategic HR Review* 8(3): 30-35.

Purpose - This paper aims to deliver a psychological perspective on the theme of leading in turbulent times.

Design/methodology/approach - Drawing on 20 years' experience of consulting, **coaching** and teaching in the field of leadership development, the author outlines the dynamics that businesses face during an economic crisis. Based on her extensive observation of workplace behavior the author describes the psychological and emotional role that leaders need to play if they are to optimize morale and productivity during turbulent times. The author's ideas have been developed as a result of **coaching** numerous leaders and top teams at board and director level in FISE 100 and 250 companies and top professional services firms, as well as SMEs and not-for-profit organizations. Her private sector clients come from every area, including investment banking, oil and gas, 17 property, retail, law, accountancy and venture capital. Many of these organizations operate in highly competitive markets where managing uncertainty and change is the norm. However~ the economic downturn has presented additional challenges, especially to those at the sharp end of the credit crunch and the collapse in consumer confidence. Findings - It is concluded that four leadership behaviors are critical in times of crisis. Taken together, they enable leaders to support their work force effectively during turbulent times, so maximizing morale and performance. The paper also highlights the role of HR and specific ways in which seasoned HR professionals can help leaders manage their own emotions and demonstrate these four behaviors. Originality/value - This article reflects the author's original, practice-based observations about organizational dynamics and leadership behavior during challenging times. **Article**

Segers, J. and D. Vloeberghs (2009). "Do theory and techniques in executive **coaching** matter more than in therapy?" Industrial and Organizational Psychology: Perspectives on Science and Practice **2**(3): 280-283.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). The purpose of this commentary is twofold: first, to argue that theory and techniques in executive **coaching** might matter more than in therapy, using insights from the psychotherapy literature itself, and second to argue that the active ingredients of therapy cannot be transferred to executive **coaching** without more empirical research. **Article**

Short, E. and M. Blumberg (2009). "**Coaching** psychology in action." The Coaching Psychologist **5**(1): 43-44.

The purpose of '**Coaching** Psychology in Action' is to provide an opportunity for professional **coaching** psychologists to discuss and develop the way in which research informs their practice. In fact, many psychologists believe that scientific psychology--and **coaching** psychology is no exception--is the remit of 'academics' perhaps because as 'real world practitioners', they either find that scientific research too difficult, forget the value of qualitative enquiries or believe that conducting research does not yield direct financial benefits. Many psychologists join the profession because they believe in the power of human development. The scientific route is an excellent way to achieve this and in addition, aligns us with the Society's ethic which asks us to develop both as practitioners and as scientists. **Article**

Simon, S. N. (2009). "Applying Gestalt theory to **coaching**: Reply." Gestalt Review **13**(3): 261-262.

Reply by the current author to the comments made by Ann Attayek Carr (see record 2010-00737-006), Mary Anne Walk (see record 2010-00737-007) and Marion Gillie (see record 2010-00737-008) on the original article (see record 2010-00737-005). Perhaps, like many of you, I find writing at the very least to be difficult and laborious. I have resisted it nearly at every turn. What I like is exploring theory in conversation; conversation where all present bounce ideas around, agree and disagree with each other, amplify, distort, modulate, and change directions with ease. I suspect that it is this kind of synergy that musicians or dancers search for in group improvisation: the exhilaration of "co-creativity." In reading Mary Anne Walk's and Ann Attayek Carr's responses to my piece, I was touched by some of that feeling. In responding to the themes of awareness and contact, Walk introduces the use of the Cycle of Experience as a lens for viewing how these themes can be tracked and developed in the **coaching** process. I do not believe that there are sufficient answers for these questions at this point. I am pleased, however, to know that Edwin Nevis recently began the process of developing a coherent model of an Interactive Cycle with an old colleague of his, Paul Kampas. As I mentioned earlier, it is my hope that focus on the Interactive Cycle can become a more regular part of the Gestalt conversation. And as it pertains to **coaching**, I certainly invite Ann Carr, Marion Gillie, and Mary Anne Walk to join. **Article**

Smith, I. M., M. J. Borneman, et al. (2009). "The criterion problem in executive **coaching**." Industrial and Organizational Psychology: Perspectives on Science and Practice **2**(3): 288-292.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). McKenna and Davis draw useful parallels between psychotherapy and executive **coaching** (EC). The similarities between successful approaches to these two helping relationships may prove to be quite useful for both practitioners and researchers. With the barriers to entry in EC remaining quite low, industrial-organizational (I-O) psychologists need to demonstrate that superior services can be provided from ECs with evidence-based practices. However, if I-O psychologists do not base their EC practices on empirical evidence and do the necessary work to accumulate this evidence, then there is no reason to believe that we have an advantage to offer over ECs from other backgrounds. **Article**

Snyder, L. G. (2009). "Teaching teams about teamwork: Preparation, practice, and performance review." Business Communication Quarterly **72**(1): 74-79.

The article looks at methods used to teach business students the collaborative skills they need to complete assignments, focusing on the preparation, performance review, and practice stages of the collaborative process. Business communication instructors often do not focus enough on the collaborative aspects of the projects they assign. The author compares the importance of teaching teamwork in business communication education to the importance of **coaching** in sports. It is recommended that business teachers encourage participation and collaboration in the classroom. **Article**

Southern, S. (2009). "Take me out to the ball game: Postmodern organizations and transformational leadership." The Family Journal **17**(3): 201-202.

Postmodern organizations share a number of common characteristics: turbulent external environment and upheaval; diversity in the workforce; high rates of relocations, transfers, and job modifications; greater worker autonomy; interdependence in semiautonomous work groups; preference for highly skilled generalists; fewer managers and a flatter, more flexible organizational structure; and the need for a clear organizational vision or mission. **Coaching** may help, but not resolve a slump. Managers rally various groups of players to the cause within the prevailing context of teamwork. The permeable boundaries of baseball allow leadership to confront the central dialectic of postmodern

organizations: autonomy and interdependence. This article goes on to discuss why transformational leadership is so important. **Article**

Spaten, O. M. and T. G. Hansen (2009). "Should learning to coach be integrated in a graduate psychology programme? Denmark's first try." The Coaching Psychologist 5(2): 104-109.

For the first time **coaching** was embedded in a psychology graduate programme in Denmark. In the programme at Aalborg University the students concurrently followed cognitive-behavioural therapy courses and cognitive **coaching** modules. Spanning 1.5 academic years (16 full days) the **coaching** modules include 104 hours of lectures and action-reflection-workshops. Students' **coaching** competences were measured pre-, mid-term and end course. The results show significant growth on the **coaching** competence scale and we propose that **coaching** should be included in upcoming psychology students' graduate training. **Article**

Stern, L. R. (2009). "Challenging some basic assumptions about psychology and executive **coaching**: Who knows best, who is the client, and what are the goals of executive **coaching**?" Industrial and Organizational Psychology: Perspectives on Science and Practice 2(3): 268-271.

Comments on the article, "Hidden in plain sight: The active ingredients of executive **coaching**," by McKenna and Davis (see record 2010-13447-002). There are five apparent assumptions underlying what McKenna and Davis put forth about executive **coaching**: 1. Psychologists have a superior contribution to bring to executive **coaching** compared with professionals from other disciplines; 2. The "client" is the individual being coached with the primary focus on his/her relationship with the coach, his/her individual differences, motivating and changing his/her individual behavior, and contracting for engagement with that individual; 3. The primary goal of executive **coaching** is to remediate individual client's problems that interfere with his/her working effectively in the organization; 4. **Coaching** happens in one-on-one meetings occurring about every 4-6 weeks; and 5. The primary competencies of coaches and the measures of **coaching** outcomes should focus primarily on the ability to bring about individual change. I propose that there is a wide international community of practice that functions with some different underlying assumptions. The following alternative assumptions would suggest different conclusions about what defines and determines the success of executive **coaching**. Many leaders in the field base their decisions on these alternative viewpoints--corporate managers of **coaching** who select coaches, directors of graduate programs in **coaching**, research investigators, and coaches. **Article**

Stelter, R. (2009). "**Coaching** as a reflective space in a society of growing diversity--towards a narrative, postmodern paradigm." International Coaching Psychology Review 4(2): 209-219.

We live in a hypercomplex society where the individual faces growing diversity in all areas of life. The idea of a stable identity has become an illusion, and self-reflexivity has become the central basis when dealing with the post-traditional order of our society. We feel obliged to constantly develop--at work and in our private and social lives. A brief analysis of societal changes will be presented as the basis for justifying the use of **coaching** and **coaching** psychology in general. The main question is: How can we best help clients to navigate in a social world characterised by growing restlessness, diverse lifestyles, social disorientation, multitudes of 'local truths' and, therefore, a loss of commonly accepted values and meanings? The purpose of this article is to formulate some key societal pre-requisites for **coaching** psychology, pre-requisites that can also serve as an argument for: (1) the growing importance of values as a central dimension in a reflective **coaching** process; (2) focusing on meaning-making as a central dimension in the **coaching** dialogue; and (3) a relational and narrative foundation of **coaching** psychology. A practical consequence can be concluded: It is not always beneficial to define a goal at the beginning of the **coaching** session, but to allow narratives to unfold and to reflect on our values and those of others as the basis for our thinking and conduct. **Article**

Stein, I. F. (2009). "Which hat am I wearing now?: an evidence-based tool for **coaching** self-reflection." Coaching: An International Journal of Theory, Research and Practice 2(2): 163 - 175.

Most coaches would say that **coaching** is a facilitative process -- the coach listens, asks questions, and contributes observations. But what do coaches really do? Based on careful study of actual coach-client conversations, it becomes clear that coaches actually have a wide variety of hats that they can choose to wear in the course of a coach-client conversation. Which hat the coach puts on at any point of the conversation is mostly made instinctively, rather than by conscious choice, because up until now there has not been a good vocabulary to name each hat. To name the hats, and show how each is used in conversation, this study uses the concept of <i>conversational identity</i>. The premise is that each sentence or phrase that a coach uses in conversation with a client can be associated with putting on a particular hat, or adopting a temporary --conversational-- identity. Qualitative analysis of **coaching** conversations led to the development of a framework consisting of sixteen categorized conversational identities. The <i>Typology of Conversational Identities for Professional Coaches</i> described in this article can be a tool for coaches to be more self-reflective about what they say, how that relates to what hat they are choosing to wear, and ultimately to be able to make observations of their own style and what works best with clients. **Article**

Stolz, R. F. (2009). Money Coach Deborah Price Finds Keys to Wealth in Client Attitudes. Journal of Financial Planning, Financial Planning Association. **22**: 16-21.

The article presents an interview with money coach Deborah Price. She discusses the differences between a money coach and a financial planner, the importance of psychological attitudes about money, and the rubrics which she uses to categorize various personality types in terms of their relationships with money. **Article**

Stoneham, D. (2009). Changing practices, transforming paradigms: An appreciative approach to developing integral leaders. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(4-A), 2009, pp 1138, Stoneham, Donna: California Inst Integral Studies, US.

The purpose of my research was to experiment with strategies for leadership development that offered high potential for transforming a leader's way-of-being and then document the impact of these learning strategies. I designed a program that integrated appreciative, integral, and transformational theories to foster the development of a more holistic, integral, and appreciative leadership paradigm through the practice of new ways-of-being. I created a model that translates Appreciative Inquiry from the context of organizational change to individual development and anchored group learning with individual Integral **Coaching** and learning debriefs. I selected this research topic because the world is calling for paradigmatic shifts in leadership, but in order for this to occur, paradigmatic shifts in personal epistemology must come first. We need leadership development programs that provide theoretical and practical opportunities to explore those paradigm shifts and support leaders in embodying those changes. My program created an integral dialectic, which is one response to that need. My **multi-case study** research explores the following question: What is the impact of a leadership development program, grounded in the theory and practice of Appreciative Inquiry and Integral **Coaching**, on building a leader's capacity? My case study documents the impact of the leadership development intervention on ten health care leaders from across the United States; five participants from a public workshop and five from an intact team. I have provided a rich description of the capacities participants developed and the changes they experienced in their lives and leaderships as a result of the program. My research generated five key conclusions about leadership way-of-being and the program structures that help create it, namely that it: (a) is most effective when it is integral and holistic; (b) is most powerful when it focuses on strengths, is appreciative, authentic and generative; (c) evolves through the respectful and nurturing interplay of relationships with self, with others and with the transcendent; (d) is most effectively developed through developmental learning interventions that provide mechanisms for personal accountability and anchor learning over time and (e) is more likely to be integrated and acculturated through shared support in a long-term learning group. **Empirical Outcome Case Study PhD**

(2009) **St-Jean, E. A., Josée** "Factors Leading to Satisfaction in a Mentoring Scheme for Novice Entrepreneurs " International Journal of Evidence Based **Coaching** and Mentoring Vol. 7, No.1

Mentoring is rapidly gaining in popularity as a customized way to assist and support the novice entrepreneur. However, we still do not know very much about the usefulness of this approach or the benefits perceived by the mentees. The purpose of this study is to share evaluation data associated with a formal mentoring program, with respect to those factors that are likely to influence mentees' satisfaction with their mentoring experience. Data was collected from 142 entrepreneurs who participated in a formal mentoring program designed for novice entrepreneurs by the *Fondation de l'Entrepreneurship* in Quebec, Canada. Results show that it is very important for the mentee to feel that his/her mentor truly understands what he/she is going through. Trust is of utmost importance and both the mentor and his/her mentee have to respect the "moral contract" they established at the beginning of the relationship. Finally, the mentee expects the mentoring relationship to produce visible results in his/her firm. . International Journal of Evidence Based **Coaching** and Mentoring Bio, executive, survey. **Empirical**.

Sussman, L. and D. Dubofsky (2009). "The Changing Role of the Financial Planner Part 2: Prescriptions for **Coaching** and Life Planning." Journal of Financial Planning **22**(9): 50-56.

The article presents the continuation of the survey results on the changing role of financial planners and its implications on the financial service industry in terms of **coaching** and planning activities. It presents the result survey suggesting planners are spending 25% of client contact on non-financial issues in the U.S. It explores means to evaluate a planner's personal comfort level with non-financial issues and their role in financial planning. It outlines the holistic approach to planning, enhanced communication skills, and increased emotional intelligence. It stresses that professionalism and an investment can establish and opportunity for better service **Empirical Survey**

Szymanska, K. (2009). "Anxiety and the **coaching** relationship: How to recognise the signs and what to do next (Part 2)." The **Coaching** Psychologist **5**(1): 39-41.

Following on from the second paper published on **coaching** psychology and clinical disorders in the August 2007 issue of The **Coaching** Psychologist, this article addresses the symptoms of Post-Traumatic Stress Disorder, (PTSD), Acute Stress Disorder (AST) and Obsessive Compulsive Disorder (OCD) and health anxiety, with the aim of

familiarising **coaching** psychologists with the symptoms of the above disorders and the strategies which can be implemented within the **coaching** arena to provide coachee support. **Article**

Szymanska, K. (2009). "Behavioural assignments." The Coaching Psychologist **5**(2): 130-131.

This article addresses the application of behavioural assignments in **coaching** psychology which serve to evaluate unhelpful thinking patterns, establish new behaviours and lead to emotional adjustment. **Article**

Tews, M. J. and J. Tracey (2009). "Helping managers help themselves: The use and utility of on-the-job interventions to improve the impact of interpersonal skills training." Cornell Hospitality Quarterly **50**(2): 245-258.

The purpose of this study was to examine the utility of using two posttraining interventions--self-**coaching** and upward feedback--to enhance the effectiveness of formal training on interpersonal skills for managers. Data from eighty-seven restaurant manager trainees demonstrated that both interventions were useful extensions to formal classroom training and appear to have substantial utility for helping managers develop and improve their interpersonal skills. **Empirical WS**

Ulrich, D., N. Smallwood, et al. (2009). "I'm the new head of HR, now what? The first 90 days." Strategic HR Review **8**(3): 5-11.

Purpose - HR leaders face a range of challenges on assuming responsibility for the function in their organizations. This paper aims to argue that if managed well, the actions of HR leaders over the first 90 days offer a significant opportunity to put the fundamentals for success in place; in turn, badly managed transitions can hurt the leader's effectiveness at building key relationships, defining the strategic agenda, assessing needs for improvement and developing the plan for creating value for the business. Design/methodology/approach - This paper draws on the authors' experience with dozens of new heads of HR. It synthesizes this work to offer a practical framework for action and specific tips on how HR leaders can make the most of the first 90 days. Findings - It is shown that as a new leader, one has a unique opportunity to shape a new agenda for the HR department. Originality/value - The paper is written as if the authors are **coaching** the reader through this transition by asking the right questions that increase the chance of success. **Article**

(2009) **van Zandvoort, M. I., Jennifer & Morrow, Don** "The impact of Co-active Life **Coaching** on female university students with obesity " International Journal of Evidence Based Coaching and Mentoring Vol. 7, No.1

The purpose of this qualitative study was to explore the impact of Co-active life **coaching** on obese female university students. Five obese (BMI  $\geq 30\text{kg/m}^2$ ), female university students received an average of nine weekly, 35-minute, one-on-one sessions with a certified coach. Semi-structured, in-depth interviews before and after participating in the **coaching** intervention were conducted, and inductive content analysis was utilized. Strategies to enhance data trustworthiness were incorporated throughout. Participants initially reported: struggling with barriers and experiencing pressure from family to lose weight; negative relationships with themselves; feeling self-conscious and remorse for their size and lifestyle choices. At the conclusion of the study period, participants attributed enhanced self-acceptance; living healthier lifestyles; and making themselves a priority to their **coaching** experience. They appreciated being treated as the expert in their lives. Life **coaching** has potential as a method for supporting obese individuals in improving their relationships with themselves, and may serve as a catalyst in facilitating weight-loss. . International Journal of Evidence Based Coaching and Mentoring Bio, life, case studies. **Empirical.**

Vesterinen, S., A. Isola, et al. (2009). "Leadership styles of Finnish nurse managers and factors influencing it." Journal of Nursing Management **17**(4): 503-509.

Aim: The purpose of the present study was to explore nurse managers' perceptions of their leadership styles and factors influencing it. Background: It is a challenge for nurse managers to retain nurses in hospitals and to ensure a high quality of care in nursing practice. Leadership style is an important part of leadership. Knowledge concerning nurse managers' resonant and non-resonant leadership styles provides nurse managers with tools to reflect on their own leadership style. Method: Open-ended, tape-recorded interviews were conducted with 13 nurse managers from five Finnish hospitals and two long-term care facilities. The data were analysed using qualitative content analysis. Results: Five categories of leadership style were discerned: visionary, **coaching**, affiliate, democratic, commanding. Factors that influence leadership style were identified: earlier superiors, values, information, cooperation, employees and education. Conclusions: The results of this study show that Finnish nurse managers use both resonant and non-resonant leadership styles. Implications for nursing management: The findings of this study show that nurse managers use a variety of leadership styles. The study demonstrates the importance of knowledge about leadership styles and factors influencing it among nurse managers providing future leadership and management education. **Empirical Case**

Walk, M. A. (2009). "Applying Gestalt theory to **coaching**: Comment." Gestalt Review **13**(3): 247-253.

I have coached executives and teams for more than 20 years. The Gestalt Cycle of Experience was introduced to me in 1993. As I incorporated the theory into my **coaching** practice, I found that it helped create common language between my clients and myself. This model has supported me as a Master Coach, while also supporting my clients to understand better how change moves through a continuum, and how resistance is present at every point. This

commentary will further explore the observations made by Stuart N. Simon in his article, "Applying Gestalt Theory to **Coaching**." Simon (see record 2010-00737-005) has chosen to write about awareness and contact as two of the critical areas of the Cycle of Experience as it relates to **coaching**. To explore **coaching** as it relates to the Cycle of Experience is interesting; as a client builds energy to move through the Cycle of Experience, they also build energy to move through the Cycle of **Coaching**. **Article**

Walker, E. (2009). "Bunches, Groups and Teams Working Together." *Physician Executive* **35**(5): 90-91.

The article discusses the importance of teamwork in medical care in the U.S. It highlights the need for teams to have mentors who could provide them better guidance. It mentions the complexity of medical leadership **coaching** as a result of the roles played by physicians. It cites the significance of a **coaching** approach in changing the culture of medicine. **Article**

Ward, R. R. (2009). The relationship of individual intrinsic capacity with job satisfaction, organizational commitment, and perceived life balance: An exploratory study of the Intrinsic **Coaching**Reg. methodology. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(8-A),2009, pp 3198, Ward, Rosalind R : Capella U , US.

The field of worksite health promotion is in need of a new direction and broader scope. Additionally, although the importance of having intrinsically motivated employees is widely discussed, best practices for fostering intrinsic motivation have not been established. Therefore, the purpose of this research was to determine whether intrinsic capacity was associated with other measures of job performance and perceived life balance and what relationship exists with Intrinsic **Coaching**Reg.. Sixteen people participated in this exploratory study using a **pre-post mixed methods research design** with the twelve-week Intrinsic CoachReg. Development Series (ICDS) as the intervention. Additionally, telephonic interview responses were compared with completed Life Balance Wheel assessments to determine if the Life Balance Wheel is a valid instrument. Results of this study indicate the ICDS increased intrinsic capacity, allowing people to gain greater clarity about themselves and to be more effective in directing their lives. The relationship of intrinsic capacity with organizational commitment and job satisfaction was inconclusive; however everyone described having better outcomes at work and in their daily lives as a result of increased intrinsic capacity, including a general sense of improved overall life balance and reduced stress when handling stressful situations. Study results also indicate engagement and productivity at work is related to the degree one's values are being supported and intrinsic needs are met. Finally, the Life Balance Wheel appears to provide an accurate depiction of perceived life balance and satisfaction with different areas of life. However, the thinking behind completing the assessment may be more significant than the scores themselves. These research findings indicate that health has minimal impact on

productivity compared to the extent individual intrinsic needs are met; thus, organizations should focus on creating a culture where people are appreciated and valued for their unique contributions and should implement strategies to support employees in finding meaning at work. Future research studies should include larger sample sizes and should compare Intrinsic **Coaching**Reg. with other **coaching** methodologies and strengths-based approaches to change to determine if Intrinsic **Coaching** Reg. is unique with its impact on intrinsic capacity or if other approaches are also effective in increasing intrinsic capacity. **Empirical Outcome BS PhD**

Watkins, D. (2009). The common factors between **coaching** cultures and transformational leadership, transactional leadership, and high-performance organizational cultures. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(3-A),2009, pp 947, Watkins, Daryl: U Phoenix, US.

This quantitative descriptive study examined common factors between the **coaching** culture and the transformational leadership, transactional leadership, and high-performance organizational culture of a global, asset management firm. The research questioned whether common factors exist between determinants of established assessments of organizational culture. The review of the literature established that **coaching** cultures represent an emerging paradigm; that **coaching** cultures may be superior cultures within transformational contexts; and that some organizations have begun to develop **coaching** cultures. **Coaching** cultures seem to share common determinants with transformational leadership and high-performance cultures and therefore may also lead to superior organizational outcomes. Relationships were examined using factor analysis to define composite factors from three existing organizational culture surveys. Three null hypotheses and their alternate hypotheses were tested. The first and second alternate hypotheses tested for common factors between **coaching** culture determinants and transformational and transactional leadership determinants. The third alternate hypothesis tested for common factors between **coaching** culture determinants and high-performance culture determinants. The findings of the study suggest that **coaching** cultures share weak relationships with transformational and transactional leadership cultures, although the relationship was stronger in the case of **coaching** cultures and transactional leadership. **Coaching** cultures did share common determinants with high-performance organizational cultures. **Empirical Survey PhD**

Wenson, J. E. (2009). A hermeneutic phenomenological study of management's after-**coaching** leadership skills that affected direct reports. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(7-A),2009, pp 2792, Wenson, Jennifer E : U Phoenix, US.

This hermeneutic phenomenological study explores the after-**coaching** leadership skills of management that affected direct reports. The selection process relied on sequential sampling as means for choosing 20 participants for in-depth interviews. After the transcription of the interviews, Atlas.ti software managed the interview documents and aided in creating coded transcripts. Through network creations, four themes emerge: (a) management's tools resulting in a motivated environment, (b) effects of management creating safety, (c) depth of communication, and (d) the discovery of the overall phenomenon, self-reflection. The findings indicate management's after-**coaching** leadership skills affected direct reports and organizations benefit when strategizing for training, development, and succession planning. The findings demonstrate how to affect an increased number of staff through encouraging self-reflection. **Empirical Outcome Qual PhD**

White, C. H. and R. R. Agne (2009). "Communication practices of coaches during mediator training: Addressing issues of knowledge and enactment." Conflict Resolution Quarterly 27(1): 83-105.

The purpose of this study was to describe how coaches of mediators-in-training manage interaction in role-play sessions and help trainees learn about mediation practices. Using a qualitative, discourse analytic approach, we examined role-played mediation sessions where thirteen professional mediators each provided **coaching** to two pairs of student trainees who had completed training in interest-based mediation (for a, total of twenty-six sessions). We argue that the techniques we observed at crucial moments in mediation training seemed designed to improve trainees' understanding of the mediation process but offered, limited help in teaching trainees how to enact the communication practices that are essential to mediation. We consider how the demands of giving advice and assessing communication behavior affect what coaches say to trainees in these circumstances. **Empirical WS**

Wood, B. and S. Gordon (2009). "Linking MBA learning and leadership **coaching**." International Coaching Psychology Review 4(1): 87-104.

This paper describes a five-day intensive leadership **coaching** course that was recently introduced as an Advanced Topic in Management within the Master of Business Administration (MBA) program offered by The University of Western Australia (UWA) Business School. The unit was designed specifically for those students nearing the completion of their MBA studies and curious about **coaching** and its ability to bring about individual and organisational transformation. In addition to summarising the course outline, including learning outcomes, teaching and learning strategies, unit delivery and means of assessment, both qualitative and quantitative course evaluation feedback data from students enrolled in 2007 (N=40) and 2008 (N=40) are presented. Results indicated that leadership **coaching** students expressed a strengthened belief in their **coaching** skills in response to taking the unit. **Empirical Outcome WS**

Xanthopoulou, D., A. B. Bakker, et al. (2009). "Work engagement and financial returns: A diary study on the role of job and personal resources." Journal of Occupational and Organizational Psychology **82**(1): 183-200.

This study investigates how daily fluctuations in job resources (autonomy, **coaching**, and team climate) are related to employees' levels of personal resources (self-efficacy, self esteem, and optimism), work engagement, and financial returns. Forty-two employees working in three branches of a fast-food company completed a questionnaire and a diary booklet over 5 consecutive workdays. Consistent with hypotheses, multi-level analyses revealed that day-level job resources had an effect on work engagement through day-level personal resources, after controlling for general levels of personal resources and engagement. Day-level **coaching** had a direct positive relationship with day-level work engagement, which, in-turn, predicted daily financial returns. Additionally, previous days' **coaching** had a positive, lagged effect on next days' work engagement (through next days' optimism), and on next days' financial returns. **Empirical Outcome WS**

Ya-Ting, T., C. J. Bonk, et al. (2009). "The trend of blended learning in Taiwan: perceptions of HRD practitioners and implications for emerging competencies." Human Resource Development International **12**(1): 69-84.

The purpose of this study was to explore the status and future directions of blended learning in workplaces in Taiwan and to probe into emerging competencies of human resource development professionals. One hundred and twelve participants who worked in various types of organizations were surveyed. The survey results revealed that the most significant issue related to blended learning is a lack of understanding of what it is. Instructional strategies anticipated to be employed during the next few years included authentic cases, virtual teaming, problem-based learning and **coaching**. The technologies deemed useful were knowledge management technologies, cell phones and electronic books. When comparing different sizes of organizations, large enterprises were more likely to have adopted blended learning and to perceive diverse benefits related to blended learning. Based on these findings, we recommend additional professional development related to the design, development and evaluation of blended learning for practitioners in Taiwan. **Empirical WS**

(2009) Yedreshteyn, S. "A qualitative investigation of the implementation of an internal executive **coaching** program in a global corporation, grounded in organizational psychology theory. ." Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 69(7-B), 2009, pp. 4471.

This dissertation is a case study about the implementation of an internal executive **coaching** program in a global corporation, with the analysis grounded in organizational psychology theory. Interviews were conducted with two program managers, 11 internal executive coaches, and 18 executive **coaching** clients. The analysis encompassed the following areas: (a) purpose and design of the program; (b) relevant characteristics of the coaches, including how they were trained; (c) roles and functions of the clients who were provided **coaching**; (d) benefits of **coaching**, as reported by the clients; and (e) organizational and human factors that appeared to facilitate and limit **coaching** program implementation. Clients believed that they benefited from the **coaching** program. In relation to the program, clients reported increased self awareness, utilizing the coach as a professional resource, enhanced visibility in the organization, and improved interpersonal relationships with colleagues, subordinates, and their manager. All three groups interviewed--managers, coaches, clients--agreed that the success of an internal executive **coaching** program, in terms of implementation and value for clients, is very much dependent on how ready and interested each **coaching** client is to receive feedback and work with his or her coach to improve behaviors. Additionally, clients reported that being interested in being provided **coaching**, having a coach follow up and hold them accountable for meeting the agreed-upon goals of the **coaching** engagement, and developing strong relationships with their coaches was necessary to the success of the **coaching**. Factors that made the **coaching** challenging were **coaching** over the phone, **coaching** engagements that were too structured and not customized to the needs of clients, and coaches who lacked knowledge about the client's organization. Implications of the interview findings are discussed for the organization, the **coaching** industry, as well as for the theory and practice of organizational psychology. The underbounded nature of the **coaching** industry, the lack of support mechanisms for **coaching** from the organization, as well as the researcher's role as participant observer are also addressed throughout the study. PsycInfo. Bio, executive, case study. **PhD**.

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2011

Allan, J., J. Liston-Smith, et al. (2010). "Effective boundary management -- The signature of professionalism?" The Coaching Psychologist **6**(1): 45-50.

A world cafe style session on the first day of the Special Group in **Coaching** Psychology 2nd European Conference gave an opportunity for three invited speakers to offer a brief provocation to an international audience on the topic of professional boundaries. More than 50 participants discussed, debated and shared their responses. The invited speakers were Andrew Buckley, David Clutterbuck and Alison Hardingham. Generally, when we talk about boundaries in **coaching** psychology practice, most people might first think about the boundary between **coaching** and counseling. There have been several considered papers exploring the **coaching**/counseling boundary that illuminate some of the complexities involved. This work highlights that no generic or standard articulation of this specific boundary can be applied. The format is clearly one that is enjoyed for its opportunity to share views with fellow professionals and raise lots of questions that do not have simple answers. For the next occasion, it was suggested that the provocateurs could profitably include researchers and practitioners from outside the UK, to explore similarities and differences across country boundaries. With next year's conference being an International Congress, there should be plenty of opportunity for such inclusion. **Article**

Anshel, M. H., T. M. Brinthaup, et al. (2010). "The Disconnected Values Model improves mental well-being and fitness in an employee wellness program." *Behavioral Medicine* **36**(4): 113-122.

This study examined the effect of a 10-week wellness program on changes in physical fitness and mental well-being. The conceptual framework for this study was the Disconnected Values Model (DVM). According to the DVM, detecting the inconsistencies between negative habits and values (e.g., health, family, faith, character) and concluding that these "disconnects" are unacceptable promotes the need for health behavior change. Participants were 164 full-time employees at a university in the southeastern U.S. The program included fitness **coaching** and a 90-minute orientation based on the DVM. Multivariate Mixed Model analyses indicated significantly improved scores from pre- to post-intervention on selected measures of physical fitness and mental well-being. The results suggest that the Disconnected Values Model provides an effective cognitive-behavioral approach to generating health behavior change in a 10-week workplace wellness program. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS**

Armson, G. and A. Whiteley (2010). "Employees' and managers' accounts of interactive workplace learning: A grounded theory of "complex integrative learning." *Journal of Workplace Learning* **22**(7): 409-427.

Purpose: The purpose of this paper is to investigate employees' and managers' accounts of interactive learning and what might encourage or inhibit emergent learning. Design/methodology/approach: The approach taken was a constructivist/social constructivist ontology, interpretive epistemology and qualitative methodology, using grounded theory method. Data collection included semi-structured interview, "complete this sentence" and "scenarios" from 51 respondents: 22 managers and 29 employees in four private sector organizations. As respondents' theories emerged, these informed the next round of data collection, this process named "theoretical sampling". Managers and employees were asked about perceptions of their own role and the other's roles in learning. Findings: Reciprocity and participative learning involving managers and employees emerged. There was dynamism to the data and evidence of both Billett's notion of affordances and Stacey's patterns of local interactions. Employees encouraged learning through peer discussions, and motivation/personal initiative. Managers encouraged learning through have a go **coaching**, formal training opportunities and working with company structure and resources. The data support the idea of complex and integrated learning. Practical implications: The data informed both managers and employees in such a way as to highlight the dynamic and complex interactions around learning processes. One practical implication is employee and manager training in emergence and complexity as learning environments. Ideas of complex responses and patterns of local interaction resonated with the data more than particular typologies of learning. Originality/value: This paper captures insights, especially from employees, into the dialogue and dynamism of their learning opportunities, whilst supporting existing theories. The need for managers to "learn" employees' local interaction patterns emerged as a future research agenda, alongside the need to penetrate the social space of employee learning more deeply. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS**

Asghar, A. (2010). "Reciprocal peer **coaching** and its use as a formative assessment strategy for first-year students." *Assessment & Evaluation in Higher Education* **35**(4): 403-417.

Co-operative learning is underused as a teaching and learning strategy in higher education and yet is ideal for courses that require students to learn skills that require manual dexterity, knowledge and clinical reasoning--key elements of professional and clinical competence. Reciprocal peer **coaching** (RPC) is a form of co-operative or peer-assisted learning that encourages individual students in small groups to coach each other in turn so that the outcome of the process is a more rounded understanding and a more skilful execution of the task in hand than if the student was learning in isolation. Used as a formative assessment strategy, RPC has the capacity to increase motivation in students due to the nature of the shared interdependent goal, and to provide immediate feedback to students on completion of the assessment. The purpose of this research was to interview a group of first-year students to elicit their perceptions of the RPC process. The data were analysed from a phenomenological perspective and revealed three themes: motivating learning, learning in groups and the context of learning. The findings were subsequently explored in relation to the concept of self-regulation of learning and the benefits which RPC as a formative assessment strategy has in promoting students' self-regulation. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS**

Aust, B., R. Rugulies, et al. (2010). "When workplace interventions lead to negative effects: Learning from failures." Scandinavian Journal of Public Health **38**(Suppl 3): 106-119.

Aims: To investigate if workplace interventions resulted in changes in the psychosocial work environment. Process evaluation was conducted to study the implementation process and to use this knowledge to understand the results. Methods: Seven intervention units (n = 128) and seven non-randomized reference units (n = 103) of a large hospital in Denmark participated in an intervention project with the goal of improving the psychosocial working conditions. The intervention consisted of discussion days for all staff, employee working groups, leader **coaching**, and activities to improve communication and cooperation. Measures of the psychosocial work environment were conducted before the start of the intervention and again after 16 months using 13 scales from the Copenhagen Psychosocial Questionnaire, version I (COPSOQ I). Results: In the intervention units there was a statistically significant worsening in six out of 13 work environment scales. The decrease was most pronounced for three scales that measure aspects of interpersonal relations and leadership. In addition, all three scales that measure aspects of work organization and job content decreased. In comparison, the reference group showed statistically significant changes in only two scales. Process evaluation revealed that a large part of the implementation failed and that different implicit theories were at play. Conclusions: Without the insights gained from process data the negative effects of this intervention could not be understood. Sometimes--as it seems happened in this study--more harm can be done by disappointing expectations than by not conducting an intervention. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical BS**

Baker, N. (2010). "Employee feedback technologies in the human performance system." Human Resource Development International **13**(4): 477-485.

Many authors have noted that organizations are realizing that employees can be a major source of competitive advantage. A hidden source of advantage can be the improved utilization of existing human capital. A method common to most organizations for improving existing human capital is using employee feedback technologies. During a review of the literature it was found that employee feedback is an expanding and poignant subject. This paper describes some of the current leading technologies in employee feedback, including **coaching**, 360 degree feedback, as well as other techniques found in the literature. Methodologies of employee feedback including approaches and timeframes will be investigated at the system and process level. Finally, the opportunities for dealing with a problem employee using feedback are discussed **Article**

Best, K. (2010). "Assessing leadership readiness using developmental personality style: A tool for leadership **coaching**." International Journal of Evidence Based Coaching and Mentoring **8**(1): 22-33.

This article presents a conceptual application for use in executive and leader development **coaching** engagements. The Leadership Readiness Index uses developmental personality style theory to establish categories of leadership readiness that can be used during the assessment phase of a **coaching** relationship. The article begins with an overview of leader development and is followed by a description of developmental personality style theory and its role in the construction of the Leadership Readiness Index. A brief discussion of potential uses for the index within the context of executive/leader **coaching** is provided. The article concludes with a discussion of the limitations of the index, future research strategies that can be applied to evaluate its viability and a summary of its potential contributions to evidence-based **coaching** practice. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Bilbrey, P. and B. Jones (2010). "Tapping into your employees' big ideas—and getting them to think like owners." Employment Relations Today (Wiley) **36**(4): 45-52.

The article discusses the role of the human resource (HR) department in an organization in **coaching** and mentoring employees to maximize their contributions. It states that the most effective companies value their employees as they realize that the employee ownership is essential for the success of the organization. It mentions that employees should come up with best ideas to move the organization forward, and the leaders should encourage them to share their ideas and suggestions. **Article**

Bourg, J., W. Stoltzfus, et al. (2010). "Proactive **coaching** for employee development and improved business results." Total Quality Management & Business Excellence **21**(10): 1005-1016.

With 300 Green Belts trained but business results not delivered as targeted, Agilent Technologies, Inc. needed to understand the root causes and develop methods to raise their Six Sigma Green Belts up the ladder of development. Agilent has an excellent training programme for Six Sigma Belts with effective tools for instruction and learning assessment. However, the quality advocates believed a more highly developed programme of proactive **coaching** was necessary for Green Belts to achieve a higher level of maturity, improve the contribution to the business, and to attain industry recognised certification. A Six Sigma Project was instituted with two goals; (1) develop a measureable process with associated methods and tools to coach Green Belts to the desired level of cognitive and affective maturity; and (2) improve that process using Six Sigma methodology

to reduce variation in the quality and effectiveness of the **coaching** process. This article discusses the four-step **coaching** process developed by Agilent. It describes the goals associated with Agilent's expectations of its Green Belts on the cognitive and affective rungs of the ladder of development. It reports the project's results and what was learned during the journey with regard to the key relationships for Green Belt development. Lastly, it proposes recommendations for further development of Green Belt **coaching** and improved business results. **Empirical Case**

Boyce, L. A., R. Jackson, et al. (2010). "Building successful leadership **coaching** relationships: Examining impact of matching criteria in a leadership **coaching** program." *Journal of Management Development* **29**(10): 914-931.

Purpose: This paper aims to employ a conceptual model to examine the relationship processes and mediating role of client-coach relationship between client-coach match criteria and **coaching** outcomes to advance the understanding of client-coach relationship's impact on leadership **coaching**. Design/methodology/approach: Data collected from 74 client-coach pairs participating in a voluntary leadership **coaching** program at a military service academy during pre-partnering and post-transition phases were analyzed to examine the impact of match criteria and client-coach relationship processes on **coaching** outcomes. Findings: Consistent with the conceptual framework, relationship processes of rapport, trust, and commitment positively predicted **coaching** program outcomes, including client and coach reactions, behavioral change, and **coaching** program results. The client-coach relationship fully mediated two match criteria (compatibility and credibility) with **coaching** outcomes, suggesting that complementary managerial and learning styles and relevant job-related credibility support the development of client-coach relationships and therefore positively impact leadership **coaching** programs. Research limitations/implications: The generalizability of findings may be limited due to the population studied. Future research needs to examine relationship processes in the larger context of the **coaching** practice as well as formative and results-level outcomes. Practical implications: The research findings provide support and understanding of the impact of the client-coach relationship on **coaching** and the understanding of factors influencing the relationship, which allows the development of selection tools to better match clients with coaches, increasing the quality of the relationship and ultimately the **coaching** outcomes. Originality/value: The study represents one of the first attempts to symmetrically examine client-coach relationships and highlights the value of the conceptual framework for conducting client-coach relationship research. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS/Case**

Brown, S. W. and A. M. Grant (2010). "From GROW to GROUP: Theoretical issues and a practical model for group **coaching** in organisations." *Coaching: An International Journal of Theory, Research and Practice* **3**(1): 30-45.

Despite considerable organisational development research and practice suggesting that interventions in organisations should also be targeted at the group level, most organisational **coaching** is dyadic (one-to-one) and few models of group **coaching** have been developed. In Part I of this paper we present an introductory overview of group **coaching** and compare it to other group-based interventions. We distinguish between the goal-focused nature of group **coaching** and the process-orientation of group facilitation, and posit that group **coaching** has important but under-used potential as a means of creating goal-focused change in organisational contexts. In Part II of this paper we address practice issues and we present a practical model of GROUP (Goal, Reality, Options, Understanding others, Perform) **coaching** that integrates the well-known GROW (Goal, Reality, Options, Way forward) **coaching** framework with Scharma's U process for group dialogue, double loop learning and other theoretically-grounded practices. From a practitioner's perspective, we draw on the extant literature, we compare group **coaching** to other team and group-based interventions. Although precisely distinguishing between different group-based change modalities is difficult, we argue that group **coaching** is a more goal directed process than group facilitation, and that group **coaching** has important but under-used potential as a means of creating change in organizational contexts. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Cavicchia, S. (2010). "Shame in the **coaching** relationship: Reflections on organisational vulnerability." *Journal of Management Development* **29**(10): 877-890.

Purpose: The purpose of this paper is to look at the particular human experience that is shame and its manifestations in the relationship that coaches and their clients co-create. The paper aims to consider shame as a relational and contextual phenomenon, how it is experienced, how it arises, and the impact it can have on organisational and coach-client interactions, learning and change. It also aims to consider in particular the inhibiting effect of shame on spontaneity and improvisation so necessary for adjusting creatively to complex situations in organisational life, changing conversations, and unfreezing entrenched and unproductive patterns of relating. Design/methodology/approach: The paper's approach is primarily phenomenological and comprises description of case material, textural and structural analysis, along with reflection on self and use of self in the research and practice being described. The hypotheses and conclusions at which the paper arrives are based on the author's 14 years' experience as a coach and seven as a Gestalt therapist. Many of the hypotheses have been tested and refined with clients, supervisees and students from two Master's programmes on which the author teaches. Findings: The paper offers a number of examples to illustrate the ways in which shame can arise in the coach-client relationship, as well as a number of contextual dynamics in client organisations and **coaching** practice that can contribute to the experience of shame. It suggests a number of departure points for coaches wishing to work with a sensitivity to shame dynamics in

their **coaching** and consulting practice. Originality/value: A relational perspective offers an expansion of **coaching** theory beyond an emphasis on models and tools, to encompass relational dynamics as a source of both data and experimentation in the service of individual and organisational change. The paper proposes an approach that makes conscious use of relational principles, in order that shame phenomena can be surfaced, explored and transformed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical Case**

Cerni, T., G. J. Curtis, et al. (2010). "Executive **coaching** can enhance transformational leadership." International Coaching Psychology Review **5**(1): 81-85.

Objectives: Epstein's (1998) Cognitive-experiential Self theory (CEST) suggests that all behaviour is guided by two different processing systems--the rational and experiential. This brief report presents results of a study baking at the impact of a 10-week **coaching** intervention programme based on Epstein's CEST theory on transformational leadership among 14 secondary school principals. Design: Set up as a pre-test, post-test control-group research design, the present study tested whether changes to CEST information-processing systems could bring about changes in leadership style. Method: School principals in the intervention group focused on developing their rational system and constructive elements of the experiential system. At the commencement of the **coaching** intervention programme all school staff in the 14 schools were invited to rate their school principal using the MLQ (5X) questionnaire. Results: The results of a 10-week **coaching** intervention programme showed that there was a significant difference between the pre-test and post-test scores for the intervention group, as rated by their school staff. The control group remained unchanged. Qualitative results indicate that the school principal in the intervention group became more reflective about their thinking processes and leadership practices. Conclusion: This study provides initial evidence that by creating changes to rational and constructive thinking, it is possible to increase coachee's use of transformational leadership techniques. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract).

**Empirical BS**

Cherniss, C., L. G. Grimm, et al. (2010). "Process-designed training." Journal of Management Development **29**(5): 413-431.

Purpose -- The purpose of this paper is to evaluate the effectiveness of a leadership development program based on International Organization for Standardization (ISO) principles. The program utilized process-designed training groups to help participants develop emotional and social competence. Design/methodology/approach -- The study involved 162 managers from nine different companies in a random assignment control group design. There were nine different groups with nine managers in each group. Each group was required to follow the identical process. Trained moderators led the groups during year 1, but during year 2 a group member served as moderator, with all new moderators committing to following the process. The outcome measure was the Emotional Competence Inventory (ECI), a multi-rater measure of social and emotional competencies associated with effective leadership. Outcome data were collected before the program started, one year later, and two years later. Findings -- Results indicated that after two years the intervention group had improved more than the controls on all ECI variables. Research limitations/implications -- The paper offers recommendations for future research on the mechanisms underlying the process-designed group strategy and contextual factors that optimize results. Practical implications -- The paper describes a leadership development strategy that appears to be more economical and consistent in its delivery than traditional approaches such as workshops or executive **coaching**. Originality/value -- Although ISO principles are utilized widely in the business world, this is the first study that has used this approach in the design and delivery of management development. Also, few evaluations of management development efforts utilize a random assignment control group design with pre- and post-measures or examine the impact on emotional and social competence, as demonstrated in the workplace over such a long period of time. **Empirical WS**

Clutterbuck, D. (2010). "**Coaching** reflection: The liberated coach." Coaching: An International Journal of Theory, Research and Practice **3**(1): 73-81.

This article has its origins in several complementary sources: the personal **coaching** experiences of both myself and my co-authors in 14 books on **coaching** and mentoring; the experiences of coaches, who I have supervised; and observation of coaches in real plays within coach assessment centres (robust, validated processes for evaluating the competence and 'fit' of executive coaches for large-scale users of external coaches). The assessment centre approach is primarily a European and South African phenomenon currently, but multinational companies that have experienced it have voiced intentions to bring it to all territories, where they have a significant spend on executive **coaching**. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Artilec**

Cremona, K. (2010). "**Coaching** and emotions: An exploration of how coaches engage and think about emotion." Coaching: An International Journal of Theory, Research and Practice **3**(1): 46-59.

This research project set out to investigate if and how coaches actually respond to emotions that they and their clients have. They were also asked for their views about what have been the main influences on their orientation to emotions. In addition, the participants were asked about their perception of the boundary between **coaching** and therapy in relation to emotions. A case study methodology using semi-structured interviews was chosen to explore and understand the participants' approaches, motivations, attitudes and meanings related to how they thought about and responded to emotions in themselves and their clients. A Grounded Theory approach was used to analyse the data and to develop theories and frameworks to make

sense of the participants' perspectives. Findings suggest that coaches use a variety of approaches to engage emotions in their clients and themselves. These include acknowledging or playing back their clients' emotions, noticing their own emotions during a session and asking or commenting about their clients' bodily experiences. Levels of engagement with emotions seemed to vary according to coaches' comfort with emotions, their **coaching** purpose, and how they defined the boundary between **coaching** and therapy. The study findings also emphasised the importance of coach education around emotions, in particular, for coaches to understand the connection between emotions and change, leadership and motivation. Related to this, it is important for coaches to have clarity about their **coaching** framework and how emotions fit into it. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical Case**

Critchley, B. (2010). "Relational **coaching**: Taking the **coaching** high road." *Journal of Management Development* **29**(10): 851-863.

Purpose: The purpose of this paper is to articulate and elaborate on the practice of "relational" **coaching**, and to suggest that there are significant implications for **coaching** practice, in particular the need for coaches to risk themselves by engaging their whole person in what is an unpredictable and intimate process. Design/methodology/approach: The approach is to draw on perspectives from psychology, neuroscience, sociology, complexity science and philosophy, which all imply or suggest the centrality of relational dynamics in human interaction, and in particular an interaction in which the coach inevitably becomes a "significant other" for his or her client. Findings: The main conclusion of the paper is that the dynamic of the relationship between coach and client needs to be explicitly attended to, as it is the main means through which change takes place in two key respects; first, because it serves as an analogue of the dynamical patterns which tend to configure a client's relationships in their work context and, second, because the quality of embodied resonance between the coach and client has been shown to be the main factor in effective **coaching** outcomes. Originality/value: These findings are generally understood in the field of psychotherapy in particular, but much less so in the field of **coaching**. The findings arising from the particular synthesis of these perspectives in the context of **coaching** is original, and their potential implications for **coaching** are believed to have considerable potential value. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Dagley, G. R. (2010). "Exceptional executive coaches: Practices and attributes." *International Coaching Psychology Review* **5**(1): 63-80.

Objectives: Human resources (HR) professionals responsible for purchasing executive **coaching** services represent a unique research resource as independent and invested observers of **coaching** practices. The research objective was to explore this group's knowledge to better understand what differentiates the work of exceptional coaches. Design: The study was a survey design. Methods: Twenty experienced executive **coaching** purchasers completed 90-minute structured interviews based around a 40-item questionnaire regarding their experiences of beating and working with exceptional coaches. Saturation testing and a post-analysis survey provided support for the emergent themes. Results: Purchasers defined a 'great outcome' from **coaching** as 'behaviour change.' Descriptions of executive-coachees' experiences grouped around themes of engagement, deeper conversations, insight and responsibility, and positive growth. The exceptional **coaching** capabilities that facilitated these experiences were: credibility, empathy and respect, holding the professional self, diagnostic skill and insight, approach flexibility and range, working to the business context, a philosophy of personal responsibility, and skilful challenging. Conclusions: Themes resolved into a process model of exceptional executive **coaching** that incorporated environmental, executive, and task characteristics as other influential factors. Discussion focused on the remedial implications of using behaviour change as the outcome definition. Despite this implication, executives nevertheless seemed to experience executive **coaching** as positive and, at times, transformational. The work of exceptional coaches may be at its most distinctive when the required behaviour change is particularly demanding and when outcomes are based on transformational change. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical**

Day, A. (2010). "**Coaching** at relational depth: A case study." *Journal of Management Development* **29**(10): 864-876.

Purpose: This paper aims to describe how organisation coaches can work at relational depth with their clients by exploring the unconscious relational dynamics of the **coaching** relationship and their links to unconscious dynamics in the client's organisation. Design/methodology/approach: The paper draws on relational psychoanalytic theory of the individual and system psychodynamic theories of organisations to argue that unconscious dynamics that emerge between the coach and client can be understood as: a complex unconscious interaction between how the client and coach organise their relationships; a repetition of how the client participates in unconscious organisation dynamics; and shaping the coach's subjective experience in the work, including their emotional and embodied responses to the client. These propositions are explored through an in-depth qualitative case study of the author's work with a client. Findings: The case illustrates how unconscious organisation dynamics shaped the client's experience of his role, evoking in him feelings of powerlessness and anger. The coach initially identified with these feelings because of his own relational past. As a result, the relationship became stuck in a repetitive dynamic which could be understood as an expression of the stuck dynamics in the organisation around the unconscious management of anxieties within its management structures. A shift in the **coaching** relationship was brought about through the coach's disclosure of his own experience and naming of feelings and emotions that were previously implicit and out of awareness in the

**coaching** relationship. The subsequent exploration of the dynamics of the **coaching** relationship helped the client to understand at a deeper level his struggle in the organisation and to take up a different position in the organisation dynamics. The case study highlights how the dynamics of the **coaching** relationship can be understood as a repetition of unconscious processes by the client in the organisation. Practical implications: The paper highlights how coaches can understand and work with unconscious dynamics in the **coaching** relationship. This requires coaches not only to be self-aware, but also to possess the emotional maturity and confidence to work with difficult emotional material. Originality/value: The paper demonstrates how psychoanalytic theory of individuals and organisations can be integrated into a relational approach to **coaching** which facilitates the exploration of the client's experience of their work in an organisation context. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical Case**

De Haan, E., C. Bertie, et al. (2010). "Clients' Critical Moments of **Coaching**: Toward a "Client Model" of Executive **Coaching**." *Academy of Management Learning & Education* 9(4): 607-621.

Sixty-seven past and present clients of executive **coaching** wrote to us about the critical moments they experienced, and we interviewed eight of these. Our analysis indicates that for clients critical moments are not obviously essential to all good **coaching**. When critical moments do occur, they are positive and linked with important outcomes for clients, unless clients had been provoked by what they see as unhelpful or insensitive actions by coaches. Critical moments frequently appear to involve new realizations, evidenced both by explicit reference and by metaphors used. We explore what these findings indicate about clients' experiences of executive **coaching**, and we propose a new model of **coaching** based on the client's perspective. **Empirical Case**

de Haan, E., V. Culpin, et al. (2011). "Executive **coaching** in practice: What determines helpfulness for clients of **coaching**?" *Personnel Review* 40(1): 24-44.

Purpose: Executive **coaching** is gaining in popularity, both as part of personal or organisational development programmes and as a tailored form of individual consulting. The purpose of this study is to examine how various aspects of the executive **coaching** intervention make a difference to the clients of **coaching** themselves. Design/methodology/approach: The study involved a web-based questionnaire (163 closed and three open questions) completed by 71 executive **coaching** clients shortly after the beginning of their **coaching** contract and by 31 of those again approximately six months later. Findings: The research found that clients' appreciation of **coaching** was high. In response to the research question "What determines helpfulness for clients?" a picture emerged of a client valuing the relationship with and the qualities of the coach, while making little distinction between specific interventions of that same coach. The findings support the idea that common factors are at work in executive **coaching**, so that helpfulness is much less predicted by technique or approach than by factors common to all **coaching**, such as the relationship, empathic understanding, positive expectations etc. Research limitations/implications: For further quantitative research into the effectiveness or helpfulness of executive **coaching** it will become increasingly important to explore the relative effectiveness of the various common factors. Practical implications: The findings show that professional executive coaches would do well to enhance the common factors in their work, such as the quality of their empathic understanding, the quality of the **coaching** relationship as perceived by the client, and the expectations of their client. Originality/value: This research shows that a broad range of techniques are deemed helpful, and equally so. It is therefore not the preference for a specific technique that makes a difference, but rather the ability to employ many techniques, to use them well and at the right moment. This is clear support for a common-factors perspective on executive **coaching** (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS**

DeRue, D. S., C. M. Barnes, et al. (2010). "Understanding the Motivational Contingencies of Team Leadership." *Small Group Research* 41(5): 621-651.

Despite increased research on team leadership, little is known about the conditions under which **coaching** versus directive forms of team leadership are more effective, or the processes through which team leadership styles influence team outcomes. In the present study, the authors found that **coaching** leadership was more effective than directive leadership when the team leader was highly charismatic and less effective than directive leadership when the team leader lacked charisma. Directive leadership was more effective than **coaching** leadership when team members were high in self-efficacy and less effective than **coaching** leadership when team members lacked self-efficacy. The moderating effects of leader charisma and team member self-efficacy were mediated through motivational pathways involving team member effort. **Article**

Ely, K., L. A. Boyce, et al. (2010). "Evaluating leadership **coaching**: A review and integrated framework." *The Leadership Quarterly* 21(4): 585-599.

Leadership **coaching** reflects an evolving dynamic between the client and coach that is qualitatively different from most approaches to leadership development and therefore holds particular challenges for evaluation. Based on reviews of academic and practitioner literatures, this paper presents an integrated framework of **coaching** evaluation that includes formative evaluations of the client, coach, client-coach relationship, and **coaching** process, as well as summative evaluations based on **coaching** outcomes. The paper also includes a quantitative synthesis examining

evaluation methodologies in 49 leadership **coaching** studies. The results revealed that self-reported changes in clients' leadership behaviors are the most frequently assessed **coaching** outcome, followed by clients' perceptions of the effectiveness of **coaching**. Recommendations to advance **coaching** evaluation research include the creation of collaborative partnerships between the evaluation stakeholders (client, coach, client's organization, and **coaching** organization) to facilitate systematic formative evaluations, the collection of multi-source and multi-level data, and the inclusion of distal outcomes in evaluation plans. **Article**

Finkelman, J. M. (2010). "New and emerging practices in consulting psychology." Consulting Psychology Journal: Practice and Research **62**(1): 1-3.

This Special Issue of Consulting Psychology Journal: Practice and Research identifies new and emerging areas for the practice of consulting psychology. It identifies five diverse consulting practices that address new or emerging opportunities for the practice of consulting psychology. These include: applied statistical consulting (Cole & Dang, 2010), litigation consulting (Finkelman, 2010), somatic learning for leadership development (Goldman Schuyler, 2010), the impact of emotional excess on executive performance (Turner & Goodrich, 2010), and the blending of executive **coaching** with team development to facilitate successful leadership transition (Levin, 2010). An integrative concluding article (Newman, 2010) identifies common themes in these emerging directions for consulting psychology. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Fischer, S. L. (2010). "Intrepreting interpretations: Thinking (de)constructively about Gestalt." Gestalt Review **14**(1): 2-7.

The foregoing focus on a (de)constructive way of thinking, on playing interpretively with interpretations--as the epigraph from Montaigne, also referred to by Derrida, implies--is in large measure informed by the re-publication, in this issue of Gestalt Review, of Erving and Miriam Polster's (1999) Prologue to their work, From the Radical Center: The Heart of Gestalt Therapy. we invite our readers to supplement the immediate presence of speech and the speaker in the therapeutic, **coaching**, or organizational setting with leriture through submissions to the journal. If, in writing, the logos or word is absent from the moment or site of origin (the here and now in the clinical or work space), it will be processed nonetheless in accordance with our policy of openness to collaborative exchange in Gestalt theory and practice and our resistance to conceptual closure and finite, ultimate meaning. (PsycINFO Database Record (c) 2010 APA, all rights reserved). **Article**

Franckeiss, A. (2010). "Mining the good from the goodbyes." Strategic HR Review **9**: 24-29.

Purpose - This case study seeks to demonstrate how to re-engage talented employees after they have left an organization. The "Green Room" is a facilitated process that moves beyond a simple employee exit survey approach to build rapport that supports not only re-engagement, but also the identification and actioning of critical push and pull factors at play within an organization. This enables it to develop and strengthen its employee value proposition and its positioning as an employer of choice. Design/methodology/approach - The process builds from a customized and structured questionnaire, facilitated by the use of a third party agency to encourage perceived neutrality and drive up reliability of information. The process also provides exited staff with networking opportunities, **coaching** and access to thought leadership in their industry and sector, providing opportunities for personal development regardless of their final re-engagement decision. Findings - Through the provision of confidentiality and skilled third party practitioners, the Green Room process not only leads to the successful return of a percentage of previously departed key talent, but informs an organization's talent management, recruitment and retention strategies and practices, and can significantly reduce attrition rates. Originality/value - Highly cost effective, this integrated process provides other significant benefits over traditional exit survey practices, including the development of dynamic databases that can drive and guide process and procedural changes that are informed by genuine, rather than perceived, areas for action with regard to the push and pull factors that are influencing both recruitment and talent retention. **Empirical Case**

Freedman, A. M. and J. A. Perry (2010). "Executive consulting under pressure: A case study." Consulting Psychology Journal: Practice and Research **62**(3): 189-202.

This consulting psychology case study describes how an initially nonvoluntary consulting engagement with an executive client in a highly complex nuclear industry organization evolved from suspicion to trust, enabling the client to achieve work-related goals. Methods used by the consultant, and reactions to those efforts by the client, are presented and discussed. The intervention evolved from executive **coaching** to team development opportunities, intergroup conflict management assignments, behavioral skills training, special fact-finding assignments, and, ultimately, to a long-term, system-wide organization development and change. The paper presents the case from the perspectives of both the consultant (the senior author) and the initial client (the junior author). Factors that seemed to contribute to the success of the **coaching** process are also described. **Empirical Case**

Geber, H. (2010). "**Coaching** for accelerated research productivity in Higher Education." International Journal of Evidence Based Coaching and Mentoring **8**(2): 64-78.

It is recognized that combining a thorough orientation to academic life and its expectations with intensive training in conceptualising research can accelerate the careers of early career academics. Unique to the structured support programme for research productivity and publication at the University of the Witwatersrand, Johannesburg, was ongoing internal **coaching** of participants. In the study reported here in-depth interviews of participants and coaches were used to collect data. Internal coaches are academics without being experts in the participants' disciplines. Goal alignment linked to both individual and organisational objectives resulted in tangible outcomes for research, publication and career changes. Less tangible outcomes concern the value of **coaching**; **coaching** during career or personal critical incidents and the important shifts in thinking which occurred. The outcomes have drawn additional funding to the University, and there is ongoing wider implementation across faculties of the programme with internal **coaching**. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Geist, L. J. and M. B. Cohen (2010). "Commentary: Mentoring the mentor: Executive **coaching** for clinical departmental executive officers." Academic Medicine **85**(1): 23-25.

Departmental executive officers (DEOs), department chairs, and department heads in medical schools are often hired on the basis of their accomplishments in research as well as their skills in administration, management, and leadership. These individuals are also expected to be expert in multiple areas, including negotiation, finance and budgeting, mentoring, and personnel management. At the same time, they are expected to maintain and perhaps even enhance their personal academic standing for the purposes of raising the level of departmental and institutional prestige and for recruiting the next generation of physicians and scientists. In the corporate world, employers understand the importance of training new leaders in requisite skill enhancement that will lead to success in their new positions. These individuals are often provided with extensive executive training to develop the necessary competencies to make them successful leaders. Among the tools employed for this purpose are the use of personal coaches or executive training courses. The authors propose that the use of executive **coaching** in academic medicine may be of benefit for new DEOs. Experience using an executive coach suggests that this was a valuable growth experience for new leaders in the institution. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Goldman Schuyler, K. (2010). "Increasing leadership integrity through mind training and embodied learning." Consulting Psychology Journal: Practice and Research **62**(1): 21-38.

This article offers foundations for an integrated approach to leadership integrity consultation, melding somatic learning methods with practices for training the mind, known as lojong in Tibetan Buddhism. Embodied learning and mind training are grounded in similar perceptions about the importance of attention and awareness for developing effective, powerful action in the world. Fundamental to both methods is developing the capacity to act with awareness: the capacity to be fully present to what is taking place, rather than being distracted by expectations, habits, or fears about either oneself or others. Experience with **coaching** leaders suggests that such awareness is essential for leadership integrity, which requires a leader to act with wholeness from deep values in ways that can be sustained over time. The article describes these methods, identifies how they have been addressed in research, shows how each has been used in consulting, and suggests that they may be used together synergistically within processes of leadership development. **Article**

Gordon, S. P. and S. R. Brobeck (2010). "**Coaching** the mentor: Facilitating reflection and change." Mentoring & Tutoring: Partnership in Learning **18**(4): 427-447.

The purpose of this study is to explore the process of **coaching** a mentor of experienced teachers. In particular, we sought to determine if **coaching** would help a mentor to compare her espoused beliefs about mentoring to her mentoring behaviors and possibly resolve any dissonance. The mentor and coach (the co-researchers) participated in a platform conference, three **coaching** conferences, and a debriefing conference. In the platform conference, the mentor espoused the use of nondirective mentoring behaviors. The mentor and coach used the **coaching** conferences to review audio recordings of the mentor working with mentees during conferences intended to improve the mentees' teaching, and to engage in reflective dialogue concerning the mentor's interpersonal behaviors. The mentor experienced cognitive dissonance on several occasions during the **coaching** conferences when she discovered her use of directive behaviors in some interactions with mentees. Eventually, the mentor resolved this dissonance, primarily by changing her beliefs about mentoring and shifting from a nondirective to an eclectic platform. We conclude that the **coaching** of mentoring explored in this study has considerable potential for future research on the **coaching** process. **Article**

Grant, A. M. (2010). "It takes time: A stages of change perspective on the adoption of workplace **coaching** skills." Journal of Change Management **10**(1): 61-77.

Although many managers receive training in workplace **coaching** skills in order to enhance employees' performance and facilitate organizational change, little is known about managers' perceptions of the costs and benefits of adopting workplace **coaching** behaviors. This study explored the relationships between workplace **coaching** skills and the perceived costs and benefits of adopting **coaching** skills from a Stages of Change perspective. This is the first study to examine these

issues. Participants were 99 executives and managers from a range of occupations. Findings were broadly as predicated by the Transtheoretical Model of Change. Individuals in the early stages of adopting **coaching** behaviors had lower self-efficacy and lower **coaching** skills than those in the latter stages. The perceived benefits of adopting **coaching** behaviors did not differ across different stages of change. The perceived costs of adopting **coaching** behaviors were significantly lower in the latter stages of change, but findings suggest that it takes about six months before the perceived benefits of adopting **coaching** behaviors outweigh the perceived costs. Disaffected managers held higher perceptions of the benefits of **coaching**, and there was no relationship between **coaching** behaviors and workplace wellbeing. It is recommended that managers of coach training programs explicitly address ways to overcome barriers to adopting **coaching** behaviors, rather than primarily promoting the benefits of workplace **coaching**. Organizations should give ongoing learning support to those who have recently completed workplace **coaching** training, in order to help them persevere through the initial adjustment period as they consolidate and develop their **coaching** skills. **Empirical WS**

Grant, A. M., L. Green, et al. (2010). "Developmental **coaching** for high school teachers: Executive **coaching** goes to school." Consulting Psychology Journal: Practice and Research **62**(3): 151-168.

Teachers are in a very real sense the embodiment of leadership, providing direction, guidance, and feedback to their students in addition to acting as role models. Teachers may well thus benefit from developmental **coaching** that draws on theories of leadership. This study was both an experimental (randomly assigned conditions) and a quasi-experimental (pre-post) study. A randomized controlled design was used to explore the impact of **coaching** on goal attainment, mental health, workplace well-being, and resilience, and a quasi-experimental (pre-post) design was used to explore the impact of **coaching** on leadership styles. Forty-four high school teachers were randomly assigned to either **coaching** or a waitlist control group. The **coaching** used a cognitive-behavioral, solution-focused approach and was informed by theories of self-leadership and transformational leadership. Participants in the **coaching** group received multirater feedback on their leadership style and undertook 10 **coaching** sessions conducted by professional coaches over a 20-week period. Compared with randomly allocated controls, participation in **coaching** was associated with increased goal attainment, reduced stress, and enhanced workplace well-being and resilience. Pre-post analyses for the **coaching** group indicated that **coaching** enhanced self-reported achievement and humanistic-encouraging components of constructive leadership styles and reduced self-reported aggressive/defensive and passive/defensive leadership styles. Findings suggest that **coaching**, as a professional development methodology, has great potential to contribute to the development and well-being of society beyond the corporate and organizational settings with which leadership **coaching** and executive **coaching** are normally associated. **Empirical BS RCT**

Grant, A. M. and S. A. O'Connor (2010). "The differential effects of solution-focused and problem-focused **coaching** questions: a pilot study with implications for practice." Industrial & Commercial Training **42**(2): 102-111.

Purpose - The purpose of this paper is to explore the differential effects of problem-focused and solution-focused **coaching** questions by means of a literature overview and results of an exploratory pilot study.  
Design/methodology/approach - In a problem-focused **coaching** session 39 participants complete a range of measures assessing self-efficacy, their understanding of a problem, positive and negative affect, and goal approach. They then respond to a number of problem-focused **coaching** questions, and then complete a second set of measures. The 35 participants in a solution-focused session complete a mirror image of the problem-focused condition, responding to solution-focused **coaching** questions, including the "Miracle Question".  
Findings - Both the problem-focused and the solution-focused conditions are effective at enhancing goal approach. However, the solution-focused group experience significantly greater increases in goal approach compared with the problem-focused group. Problem-focused questions reduce negative affect and increase self-efficacy but do not increase understanding of the nature of the problem or enhance positive affect. The solution-focused approach increases positive affect, decreases negative affect, increases self-efficacy as well as increasing participants' insight and understanding of the nature of the problem.  
Practical implications - Solution-focused **coaching** questions appear to be more effective than problem-focused questions. Although real-life **coaching** conversations are not solely solution-focused or solely problem-focused, coaches should aim for a solution-focused theme in their **coaching** work, if they wish to conduct effective goal-focused **coaching** sessions that develop a depth of understanding, build self-efficacy, reduce negative affect, increase positive affect and support the process of goal attainment.  
Originality/value - This is the first study to explore this issue. **Empirical WS**

Gray, D. E. (2010). "Towards the lifelong skills and business development of coaches: An integrated model of supervision and mentoring." Coaching: An International Journal of Theory, Research and Practice **3**(1): 60-72.

This article offers an original model for the professional development of coaches that integrates models of coach supervision with mentoring--the supervisor-mentor. Many coaches are new to the profession and may lack experience of managing their own business. It is likely that these and many other coaches could benefit from the support and guidance of more experienced practitioners. One answer is a supervisor, but the functions of supervision often focus on helping the development of the coach as a professional, including skills development, emotional support and understanding the ethical principles in **coaching**. Supervisors are not necessarily responsible for the career development of coaches, nor do they normally provide advice on, say, business strategy or marketing principles for the coach's business. This article argues that there exists a significant gap that can be filled by another kind of helping

intervention--a mentor. The article explores three potential models of coach mentoring: constellation, complementary and integrated supervisor-mentoring--the latter combining coach supervision with mentoring. Recommendations are made for future research in this area **Artilec**

Gray, D. E. and H. Goregaokar (2010). "Choosing an executive coach: The influence of gender on the coach-coachee matching process." Management Learning **41**(5): 525-544.

**Coaching** has enjoyed substantial commercial growth, but empirical support for its effectiveness is limited. Nowhere is this more so than in the matching process between coach and coachee. This study describes the results from a **coaching** programme in which coachees were asked to reflect on and justify their choice of coach. Initial, qualitative results suggested that female coachees favoured the choice of female coaches, partly as a role model of business success. Male coachees tended to justify the selection of a female coach as more approachable for the discussion of sensitive, personal issues. A minority of male respondents also displayed sexist attitudes in their comments on the selection process. Subsequent quantitative analysis of the data, however, revealed no bias towards the choice of either female or male coaches. While the results show no statistical significance in gender choices, for a minority of coachees, gender is a rather surprising factor in the selection process. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Empirical WS**

Gregory, J. B. and P. E. Levy (2010). "Employee **coaching** relationships: Enhancing construct clarity and measurement." Coaching: An International Journal of Theory, Research and Practice **3**(2): 109-123.

While managers' **coaching** of their subordinates continues to grow in organisations, little empirical research exists to inform the practice. The current paper seeks to further our understanding of this type of **coaching**--which we refer to as employee **coaching**--by exploring the **coaching** relationship formed between the supervisor and subordinate. Past research has noted that the process and effectiveness of **coaching** are contingent on this relationship. The purpose of the current paper is twofold: to better define the constructs of employee **coaching** and the employee **coaching** relationship and to develop a measure of the perceived quality of the employee **coaching** relationship. **Artilec**

Hagen, M. (2010). "Black Belt **Coaching** and Project Outcomes: An Empirical Investigation." Quality Management Journal **17**(2): 54-67.

This study investigates the impact of **coaching** expertise on project management outcomes within Six Sigma programs. Survey data were collected from 140 Black Belts and 176 team members at six organizations. In this research, the relationships between the independent variables (project characteristics, **coaching** expertise, employee focus, years of experience, number of projects completed, education level, and number of projects in a team) and the dependent variables (project management outcomes) were tested using linear regression. The data were analyzed for two groups--Black Belts and team members--using descriptive statistics, principle component factor analysis, correlation, and regression analysis. The results of the regression analyses showed that the independent variable **coaching** expertise explained most of the variance in project management for Black Belts and team members. Implications for this research include the implementation of **coaching** training into quality management system training initiatives. **Empirical**

Hagen, M. (2010). "The wisdom of the coach: A review of managerial **coaching** in the Six Sigma context." Total Quality Management & Business Excellence **21**(8): 791-798.

This article makes the case for integrating **coaching** training into Six Sigma activities. It reviews the literature in the areas of process improvement, quality, leadership, and managerial **coaching** to show how the implementation of managerial **coaching** training for Six Sigma black belts would have a positive effect on the accumulation of knowledge within an organisation, thus enhancing the potential benefits of a Six Sigma process improvement effort. Current literature calls for practitioners and scholars to address Six Sigma black belts' lack of training in those soft skills that promote success and advancement within the Six Sigma project team setting. **Coaching**, defined as the facilitation of individual learning within an organisation, is vital to the growth of organisational learning. This paper incorporates current literature to show the inherent link between managerial **coaching** practice and expertise and the sustainability of Six Sigma programmes, which is essential for many companies to maintain a competitive advantage. **Artilec**

Hannum, K. M. and S. Craig (2010). "Introduction to special issue on leadership development evaluation." The Leadership Quarterly **21**(4): 581-582.

Evaluations of leadership development efforts are frequently made more difficult by limitations inherent in the contexts in which they are embedded (e.g., unavailability of appropriate comparison groups, environmental instability, and performance criteria that become increasingly contaminated as the time between interventions and outcome measurement increases--into years in some cases). Contrary to some of the lore circulated among leadership development professionals, effective evaluation methods are available to meet many of the challenges faced by evaluators in this arena. But there are few published examples that demonstrate the application of these methods in the context of leadership development. In this issue, we have selected papers that offer a range of perspectives and techniques to both advance and promote the practice of leadership development evaluation, as well as to stimulate

future research. This special issue is intended to prompt deeper and more rigorous thought about the theory and practice of leadership development evaluation. Consistent with the goal of this issue to enhance both the motivation and the ability of practitioners and researchers to evaluate leadership development, these articles highlight the importance of such evaluations and also provide specific methods for carrying out the work. It is our hope that this special issue will help, not only to increase the frequency of evaluations in applied settings, but also to stimulate new theory and research related to this important endeavor. **Article**

Havill, L. (2010). "Success Starts with a Strong Skill Set." *CPA Journal* **80**(4): 13-13.

The article suggests several steps in developing the skills of employees at an accounting firm to ensure that the desired goals are achieved. It recommends considering a rule on training in which the percentages of development are derived from experience-based learning, mentoring or **coaching** and formal training. It stresses the importance of offering a variety of development opportunities to employees so they could fulfill their training needs. Companies are also advised to spend at least 700 U.S. dollars per person on annual training. **Article**

Hicks, R. and J. McCracken (2010). "**Coaching** from an Adult Ego State." *Physician Executive* **36**(5): 80-82.

The article focuses on the principles of **coaching** based on an adult ego state. It mentions that an adult ego state expresses an attitude of power equalization and collegiality. It notes that an adult ego state contains exploratory statements and has an emotionally neutral tone. It discusses a conversation analysis regarding the utilization of adult ego state. **Article**

Hicks, R. and J. McCracken (2010). "Creating Actionable Goals." *Physician Executive* **36**(4): 60-62.

The article offers information on actionable goal and objectives in **coaching** in health care management and on how to be an effective coach. It states that actionable aims or objectives for **coaching** should have four important characteristics including positive statement, demonstrable, and have manageable process. It mentions that coach should make others be cleared of the things they want and they do not want by using the word "instead" to establish what they want. **Article**

Hicks, R. and J. McCracken (2010). "Solution-Focused **Coaching**." *Physician Executive* **36**(1): 62-64.

The article discusses the strategic solutions in a **coaching** situation for a professional medical practice. It cites the basic principles of solution-focused **coaching** which include a detailed understanding of the problem, a focus on the future, and an effective change through small steps. It adds that **coaching** situation involves strategies such as identifying the goals, discovering strengths, and committing steps towards the desired direction. **Article**

Hicks, R. and J. McCracken (2010). "Three Hats of a Leader: **Coaching**, Mentoring and Teaching." *Physician Executive* **36**(6): 68-70.

The article discusses the three roles of a physician leader which include **coaching**, mentoring, and teaching that are quite different in terms of situational appropriateness and objective. It states that **coaching**, mentoring and teaching are all roles that an effective physician leader needs to adopt from time to time. It notes that it is important not to confuse these three roles and to avoid switching back and forth between them during a single conversation. **Article**

Hicks, R. and J. McCracken (2010). "Tyranny of the 'Shoulds'." *Physician Executive* **36**(3): 66-69.

The article focuses on the Challenge for Thought quadrant, one of the four square **coaching** models introduced by the authors, which is effective in dealing with the Tyranny of the Shoulds, a thinking process first recognized by psychoanalyst Karen Horney. It offers ways on how an effective leader or coach can manage an anger health care administrator. It elaborates why it is important to convert shoulds or musts into preferences. **Article**

Hicks, R. and J. McCracken (2011). "Readiness for Change." *Physician Executive* **37**(1): 82-84.

The article discusses aspects on the behavioral, professional, and career changes among physicians. It notes that readiness is a major determinant of relative cooperation or resistance among individuals pursuing into changes. Also referred are the three factors to be considered when evaluating the readiness for occupational/career change which include recognition, willingness, and the capability. Additional points to consider are given especially when complex situations persist. **Article**

Horn, M., L. Elliott, et al. (2010). "Making a Case for **Coaching**." *Physician Executive* **36**(6): 50-53.

The article examines the benefits of executive **coaching** for physicians and find out what the business world already knows. It describes the three most common approaches of **coaching**, including acquire of skills, act as sounding board, and create a developmental plan. It offers some understandings that would explain that **coaching** is really different from counseling because some physicians may hesitate seeking coach because it appears to be another form of counseling. **Article**

Jones, J. (2010). "Leadership Lessons from the Fast Track Programme for Teachers in England." *Educational Management Administration & Leadership* **38**(2): 149-163.

The Fast Track Teaching (FTT) programme in England, developed and funded by central government, is an accelerated leadership development programme designed for teachers in the early years of their careers. It was intended to promote their retention and rapid promotion in the profession through advancing their leadership skills. It provides a highly personalized programme of **coaching**, mentoring and development activities for teachers. Since its inception in 2001 annual recruitment has grown substantially and there are currently around 2000 teachers on the programme. The future of the programme is currently under review. This article reports the findings of a small-scale evaluation study of the experiences of a small number of teachers on the FTT programme currently. It attempts to capture participants' perspectives on the programme and to contribute to the current knowledge base on accelerated leadership development. Eleven teachers from the programme were interviewed. The semi-structured interview schedule covered all aspects of provision from recruitment, through assessment to conclusion of the participants' programme. The main findings from the research are as follows: (1) All the participants were overwhelmingly positive about their experience on the programme. They found it inspirational and highly motivating. They also found it extremely supportive, allowing them to make a strong positive difference to the schools they were in. (2) All the participants believed that the programme had led to their more rapid career progress than otherwise would have been the case. Almost half had taken the opportunity to take higher degree programmes as part of the FTT offer. (3) All agreed that the personalization of the programme, the work of the personal leadership tutors and the support of participating head teachers were significant factors in the success of the programme. (4) All those interviewed found it difficult to suggest improvements for the programme. Minor difficulties encountered were cast as isolated events and not reflective of structural limitations of the provision. **Empirical WS**

Joyce, P. (2010). "Leading and leadership: Reflections on a case study." *Journal of Nursing Management* **18**(4): 418-424.

**Aim:** The aim of this case study was to explore if observing leaders in the context of their day-to-day work can provide an insight into how they lead in particular circumstances. **Background:** The study was carried out in a small organization which was set up 5 years ago. **Methods:** A case study methodology was used. Data were collected by field notes of non-participant and participant observations. Follow-up interviews were transcribed and analysed to contextualize the observations. A reflective diary was used by the researcher to add to the richness of the data. **Results:** The data demonstrates how the leader responded in key circumstances during scheduled meetings with staff, interactions in the office and during coffee time. These responses are linked to literature on leadership in the areas of power, personal development, **coaching** and delegation. **Conclusions:** The findings suggest that observing a leader in the context of their day-to-day work can provide evidence to validate what leaders do in particular circumstances. **Implications for nursing management:** The implications of the findings for nursing management are the opportunities to use observation as a tool to understand what managers/leaders do, how they manage or lead and why others respond as they do, and with what outcomes. **Empirical Case**

Kaiser, A. and B. Fordinal (2010). "Creating a ba for generating self-transcending knowledge." *Journal of Knowledge Management* **14**(6): 928-942.

**Purpose:** The purpose of this paper is to introduce a new type of ba, called "vocation ba" and to describe the main aspects of this type of ba as well as its methods. **Design/methodology/approach:** The paper reviews the literature in the field of self-transcending knowledge and the concept of ba and shows the main aspects for the design of a new methodology and framework. Additionally it analyzes experiences with the new method from several case studies. **Findings:** First the concept of vocation ba describes a space on the individual level as well as on the collective level for the generation of self-transcending knowledge. Second the method of Vocation-**coaching**WaVe is a helpful method within the vocation ba. The experiences with these two new concepts from several case studies are very encouraging. **Research limitations/implications:** The number of case studies at the collective level is still limited, as the authors have been working with the method of Vocation-**coaching**WaVe at the collective level for two years. At the moment further research is done in larger systems. **Practical implications:** This study gives insight and information about the method of Vocation-**coaching**WaVe and the concept of vocation ba. **Originality/value:** The paper presents one of the few studies, which theoretically and practically deals with the aspect of self-transcending knowledge in the context of vision development processes and knowledge-based management on the individual level as well as on the collective level. The method of Vocation-**coaching**WaVe at the collective level is a continuous approach of a bottom-up vision development process. **Empirical Case**

Kauffeld, S. and N. Lehmann-Willenbrock (2010). "Sales training: effects of spaced practice on training transfer." *Journal of European Industrial Training* **34**(1): 23-37.

**Purpose -** The benefits of spaced training over massed training practice are well established in the laboratory setting. In a field study design with sales trainings, the~ purpose of this paper is to investigate the effects of spaced compared with massed practice on transfer quantity and quality, sales competence, and key figures. **Design/methodology/approach -** Spaced and massed training are compared using behavioral and outcome criteria. A quasi-experimental follow-up research design with a sample of 64 bank employees (n = 32 in each training group) is used. **Findings -** Spaced rather than massed training practice resulted in greater transfer quality, higher self-reports of sales competence, and improved key figures. Spaced training did not surpass massed training in terms of transfer quantity. **Research limitations/implications -** The present study is the first to demonstrate positive effects of technical training on job involvement, and of **coaching** on job satisfaction. In sum, validity of several developmental interventions is highlighted. **Practical implications -** Organizations designing and implementing various developmental interventions should pay attention to the relative effectiveness of these interventions on various organizational-

relevant outcome criteria. Originality/value - An innovative approach to imply spaced practice in real sales training is presented. The effects of spaced practice on training transfer are investigated in the field. **Empirical BS**

Kauffman, C. (2010). "Editorial." **Coaching: An International Journal of Theory, Research and Practice** 3(1): 1-11.

In Volume 2 Issue 1 the editorial, Spinning order from chaos, examined the question, how do we know what to study in **coaching** research and use it for self-reflective practice? A review of the literature indicated what basic framework could help organize thinking about what would be good to explore in research. I'll now draw on these same seven categories to explore a **coaching** encounter focusing directly on questions for self-reflective practice. For this discussion I will primarily draw on my experience not as a researcher, but as a coach and **coaching** supervisor. The literature and one's first reflex is to focus first on what coaches do during a session--how full is their toolbox and how well can they choose and use the tools. **Coaching** effectiveness is often described as the capacity to 'dance in the moment', and harness intuition. In research in psychotherapy, it is well known that the relationship is the factor most closely correlated with outcome. **Article**

Kauffman, C. and K. Tulpa (2010). "Interview with Nancy Kline. An act of creation: **Coaching** in a thinking environment?" **Coaching: An International Journal of Theory, Research and Practice** 3(2): 99-108.

Presents an interview with Nancy Kline. The main topic discussed in the interview was **coaching** in a thinking environment. **Article**

Kearney, K. S. (2010). "Grappling with the gods: Reflections for coaches of the narcissistic leader." **International Journal of Evidence Based Coaching and Mentoring** 8(1): 1-13.

While the general research literature has addressed narcissistic behaviors in executive leaders, the effect of its presence on the success of the executive **coaching** process has not been explored. The predominance of narcissism in our executives, however, has been established--making it likely that coaches will deal with these types of behavioral tendencies. Drawing from interviews, an organizational survey and observations at a single organizational site, as well as broader **coaching** experiences, this article offers a practical reflection of narcissism in the organizational environment and presents core issues that coaches may face. It also suggests some possible guidelines for **coaching** this type of client and considers how much we as coaches should endeavor to assist our clients in changing this aspect of themselves. **Article**

Khaliq, A. A. and S. L. Walston (2010). "Hospital chief executive officer perspective on professional development activities." **The Health Care Manager** 29(3): 251-264.

A study was undertaken to develop understanding of hospital chief executive officers' (CEOs') perspectives concerning importance and impact of professional development activities in US hospitals. It was also intended to reveal CEO preferences for various modalities of professional development including membership in professional societies, attainment of credentials, and **coaching** by mentors. A mail survey of 582 hospital CEOs made use of a pilot-tested questionnaire with 30 close ended multipart questions. Results showed that most CEOs assigned a high level of importance to professional development and favored conferences, seminars, and networking opportunities, but low priority assigned to online activities such as webinars. They reported lending support to senior managers for participation in these activities by providing financial resources and by allowing time off to engage in these activities. The respondents indicated that the importance of various modalities of professional development has either increased or remained high over the recent 5 years. Conclusions suggest that verifiable quantitative data are needed for understanding of the frequency of participation and resource commitment of health care organizations toward the professional development of CEOs and senior managers. The results of this perceptual study reveal a high level of importance accorded to various forms of professional development activities by the participating CEOs. **Empirical WS**

Kilburg, R. R. (2010). "Executive consulting under pressure: A brief commentary on some timeless issues." **Consulting Psychology Journal: Practice and Research** 62(3): 203-206.

Framed in the ongoing tensions and controversy between the modernist/reductionist emphasis on empirically validated interventions and the postmodern perspective that encourages creating deconstructive dialogues between all of the people involved in any situation, a Brief Commentary was offered on Freedman and Perry's consulting psychology case study (Freedman & Perry, 2010, this issue). Six principal points are emphasized in the article: the role of contracting, trust, the reflective mind, learning and relationship building, management of emotions and resistance, and the need to understand the "how" of the "what." **Article**

Kines, P., L. P. Andersen, et al. (2010). "Improving construction site safety through leader-based verbal safety communication." **Journal of Safety Research** 41(5): 399-406.

Background: The construction industry is one of the most injury-prone industries, in which production is usually prioritized over safety in daily on-site communication. Workers have an informal and oral culture of risk, in which safety is rarely openly expressed. This paper tests the effect of increasing leader-based on-site verbal safety communication on the level of safety and safety climate at construction sites. Method: A pre-post intervention-control design with five construction work gangs is carried out. Foremen in two intervention groups are coached and given bi-weekly feedback about their daily verbal safety communications with their workers. Foremen-worker verbal safety exchanges (experience sampling method, n = 1,693 interviews), construction site safety level (correct vs. incorrect, n = 22,077 single observations), and safety climate (seven dimensions, n = 105 questionnaires) are measured over a period of up to 42 weeks. Results: Baseline measurements in the two intervention and three control groups reveal that foremen speak with their workers several times a day. Workers perceive safety as part of their verbal communication with their foremen in only 6-16% of exchanges, and the levels of safety at the sites range from 70-87% (correct observations). Measurements from baseline to follow-up in the two intervention groups reveal that safety communication between foremen and workers increases significantly in one of the groups (factor 7.1 increase), and a significant yet smaller increase is found when the two intervention groups are combined (factor 4.6). Significant increases in the level of safety are seen in both intervention groups (7% and 12% increases, respectively), particularly in regards to 'access ways' and 'railings and coverings' (39% and 84% increases, respectively). Increases in safety climate are seen in only one of the intervention groups with respect to their 'attention to safety.' No significant trend changes are seen in the three control groups on any of the three measures. Conclusions: **Coaching** construction site foremen to include safety in their daily verbal exchanges with workers has a significantly positive and lasting effect on the level of safety, which is a proximal estimate for work-related accidents. It is recommended that future studies include **coaching** and feedback at all organizational levels and for all involved parties in the construction process. Building client regulations could assign the task of **coaching** to the client appointed safety coordinators or a manager/supervisor, and studies should measure longitudinal effects of **coaching** by following foremen and their work gangs from site to site. **Empirical BS**

Kloster, T. W. and W. S. Swire (2010). "Unleashing the Power of Anytime **Coaching**." Public Manager 39(1): 49-53.

The article discusses the significance of the anytime **coaching** approach in bringing out the best of the employees' performance over time in the U.S. It reveals the four key practices on the approach, such as observing, inquiring, listening and responding and the outstanding public sector managers and coaches who use such model including those from the Governmental Accountability Office (GAO), the Central Intelligence Agency and the Department of Health and Services University. It notes the struggle of a manager of the federal agency in exposing his employees to a "fast results gene" (FRG) impulse. Moreover, the article distinguishes the **coaching** approach to managing people on the emphasis on micro-performance improvements. **Article**

Kochanowski, S., C. F. Seifert, et al. (2010). "Using **coaching** to enhance the effects of behavioral feedback to managers." Journal of Leadership & Organizational Studies 17(4): 363-369.

A field experiment was conducted to assess whether **coaching** would enhance the effectiveness of a feedback workshop for store managers in a regional supermarket chain. The experimental group of managers received individual **coaching** several weeks after attending a feedback workshop. The control group of managers also attended a feedback workshop but did not receive the follow-up **coaching**. Each manager's use of proactive influence tactics was rated by subordinates (department managers) before the interventions and several months afterward. **Coaching** significantly increased the use of collaboration with subordinates, but results for the other three "core" tactics were mixed. Likely reasons for the lack of stronger results are identified, and implications for practice are discussed. **Empirical BS**

Koonce, R. (2010). "Executive **Coaching**: Leadership Development in the Federal Government." Public Manager 39(2): 44-51.

The article discusses the significance of executive **coaching** towards leadership development (LD) within the U.S. federal government. It mentions that adding executive **coaching** to existing training and LD programs would provide leaders the confidential opportunity to explore leadership issues, allow leaders to be acquainted with their own style, and allow leaders implement ideas and principles. It highlights the four key factors to successfully bring executive **coaching** to the organization: Strong sponsorship, careful selection of coaches, consideration of services to offer, and appropriate matching of coaches to executives and managers. **Article**

Koonce, R. (2010). "Narrative 360° assessment and stakeholder analysis: How a powerful tool drives executive **coaching** engagements." Global Business & Organizational Excellence 29(6): 25-37.

A process of in-depth targeted interviews and analysis goes where a traditional 360° assessment cannot, revealing cultural, political, and other subtle organizational and performance factors that can make or break an executive. Rich, real-time contextual feedback helps leaders and their coaches to focus on those areas most critical to performance in a particular role and organization. The author describes the process and instrument and illustrates its use and value through two case studies. He also examines the benefits of pairing the process with the concepts of social economics and social theater and with a number of other **coaching** tools. **Empirical Case**

Krieger, L. H. (2010). "Success vs. wisdom: Phenomenological foundations of psychological practice." The Psychologist Manager Journal **13**(2): 93-104.

In psychological practice, the aim of phenomenological analysis is the reconstruction of the inner world of experience of an individual. Understanding the individual phenomenologically can radically alter how the psychologist approaches such activities as interpreting psychometrics, writing assessment reports and **coaching** individuals. Psychometric response style is shown to be true variance, not error variance. Assessment reports best reveal the individual through their relationship to the assessor. **Coaching** is defined as using yourself as an instrument to enable intentional growth and change in others. **Article**

Ladyshevsky, R. K. (2010). "The manager as coach as a driver of organizational development." Leadership & Organization Development Journal **31**(4): 292-306.

Purpose: The purpose of this paper is to explore the manager as coach (MAC) role as an organisational development strategy, in particular, aspects of the relationship between manager and employee that make it successful. The purpose of the MAC in the business context is to help employees consider how they might work and behave differently with more effective behaviours that produce better outcomes, without a reliance on the formal authority the manager possesses. Design/methodology/approach: A qualitative case study approach was adopted in which individuals shared their experiences as MAC and/or as an employee receiving **coaching** from a manager in an asynchronous online discussion forum. These discussions were then qualitatively analysed. Findings: The findings illustrate the complexity of the MAC role and why many managers fail in this role, leading to a loss of engagement and motivation of staff. Similarly, factors, which strengthen the relationship between the MAC and employee, such as trust, shared values, and benevolence lead to success in this organisational relationship. Practical implications: Managers need to understand how to operate as a MAC to elevate organisational performance. Similarly, organisational developers need to understand what is required in training programs to develop managers into coaches if they are to employ this strategy successfully. Originality/value: This practitioner oriented paper builds upon a case study, which explores the MAC role and integrates the findings with contemporary knowledge on performance management and **coaching**. **Empirical Case**

Lane, D. A. (2010). "**Coaching** in the UK--An introduction to some key debates." Coaching: An International Journal of Theory, Research and Practice **3**(2): 155-166.

**Coaching** is rapidly increasing as a valued intervention. This has led to key debates on professionalism, its evidence base, boundaries with other interventions and the underpinning knowledge base. This paper outlines these issues and in particular considers what is happening in the UK. It concludes that **coaching** in the UK is generating important developments in education, research and professionalism. **Article**

Lane, D. A. and M. Down (2010). "The art of managing for the future: leadership of turbulence." Management Decision **48**(4): 512-527.

Purpose - The paper aims to explore themes in Drucker's work which provide messages for current turbulent times. Based on a literature review of both Drucker's work and contemporary studies in the field of complexity theory the paper's aim is to explore turbulence as a feature of levels of agreement for objectives and predictability of outcome. Drucker's concept of management as a social enterprise is seen as central together with his warning that the tools and techniques of management should not obscure its purpose. Design/methodology/approach - The paper provides a literature review and a brief case study. The review identifies that contemporary complexity theory can be used to explore Drucker's work on turbulence. The case study shows how approaches based on dialogue can enable conflicting objectives to be explored and agreed outcomes achieved. Findings - The paper concludes that in turbulent times Drucker's concept of management as a social enterprise forms a core framework that can be used within complex situations to agree objectives through dialogue. Originality/value - This paper uniquely links Drucker's work with contemporary complexity theory. **Empirical Case**

Law, H., B. Lancaster, et al. (2010). "A wider role for **coaching** psychology -- Applying transpersonal **coaching** psychology." The Coaching Psychologist **6**(1): 22-30.

This paper aims to address the wider role of **coaching** psychology by showing how: 1. The **coaching** profession is entering a new realm of **coaching** consciousness that is beyond the current state of engagement--that is--transpersonal **coaching** psychology. 2. Transpersonal **coaching** can be grounded in transpersonal psychology. 3. Transpersonal **coaching** psychology can be used to lever social change that could have a significant impact upon our environment. The above is based on our contributions to the 2nd European **Coaching** Psychology Conference's symposium entitled 'Transpersonal **Coaching** Psychology and the Environment' in December 2009. The paper also forms a continuous dialogue in response to Outhwaite and Bettridge's (2009) call for **coaching** to be used as a means to meet an organisation's Corporate Social Responsibility (CSR) as well as an individuals' psychological, cultural and spiritual needs. **Article**

Lee, R. J. (2010). "A coach's perspective and brief commentary on "Executive consulting under pressure: A case study"." Consulting Psychology Journal: Practice and Research **62**(3): 207-209.

This article comments on Freedman & Perry's (2010, this issue) case study "Executive **Coaching** Under Pressure." It examines the case from an executive coach's perspective. Areas discussed include initial contracting, client definition, goal setting, trust, learning, and closure dimensions. The article also focuses on the relationship between **coaching** and consulting. **Article**

Leonard-Cross, E. (2010). "Developmental **coaching**: Business benefit--Fact or fad? An evaluative study to explore the impact of **coaching** in the workplace." International Coaching Psychology Review **5**(1): 36-47.

Objectives: To contribute to research on the return on investment and business benefit of workplace **coaching** by using a quasi-experimental design. Specifically, to investigate the impact that in-house coaches, using developmental **coaching** approaches, had on levels of coachee self-efficacy. Design: The study used action research (Lewin, 1946) and a quasi-experimental method to investigate the impact and process of developmental **coaching** evaluating **coaching** which took place over a two-year period. A large sample and multiple data collection methods were utilised to ensure research was a valid reflection of the current status and perception of **coaching** within the organisation in the reported study. Methodology: Thematic analysis of qualitative research informed the content of coach and coachee questionnaires, supported by a holistic literature review. Coachees and the comparative group of non-coached staff completed questionnaires assessing their general levels of self-efficacy and personal experiences of development. Coaches completed a self-perception questionnaire to capture their personal views on the experience and if any changes had been observed in the coachee which could relate to the construct of self-efficacy. Results: Participants that had received developmental **coaching** (N = 61) had higher levels of self-efficacy than the control group of participants (N = 57) who had not received **coaching**. Conclusions: This research aimed to explore whether developmental **coaching** does actually deliver business benefits and results suggest that **coaching** can impact positively upon an individual's level of self-efficacy. **Empirical BS**

Linley, P., K. M. Nielsen, et al. (2010). "Using signature strengths in pursuit of goals: Effects on goal progress, need satisfaction, and well-being, and implications for **coaching** psychologists." International Coaching Psychology Review **5**(1): 6-15.

Objective: In recent years there has been a growing interest in research related to the use of strengths. Although results from past research have consistently suggested that the use of strengths is associated with higher performance and greater well-being there is, as yet, no clear theory describing how using strengths might contribute to greater well-being or goal progress. The objective of the current research was to test a model of how strengths use may support performance and well-being through an extension of the self-concordance model of healthy goal attainment. Design: We test a repeated measures cross-sectional model in which using signature strengths is associated with goal progress, which is in turn associated with the fulfillment of psychological needs, and in turn wellbeing. Method: Participants were 240 college students who completed measures of psychological strengths, need satisfaction, well-being, goal progress and goal attainment at three time points over a three-month period. Results: Our results demonstrate that strengths use is associated with better goal progress, which is in turn associated with psychological need fulfillment and enhanced well-being. Conclusions: Strengths use provides a key support in the attainment of goals, and leads to greater need satisfaction and well-being, providing an extension of the self-concordance model of healthy goal attainment. Implications for practice and future research are discussed. **Empirical WS**

Longenecker, C. O. (2010). "**Coaching** for better results: key practices of high performance leaders." Industrial & Commercial Training **42**(1): 32-40.

Purpose - The purpose of this paper is to explore the issue of workplace **coaching** and offers insight into the various **coaching** practices that are necessary to produce better employee performance and results. Design/methodology/approach - The paper reports on a survey of 219 experienced managers who were asked to respond to a series of questions on the subject of **coaching** on a four point strongly agree to strongly disagree scale and references previous research in the discussion. Findings - Key findings include that participant managers consider: **coaching** to be critical to their success and the success of their employees; **coaching** requires individualized strategies based on the employee's ability and motivation; employees do not always receive the **coaching** they want and need; and managers believe that they have considerable room for development in this critical leadership practice. Research limitations/implications - The primary limitation of this descriptive study is the use of a targeted convenience sample which might restrict the generalizability of these findings. Practical implications - Implications of this research include: organizations placing greater effort in assisting managers to develop their **coaching** talents; managers tailor-making **coaching** strategies for individual employees; and creating a better understanding of the factors that drive employee performance and what managers can and should do to impact these factors. Originality/value - This paper moves away from the concept of "generic" **coaching** and makes a very strong case for "individualized approaches" to employee **coaching** and for managers to give **coaching** greater time and priority on a daily basis as leaders. **Empirical WS**

Marsden, H., S. Humphrey, et al. (2010). "Balancing business empathy and psychology in **coaching** practice." The Coaching Psychologist **6**(1): 14-21.

The skills-based session at the 2nd European **Coaching** Psychology Conference prompted **coaching** psychologists who work with businesses to reflect on three areas: where they may focus their continuing development as a business coach; how to manage their boundaries more adequately or to provide different support to clients; and how they present their **coaching** practice to clients. The session used some practical, unpublished frameworks called the 'three-legged stool' to consider the different knowledge and experience bases business coaches draw on and the 'supply and demand framework' for exploring the dynamics of offering a successful service to clients. Finally, the session used Sull and Houlder's (2006) article 'How companies can avoid a mid-life crisis' to explore how knowledge and application of a business tool can add value to a **coaching** psychologist's **coaching** range. **Article**

Mavor, P., E. Sadler-Smith, et al. (2010). "Teaching and learning intuition: some implications for HRD and **coaching** practice." Journal of European Industrial Training **34**(8/9): 822-838.

Purpose - The purpose of this paper is to examine conceptual and theoretical links between intuition and **coaching**; investigate accomplished coaches' practical experiences of intuition; identify skill set of an intuitive coach; discuss implications of findings for coaches', HRD professionals', and line managers'; learning and development.

Design/methodology/approach - In-depth, semi-structured, individual interviews with 14 accomplished experienced executive coaches (eight males and six females) averaging 14.5 years as a coach. Findings - Outline of core attributes of an intuitive coach. Originality/value - Immersion in experience, a reflective approach to practice, effective feedback and supervision, and attending to personal well-being are likely to enable coaches, HRD practitioners and line managers to take a more informed and intelligent approach to "going with their gut" in **coaching** and other situations where inter- and intra-personal awareness are important. The first named author offers special thanks to Lane4 Management Group Ltd colleagues and associates who participated in the research and offered their support, encouragement and advice. **Empirical WS**

Maxwell, A. and T. Bachkirova (2010). "Applying psychological theories of self-esteem in **coaching** practice." International Coaching Psychology Review **5**(1): 16-26.

The study of self-esteem has a long history, and it is not without cause that self-esteem is seen by many as central to human functioning and happiness, governing our sense of self-efficacy as well as ability to learn, grow and change. It is, therefore, not surprising that self-esteem issues frequently present themselves within **coaching** conversations and it behoves the competent coach to be aware of how self-esteem might mediate the **coaching** relationship. In this article we discuss how the concept of self-esteem has been defined and addressed in the psychological literature and how specific theories might apply in the **coaching** context. A model of self-esteem is used to illustrate four cases of **coaching** using 360degrees feedback within an organizational setting. We conclude with a summary of implications for **coaching** practice. **Article**

McCormack, K. (2010). "Introduction: Miracle Workers at the Helm." New England Journal of Public Policy: 135-137.

The article discusses different ways of exercising leadership as reflected in the participation of the leaders of nonprofit organizations in the U.S. and Israel in the Boston-Haifa Learning Exchange. The author describes the leaders who joined the event as flexible, understanding, nurturing, empowering and collaborative. She states that the leaders demonstrate ability to embrace differences, conflict and ambiguity in their daily routine. She adds that they build peer networks, mentoring and **coaching** one another along the way. **Article**

McGuffin, A. A. and E. Obonyo (2010). "Enhancing performance: a case study of the effects of employee **coaching** in construction practice." Construction Management & Economics **28**(2): 141-149.

The contemporary practice of **coaching** in the business world entails engaging accredited professionals to enhance the performance of employees. A key problem impeding the widespread adoption of **coaching** is the lack of empirical research supporting the effectiveness of implemented programmes and the returns on investment. The benefits of **coaching** are assessed from the perspective of employees. Data were collected through a case study of an employee **coaching** programme within a large, multinational construction company. The programme had significantly enhanced the employees' personal and professional growth and development. It had also increased their motivation levels and loyalty to the company. **Empirical Case**

McKelley, R. A. and A. B. Rochlen (2010). "Conformity to masculine norms and preferences for therapy or executive **coaching**." Psychology of Men & Masculinity **11**(1): 1-14.

The current study examined the relationship between men's conformity to male norms and attitudes, preferences, and stigma toward seeking help from an executive coach or psychologist. Two-hundred-nine working adult men were assigned to a condition (therapy or executive **coaching**) and listened to a brief session between a client and practitioner. Overall, men had similar and relatively positive help-seeking attitudes for therapy and executive **coaching**. However, men with higher

conformity to masculine norms had higher stigma toward seeking help and viewed traditional therapy as less favorable. Implications of the study, as well as limitations and directions for future research, are discussed. **Empirical WS**

Mertel, T. (2010). "Using meaningful **coaching** for maximum results." Industrial & Commercial Training **42**(4): 186-191.  
Purpose - This paper is for coaches (or those who coach) to consider: how their own values affect the **coaching** interaction; and how customizing their communication to align with the client's values can create better results. The paper aims to address these issues. Design/methodology/approach - This paper references the strength deployment inventory and relationship awareness theory as the suggested methodology in understanding one's values. Findings - The paper advocates that, no matter which **coaching** system or methodology is used, that a focus on values is important to the success of the **coaching** interaction. Values are integral to the coach and the client, and should be given attention in the **coaching** process. Originality/value - This paper looks at the impact of values on the **coaching** process. **Article**

Mill, W. C. (2010). "Training to survive the workplace of today." Industrial & Commercial Training **42**(5): 270-273.  
Purpose - This paper aims to highlight the stressors and possible ill health consequences of today's workplace due to the speed and change of technology and the information overload that now exists in the corporate world. It also aims to present ideas and business strategies for managers and leaders and encourage the implementation of staff training, accountability and consolidation to minimize the stressors thus influencing a positive work culture.  
Design/methodology/approach - This paper is based on a "hands on" learning approach. As a corporate trainer in communication and stress over the last decade I have seen significant changes in the workplace which have had a direct effect on employee health and wellbeing. The "faster" the workplace the more essential it is to inspirational leadership with emotional intelligence and an empathy and understanding of the development needs of their staff. As a direct result of work done with a number of clients, it is recognized that with effective training and personal growth, leaders should create a climate for vision building empowering others and themselves to reach their optimum potential. Findings - Effective communication and development training, **coaching**, mentoring, leading and inspiring employees to work positively have a dramatic and positive effect on work culture. This in turn improves staff moral, health and wellbeing and as a result bottom line figures. Originality/value - This paper highlights the pace of change in today's workplace and the consequences of this. By introducing the appropriate corporate training and business strategies this, sometimes stressful environment, can be a positive and stimulating place to work for business excellence. **Article**

Miller, N. H. (2010). "Motivational interviewing as a prelude to **coaching** in healthcare settings." Journal of Cardiovascular Nursing **25**(3): 247-251.

Motivational interviewing is a unique counseling technique that was developed to help individuals give up addictive behaviors and learn new behavioral skills. This counseling technique relies on using communication skills to understand an individual's motivation for change. Motivational interviewing uses techniques such as open-ended questions, reflective listening, affirmation, and summarization to help individuals express their concerns about change. For those willing to change, motivational interviewing provides an opportunity for **coaching** including helping individuals set goals and arrive at a change plan. A 3-step approach to **coaching** may simplify the process of change and offer techniques for healthcare professionals to better equip them facilitate the change process. **Article**

Moran, M. and B. Brady (2010). "Improving self-efficacy?: Reflections on the use of life **coaching** techniques among family support service users." Practice: Social Work in Action **22**(5): 269-280.

Life **coaching** techniques have become popular in recent years but there is little evidence of the use of these techniques with family support service users. Given the emphasis within family support practice on encouraging individuals to pursue positive life changes, it is possible that life **coaching** techniques can be useful in a family support context. This article draws on findings of a small-scale Irish study undertaken by a family support worker who is also a trained life coach to make a series of reflections on the value of life **coaching** techniques with family support clients. The researcher facilitated a six- to eight-week life **coaching** programme for six family support service users. The study found that life **coaching** can impact on participants' self-efficacy but the practice of life **coaching** with clients experiencing adversity raises questions related to enablement and agency. The study concluded that life **coaching** techniques are potentially useful in family support practice, but would be best used in conjunction with other approaches. **Empirical WS**

Morgan McInnes, M., O. Demet Ozturk, et al. (2010). "Does supported employment work?" Journal of Policy Analysis & Management **29**(3): 506-525.

The article presents a study which examines the provision of job **coaching** among people with disabilities as a form of supported employment services under the Developmental Disabilities Assistance and Bill of Rights Act in 1984 in providing stable employment in a South Carolina community. It says that the study used unique panel of data from the South Carolina Department of Disabilities and Special Needs from 1999 to 2005 to determine the effectiveness of job

**coaching.** The data reveal individual characteristics including intelligence quotient (IQ) and presence of behavioral and emotional problems that could affect job **coaching** provision. Results reveal unobserved individual characteristics and endogeneity prejudice the provision of job **coaching.** **Article**

Negi, S. and S. Shimamline (2010). "Behavioral **coaching** and skill improvement in Aikido." The Japanese Journal of Behavior Analysis **24**(1): 59-65.

The effect of behavioral **coaching** on improvement of a waza (technique) in Aikido was examined. Design: Multiple baseline across participants. Setting: Training sessions were conducted in a university's dojo (Aikido training area). Participants: 3 female undergraduate students who were beginning learners. Intervention: Task analysis of the waza resulted in 5 subsets of behaviors. These target behaviors were taught through a combination of modeling, forward chaining, and differential reinforcement with verbal praise. Measures: Occurrence / non-occurrence of each target behavior was recorded on each trial, resulting in scores of 0 to 5 for each behavior. The participants were interviewed to evaluate the social validity of the training. Also, an external validation of the participants' trained performance was attempted through evaluation by a third party. Results: The training package improved the participants' waza. The outcome was evaluated as having social and external validity. Conclusion: The present results suggest that behavioral **coaching** could be effective for skill training in the martial arts. **Empirical Case**

Newnham-Kanas, C., D. Morrow, et al. (2010). "Motivational **coaching:** A functional juxtaposition of three methods for health behaviour change: Motivational interviewing, **coaching**, and skilled helping." International Journal of Evidence Based Coaching and Mentoring **8**(2): 27-48.

The purpose of this paper was to explore the unique qualities /characteristics/components of the Co-Active **coaching** model compared to Motivational Interviewing and Egan's Skilled Helper Model. Six questions pertaining to the creation, purpose, and process of the therapeutic alliance; and the relationship between practitioner and client were used to guide comparisons. Given the similarities among all three methods, it cannot be said that any of them are necessarily distinctive in their core principles or tenets. Instead, their uniqueness lies in the way that they are packaged and delivered. A model of Motivational **Coaching**, informed by this study's comparative analysis of the three models/method analyzed in this paper, is presented. Our intent is to distil into one framework the key components of three important and overlapping methods used in working toward behavioral changes. **Article**

O'Broin, A. and S. Palmer (2010). "Exploring key aspects in the formation of **coaching** relationships: Initial indicators from the perspective of the coachee and the coach." Coaching: An International Journal of Theory, Research and Practice **3**(2): 124-143.

This article explores coachees and coaches views on aspects important in the formation of the **coaching** relationship. The research uses a qualitative methodology. Semi-structured repertory grid interviews were conducted with six coachees and six coaches in the UK. Using content analysis, three primary themes, of bond and engagement, coach attitudes and characteristics, and collaboration were elicited. Findings suggest that coach self-awareness and awareness of the coachee are important to both coachees and coaches; adaptation of the coach to the individual coachee was important to some participants; that the bond and collaboration were perceived differently by participants, however not by coachees and coaches; and that trust was a key aspect of bond and engagement. The quality of interpersonal interactions between coachee and coach, and an emphasis on co-creation of the **coaching** relationship were highlighted as superordinate themes subsuming several of the study's findings. Recommendations for **coaching** research and practice and implications of the study's findings are also discussed. **Empirical Case**

Palmer, S. (2010). "Step-up imagery technique." The Coaching Psychologist **6**(1): 39.

This article focuses on Step-up imagery which is a technique that can be used to assess anticipatory anxiety or fear. **Article**

Palmer, S. and C. Dunkley (2010). "A behavioural approach to BIG problems encountered in **coaching:** Behaviour Incompatible with Goals." The Coaching Psychologist **6**(1): 32-37.

In this article a method of addressing Behaviour Incompatible with Goals (BIG) that can prevent coachees from making progress and achieving their goals will be covered. The methodology is derived from Dialectical Behaviour Therapy and adapted to **coaching** practice. Problems or issues that occur out-of-session are addressed. **Article**

Passmore, J. (2010). "A grounded theory study of the coachee experience: The implications for training and practice in **coaching** psychology." International Coaching Psychology Review **5**(1): 48-62.

Objectives: This study sought to identify the key behaviors used by executive coaches that were perceived by coachees to have the most favorable impact on their experience and progress. Design: The study used a semi-structured interview design within a qualitative approach. Methods: Grounded theory was employed to analyze the transcripts and to build a series of descriptive and conceptual codes. Results: The results from this small-scale study suggest that coaches seek not only particular behaviors but also certain personal attributes in a coach. Key behaviors and attributes

identified were common sense confidentiality, being collaborative, setting take-away tasks, balancing challenge and support, stimulating problem-solving, effective communication, staying focused, containing emotions, helping develop alternative perspectives, use of a variety of focusing tools and techniques and use of self as a tool.

Conclusions: The study makes some tentative practical recommendations for those involved in **coaching** practice and coach training. **Empirical WS**

Perschel, A. (2010). "Work-life flow: How individuals, Zappos, and other innovative companies achieve high engagement." Global Business & Organizational Excellence **29**(5): 17-30.

Individuals, their coaches, and visionary leaders, including Zappos CEO Tony Hsieh, are aligning work and culture with the principles of flow to enrich careers, lives, and organizations. This article examines flow—an individual's state of maximum engagement—and the criteria for achieving it. It spells out methods for **coaching** people to achieve a state of flow at work, and then presents examples of how individuals have infused their jobs with flow. It also discusses several visionary leaders who incorporate flow states into their companies' culture, including an in-depth look at how Hsieh uses flow principles to create high engagement and deliver superior business results. **Article**

Pinkavova, E. (2010). "Keeping our heads above water: Applying Kegan's 'orders of consciousness' theory in **coaching**." International Journal of Evidence Based Coaching and Mentoring **8**(1): 14-21.

This article proposes that an understanding of Kegan's 'orders of consciousness' theory can help executive coaches particularly when working with clients during periods of organisational change. The proposition is illustrated by examples from the field, indicating that the coach can create an environment which effectively supports the client's transition to a new sense of self by actively considering the client's existing order of consciousness. This sense of self, separate from the client's interpretation of and reactions to their experience, is needed so that the client can function effectively in our fast changing culture, which demands that we be self-directing both as learners and as workers. **Article**

Poell, R. F. (2010). "One year of HRDI." Human Resource Development International **13**(5): 497-499.

This issue of Human Resource Development International contains nine articles traditionally dealing with a wide array of Human Resource Development (HRD) topics. The first article focuses our attention on Ethiopia to describe processes of senior managers' sensemaking and learning in a transitional economy. The next paper reports level-3 evaluation findings from a leadership development program in the United Kingdom. The following paper takes us to Thailand, where the authors apply the notion of knowledge management to a community setting using action research. The next article brings us back to the United Kingdom, offering an evaluation of the effects of a merger on the learning and development of staffs. Opening this issue's excellent Perspectives section, the next article addresses about human development and flourishing as central goals for HRD. Another article presents a compelling article on the intersection of migration, work identity, and the reality of human resource development in Southern Africa. The next article makes the case for ongoing and interactive organizational ethics training within the scope of HRD practice. The next contribution offers recommendations for organizations to improve after-**coaching** leadership skills and their impact on direct reports. The final article presents conversation with John Bing. **Article**

Pousa, C. and A. Mathieu (2010). "Sales managers' motivation to coach salespeople: An exploration using expectancy theory." International Journal of Evidence Based Coaching and Mentoring **8**(1): 34-50.

Sales managers can supervise and help salespeople achieve their performance goals by using two types of behaviors: '**coaching**' or 'directive' behavior. As companies can be interested in promoting **coaching** in order to develop their human resources, they can find useful to understand which factors affect sales managers' motivation to coach rather than to "direct". Building on Vroom's Expectancy Theory, we develop a theoretical model exploring sales managers' motivation to show a **coaching** behavior. Organizational implications are drawn from the model. **Article**

Ratiu, L. and A. Baban (2010). "**Coaching**. Theoretical basis and applied directions." Psihologia Resurselor Umane Revista Asociatiei de Psihologie Industriala si Organizationala **8**(1): 50-65.

**Coaching** is now a common practice for human development and change and, especially an instrument for organizational development. Although widely used, **coaching** does not have a precise scientific framework, as it is a field in the theoretical construction phase. This article provides a critical review of studies on **coaching** in order to summarize the theoretical models which support research, to identify the results in this field, and to present the mechanisms for change and efficiency in **coaching**. The results reported are still insufficient to conclude on the relationship between certain factors and the benefits of **coaching**. Finally future research directions are presented to clarify the components and the purpose of the **coaching** process. **Article**

Rojon, C. and A. McDowall (2010). "Cultural Orientations Framework (COF) Assessment Questionnaire in cross-cultural **coaching**: A cross-validation with Wave Focus Styles." International Journal of Evidence Based Coaching and Mentoring **8**(2): 1-26.

This paper outlines a cross-validation of the Cultural Orientations Framework assessment questionnaire (COF, Rosinski, 2007; a new tool designed for cross-cultural **coaching**) with the Saville Consulting Wave Focus Styles questionnaire (Saville Consulting, 2006; an existing validated measure of occupational personality), using data from UK and German participants (N = 222). The convergent and divergent validity of the questionnaire was adequate. Contrary to previous findings which used different measures (Ronen & Shenkar, 1985; Schwartz, 1999; House et al., 2004; Bartram et al, 2006), the results from this particular study indicated few national differences between UK and Germany, however differences by gender were observed. These findings are discussed in terms of their implications for the development and use of the COF in practice. This may allow for a more finely grained understanding of culture than previous models such as Hofstede's cultural values framework (1980; 2001), if further evidence for its validity is obtained and published. **Empirical WS**

Saam, N. J. (2010). "Interventions in workplace bullying: A multilevel approach." European Journal of Work and Organizational Psychology **19**(1): 51-75.

This article investigates intervention strategies in workplace bullying which have so far received little attention from researchers. Until now the focus has been on approaches to classifying intervention strategies, the appropriateness of mediation as an intervention strategy and ways different organizations respond to workplace bullying. This study prefers a qualitative design and employs a new empirical approach. Consultants who have specialized in bullying consultation were interviewed and asked which intervention strategies they apply and for what reason and to what purpose the strategies are adopted. It is found that consultants apply conflict moderation or mediation, **coaching**, and/or organization development. This is interesting as the dominating contingency approach to conflict intervention (Fisher & Keasly, 1990; Glasl, 1982; Prein, 1984) recommends neither **coaching** nor organization development. Based on Heames and Harvey's (2006) multilevel model of bullying, this article therefore suggests a new approach, a multilevel approach of interventions in workplace bullying that considers interventions at the dyadic, group and organizational level. **Article**

Sandler, C. (2010). "Working with business leaders and their teams." British Journal of Psychotherapy **26**(2): 186-191.

Two topics are addressed in this article. Firstly, the author explores some of the connections between Isabel Menzies Lyth's work on organizations and her own practice as a psychodynamically-oriented consultant and coach working with business leaders and their teams. In particular, the author explores the relevance of Isabel's ideas about anxiety in the context of the 2008-09 economic crisis. Almost all the companies with which the author was working were impacted by the recession. This brought to the fore the challenges faced by leaders as they navigate their organizations through a period of great uncertainty. A vignette is provided about a client company at which the author helped the CEO and Board to contain and manage their own anxiety and that of their staff in order to optimize performance during the downturn. Secondly, the author shares some reflections on her experience of Isabel as an analyst. She highlights Isabel's fairly unanxious personality as a powerful therapeutic element in the analysis, describing how Isabel's calm, self-possessed and undemonstrative manner could help others, including the author, to contain their own anxiety and move forward. **Article**

Short, E., G. Kinman, et al. (2010). "Evaluating the impact of a peer **coaching** intervention on well-being amongst psychology undergraduate students." International Coaching Psychology Review **5**(1): 27-35.

Objectives: To examine the effectiveness of a peer **coaching** intervention on aspects of well-being in students. Design: A two-factor mixed design was employed. Method: Two groups of third-year undergraduate psychology students participated in this study. The **coaching** group (N = 32) comprised 24 females and eight males (mean age 25.23, SD = 8.07) who were studying **coaching** psychology. This group was introduced to a model of **coaching** and practiced skills during lectures/seminars. They subsequently conducted and received five sessions of peer **coaching** before an examination period. The control group (N = 33) comprised 30 females and three males (mean age 24.77, SD = 5.57). This group were also third-year students, but were not studying **coaching** psychology or engaged in peer **coaching**. Measures were taken at Time 1 (pre-**coaching** intervention) and Time 2 (post-**coaching** intervention). Demographic data was obtained and the General Health Questionnaire (Goldberg, 1992) and the Inventory of Personal Problems (Berkham et al., 1996), were utilized. The topics covered in **coaching** sessions and the perceived effectiveness of the technique were examined at Time 2. Results: Levels of psychological distress were high at both data points. Findings highlighted significant differences in outcome variables for both groups between Times 1 and 2. Nonetheless, the increase in psychological distress was significantly lower in the peer **coaching** group. The most common topics covered in **coaching** sessions were relationships, health and career issues and 67 per cent of the sample found the intervention to be at least moderately effective. Conclusions: Findings highlight the potential value of peer **coaching** in helping students manage their wellbeing during a potentially stressful period. Follow-up research is ongoing to examine ways of extending this technique in university settings. **Empirical WS**

Sofu, F., R. K. Yeo, et al. (2010). "Optimizing the learning in action learning: Reflective questions, levels of learning, and **coaching**." Advances in Developing Human Resources **12**(2): 205-224.

Action learning has become a popular tool in the workplace and is frequently included as part of corporate leadership development programs. Often, what is called action learning focuses on action--and little or no learning occurs. Too often the "urgency" of the action drives out the "importance" of learning. This article focuses on the learning side of the action learning equation, presenting some theoretical perspectives on action learning and then demonstrating the enhanced power of action learning when attention is given to both the learning as well as the action. We explore reflective questions and the role of the action learning coach. We then discuss how the coach enables the team to reflect on their dynamics and processes in real time, thus encouraging dialogue versus discussion, listening versus speaking, and deeper creativity in problem solving. We conclude by exploring the importance of a skilled action learning coach. **Article**

Sofu, F., R. K. Yeo, et al. (2010). "Optimizing the Learning in Action Learning: Reflective Questions, Levels of Learning, and **Coaching**." Advances in Developing Human Resources **12**(2): 205-224.

The article discusses the learning side of the action learning equation and some theoretical perspectives on action learning. It highlights the enhanced power of action learning when learning and action are given attention. It offer information on the process adapted by the coach which enables the team to reflect on their dynamics and processes in real time. It notes that the process encourages dialogue versus discussion, listening versus speaking, and deeper creativity in problem solving. **Article**

Solansky, S. T. (2010). "The evaluation of two key leadership development program components: Leadership skills assessment and leadership mentoring." The Leadership Quarterly **21**(4): 675-681.

This study evaluated two key components in leadership development programs: a 360-degree assessment of leadership skills and leadership mentoring. The participants in this study include 303 individuals in a leadership development program and 41 leadership mentors. The methodology and underlying rationale for using the two methods selected to evaluate the program are described. The results illustrate the degree to which mentees open up when mentors focus more on **coaching** and less on compliance and when mentors initiate personal contact with the mentees more often. The results also indicate that self-reports and observer-reports are statistically significantly different from one another. Implications and limitations are discussed. **Empirical WS**

Stelter, R. (2010). "Experience-based, body-anchored qualitative research interviewing." Qualitative Health Research **20**(6): 859-867.

Two theoretical constructs that lay the foundation for experience-based, body-anchored interviewing are presented: the first-person perspective and the concept of meaning. These theoretical concepts are concretized, first, by means of a methodological framework for experience-based, body-anchored interviewing, and second, by an interview guide that explores a research participant's personal experience with mindfulness meditation. An excerpt from an interview is discussed to illustrate the advantages of this interview form, namely its value as a methodological instrument for qualitative research in areas such as traditional and holistic medicine, Western alternative and complementary medicine, nursing, psychotherapy, **coaching**, physiotherapy, movement arts, and physical education. **Article**

Stybel, L. J. (2010). "Managing the inner contradictions of job descriptions: A technique for use in recruitment." The Psychologist Manager Journal **13**(2): 105-110.

Job descriptions are building blocks for internal-oriented talent management processes such as recruitment, succession planning, **coaching**, training, and compensation. However, job descriptions also have an external audience when used as part of a recruitment program. In the recruitment situation, these multiple constituencies can cause a conflict, resulting in job descriptions that either lack validity or lack critical information necessary for valid hiring decisions. This article explores the inner contradictions of job descriptions and suggests an approach companies can use to make these basic tools more useful in recruitment. **Article**

Svaleng, I. L. J. and A. M. Grant (2010). "Lessons from the Norwegian **coaching** industry's attempt to develop joint **coaching** standards: An ACCESS pathway to a mature **coaching** industry." The Coaching Psychologist **6**(1): 4-13.

Purpose: In 2007 the Norwegian attempt by Standards Norway to develop common standards for **coaching** collapsed in disarray. The purpose of this article is to explore the Norwegian attempt in order to see what lessons can be learnt that may assist in the further maturation of the **coaching** industry. Methods & Results: In this paper we use Dean's (1995) ACCESS criteria for professionalisation and industry maturation (autonomy, commitment, collegiality, extensive education, service orientation, and special skills and knowledge) as a lens through which to view the Norwegian experience and the challenges of developing common standards in a fragmented **coaching** industry. We discuss the Norwegian experience, and detail how the subsequent failure of the Norwegian **coaching** industry to come to a joint agreement left the door open for a single faction of the **coaching** industry to develop a recognised nationalised standard that gave National Standards status to their own NLP-based coach-related commercial offerings. Conclusions: It is concluded that, from a global perspective, the Norwegian experience of industry fragmentation is an exception rather than the rule. Worldwide there is an increasing emphasise on evidence-based approaches to **coaching**

and increasing cooperation between different **coaching** and **coaching** psychology bodies, with such endeavours typically explicitly aimed at fostering the mature development of the broader **coaching** industry. The paper provides recommendations for future constructive discussion between industry stakeholders who seek to establish **coaching** as an evidence-based and legitimate practice that provides best care for clients. **Empirical**

Turner, E. (2010). "Coaches' views on the relevance of unconscious dynamics to executive **coaching**." *Coaching: An International Journal of Theory, Research and Practice* 3(1): 12-29.

This article examines coaches' views on the role of unconscious dynamics in executive **coaching**. It considers whether they believe unconscious dynamics to be relevant in **coaching**; it addresses the role of coach training and supervision in understanding them; and it explores how coaches distinguish between **coaching** and psychotherapeutic interventions. The research was based on two strategies with coaches in the UK: an online survey (n = 376); and 15 in-depth qualitative interviews and suggests that the unconscious is widely accepted as central in **coaching**. Most coaches perceived unconscious processes to be relevant to (89%) and occur in (68%) the majority of **coaching** conversations; a very small number of coaches saw dangers in raising awareness of them; and just under half (47%) considered that their **coaching** training had adequately prepared them to deal with unconscious processes. Coaches who had practised for less than one year were least likely to have supervision or to feel adequately prepared to deal with these dynamics. Many coaches felt the boundaries between counselling, therapy and **coaching** were 'fuzzy' and highlighted the need for psychological awareness. This article puts forward two models to position **coaching** within diverse knowledge bases; and sets out recommendations related to training. **Article**

Turner, R. A. and J. Goodrich (2010). "The case for eclecticism in executive **coaching**: Application to challenging assignments." *Consulting Psychology Journal: Practice and Research* 62(1): 39-55.

This article argues that effectively addressing challenging problems in executive **coaching** requires the use of not one, but several, theoretical models (e.g., psychodynamic, cognitive-behavioral, and systems) and research findings (e.g., social learning theory, attribution theory) developed in the larger discipline of psychology. Through two case studies, this article presents approaches to **coaching** executives with a history of high achievement who present problems in leadership because of their emotional and behavioral responses toward others and the negative impact they have on retention, effectiveness, productivity, or all three, in the organization. The authors present step-by-step considerations for coaches as they develop a helping relationship and carry out a multifaceted intervention over time. The approach taken here involves interventions addressing the individual's emotion communication process as well as group-level and organization-level processes. **Article**

Van De Woestyne, M., K. Dewettinck, et al. (2010). "Human resource challenges for small growing companies in Flanders." *Global Business & Organizational Excellence* 29(4): 40-52.

For Flemish entrepreneurs, human resource management (HRM) is one of the biggest challenges for further development and growth. Hence, we aim to shed light on how successful entrepreneurs in Flanders manage their human resources. Building on the growth models of Greiner and Ulrich, we conducted a qualitative study of various human resource practices within Flemish entrepreneurial firms in different sectors and stages of growth. We investigated the interplay between the focus of HRM and the growth phase of a small or medium-sized enterprise (SME). The main objective is to better understand the major challenges entrepreneurs experience when managing people during the first stages of company growth. Our findings suggest that HRM within growing SMEs shifts from an operational focus on people to a more strategic focus on procedures. Throughout the process of evolution, entrepreneurs need to find the right balance of HR practices, paying attention to formalization, delegation, and **coaching**. **Article**

Vella, S. A., L. G. Oades, et al. (2010). "The application of coach leadership models to **coaching** practice: Current state and future directions." *International Journal of Sports Science & Coaching* 5(3): 425-434.

The purpose of this concept/review article is to critically discuss the application of sports **coaching** leadership models to **coaching** practice. The focus of the discussion will be on the coherence and impact of the numerous models in the current literature, and the accumulated impact that they have on practitioners. This discussion will be framed in current conceptions of sports **coaching** and expected athlete outcomes. This article can serve an important role in the continuing dialogue about the essence of sports leadership; particularly in relation to how it is defined, how it is measured, and how the leadership literature can be applied in the field. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). **Article**

Visser, M. (2010). "Relating in executive **coaching**: A behavioural systems approach." *Journal of Management Development* 29(10): 891-901.

Purpose: In recent research the strength and nature of the relationship between coaches and executives appears as a critical success factor in successful **coaching** outcomes. However, little theory has as yet been devoted to an analysis of how relationships are used in executive **coaching**. Such an analysis requires going from the monadic, individual level of analysis to the dyadic, relational level. The purpose of this paper is to develop a theory of relating in

executive **coaching** at this dyadic level of analysis. Design/methodology/approach: A conceptual analysis of relating in executive **coaching** is presented, drawing on a combination of the behavioural approach (Skinner and others) and the systems approach (Bateson and others). A verbatim of a **coaching** conversation serves as an illustration. Findings: It is found that the behavioural and systems approaches may be fruitfully combined in one behavioural systems approach. Following this, relating in executive **coaching** is characterised as systemic, behavioural, communicational, and patterned. Originality/value: The paper is among the first to study executive **coaching** at the dyadic level of analysis, and to develop a combined behavioural systems approach towards that purpose. This approach and its outcomes add to and can be clearly distinguished from the more common humanistic, psychodynamic, and cognitive approaches to executive **coaching**.

Wenson, J. E. (2010). "After-**coaching** leadership skills and their impact on direct reports: Recommendations for organizations." *Human Resource Development International* **13**(5): 607-616.

This hermeneutic phenomenological study explores the after-**coaching** leadership skills of management that affected direct reports. The selection process relied on sequential sampling as a means of choosing 20 participants for in-depth interviews. After the transcription of the interviews, Atlas.ti software was used to manage data coding. Four themes emerged: (a) management's tools resulting in a motivated environment; (b) effects of management creating safe work environments; (c) depth of communication; and (d) self-reflection. **Article**

Westwood, C. (2010). "Using a template to coach yourself and others." *Nursing Management - UK* **17**(5): 22-23.

Coaches question, inspire, motivate and support other people to change their lives. In doing so, they need enthusiasm and accountability, and the ability to set goals and create action plans. This article explains how to combine these qualities, and the techniques discussed in previous articles in this series, to create great **coaching** results. **Article**

Worrall, L., K. Brown, et al. (2010). "The evidence for a life-**coaching** approach to aphasia." *Aphasiology* **24**(4): 497-514.

Background: A life-**coaching** and positive psychology approach to aphasia has recently been advocated by Audrey Holland, to whom this issue is dedicated. Aims: This paper reviews our recent research which informs the three basic assumptions behind a life-**coaching** approach to aphasia: (1) learning to live successfully with aphasia takes time; (2) aphasia is a family problem; and (3) the goal is to help people with aphasia fit it into their lives. Methods & Procedures: We assimilate results from three independent qualitative data sets: (1) a project that sought the perspective of 50 people with aphasia, their families, and their treating speech-language pathologist about their goals over time; (2) a project that seeks the views of 25 people with aphasia, their family, and speech-language pathologists about what it means to live successfully with aphasia; and (3) a qualitative structured interview on quality of life with 30 people with aphasia. Outcomes & Results: The three basic assumptions of the life-**coaching** approach to aphasia are supported and extended by the data. Participants with aphasia in our studies report how their goals change over time to reflect how they are learning to live with aphasia, but the journey is different for each person. The stories from families elucidate how aphasia is indeed a family concern and requires family involvement. Finally, not only did participants in our studies fit aphasia into their lives, but they also fitted it into a new lifestyle after their stroke. Conclusions: The assumptions behind the life-**coaching** approach are well supported by the narratives of people living with aphasia. Even if the life-**coaching** approach is not adopted wholeheartedly by the profession, the principles of positive psychology and the life goal perspective appear highly relevant to living successfully with aphasia. **Empirical WS**

## Appendix

Table 1: Summary Table of 25 Between-subjects Studies to 1<sup>st</sup> Jan 2011

Study	Intervention Overview	Type of Study	Key Findings
Miller (1990)	33 employees. Some received <b>coaching</b> by their managers over 4 weeks	Quasi-experimental field study (a) <b>Coaching</b> group; (b) control group	No sig. differences pre-post for interpersonal communication skills
Deviney (1994) *	45 line supervisors at a nuclear power plant. Some received feedback and <b>coaching</b> from their managers over 9 weeks	Randomised controlled study (a) Feedback plus <b>coaching</b> , (b) Feedback with no <b>coaching</b> , (c) Control group	No sig. differences in pre-post feedback behaviour
Taylor (1997) *	Participants undergoing a Medical College Admission Test preparation course	Randomised controlled study (a) Training only; (b) <b>Coaching</b> only; (c) Training plus <b>coaching</b> ; (d) Control group	<b>Coaching</b> reduced stress more than training
Grant (2002) *	62 trainee accountants received group <b>coaching</b> over one semester	Randomised controlled study (a) Cognitive <b>coaching</b> only; (b) Behavioral <b>coaching</b> only; (c) Combined cognitive and behavioral <b>coaching</b> ; (d) Control groups for each condition	Combined cognitive and behavioral <b>coaching</b> most effective in increasing grade point average, study skills, self-regulation, and mental health. GPA gains maintained in 12 month follow-up
Miller, Yahne, Moyers, Martinez & Pirritano (2004) *	140 Licensed substance abuse professionals learnt Motivational Interviewing via a range of methods	Randomised controlled study (a) Workshop only; (b) Workshop plus feedback; (c) Workshop plus <b>coaching</b> ; (d) Workshop, feedback, and <b>coaching</b> ; or (e) Waitlist control group	Relative to controls, the 4 trained groups had gains in proficiency. <b>Coaching</b> and/or feedback increased post-training proficiency
Sue-Chan & Latham (2004)	53 MBA students in two studies in Canada and Australia	Random assignment (a) External coach; (b) Peer coach or (c) Self-coached	Study 1: External <b>coaching</b> associated with higher team playing behavior than peer <b>coaching</b> ; Study 2: External and self <b>coaching</b> associated with higher grades than peer <b>coaching</b>
Bennett, J. A. and N. A. Perrin (2005) *	111 individuals randomized to nurse <b>coaching</b> group or usual-care control group with <b>coaching</b> conducted by nurses on phone and email	Randomised controlled study (a) health <b>coaching</b> (b) control group	Intervention group had significantly less illness intrusiveness and health distress than controls at 6 months. Nurse-delivered MI, primarily using the telephone and email, is a feasible method to facilitate well-being in with older adults.
Gattellari, M., N. Donnelly, et al. (2005) *	277 GPs in total. Some received 2 phone-based peer <b>coaching</b> sessions integrated with educational resources	Randomised controlled study (a) Peer <b>coaching</b> and educational resources; (b) Control group	Compared to controls, peer <b>coaching</b> increased GPs ability to make informed decisions about prostate-specific antigen screening

Study	Intervention Overview	Type of Study	Key Findings
Gyllensten & Palmer (2005)	31 participants from UK finance organization	Quasi-experimental field study (a) <b>Coaching</b> group; (b) Control group	Anxiety and stress decreased more in the <b>coaching</b> group compared to control group
Evers, Brouwers & Tomic (2006)	60 managers of the federal government	Quasi-experimental field study (a) <b>Coaching</b> group; (b) Control group	<b>Coaching</b> increased outcome expectancies' and self-efficacy
Green, Oades & Grant (2006) *	56 adults (community sample) took part in SF-CB life <b>coaching</b> program	Randomised controlled study (a) Group-based life <b>coaching</b> ; (b) Waitlist control	<b>Coaching</b> increased goal attainment, well-being, and hope. 30-week follow-up found gains were maintained
Green, Grant & Rynsaardt (2007) *	56 female high school students took part in SF-CB life <b>coaching</b> program for 10 individual <b>coaching</b> sessions over 2 school terms	Randomised controlled study (a) <b>Coaching</b> group; (b) Waitlist control group	<b>Coaching</b> increased cognitive hardiness, mental health and hope
Spence & Grant (2007) *	63 adults (community sample) took part in SF-CB life <b>coaching</b> program	Randomised controlled study (a) Professional <b>coaching</b> group; (b) Peer <b>coaching</b> group; (c) Waitlist control group	Professional <b>coaching</b> more effective in increasing goal commitment, goal attainment and environmental mastery
Duijts, Kant, van den Brandt & Swaen (2007) *	Dutch employees assessed for the effectiveness of a preventive <b>coaching</b> program on sickness absence due to psychosocial health complaints and on wellbeing outcomes	Randomised controlled study: (a) 6 month course of preventive <b>coaching</b> ; (b) control group	Significant improvements in health, life satisfaction, burnout, psychological wellbeing but no improvement in self-reported sickness absence
Spence, Cavanagh, & Grant (2008) *	45 adults (community sample) took part in mindfulness-based health <b>coaching</b> over eight weeks	(a) Randomised controlled study: SF-CB <b>coaching</b> followed by mindfulness training (MT); (b) Mindfulness training followed by SF-CB <b>coaching</b> ; (c) Health education only control group	Goal attainment greater in <b>coaching</b> than in the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions.
Fielden, S. L., M. J. Davidson, et al. (2009)	Nurses from six UK Health Care Trusts were allocated to a <b>coaching</b> group (n = 15) or a mentoring group (n = 15)	Quasi-experimental field study (a) <b>Coaching</b> group; (b) Mentoring group in six-month <b>coaching</b> /mentoring programme Qualitative and quantitative data at (T1 = baseline, T2 = 4 months and T3 = 9 months)	Mentoring was perceived to be 'support' and <b>coaching</b> was 'action'. Both reported significant development in career development, leadership skills and capabilities, mentees reported the highest level of development with significantly higher scores in eight areas of leadership and management and in three areas of career impact.
Franklin, J. and J. Doran (2009) *	First-year students: Co- <b>coaching</b> with Preparation, Action, Adaptive Learning <b>Coaching</b> or Self-regulation <b>Coaching</b> PAAL (N=27) or Self-regulation (N=25)	A double-blind random control trial in which participants were randomly allocated to either a Preparation, Action, Adaptive Learning (PAAL), or a self-regulation co- <b>coaching</b>	Both co- <b>coaching</b> conditions produced significant increases in self-efficacy and resilience, however, only those in the PAAL condition performed significantly better on decisional balance, hope, self-compassion, the incremental theory of change, and independently assessed academic performance.
(Grant, Curtayne, & Burton, 2009)*	41 executives in a public health agency received 360-degree feedback and four SF-CB <b>coaching</b> sessions over ten week period	Randomised controlled study (a) <b>Coaching</b> group; (b) Waitlist control group	<b>Coaching</b> enhanced goal attainment, resilience and workplace well-being and reduced depression and stress and helped participants deal with organisational change
Aust, B., R. Rugulies, et al. (2010)	Seven intervention units (n = 128) and seven non-randomized reference units (n = 103) of a large hospital in Denmark participated in an intervention project with the goal of improving the psychosocial working conditions	Quasi-experimental field study (a) <b>Coaching</b> group; (b) Control group	In the intervention units there was a statistically significant worsening in six out of 13 work environment scales. The decrease was most pronounced for t aspects of interpersonal relations and leadership. In comparison, the reference group showed statistically significant changes in only two scales. Process evaluation revealed that a large part of the implementation failed and that different implicit theories were at play.

Study	Intervention Overview	Type of Study	Key Findings
Cerni, T., G. J. Curtis, et al. (2010)	14 secondary school principals: all school staff in the 14 schools were invited to rate their school principal using the MLQ (5X) questionnaire.	Pre-test, post-test control-group research design (a) <b>Coaching</b> group; (b) Control group	This study provides initial evidence that by creating changes to rational and constructive thinking, it is possible to increase coachee's use of transformational leadership techniques
Grant, A. M., L. Green, et al. (2010) *	44 high school teachers were randomly assigned to either SF-CB <b>coaching</b> or a waitlist control group.	This study was both an experimental (randomly assigned) and a WS (pre-post) study	Participation in <b>coaching</b> was associated with increased goal attainment, reduced stress, and enhanced workplace well-being and resilience. Pre-post analyses for the <b>coaching</b> group indicated that <b>coaching</b> enhanced self-reported achievement and humanistic-encouraging components of constructive leadership styles
Kauffeld & Lehmann-Willenbrock (2010)	Spaced and massed training are compared using behavioral and outcome criteria. 64 bank employees (n = 32 in each training group)	Quasi-experimental follow-up research design with a sample of 64 bank employees (n = 32 in each training group) is used	Spaced rather than massed training practice resulted in greater transfer quality, higher self-reports of sales competence, and improved key figures. Spaced training did not surpass massed training in terms of transfer quantity
Kines, P., L. P. Andersen, et al. (2010)	Foremen in two intervention groups are coached and given bi-weekly feedback about their daily verbal safety communications with their workers.	A pre-post intervention-control design with five construction work gangs: Foremen-worker verbal safety exchanges (experience sampling method, n = 1,693 interviews), construction site safety level (correct vs. incorrect, n = 22,077 single observations), and safety climate (seven dimensions, n = 105 questionnaires) a measured over 42 weeks.	<b>Coaching</b> construction site foremen to include safety in their daily verbal exchanges with workers has a significantly positive and lasting effect on the level of safety, which is a proximal estimate for work-related accidents.
Kochanowski, & Seifert, et al. (2010)	Experimental group of managers received individual <b>coaching</b> several weeks after attending a feedback workshop. The control group of managers also attended a feedback workshop but did not receive the follow-up <b>coaching</b> .	Quasi-experimental field study (a) Feedback plus <b>coaching</b> group; (b) Feedback only control group	<b>Coaching</b> significantly increased the use of collaboration with subordinates, but results for the other three "core" tactics were mixed.
Leonard-Cross, E. (2010)	Investigated the impact and process of developmental <b>coaching</b> evaluating <b>coaching</b> which took place over a two-year period.	The study used action research (Lewin, 1946) and a quasi-experimental method. Coachees and the comparative group of non-coached staff completed questionnaires	Participants that had received developmental <b>coaching</b> (N = 61) had higher levels of self-efficacy than the control group of participants (N = 57) who had not received <b>coaching</b>

Notes: SF-CB = Solution-focused cognitive behavioural; \* = Randomised controlled study