SOURCEBOOK OF COACHING HISTORY

SECOND EDITION

VIKKI G. BROCK, PHD

Sourcebook of Coaching History

Second Edition

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By

Vikki G. Brock, PhD.

Second Edition 2014

This book is dedicated to past, present and future coaches.

Endorsements and Testimonials

"Vikki has produced a richly detailed mosaic that showcases the emergence of coaching as a distinct profession—an affirming look into the past and an illuminating picture of the future."
> – Jan Austin, coaching industry forerunner and author of *What No One Ever Tells You about Leading for Results*.

"This book is an encyclopedic and vividly anecdotal attempt to understand the development of coaching. Having tapped into her own research, and various studies by contemporary coach practitioners and researchers, Vikki Brock has produced a very wide-ranging and stimulating perspective on the complex roots and precursors of contemporary coaching. She approaches the subject with evidence suggesting that coaching may have many deep and eclectic historical roots."
> – Dr. Sunny Stout-Rostron, author of *Business Coaching International: Transforming Individuals and Organizations*.

"Dr. Vikki Brock's *Sourcebook of Coaching History* provides fascinating and important details of how coaching pioneers launched our field. Through exhaustive interviews of key figures, Dr. Brock's work illuminates the unique contributions of the visionary leaders behind the personal and executive coaching industry."
> – Jeffrey E. Auerbach, Ph.D., MCC, *Author of Personal and Executive Coaching: The Complete Guide.*

"Vikki's warmth, capacity to build an impressive global network of contacts and years of painstaking research have paid off. This is an all-singing, all-dancing book for all those who wish to trace coaching's origins, chart its evolutionary path across the globe, and peer into its rosy future."
> – Liz Hall, editor of *Coaching at Work* magazine.

"Vikki Brock offers an extraordinarily panoramic view of professional coaching. She provides a detailed analysis of not only the roots and many branches of this burgeoning field, but also a glimpse at its nascent foliage. I know of no one else in professional coaching who has such a comprehensive understanding regarding its history. Perhaps, with this work by Vikki Brock, we can finally identify professional coaching as a discipline or at least an interdisciplinary endeavor that is likely to remain in place for many years."
> – William Bergquist, co-author with Agnes Mura of *Coachbook: A Compendium of Organizational Coaching Strategies, Tools and Best Practices*.

"This is an invaluable resource for 'everything coaching!' Major thanks to Vikki for pulling so much information together and putting it all in one place."
> – Linda Miller, Global Liaison for Coaching, The Ken Blanchard Companies.

"Vikki Brock spent an estimable amount of time (170+ hours) interviewing the pioneers of coaching, and an inestimable number of hours researching and writing about the origins of coaching. Anyone who is interested in learning about coaching owes her a debt of gratitude as she has saved us countless hours. The sourcebook is a 'must-have' resource for every coach's library."
  – Sylva Leduc, MEd, MPEC, Managing Partner, SageLeaders.com

"Vikki has accomplished what no other coach has been able to do. She has sourced the beginnings and early unfolding of the professional coaching industry, and decades of development and growth are preserved forever, protecting the past for professional coaching."
  – Mike Jay, World's Most Innovative Coach.

"Thank goodness that Vikki Brock has the unique and estimable gifts of patience, curiosity and non-judgment to create this volume of coaching history with such balance and fairness. Truly an awesome account of an amazing profession. Vikki has succeeded at culling one of the most significant histories of human development."
  – Laura Berman Fortgang, coaching pioneer and author of *Living Your Best Life*, *Take Yourself to the Top* and *Now What?*

"With a uniquely comprehensive perspective, this book reveals the rich and complex legacy of the field of coaching, providing new insights into the trajectory of the whole movement. Coaches, consultants, psychologists and others in related fields will appreciate dipping into multiple sources of inspiration behind the development of this powerful modern movement. Vikki Brock has made an exceptional contribution toward the continuing expansion and positive impact of the field of coaching."
  – Angela Spaxman, 2008-9 President of the International Association of Coaching, Founding President of the Hong Kong International Coaching Community, Director of Loving Your Work, a Hong Kong-based Career Coaching organization.

"Just as it's important for individuals to reflect once in a while on their lives (which coaching helps drive), it's helpful for the coaching field itself to reflect on it's history. Vikki has created a great tool to support this."
  – David Rock, Founder and CEO, Results Coaching Systems and co-founder, NeuroLeadership Institute.

"I applaud Vikki Brock's unwavering commitment to capture the coaching profession's roots and accurately record the history that led up to the establishment of the International Coach Federation (ICF). She has done a true service to the coaching profession, while honoring its passionate pioneers."
  – David Matthew Prior, MCC; Founder, Professional and Personal Coaches Association (PPCA); Principal, Getacoach.com.

"What a sourcebook! I know the years of research that Dr. Brock completed for this compendium. The details and context of the coaching profession are thorough, illuminating and a tremendous resource for many years to come."

> – Patrick Williams EdD, Master Certified Coach, Founder: Institute for Life Coach training.

"Every new profession needs to have its history documented and its definition clearly articulated to the world in order to solidly survive over time. The *Sourcebook of Coaching History* provides this foundation for coaching now and going into the future. This book is for anyone who believes in the power of coaching so much that they want to be a coach or they want to hire a coach for their own or their organization's growth. I am grateful for Vikki for the labor it took to create this important book."

> – Marcia Reynolds, PsyD, president of Covisioning, past president of the International Coach Federation, and author of *Wander Woman: How High-Achieving Women Find Contentment and Direction*.

"Unlike academic-based disciplines, the roots and evolution of coaching are more mysterious and subject to misinformation. That is, until now. Vikki Brock's sourcebook is a must read for novice and experienced coaches as a way to gain historical perspective, improve practice, gain professional strength, and develop a foundation for unlimited growth."

> – Rey A. Carr, Ph.D. (Canada). Author of *The Peer Coaching Starter Kit* and CEO of Peer Resources (www.peer.ca).

"This excellent book will provide coaches and trainees with a useful historical perspective on the development of the coaching profession."

> – Stephen Palmer (UK) Director of the Centre for Coaching, London and Co-Editor of the Handbook of Coaching Psychology.

"After several years of exhaustive and extensive research Vikki brings to us the story of the conception, birth and maturation of an exciting new profession. It is a fascinating story and has been an incredible journey."

> – Henry Kimsey-House, co-founder The Coaches Training Institute, co-author of *Co-Active Coaching*.

"Vikki follows a high set of values and standards as well as her heart's wisdom and professional integrity. This book is a reflection of all these qualities and more. It is a great privilege to be included in Vikki's circle of friends and professional colleagues. Vikki wrote this long time coming book, for coaches around the world that know that coaching is a never-ending quest for the treasures of the human- kind. This book embraces the global perspective of the coaching arena, blessed by Vikki's heartfelt touch of joy, compassion, humor, wisdom and deep love for people."

> – Sara Arbel, MCC, career design expert, professional speaker, author of *Me Too*, pioneer of the coaching profession in Israel, Founding President of ICF Israel, and World Wide Leader at Coach Inc.

"I highly recommend this book for any business executive, leader, manager or team lead that coaches or aspires to coach within the business context. Dr Brock presents a thorough and comprehensive history of coaching that provides the serious leader and leader coach with context for successfully coaching the business environment."

> – Cynder Niemela, MA, MBA, Chief Talent Officer, and co-author, "Leading High Impact Teams: The Coach Approach to Peak Performance.

"Coaching as we now understand it lies in the center of humanities next evolutionary step. Most people now realize a global transformation has begun and many scenarios on how that will happen are possible. Coaching will provide the mid wifery of our consciously chosen future and Vikki has put this process in context with the definitive articulation of coaching's history, present and emerging future. Having had the pleasure of knowing Vikki for many years, I can say she has been committed Heart and Soul to the birth of this book for all of our benefit. Thank you Vikki from all of us."

> – Terry Musch, co-founder 9E Global, Leadership and Career Coach.

"Who better than Vikki to have created this compendium of our past, present and future. Her passion and contribution has greatly impacted the coaching profession at all levels and in all areas. This book is the public declaration of her years of hard work and involvement with coaching and her commitment to it's future. Thank you Vikki for raising your awareness and making the conscious choice to do this work. I am proud to be your friend in this community."

> – Garry Schleifer, PCC, CMC, Publisher choice, the magazine of professional coaching. choice-online.com.

"I had 'coaches' since elementary school and I was a 'coach' when I got out of college. Over the past 5 years of my 25 plus years in leadership, I hired professional business coaches who partnered with me to understand my uniqueness and increase my fulfillment. In this book, Vikki not only explores the history of coaching but more importantly explores its essence. If any professional really wants to do what is in their soul to help others, this book is the foundation and starting point for that journey."

> – Mike Meko, Director-Generation Supply Chain, PG&E.

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Preface

In 2012, thousands of people worldwide are involved in the coaching profession. Beginning its rapid growth in the early 1990s, by 2008, the field grew from three coach training schools to over 250, and from zero professional associations to more than sixteen. In 2000 there were zero magazines and journals focusing on coaching and by 2008 there were eleven. As the coaching field continues to develop and mature, much will be gained in knowing the roots and how the field developed in its first 20 years.

One can understand the remarkable growth of coaching through the words of Werner Erhard, who in the 1970s popularized large group awareness trainings and personal growth. In 2006 he said: "Great coaching is about leaving people with more power, more freedom, and more peace of mind."

This book is the first accurate history of the global coaching field. I interviewed over 170 people who influenced the emergence and evolution of professional coaching from the fields of personal development, adult education, and psychology. My intent was to expertly weave together theories, models and practices from the interviews into an accurate and fascinating story of the emergence and evolution of coaching as a distinct field of practice in contemporary society.

Part 1 of this book looks at the evolution of coaching's root disciplines in the context of the socioeconomic influences, and their contributions to coaching. By conducting research, I determined the origins of coaching and how it evolved, the key people who influenced its evolution, and what the primary and secondary influences were. As Francine Campone stated,

> "The root disciplines are the DNA of coaching, the early pioneers are the parents
> and the current field of coaching (and current practitioners) are the children and
> grandchildren). This book is an examination of the DNA and how it manifested
> in the parents, with suggestions about how the children and grandchildren might
> take it forward (2007, pers. comm.).

Part 2 traces the evolution of coaching. Starting with the first coaches, I tracked the emergence of coaching during the twentieth century, its global expansion, and the distinguishing factors of coaching from its root disciplines.

Part 3 examines the evolution of professional associations and training companies. The final chapter traces the emergence and influence of evidence-based coaching which has contributed significantly to the knowledge base of coaching.

Drawing from both the research and the interviews, I conclude with an epilogue on the future of

coaching.

Ten years from now this book would have been much more difficult to write.   I personally interviewed many of the early pioneers who directly influenced the emergence and early evolution of the coaching profession. Their contributions to my work were generous and informative. Through my interviews, I was able to bring a potentially dry historical account to life through their personal stories and insights. I am deeply grateful to all of the people I interviewed for generously sharing their time and wisdom. I am especially grateful to them for encouraging me to document a comprehensive and accurate contribution to the coaching profession.

Ventura, California   Vikki Brock
February 2012

The second edition corrects some factual inaccuracies in the first edition.

Ventura, California   Vikki Brock
February 2014

Foreword by Anthony Grant

It is a real pleasure to write the foreword for the *Sourcebook of Coaching History*. When I first read the draft for this book I was impressed with the depth of research, the attention to detail and the sheer volume of useful information about coaching. I immediately felt that this book would become a core text for serious students of coaching in universities and coach training schools worldwide – and there are indeed many serious students of coaching worldwide. Coaching has become mainstream.

Coaching, as a methodology for creating purposeful, positive change, is now an established part of the corporate landscape. It is increasingly used in personal, health and medical settings, and is now taught at universities worldwide. Once seen as little more than a fad, the development of evidence-based approaches to coaching and the emergence of coaching-specific peer-reviewed academic literature have made coaching mainstream, and are a testament to its growing professionalization.

While practitioners' expertise and the application of coaching methodologies in real-life settings are of course the life-blood of coaching, considered and rigorous scholarship has been a vital factor in the growth and maturation of the coaching industry. Without critical thinking, without proper evaluation, without informed reflective practice, the field of coaching has the very real potential to be lost and submersed in a sea of hyperbole, mumbo-jumbo and plain wishful thinking.

That's what makes this book special. This book makes a unique contribution to the coaching industry because it details the historical roots of coaching and intelligently links the myriad of social forces and philosophical, professional and scientific disciplines that gave birth to this vibrant cross-disciplinary methodology for creating change that we call "coaching". And coaching is vibrant. It is exciting. It is alive. And the process of coaching has the potential to bring those factors to life in clients.

Knowing the history of coaching, the influence of related fields, and the pioneers who influenced the contemporary coaching industry is important because coaches and the coaching industry need to model the same behaviors that we seek to facilitate in our coaching clients. That is, collectively we also need to be engaging in a life-long learning process. We need to be examining our own beliefs, assumptions, and attitudes. We need to be engaging in reflective practice on a collective level, as well as on an individual basis. Examining the past, learning from mistakes and capitalizing on success are a vital part of the learning process. And this process is particularly important for coaching because contemporary coaching grew, in part, out of the self-help and personal development movement with its attendant marketing and hyperbole.

In many ways coaching is a fascinating social phenomenon. As Vikki Brock demonstrates, the self-help and personal development movement itself provided much of the impetus for the development of the contemporary coaching industry. The self-help and personal development movement developed independently of academia and institutionalized education. Indeed, academia has traditionally tended to purposefully distance itself from the public's thirst for techniques and methodologies that improve well-being and life experience. In my view this has been a big mistake. In fact, it is still possible to complete a degree in the behavioral sciences and learn little about well-being, goal attainment or the factors that make for a meaningful life. Fortunately, academia is changing.

At the last count (October 2010) there were at least 20 university-level courses in coaching worldwide. Increasingly, commercial coach training schools outside the university sector are seeking accreditations from industry bodies and universities. As more rigorous coaching-specific research and theory are published in the peer-reviewed press, the bar for teaching and practice is raised. The industry matures. Greater rigor is demanded. Clients seek coaches who work from a solid evidence-base. Students want theoretically-grounded coaching models that work – they want to engage with both theory and practice on a serious and challenging level. And part of this process is understanding where coaching has come from and where it may be going.

As coaches, we sometimes help our clients tell the story of their lives. As an emerging professional discipline, we as coaches need to know and share our collective stories. Although coaching is future-oriented, let us not forget that the past provides us with a rich understanding of who we are and where we have come from. This can provide the solid foundations we need. Let us build a professional discipline that honors the past and creates a vibrant and dynamic future. This book will be a vital part of this process. Enjoy!

Anthony M Grant PhD
Director, Coaching Psychology Unit,
School of Psychology,
University of Sydney

About the Author

Vikki G. Brock, *Ph.D., EMBA, MCC, CEC*

In 1994 Vikki G. Brock saw the need for coaches to assist people as companies transitioned to a more participative leadership style. In 1995, she left her 21-year career at The Boeing Company to start *VB Coaching & Consulting* with the mission of providing premier coaching services to leadership.

Dr. Brock specializes in bringing coaching skills into business and industry. Her clients are high performance and hi-potential leaders and organizations undergoing transformation. Vikki defines coaching as 'raising awareness, so people are at conscious choice."

Since 2005, Vikki's practice has expanded beyond North America to every continent. Committed to transformation at a global level, one-third of her clients are international leaders committed to making a difference in their country.

Dr. Brock is committed to life-long learning and contributing to the field of coaching. The foremost subject matter expert on the roots and emergence of the coaching field, her impressive credentials include an Executive MBA, a PhD in Coaching and Human Development, and Master Certified Coach (MCC) from the International Coach Federation (ICF). Vikki was one of the first coaches to receive an MCC from the ICF in 1998.

Dr. Brock has been actively involved with governance, accreditation, and credentialing with the ICF since its inception in 1996. She served as Director of the History and Archive Division at The Coaching Commons, a project of The Harnisch Foundation (2005-2010). She has published numerous articles on the coaching profession, is an adjunct professor of coaching, and frequently speaks internationally on coaching.

Vikki provides sessions face-to-face at client sites and by telephone from her 50' sailboat named Cuidado, which is moored in Ventura Harbor about an hour north of Los Angeles, California.

Acknowledgements

I thank my parents for providing me with the love, support and inspiration to live an authentic life. I deeply appreciate how our relationship has evolved from parent /child to one of everlasting friendship.

I am blessed with a multitude of friends and colleagues throughout the globe. I am grateful to all of you for your love and support when I had little time to share. I especially want to acknowledge Terry Musch, Sylva Leduc and Cynder Niemela for your patience and insights as I shared with you my latest successes and challenges.

I thank Francine Campone, my dissertation coach, for helping me frame a research topic that inspired me to cross the finish line. To Cory Williamson, my first writer; you taught me how to tell an intriguing story while weaving in facts and anecdotes, to Andrea Lee who supported me when I wanted to "get it done now", and Nick Wilkins, my editor, who walked phases of this journey by my side and kept me on course.

I am indebted to Ruth Ann Harnisch, my patron, friend, role model, and unwavering champion for bringing coaching and its benefits into our global world.

Last, but not least, I sincerely thank the 170 + professionals who so freely shared their time and wisdom with me. This Sourcebook of Coaching is a story of your vision and commitment to enhancing the human experience. I dedicate this book to you and your valuable contributions to the human potential.

Introduction

Little more than a generation has passed since coaches first began to appear in executive offices, city brownstones, and suburban living rooms. Yet business coaches are now almost as familiar a sight in corporate America as accountants, and life coaches may soon outnumber those shouting instructions from the sidelines of football, baseball, and soccer fields. More quickly than anyone could have imagined, and far more rapidly than the root disciplines from which it evolved, business and life coaching has spread out over the globe, changing lives, businesses, and long-established networks of support.

The rapid spread and acceptance of business and life coaching was the result of changing times – consider for just a moment the innumerable, profound changes in social structures and business practices around the world in the last half-century. How, given those changes, could support mechanisms not have changed as well? Of those changes, the evolution of the modern corporate structure was certainly one, the appearance of the knowledge worker another, and the growing number of women in the workforce yet one more. Yet these were mere ripples compared to the sea change, driven by the diffusion of humanistic psychology, which led men and women to re-examine the balance between their work and their personal lives. In short, as the world's business and social environments changed, the needs of human beings changed, and coaching sprang up to meet them.

Similar to its root disciplines, coaching's appearance, quick acceptance, and astonishing spread was accompanied by growing pains. A child of many parents – among them psychotherapy, management consulting, self-help, motivation, continuing education, and of course, athletics – the early practice and theory of coaching was characterized by a confusing number of models and standards, all borrowed from coaching's root disciplines and frequently applied without a comprehensive understanding of the origins and purposes of those models and standards. The results were predictable, and regrettable. Complex, at times confusing, increasingly dynamic and continually evolving, coaching came to mean many things to many people. (I use a simple, inclusive definition – as a coach, I "raise awareness so that each is at conscious choice".) This book was written in the belief that a long overdue history lesson would bring the present practice of coaching into clearer focus for practitioners and clients alike.

For without a better understanding of the origins of their profession, how will coaches draw lines between themselves and psychologists, business consultants, or motivational speakers? And without such lines, how will clients pick the sort of coach they need out of the crowd? The variety of specializations in coaching is symptomatic. Some business coaches now specialize in mergers, others in acquisitions. Some assist working women, others stay-at-home fathers. Some have even become full-time employees, expected to provide corporate management with a full menu of coaching options and supply support in a nearly limitless variety of situations. While such

growing specialization is a natural and necessary part of evolution, the lack of a recognized, accepted body of history deprives practitioners of a grounded understanding of how they can do what they are being asked to do.

With this in mind I began digging into the history of coaching, attempting to bring its root structure into the light, to formulate a functional but flexible definition of coaching, and reduce some of the confusion regarding its purposes and practices. In my research I found myself wondering when the word "coach" came into use. In their 1989 article "Coaching and the art of management", Jim Selman and Robert Evered tell us that the word "coach" was first used to refer to a person in the 1840s. It was at Oxford University, where the word "coach" was used colloquially to refer to a private tutor, not associated with the University, who prepared a student for an examination. Where did that word come from? The very first use of the word "coach" in the English language occurred in the 1500s to refer to a particular kind of carriage. (It still does.) Hence the root meaning of the verb "to coach" was to convey a valued person from where he or she was to where he or she wanted to be (Evered and Selman, 1989).

As I dug, I became more interested in the way each of the major root disciplines had influenced coaching, and the way coaching had in turn affected the modern practice of those disciplines. As I will demonstrate in these pages, the roots of coaching did not grow in isolation. They grew around one other as they sought stability and nourishment for the structure that now spreads above them.

I also began to compare the evolution of coaching's root disciplines – each with its own complex history – to the evolution of coaching itself, paying special attention to the impact the great pioneers of the social sciences had on coaching's development. Finally, I tried to catalogue the many factors that led to coaching's emergence as a profession. Some of these were clearly socioeconomic, some were the result of connections between influencers, and some, like the concept of postmodernism, served as a backdrop to coaching's development. These excavations resulted in five central discoveries.

First, coaching sprang simultaneously from several independent sources, and as each came into existence it sent branches out among existing professional relationships, spanned separate disciplines, and then reintegrated them in ways no one could have foreseen.

Second, coaching flowered in an intellectual greenhouse built on the foundations of many disciplines, and as it evolved cross-fertilization continued both inside and outside that structure. In other words, not only did coaching continue to draw from its root disciplines; it began to influence them as well.

Third, coaching practices are contextual and dynamic; they are not imposed on their client's surroundings, they are responsive to them.

Fourth, coaching came into existence to fill a need once met by social and professional networks often lost in a world of growing mobility and complexity. Again, as the world changed – particularly the way in which knowledge workers began to change jobs more and more frequently, leaving their support networks behind over and over again – coaching filled the need for personal advocacy in each client's new working environment. In addition, a broader historic change, from the social environment of the factory to the more individual sphere of the office, made a new form of support almost inevitable. Finally, rising affluence, both corporate and personal, created a revenue stream that paid for services that once came from friends, families, mentors, and elders.

Fifth, coaching spread its broad limbs in the open, social atmosphere of the late twentieth century, nurtured by a tolerance for diversity and inclusion. As the practice of coaching matured, however, inclusion gave way to specialization (a path followed by most of the root disciplines from which it evolved). In the case of coaching, that path – narrow at first and wider as time went by – was traveled at unusually high speed, due primarily to the information technology revolution and globalization.

Much like the society in which it first appeared, coaching is as much an open, fluid social movement as it is a discipline, spreading itself through human interactions and relationships, and evolving as the ways in which people interact with one another change. The modern patterns and practices of coaching are therefore both dynamic and contextual, ruled partly by circumstance, partly by choice, and tailored to each client's needs and environment. Finally, and perhaps most importantly, my studies convinced me that coaching is today not only a multidisciplinary profession, it is a social phenomenon, and if it is to be sustained and nurtured, it must balance its inexorable innovation with a deeper understanding of and respect for its roots and history.

Misinformation about the history of the early years of coaching continues to circulate. I began professional coaching in 1996 after graduating from a recognized coach training program. At the time, there were very few people in the field. During these formative years, the International Coach Federation defined the field. In the past 14 years, however, the field has grown with such speed that many coaches are unaware of the "who", the "what", and the "how" of the discipline's earlier years.

For that reason, Part I of this book focuses on the root disciplines of coaching – first identifying them, then tracking their evolution in the twentieth century, and finally, noting their specific contributions to coaching, field by field, and sub-discipline by sub-discipline.

Part II, which begins with a look at the first few generations of coaches – the originators, the transmitters, and the later generations – will now continue with a short history of the emergence of coaching, as well as a discussion of the factors that came together to support – or perhaps even force – coaching's appearance. As hard as it to imagine now – even in retrospect – coaching emerged as a distinct field in the last ten short years of the twentieth century.

Part III looks first at the emergence and evolution of coach training, and then at the emergence and evolution of professional organizations. Finally, I look at the emergence of evidence-based coaching.

This history presents a perspective on the emergence and growth of the coaching field from the socioeconomic factors that converged to create it, to its roots, to the field itself – through a review and assessment of the literature and interviews.

The book makes extensive use of survey data and interviews. The methodologies for both can be found in Brock (2008).

PART I – ROOTS OF COACHING

PART I – ROOTS OF COACHING

Introduction

The roots of coaching reach deep into the soil of human history. They push far beneath the appearance of the human potential movement in the 1960s. They extend far below the advent of management consulting and industrial organization. They burrow past the introduction of vocational guidance, adult education, 12-step programs, and human resources, and they reach past the birth of psychology and psychiatry. In short, coaching is far, far older than the root disciplines from which it descended.

Examples of those who practiced a form of coaching stretch back into antiquity. Thousands of years before the appearance of what we now call life coaches, and before the emergence of business coaches in the corporate world, the practice of coaching – that is, assisting individuals in reaching their personal goals – was a familiar human activity. Coaches, or individuals whose roles were remarkably similar to today's coaches, existed long before the birth of natural sciences, and far before the formal study of natural history, sociology, linguistics, and anthropology. Coaches were hard at work long before education became a profession. Perhaps even more compelling than coaching's lengthy history, however, is the way in which today's coaches so closely resemble their forebears. Whether you call them coaches, mentors, elders, or masters, they appear in the first histories of human activity, and their influence stretches in an unbroken line to the present day.

Eastern philosophers and ancient athletic coaches were among the first practitioners. In the East, the focus of physical training was martial arts, rather than athletics. In the West, images captured on the amphorae of ancient Greece provide evidence that athletic coaches have played a role in Western culture for nearly three millennia. Just like their counterparts in modern sports today, the ancient Greek coaches – former athletes themselves – helped the competitors of their day achieve personal excellence.

As Greek philosophy flowered, the Western world saw its first "personal" coaches. For what was Socrates, if not a coach? His dialogues, recorded by Plato, make it clear that Socrates did not wish to impart knowledge; he sought instead to encourage self-understanding. The same can be said of the Eastern world's first philosophers, Confucius and Buddha, and in a somewhat different fashion, of Christ and Muhammad in the Middle East. Equally compelling is the dichotomy that existed from the beginning of recorded history between those who promoted self-realization and those who favored adherence to strict rules of behavior – a division that continues to this day.

In tracing its numerous, far-reaching roots, a definitive history of coaching must also consider the context in which those roots grew – in effect, the soil from which the roots drew nourishment. Therefore, in studying coaching's root disciplines, and their influence on the modern field's

emergence in the latter half of the twentieth century, we must also consider changes in world paradigms – in particular, the evolution of political and socioeconomic systems over the centuries.

In surveying the professions, fields, and disciplines that influenced the development of coaching, today's coaches can learn both from the evidence-based research and from the belief-based practices that underpin these professions. Finally, while each root discipline contributed to the trunk, or the main body of the field, the branches themselves – still spreading today – provide evidence that, while drawing from the same sources, coaching has extended its limbs in many different directions. In Part I of this book I will, however, confine myself to the roots of the tree, pointing out where they diverge, where they align, and how the study of them can add insight to the modern practice of coaching. In Parts II and III, I turn to the branches that have spread above the trunk, and even to the saplings that now grow around the perimeter.

C.B. Allison, in talking about education, presents a general case for a thorough understanding of coaching's past:

> The point is that who we are as humans, our very concept of reality, is determined by our histories, by what the past has handed down to us. And those who are most ignorant of their history are the most controlled by it because they are the least likely to understand the sources of their beliefs. They are the most likely to confuse their inherited prejudices with Truth (Allison, 1995:xiv).

Francine Campone, another well-respected voice in the coaching community, put it this way: "The root disciplines are the DNA of coaching, the early pioneers are the parents and the current field of coaching (and current practitioners) are the children and grandchildren" (Campone, 2007, pers. com.).

The disciplines covered in Chapters 2 through 5 constitute the roots of coaching, and a review of each of them is necessary for a better understanding both of coaching's past and its future. As Irene F. Stein wrote in the *Proceedings of the First International Coach Federation Coaching Research Symposium* in November 2003:

> Certainly, a field of coaching studies would draw its roots from many existing bodies of theory – just as most new fields arise from previous knowledge. And the application of coaching theory can be very broad, encompassing such diverse practices as 'executive coaching,' 'spiritual coaching,' and using coaching skills as a parent. Using a 'tree' model [Figure 1] that depicts the trunk of a tree as the set of theories and practices that is common to different coaching applications, I see that trunk as being what 'we know when we see it'. Though I would define the field of coaching studies as the whole tree from just below ground-level, a big part of our work as researchers and scholar-practitioners is to define the trunk that is supporting the whole tree. The stronger the trunk, the more bountiful the branches can become (Stein, 2003:ix).

Figure 1   The Tree of Coaching has many "roots" and supports many "branches"

Figure 1: The field of **Coaching Studies**:
Draws from many "roots" and supports many "branches"

Spiritual Coaching

Executive Coaching

Coaching Skills in a variety of disciplines

Performance Coaching

Team Coaching

Transformational Coaching

Organizational Coaching

Life Coaching

Coaching

Adult Development Theories

Education

Self-help Movement

Holistic Movement

Psychotherapy

Social Systems Theory

Communication Studies

Athletic Motivation

Management &Leadership

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Source: Stein (2003:ix)

As you can see in Figure 1, Stein (2003) identifies nine primary roots supporting the growth of coaching: education, psychotherapy, communication studies, self-help movement, social systems theory, athletic motivation, adult development theories, holistic movement, and management and leadership.

For the purposes of this book – a history of coaching, not a manual – I propose a simpler diagram with just two tap roots – one representing philosophy, the other the social sciences. In the first, or the philosophical taproot, practitioners, students, and researchers will find all the key beliefs and assumptions that inform and sustain the field. In the second, that of the social sciences, readers will discover psychology, business, athletic motivation, and adult education, and within them the theories, models, and techniques on which the modern practice of coaching is based.

In surveying the history of these root disciplines, I encourage modern practitioners to keep the following in mind: while many of the disciplines discussed in the Chapters 2 through 5 faced struggles similar to those encountered by coaching, their histories are not necessarily predictive of coaching's future. In addition, the varied definitions of coaching, many of which contradict one another, are often based on each practitioner's background and expertise, rather than a thorough understanding of the complete history of coaching. Therefore it is my hope that each student or practitioner will use this book, along with their own experiences, to construct a more inclusive and consistent model for their approach to coaching.

A review of coaching's root disciplines will also make it easier for present-day practitioners to recognize the sources of the techniques and approaches that inform coaching, and in so doing allow them to collectively articulate a more generally accepted definition of coaching. Finally, while coaching is unquestionably grounded on its root disciplines, it has also been nourished by the soil of social, cultural, and economic conditions. A complete study of its past, therefore, must include samples of the socioeconomic ground in which coaching's roots grew. Chapter 1 will look at the socioeconomic ground prior to exploring the root disciplines in Chapters 2 through 5. Figure 2 represents a coaching tree and its environment.

Finally, before moving on to the reviews of the root disciplines which anchor and nourish coaching, I wish to state clearly that the information presented in Part I is not meant to be all-inclusive, nor intended to satisfy every reader's need for background knowledge. Again, given each reader's expertise and experience, some of the chapters will echo previously acquired knowledge, while others will point to the need for further study. This opening introduction, therefore, is intended to acquaint new students of coaching with the foundations of the discipline, and to reintroduce coaching's multiple influences to long-time practitioners.

A familiarity with the root disciplines of coaching is critical to an understanding of coaching's evolution, its present practice, and its possibilities in the future. Coaching, grounded by the twin taproots of philosophy and the social sciences, is an amalgam of a variety of disciplines and professions, some of them related, others entirely distinct. Figure 3 depicts a timeline of coaching root disciplines' emergence and relationships, which clearly demonstrates the interrelationships and influences among and between those disciplines, from which coaching borrowed theories, models and practices.

With my business background, I didn't know how these disciplines linked together or even what some of them encompassed. From this chart we can see that everything originally came out of philosophy years ago. The social sciences including anthropology, linguistics, and psychology emerged in the mid- to late 1800s. Psychology had a huge impact on the Human Potential Movement, as well as on organization development. We also have the adult education and development fields. All of these feed into coaching with their own influences.

Figure 2   A coaching tree and its environment

LIGHT/HEAT ENVIRONMENT

OTHER SPECIES GEOGRAPHIC

FRUIT RESULTS

AIR/WIND

OXYGEN BY-PRODUCT

LEAVES TOOLS/KNOWLEDGE

CARBON DIOXIDE CHALLENGES

CROWN

TWIGS NICHES/SPECIALTIES

BRANCHES BUSINESS/LIFE CONTEXT

HEARTWOOD COMPETENCIES/ETHICS

Most of the cells of the trunk, roots, and branches are dead or inactive in a mature tree. All growth of new tissue takes place at only a few points on the tree at the tips of branches and roots and in a thin layer just inside the bark. The reproductive structures are the fruit.

SAPWOOD MODELS/THEORIES

TRUNK

CAMBIUM TRAINING/EDUCATION

INNER BARK INSTITUTIONS

OUTER BARK BUSINESS

WATER CONSCIOUSNESS

EMERGENCE

FERTILIZER WORLDVIEW

SOIL SOCIOECONOMIC

ROOTS

SURFACE ROOTS EMERGNG DISCIPLINES

ROOTS RELATED PROFESSIONS

ROOT TIPS OR HAIRS RESEARCH/PRACTICE

TAPROOT PHILOSOPHY

Source: Adapted from Brock (2008:Appendix A-18)

Figure 3   Timeline of root discipline emergence and relationships
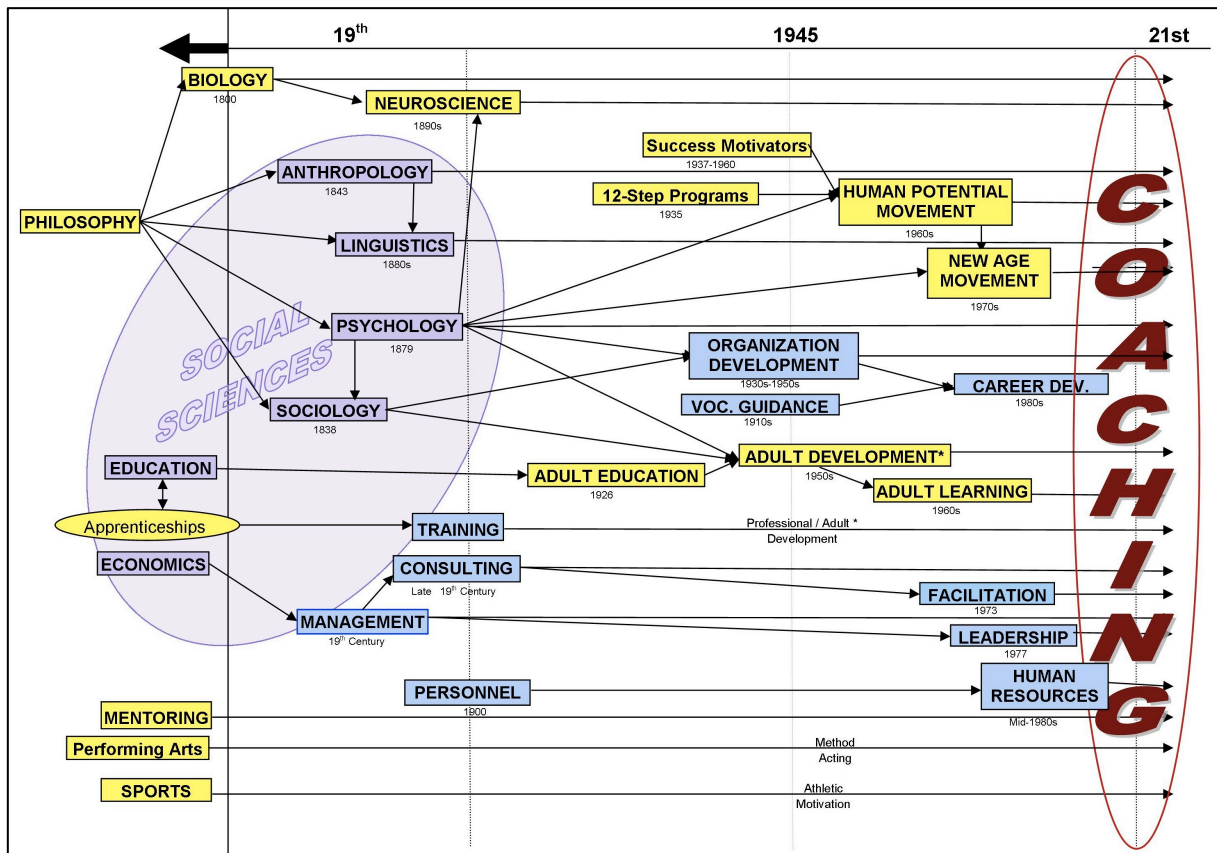
Source: Adapted from Brock (2008:Appendix B-22)

Some comments describing the relationship of coaching to these others fields are:

- Missing link in adult learning theory + behavior.
- Organization development subset + intervention.
- Process consultation is coaching.
- Natural evolution of therapy.
- Another helping field.
- Role for managers and leaders.
- Is the "therapy" of positive psychology.

You may or may not agree with all the above statements, and yet they clearly acknowledge that coaching is related to if not a part of its root disciplines.

In summery, the most influential fields on coaching were:

- *Psychology* – a branch of philosophy until 1879, when the first person called himself a psychologist.
- *Sports/fitness/recreation* – traced back to the Roman gladiators in 776 BCE.

- *Human Potential Movement* – emerged from the social and intellectual milieu of the 1960s with its roots in Humanistic Psychology.

- *Management* – emerged as a discipline from economics in the nineteenth century. Leadership was delineated from management in 1977.

- *Consulting* – grew out of management in the late nineteenth century.

- *Organization development* – emerged from Social Psychology in the first half of the twentieth century.

- *Education/teaching* – classical education can be traced to the Middle Ages.

- *Training* – emerged in the later Middle Ages as apprenticeships.

- *Human resources* – began at the end of the nineteenth century with welfare officers in England, and was referred to as the personnel function until the mid-1980s.

- *Philosophy* – Western philosophy is traced to the ancient Greeks in 470 BCE and Eastern philosophy has its roots even earlier.

- *Sociology* – emerged in the early nineteenth century as noted in the quote above.

And this is just the high level of the interconnections. I also found out that there are many people in coaching who have 12-step programs in their background, including me. And some of the phrases, statements and philosophy of Alcoholics Anonymous are also used in coaching.

Figure 4   Interconnections between coaching and its root disciplines
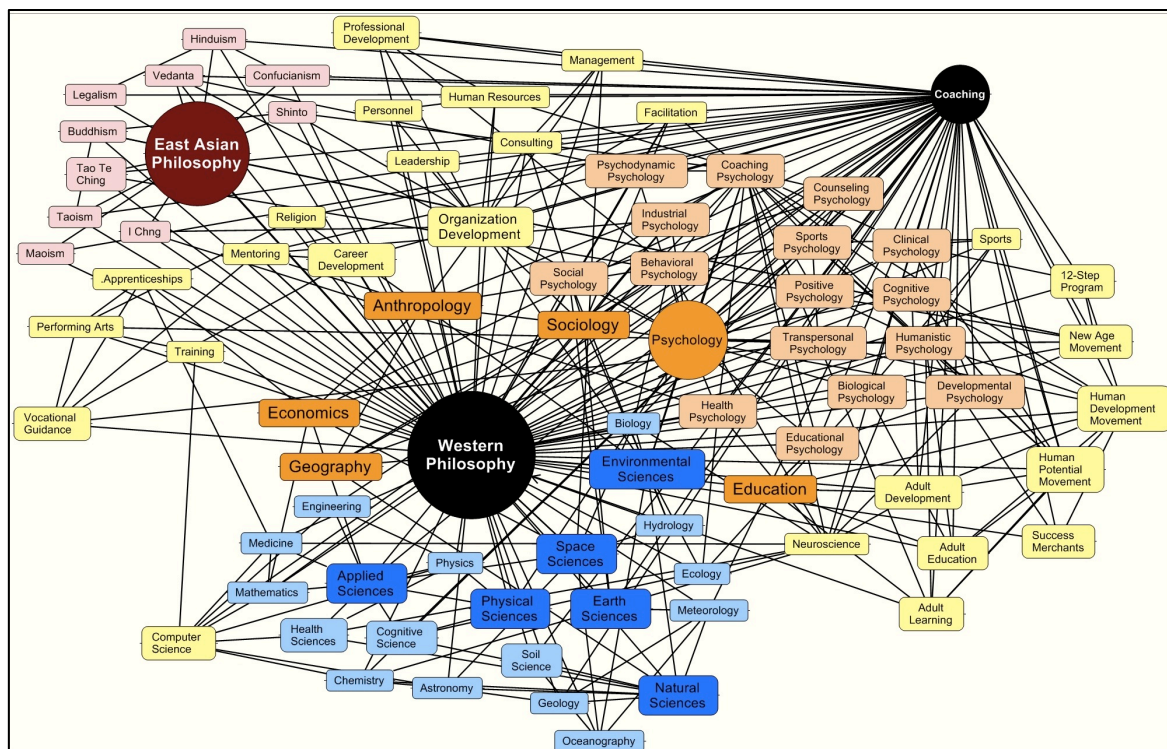
Source: Adapted from Brock (2008:475)

The success motivators are the Dale Carnegies and Napoleon Hills – if you go back and look at their materials, a lot of what we use in coaching today came from their materials, even though we were not aware of the link. All this was developing in the Modern socioeconomic period – a relatively stable period – and most of the root disciplines were coming from the scientific point of view and shifting to the humanistic perspective. When coaching emerged in the late twentieth century, things were moving much faster with technology and the Internet revolution. So coaching emerged in quite a different environment than its root disciplines. Chapter 1 addresses the socioeconomic influences on coaching.

Figure 3 does not illustrate the impact of the root disciplines on coaching; it merely shows the linkages and when the root discipline emerged. Psychology, for instance, contributes vital theories from humanist and transpersonal psychology, and tools and techniques from both psychodynamic and behavioral/cognitive psychology. The business sector, on the other hand, provides coaches with theories and techniques from the sub-disciplines of organization development, management, leadership, and consulting. Modern sports coaching, profoundly influenced by humanist and transpersonal psychology, lends theories of motivation and performance, and adult learning offers practical techniques, as well as the theory that guides them. Finally, philosophy, while not as active a participant in coaching's ongoing growth as the social sciences, is nonetheless responsible for fundamental theoretical contributions to the field, some of which existed before the first pages of human history were written.

Figure 4 is another way of looking at coaching roots – a social networking view. The main point here is that Eastern and Western philosophies underpin much of what exists today in coaching. The Eastern philosophies are built into coaching in China, Japan, and India. The social science, areas in Figure 4 are geography, economics, anthropology, sociology, psychology and education. Sixteen sub-specialties of psychology are identified in Figure 4. The point here is interconnections between and among each of these nodes. And you will notice that I have all of these linking into coaching, as it draws from all of these, not just from one. This is a pictorial representation to give you a sense of the interconnections.

The purpose of Part I is meant to acquaint new students – and to reacquaint long-time practitioners – with the building blocks of their discipline, and in so doing to help each to redefine their approach to coaching in light of the varied influences on the field and the sundry resources of its growing knowledge base. Those influences, however, did not operate in a vacuum. Therefore I will now turn to the socioeconomic conditions in the twentieth century that prepared the world for the emergence of coaching.

Chapter 1

Socioeconomic influences on the root disciplines of coaching

Socioeconomic trends slowly turned the soil of modern history until conditions were finally created that led to the appearance of – or better yet, the need for – modern coaching. In the remaining chapters of Part I we will uncover the roots that support the spreading branches of coaching. First, however, I will turn to a quick analysis of the soil in which they grew.

While it is true that certain aspects of philosophy, psychology, and business came together to create the practice of coaching, that convergence did not occur randomly.

Here I won't attempt to provide a comprehensive socioeconomic history of the Western world in the twentieth century. Instead, I will try to draw readers' attention to the trends that influenced the field's root disciplines and eventually led to the emergence of coaching, and trust that students, researchers, and practitioners alike will use the information in this chapter as a guidebook, and add to their studies as they see fit.

The modern age

By the end of the twentieth century, it was often said that anyone born a hundred years earlier had witnessed a series of changes unprecedented in human history. Advances in technology, changes in social mores, and shifts in global demographics, geopolitics, and finance left the world almost unrecognizable to those born in the early 1900s. Here, just as in the case of the roots reaching down beneath the tree of coaching, it is all but impossible to separate one change from another, whether social, scientific, political, or economic; together they formed the world in which we now live, and into which coaching emerged.

The technological changes alone are dizzying to consider, and began with transportation. In the space of a few short decades, the human concept of distance was radically altered. The appearance of the automobile and the advent of air travel made it possible for the citizens of every continent – and indeed, for all the peoples of the world – to move with previously unimaginable ease and speed. In the latter half of the twentieth century, a voyage across the Atlantic required five days on a ship; shortly after the end of the Second World War passenger flights completed the trip in about 12 hours. With those advances, however, came the loosening of rules that had long governed human relations, based on family, community, and national identity. Support networks vanished. Long-term relationships ended. Expectations of the behavior of those around us became less certain.

Advances in communications and computing technologies were equally earth-shattering. The radio led the way, followed by the telephone, the television, the fax machine, the cellular telephone, and finally the personal computer and its circulatory system, the Internet. One after another, these tools created rapid change in the world's social, political, and financial sectors, often with unpredictable and unintended results. Just like the advances in transportation, the communications revolution reduced insularity and opened doors long closed by time and distance. Some of the changes were for the better – opportunity, for one, was no longer confined to certain areas of the world – and some were for the worse – the loss of physical contact with other human beings.

Advances in transportation and technology also led to the greatest migration in the history of the world – that from the farm to the factory. That movement, of course, was seldom voluntary, and in some cases had as much to do with shortsightedness or meteorology – think of deforestation in the lumber-producing Amazon, or the dustbowl of the Great Depression – as it did with economics. Nor were those migrations confined to national borders.

Perhaps the most important intercontinental migration was the influx from Europe to America, the result of a combination of political and economic factors that together changed the demographic balance of the twentieth century. At more or less the same time the peoples of the Pacific Rim and China began to cross the Pacific in great numbers, also in an attempt to escape conditions like those that caused so many Europeans to leave the countries of their birth. Still later in the twentieth century, another great migration began, as citizens of South and Central America streamed into the American southwest. Finally, toward the end of the twentieth century, yet another mass migration occurred, this time from India to America. Unlike the others, however, that migration was not made up of the lower-level workforce common to mass migrations. It was populated by highly skilled, well-educated workers unable to find jobs with comparable pay in their own country.

These mass migrations, just like the technological changes that occurred alongside them, also had unpredictable results – some for the better, and some for the worse. On the one hand, customs that had governed life for centuries quickly disappeared in the new world. On the other hand, a great body of knowledge, previously unavailable due to differences in language, accompanied those who moved, and was soon available in translation. The lie was also quickly given to the notion that talent and original ideas were the birthright of any one culture.

Within America, early in the twentieth century, the same sort of financial uncertainties, combined with somewhat different social, political, and historical factors, led residents of the southern American states to move to the centers of northern American industry. In short, during the twentieth century it seemed as if the globe's entire population was on the move. These migrations significantly changed the global socioeconomic environment, and helped create the conditions that led to the emergence of coaching.

The appearance of women in the workforce was another of the sea changes that occurred in the twentieth century. First as a result of need, during World War II, and then as the result of the social and economic revolution of the 1960s and 1970s, more and more women left their homes every morning and headed to the office, forcing both men and women to reexamine and rebalance their traditional roles as breadwinners and parents. The first wave of children who grew up in families where both parents worked have now had families of their own, and they, for the most part have continued the trend.

Finally, the twentieth century also saw the arrival of a new type of employee – the knowledge worker. Partly the child of expanded educational opportunities, and partly the result of the changing nature of the world's industrialized economies, the knowledge worker was able to handle a variety of tasks called for by the world's modern economy. In essence, the arrival of the knowledge worker signaled the end of the blue collar, factory-based economies of the Western world, and the beginning of the white collar, service and technology-based economies.

With the change in abilities and responsibilities, however, came concomitant changes in employee attitudes. Company loyalty was perhaps the first victim. In earlier generations, employees sought factory and management jobs they intended to keep throughout their careers. With the arrival of the knowledge worker, that expectancy – on the part of both management and the workforce – all but vanished.

A shift of the same order occurred in executive suites. With the birth of the first truly global economy, corporate ownership began to fall into the hands of those who lived far from a company's place of business. For example, the multinational corporations of the United States, the United Kingdom and Japan, which manufactured products outside their national borders. And with that change in ownership came far more frequent changes in management, which in turn led to more mobility at the executive level.

In short, the twentieth century was a time of great change – social change, demographic change, economic change, and personal change – which culminated, in the final decade of the century, with the creation of socioeconomic conditions favorable to the emergence of coaching.

Modern and postmodern

I have divided the short socioeconomic history in this chapter between two basic periods: modern and postmodern. The first period covers the years between 1890 and 1950, and the second the years from 1950 to the present (see Figure 5). Within these periods, I will also point to the alternating spells of conservatism and liberalism, principally in the United States, but also abroad.

Figure 5   **Socioeconomic – modern and postmodern**

1900	1950	2000

Modern Period

Evidence, logic, rationality
Industrial revolution
Separation of work & family   **Postmodern period**
Shift isolated to integrated
Control, order, certainty   Service society
                                 Reintegration of family & work
                                 Resistance to sacrifice for progress
                                 Rapid technology change
                                 Migration and globalization
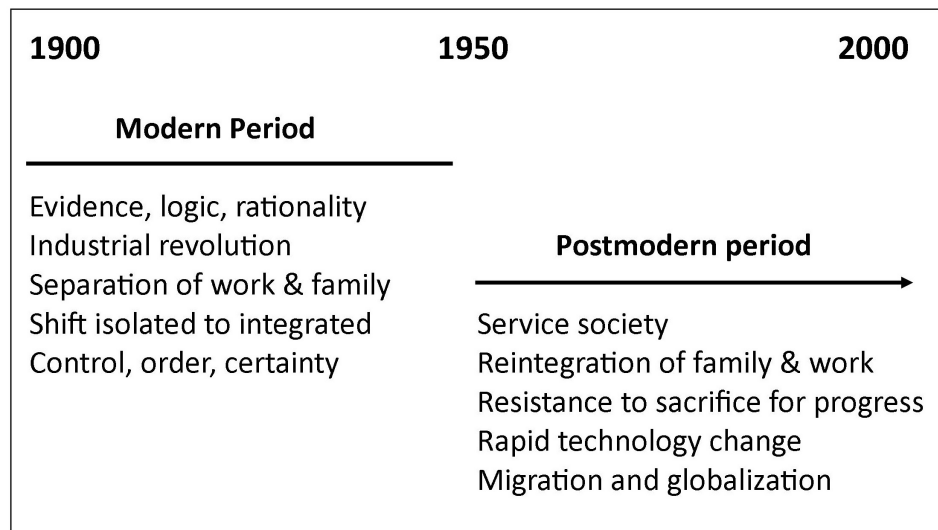
Source: Adapted from Brock (2008:346)

Picking up where I left off above, the modern period was characterized by the transition from relatively isolated local communities to integrated larger-scale societies. Edwin Nevis (2006, pers. com.) notes that these emerging societies, unlike those that preceded them, were defined by an emphasis on science, logical thinking and rational analysis, all of which were harnessed to the wagons of industrial production. During the initial stages of this transition, workers were viewed as no more than units of production, and within their specialties, one could easily be replaced with another. Perhaps even more importantly, the industrialization of the economy led to the separation of work and personal life, a distinction that had never existed in agrarian economies.

In William Anderson's words, the first half of the twentieth century witnessed "assaults on cultural tradition and convention, two world wars, [and] intellectual movements that saw into and through the social construction of reality" (Anderson, 1990:43). William Bergquist saw the manifestation of those forces in the modern organization, which he described as "large and complex; [where] growth was a primary criterion of success" (Bergquist, 1993:xii). To that list Nevis (2006, pers. com.) adds Freud's theories, the collective consciousness of Jung, and increased industrialization.

While the first 30 years of the twentieth century ushered in the Russian Revolution, World War I, the jazz age, and scientific rationality, the period was essentially conservative. After World War I, which brought about the end of the royal and imperial ages of Europe, the British economy was in ruins and the British Empire began to shrink, producing a power vacuum in Europe. That period was, of course, followed by the rise of Fascism and Nazism in Europe, technological and military expansion in Japan, and the New Deal in the United States, which reversed the conservative trend and continued until after the end of World War II. During the years after World War II, the Soviet

Union and the United States emerged as world powers who engaged in the Cold War through the 1980s. Dale Carnegie and the other early gurus of motivation appeared, Carl Rogers developed client-centered counseling, Abraham Maslow created his theory of motivation, Fritz Perls created Gestalt therapy, and the National Training Laboratory (NTL) in the United States, and Findhorn in the United Kingdom, were formed.

Two significant shifts occurred during the postmodern period and influenced the current forms and future development of coaching. These shifts were the growing global nature of the world and an increasingly complex society. According to Reinhard Stelter (2008:210),

> Ulrich Beck (2000), the famous German sociologist, stated: Globality means that we have been living for a long time in a world society, in that sense that the notion of closed spaces has become illusory. No country or group can shut itself off from others (p.10). The recent financial crisis presents clear evidence of the impact of globality on the life of almost every person. Climate change, migration, media coverage are further examples of how globality invades every workplace and household. Beck (2000) discussed some consequences: Globality means that from now on nothing which happens on our planet is only a limited local event; all inventions, victories and catastrophes affect the whole world, and we must reorient and reorganize our lives and actions, our organizations and institutions, along a 'local-global' axis (p.11). Local and global are interconnected. Some of the challenges we are faced with and that should be dealt with in a coaching dialogue must be seen in the light of globality. We may have to adapt to a reality where progressively fewer elements of our lives can be controlled locally. Even the idea of control might be devalued by the influence of globality on individual lives. On the basis of these brief reflections, the consequence seems to be: We must learn to be more open-minded and try to live together, despite social, economic, ethnic and other differences!

Addressing the second postmodern shift to more complexity, Richard Stelter (2008) stated: the individual is faced with a growing diversity of social spheres, each with its own autonomous "developmental logic". Different social settings shape their specific form of organization and culture, and their members develop their own ways of communicating, as befitting the local culture. But society in general loses an inner coherence. The German sociologist Luhmann (1998:876) put it like this: "The system tends towards 'hypercomplexity', towards a multitude of opinions and interpretations about its own complexity." Following this line of thought, it seems to be utterly impossible to achieve a uniform and consistent sense of specific social contexts. We face a growing challenge with regard to handling social diversity and the interaction between different social spheres, where everyone speaks their own language and has different interpretations at the same time. To become a member of a specific and often dynamically changing culture (e.g. in an organization), the individual must have the competence to assimilate and adapt. Furthermore, employees will have varying understandings of a working situation; husband and wife will each have different views of their marriage – as long as they are not in conflict with one another, these differences will not matter much, but as soon as they want to convince the other of their viewpoint, their disagreement will grow (Stelter, 2008:210–211).

Coaching was called forth to support people in dealing with the consequences of globality and hypercomplexity – and in living together successfully despite their differences. As such, "what counts for 'truth' depends on the context and on social agreements in the local culture, so truth becomes a matter of either power or social negotiation" (Stelter, 2008:211).

From these two major shifts, other shifts occurred during the postmodern period that hastened the emergence of coaching – this time from an industrial to a service-based economy. At first, the workers in the new economy, although far better educated than their predecessors, were treated as if they were still on the factory floor. Over time, however, the workforce began to rebel against the prevailing system of management, insisting that the individual nature of their contributions be recognized, and that they be allowed to reintegrate their personal lives with their work. This reintegration did begin to occur, partly because of their insistence, and partly because of the changing nature of work.

Jeannine Sandstrom (2006, pers. com.), considering this shift, points first to the "1950s, and Sputnik, and the way we [the United States] were going to conquer the world economy with the scientific approach … [instead] what we have run into is the limitations of that approach in a world that is much more global, much more flexible, and demands real-time changes for people". Globally there was also a rising resistance to sacrificing the environment in the name of progress, accompanied by the movements for peace, civil rights, equal opportunity, women's rights, and multicultural tolerance. These social, economic, and political changes occurred faster than ever before due to the multipliers of mass media coverage, advances in communications technology, increased global migration, and the globalization of the world's economy.

The changes came so quickly, in fact, that by 1993 Bergquist could write "we [now] define everything by what used to be (post-industrial, post-capitalist, post-Marxist, post-cold war), but we do not yet know what it will become" (Bergquist, 1993:xi). These as yet unnamed changes included paradigm shifts in physics and philosophy, which challenged both prevailing systems of thought and the rule of reason itself; the global expansion of mass media; shifts in the global centers of mass production, and the corresponding growth of the global market; the shift from manufacturing to service economies; and finally, reductions in the price of consumer staples, but far higher costs – in both financial and emotional terms – for the social connections we once took for granted.

During the first years of the postmodern period – that is, from approximately 1950 to 1965 – the world saw the heightening of the Cold War, the decolonization of former European empires, and the reconstruction of Japan. We also saw the work of B.F. Skinner, Martin Heidegger, and Abraham Maslow begin to gain currency. Their theories influenced the growth of encounter groups, the rise of the Human Potential Movement, the appearance of the Beat Generation, the proliferation of management schools, the beginnings of desegregation, the arrival of the hippies – in short, the birth of the counterculture in the United States, which soon spread to students in

London, Paris, Berlin and Rome. William Anderson wrote that "the 1960s were the true beginning of the post modern era … [which was characterized by the] revolt against the established culture … in which Leary, Watts, Laing, Zen, and acid represent one wing of what was sometimes called 'the movement" (Anderson, 1990:45–47). Prosser (2007, pers. com.) describes it as "coming out of the whole hippie idealistic culture during the 60s and the whole thing during the 1970s, where everything was going on … about exploration … an inquiry was taking place and [it] was happening globally". Jinny Ditzler (2006, pers. com.) found that the period focused on "personal transformation and personal development … it became safe to be a human being and to admit faults".

Table 1, adapted from Nevis (1997:110–130), categorizes the primary changes from the modern to the postmodern period.

Table 1	Summary of changes from the modern to the postmodern period
Modern	*Postmodern*
Scientific (logical, rational, objective, analytical)	Humanistic (human bonding, networking, subjective, community, collaborative)
Industrial and manufacturing society	Service and information society
Mass urban society	Mobile society (pluralist and cosmopolitan societies, migration)
Progress mentality (achieve progress through economic and technical growth and sacrifice in isolation from environmental and other contexts)	Social Responsibility (resistance to make sacrifices in name of progress, part of a larger whole, environmental)
Social fabric reliable (religion, family, school, and government trusted institutions for social values and acceptable behavior)	Social fabric crumbling (traditional institutions no longer working to convey social values and acceptable behavior)
Religion (organized and directing)	Spirituality (collective global consciousness, values, flow)
Conformist (humans are interchangeable economic units and dissociated parts)	Individualism and human potential (think for self, holistic perspective, develop all of self, personal values, authenticity)
Corporate security (retirement, job for life)	Personal responsibility (customized learning, ethics, manage careers and ability to perform, personal branding)
Linear progression (right and wrong)	Complexity (choice, options, diverse norms, demands)
Nationalistic (closed, homogenized, hierarchical, structured)	Globalization (global, multicultural, matrixed and complex, diversity; for example, multinational economies and global economic arrangements)
Mechanization	Technology (provide information access and keeps us separate, and yet provides for social networking)
Rate of change predictable (orderly, natural laws)	Rate of change increasing (uncertainty, ambiguity, confusion, paradox; increasing disruptiveness and uncertainty in daily living, accelerated life cycles, learn fast, be nimble and agile)
Separation (clear boundaries, distinctions, for example, social separation of work and family life)	Reintegration (boundaries and distinctions collapsing, for example, work and family life reintegrated through virtual work and telecommuting)
Competitive (struggle for existence, work ethic)	Strive and drive culture (materialistic, consumerism, success, image, status, growth)
Pursuit of economic wealth	Pursuit of meaning, happiness, and purpose (people living longer in economic comfort)
Stability	Pressure (for performance, satisfaction, need to keep growing, changing, and/or improving)
Information controlled	Information availability (information accessibility and manipulation by all, mass media and telecommunications)
Physical and social connection	Virtual and media connection (social connection and community more expensive, Internet and media substitute for social connection)
Bureaucracy	Grass roots (ordinary people involvement in decisions; participatory culture, digital convergence)
Hierarchical, authority, command, control	Collaboration, participation and influence
Source: Adapted from Nevis (1997:110–130)	

William Anderson notes that "one reason it is so hard to tell when true cultural revolutions have occurred is that societies are terribly good at co-opting their opponents; something that starts out to destroy the prevailing social construction of reality ends up being a part of it" (Anderson, 1990:49). This process, of course, is never-ending, and therefore those of us looking ahead to the future of coaching would be wise to create another column in Table 1 to the right of "postmodern", leaving it blank for the moment.

Figure 6   Root discipline evolution from philosophy
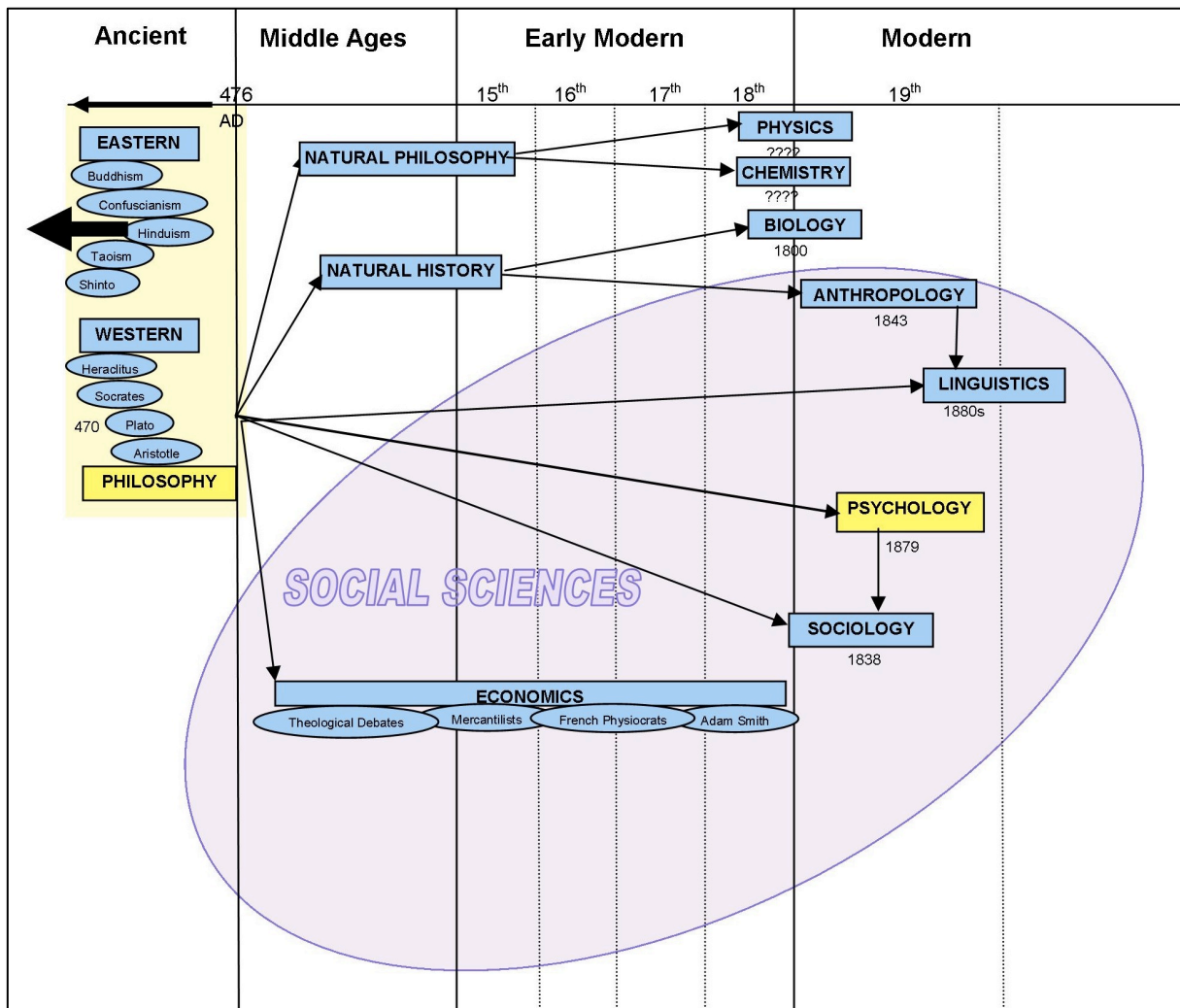
Source: Adapted from Brock (2008:Appendix B-22)

One could also add columns to the left of Table 1, and list the changes that brought modernism to the twentieth century. From Figure 6 we can see that between the seventeenth and eighteenth centuries, for instance, the natural sciences (biology, geology) and the physical sciences (chemistry and physics) emerged from philosophy as separate disciplines. In the nineteenth century the social sciences (economics, psychology, sociology, linguistics, and anthropology),

which deal with aspects of human society and the individual, also parted from philosophy. According to Mannion (2005), the recently emerged social sciences then began to aggressively employ the scientific method to the study of societies, cultures, and the mysterious workings of the human mind. The Washington State University website puts it this way:

> The history of the social sciences is especially rooted in the major events of the eighteenth century – the industrial revolution and the French Revolution. Ideas derived from theology and deductive reasoning colored the social sciences until the nineteenth century, when the struggle to define and research society in scientific, empirical terms developed momentum. The era of Darwin and Marx ushered the application of more positivistic (scientific) approaches to the development of the social sciences (Washington State University, 2007).

While the newly emerged "social" disciplines attempted to buttress their theories using the scientific method, Sigmund Freud "broke ranks with philosophers and physicians in his day by insisting that reason could be used to fearlessly explore determining forces motivating human behavior" (Peltier, 2001:24). While many now question the usefulness, or even the legitimacy, of his theories regarding repressed sexual memories and the importance of dreams, no-one can dispute that Freud brought the study of both the conscious and unconscious mind into the open, and raised the issues of transference, defense mechanisms, and resistance.

Figure 7   Evolution of root disciplines through the twentieth century
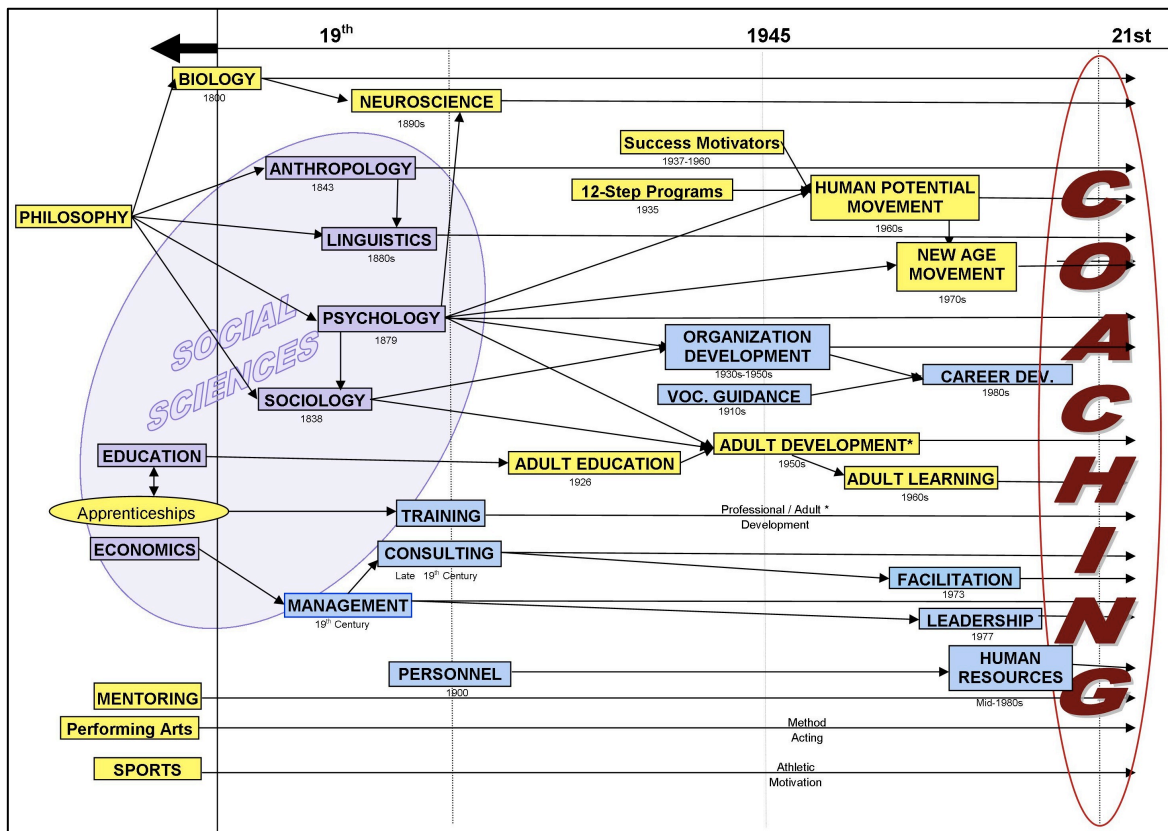
Source: Adapted from Brock (2008:Appendix B-22)

Modern business management, in turn, emerged as an offshoot of economics in the nineteenth century, and prior to 1900 emphasized the division of labor and the use of machinery to facilitate labor. Personnel management followed around the end of the nineteenth century, when welfare officers were established in the United Kingdom. "Their creation was a reaction to the harshness of industrial conditions, coupled with pressures arising from the extension of the franchise, the influence of trade unions and the labor movement, and the campaigning of enlightened employers, often Quakers, for what was called 'industrial betterment'" (CIPD, 2006a).

Consulting also got its start at the end of the nineteenth century in response to the rising organizational complexity brought on by the industrial revolution. From the 1880s to the 1950s, the earliest management consultants served as subcontractors to business. "Outside advisors brought specialized knowledge, not otherwise available, into organizations that faced problems that internal staff members could not easily resolve" (McKenna, 2006:11).

During the early decades of the twentieth century, enthusiasm for technological advances and the benefits of science perspective continued, even in the root disciplines of coaching. Albert Einstein proposed the theory of relativity in physics, and the internal combustion engine led to further industrialization. The Russian Revolution brought the lengthy imperial history of one country to an end, and the First World War began the same process in Europe. In the United States the result was the Roaring Twenties. Philip Goldman (2007, pers. com.) described this period as the beginning of "a shift from a mechanical model of the world to an organic model of the world. And when you have a mechanical model, you are looking to fix things that are broken and we get pathology-oriented approaches to working with humans … so this whole [organic] zeitgeist is being called into existence from the early 1900s."

Alcoholics Anonymous (AA) was another example of this trend. Founded in 1935 to support the sustained recovery of alcoholics, regardless of their financial condition or social standing, AA's cofounder Bill Wilson credited the Oxford Group for AA's basic ideas of self-examination, acknowledgement of character defects, restitution for harm done, and working with others to influence personal behavior. Much like the role of the mentor, AA includes the role of the sponsor, or another person in recovery who works with the newcomer.

Before the 1940s, organizations typically operated using mechanistic principles and bureaucratic systems. These included authority-obedience, division of labor, hierarchical supervision, formalized procedures and rules, all of which were based on the impersonality of the workforce. Operations research, also known as management science, was born in the 1940s and took a scientific approach to solving management problems. At the same time an awareness of the importance of helping groups and group leaders focus on leadership processes was growing in adult education and group therapy. The 1940s saw an increase in group dynamics, which encouraged individual participation in decision-making and noted the impact of the work group on performance (Brock, 2008:355).

Organization development (OD) was yet another reaction against scientific management, which was more successful when the workforce was cheap, illiterate, and could learn small tasks easily. As Nevis (2006, pers. com.) said, "I traced the history of the OD field from 1930 up to 1999, because I got so upset that younger people thought everything started in the 1960s, and I wanted to show them that most of the major ideas were already developed in the 1930s and 1940s". The discipline's early focus on group and personal development dominated methods through the 1940s and 1950s, with the National Training Laboratories (NTL), founded by Kurt Lewin, as the center of gravity for this new philosophy about individuals and groups (Minahan, 2006).

In the 1960s the Human Potential Movement was born, along with the hippie movement and global counterculture that came out of the anti-Vietnam War effort. Many students blamed the "establishment" for the world's problems, which in France resulted in the May 1968 student and worker uprisings, while in the United States legislation supporting civil rights was passed amid protests which continued as a result of the United States involvement in Southeast Asia. This was the decade of the counterculture, and the music of the day – Dylan, the Beatles, the Rolling Stones, and Hendrix – was the perfect accompaniment to the rising interest in the spiritual traditions and alternative medicine – from both the East and the West. That change in mentality fueled interest in Esalen, est, Lifespring, and even self-help and group support efforts like Weight Watchers. Finally, as if putting a punctuation point on the Age of Aquarius, the United States landed a man on the moon (Brock, 2008:358).

The 1970s saw the rise of a significant number of women as heads of state and government in countries around the world, and the rise in the use of terrorism by militant organizations across the world. Skiffington and Zeus (2003:36) note, however, that "after an era of political turmoil, there was a growing awareness that radical politics had not addressed personal or existential issues". As a result, individual solution-focused approaches emerged in the 1970s. These were partially a response to the failure of managed-care systems, which were incapable of serving the needs of those who did not need long-term therapy. This approach, which blended into the personal growth movement, emphasized personal responsibility and choice, and was favored by those who wanted to switch the focus from the problem to discovering how to resolve it (Patrick Williams, 2006, pers. com.).

The drug culture of the 1960s and 1970s, mirroring Sigmund Freud's and Aldous Huxley's earlier experiments with mind-altering substances, also played a part. Patrick Williams, writing of transpersonal psychology, notes its emphasis on the "integration of the whole person, including the intellectual, emotional, physical, and spiritual nature of man. The inclusion of the spiritual or higher nature of man is a major difference between humanistic and transpersonal psychology" (Williams, 1980:14). He goes on to say that it " … delved into altered states of consciousness that were both naturally induced by esoteric practices and drug-induced by LSD and other hallucinogens as a way to explore the transpersonal realm" (Williams,, 2006b:50).

The 1980s began a period of uncertainty, ambiguity, paradox and discontinuity that continued through the mid-1990s. Social, economic and cultural changes occurred more frequently and with ever greater speed. The Berlin Wall came down, much of the Great Society legislation of the 1960s was dismantled, and the Japanese and Europeans gained in industrial strength (Nevis, 1997). Wealth and production migrated to newly industrializing economies through multinational corporations who relocated manufacturing to these countries.

The 1990s, in turn, were characterized by the greatest advances in technology the world had yet seen: the widespread use of the personal computer and the Internet, and the explosion of software that drove their use. Those advances, along with the fall of the Soviet Union and the birth of the first truly global economy, can be said to have put the final props on a stage that was now prepared for the entrance of coaching.

In the next four chapters I will take a look at the ways these socioeconomic changes affected the evolution of coaching's root disciplines – once again, philosophy, psychology, business, sports, and adult education – and the theoretical and practical contributions each of them made to the emerging field.

Summary

As you can see from this chapter, the socioeconomic climate is an important part of setting the stage for the emergence of coaching. From about 1890 to 1950, the modern period was focused on the scientific worldview and on the illness or pathological model – taking care of your weaknesses and improving what was not working for you. This was the time of the industrial revolution, where instead of staying home you went to work, which caused a separation of work and family; and the shift from small isolated communities to a larger factory network where humans were economic units in the factory. During this time humanity experienced two world wars that, along with transportation advances, hastened the shrinking of the world.

The postmodern period emerged about 1950 and is characterized as a service society. One of the events that preceded this shift was the end of World War II, which brought many men back into the factories, displacing women who were fulfilling those roles. Also, many items developed for war were brought into everyday civilian life as conveniences. In the 1960s and 1970s the human potential and human development movements gained momentum. The socioeconomic climate shifted from one obsessed with evidence, and visibility demonstrated through discoveries in science, to a service society which allowed for reintegration of family and work by changing the nature of work. There was also the development of resistance to sacrifice in the name of progress.

The new socioeconomic climate was one that challenged the rationality mindset, engaged mass media and production, incorporated global economic arrangements, and experienced a shift from manufacturing to service economies. It was during this same period that organization

development, adult learning and development, and systems theory became prominent in mainstream business culture. During the 1980s we experienced increased migration and globalization, with increased technology and travel, as people moved to new locations for work, losing their support structures in the process. Information was more readily available to the average person. With so much stress, rapid change, and technology, there was no field that could be nimble or customized enough to step in and support the individual requirements of people.

Thus, the socioeconomic environment and people of the 1980s were ripe for coaching to take potential and development to another level. This has become more pronounced as the Internet and communication shift in 2000 heralded a new period characterized by globalization as the norm, shorter life product cycles, readily accessible information, and collapsed barriers – where an information strategy replaced brick and mortar. As Reinhard Stelter described:

> During the last 20 to 30 years, our society has transformed fundamentally and radically and in a way that has had great impact on all its members. These changes have had a radical influence on people's professional and private lives in general, and more specifically, on the way we generate knowledge, construct self and identity and make sense of our lives … the essence of my message is that the various dimensions of societal change testify to their impact on coaching and coaching psychology – a facet not sufficiently explored in coaching literature (Stelter, 2008:210).

We don't know when the postmodern period will end. Many times people look back historically and say it ended at this point or that point. However, what is important here is that coaching emerged because of environmental factors and because coaches asked questions from a worldview stressing potential rather than pathology. As clinical psychologist Richard Strozzi-Heckler (2006, pers. com.) described, "At some point what began to happen was, around the mid-1980s, I was seeing people that were basically highly functional, they were there for therapy and they had questions around meaning, purpose, and different breakdowns they were creating either in their workspace or their personal lives". Coaching embraces both the modern and postmodern perspectives. For example, the questions coaches ask range from the perspective of the human potential movement and humanistic branches of psychology to the scientific perspective of the modern period, depending on the context and goals of the client.

From this socioeconomic foundation, we will next look at the evolution of coaching's root disciplines in Chapters 2 through 5, beginning with a detailed look at the evolution of philosophy and its influence on the field of coaching.

Chapter 2

Evolution of philosophy and its contributions to coaching

The roots of philosophy extend thousands of years into the past and "all of the modern sciences are offshoots of philosophy" (Bentz and Shapiro, 1998:32). The term philosophy represents two different things: a set of practices, and a set of theories. For example, the Zen Buddhist philosophy says the true nature of all things is impermanent, and that nothing exists in a discrete and permanent state. The practice is to sit down on a cushion, watch your breath and use a series of techniques to observe the mind. These practices are used to test and have direct experience of the theory. In Western philosophy there are forms of dialectical or Socratic questioning for exploring the nature of reality. I treat philosophy as a set of structures for exploring the questions about the human condition – which encompass the desire to make sense of our world.

Over time, the field of philosophy has expanded and changed depending on the questions asked during a given era. All major philosophies have a view of reality and a definition of the nature and experience of being human, with a set of practices to test and directly experience the theory. The shifts of focus and questions have been a direct result of the impact of socioeconomic and individual factors on the discipline of philosophy. For example, the interplay of national cultures had a greater influence on philosophy following the Renaissance period due to the opening of trade routes between the East and West and the development of the printing press. Continuing to the present, the factors of globalism, technology and interconnections drive change in modern disciplines. Let us begin with philosophy, the root without which the tree of coaching would not have been able to reach its present height.

The word philosophy literally means "love of wisdom or knowledge". True to its name, philosophy is concerned with virtually all avenues of inquiry: the nature of the physical universe, human consciousness, and the foundations and purposes of moral reasoning – being an expert on all of philosophy would mean being an expert on all of the fundamental questions of life. In the words of Merriam and Brockett (1997:28):

> The search for meaning – the desire to make sense of our world and our experiences in it –
> is a commonplace motivation in human beings that leads to critical examination, analysis,
> and philosophizing. And when we set goals, negotiate life transitions or crises, or examine
> the beliefs and values that form the basis or our particular lifestyle, we are trying to make
> sense of our lives.

In an attempt to make sense of the world and our approach to it, philosophy is concerned with all interaction and communication among human beings, and thus forms the basis for all models and approaches to coaching. Examples of the practices and techniques coaching has drawn from philosophy include critical thinking skills, the ability to analyze and reason, and the ability to construct arguments and hold robust and well-reasoned discussions. Given that philosophy is the

foundation on which all other fields of thought are based, the identification of philosophy as a major root of coaching makes eminent sense (Brock, 2008:97).

We philosophize to become aware of our underlying values, principles and assumptions which then provide guidelines for making decisions. Understanding the assumptions under which we are working leads to the facilitation of interpersonal communication. Much of coaching is about observing what we are doing and asking how this aligns with who we are, which will expose mismatches and gaps. Skiffington (2003:17) suggests that the behavioral coaching model is influenced by philosophy because it includes our view of the world and guiding or moral philosophical principles, which surface when meaning, values and vision are explored. Another similarity between philosophy and coaching is that language is the primary tool of each. If the world of coaching is represented as a tree, philosophy is its taproot – a straight tapering root that forms a center from which other roots sprout (Brock, 2008:97).

Historically, philosophy has been the investigation into an area now understood well enough to be its own branch of knowledge. Philosophical areas of inquiry have evolved into the modern fields of psychology, sociology, linguistics and anthropology, which will be addressed in later chapters. Even so, philosophy is not a unified topic – it is typically broken down into a number of specialties. The primary models and approaches of philosophy – at least in the developed world – can be divided between the Eastern and Western traditions (see Figure 7). In addition, we will look at a variety of indigenous and native beliefs, as coaching draws from these along with the Eastern and Western traditions.

Eastern and Western philosophy

Eastern and Western philosophy are the predominant philosophies in the world, each reaching back thousands of years. Figure 8 summarizes the similarities and differences between Eastern and Western philosophy.

Figure 8   Philosophy
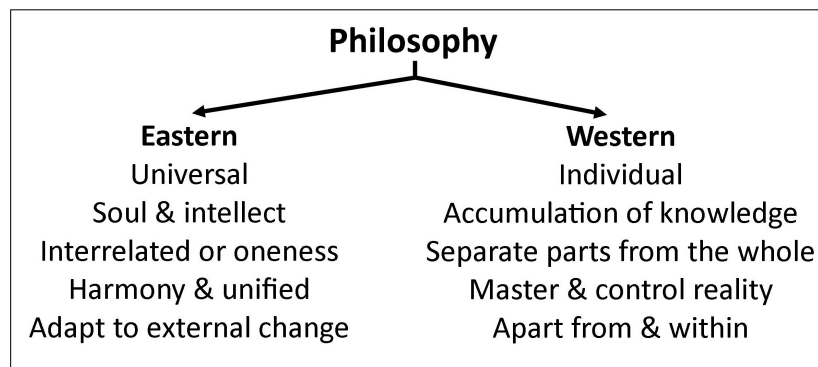
Source: Adapted from Brock (2008:96)

Stevenson notes that Western philosophy is traditionally scientific, makes sharp distinctions between things, and attempts both to understand reality and to master it. Eastern philosophy, in contrast, emphasizes oneness, harmony, and adaptability. Yet according to Chang and Page (1991:2):

> There are similarities between Eastern and Western philosophies. Jung's famous theories of the collective unconscious and synchronicity draw on Eastern philosophy. Maslow, Rogers, Lao Tzu, and Zen Buddhism all assumed that every person has an actualizing tendency that promotes growth, direction, and productivity. The individual in all of these theories is involved in caring and responsible interpersonal relationships. Possibly the perspectives of Taoism, Zen Buddhism, Rogers, and Maslow have congruent elements because these theories reflect something universal about human experience. The ways that people fully develop their human potential may be seen as a central concern for both Eastern and Western cultures.

Western philosophy, in contrast to Eastern philosophy, is based on separating the parts from the whole or breaking things down into constituent elements. In humanity's case, this means considering the individual both apart from and within society and the environment. Equally as important, in terms of distinguishing its difference from the Eastern tradition, Western philosophy seeks not only to aid our understanding of reality, but to assist us in mastering and controlling it. This predisposition influences nearly all branches of Western philosophy, especially in the modern era as logic and reason overtook religion. The differences between the reigning philosophies of the ancient and modern Western worlds are yet another factor that distinguishes them from the Eastern tradition, where the earliest bodies of knowledge have retained their influence over time.

In a certain sense, the division between Eastern and Western philosophical traditions mirrors the divide between the spiritual and the temporal, both of which, of course, are central to modern coaching. Anthony Grant puts it this way:

> The vast body of philosophical knowledge is an important foundation for evidence-based coaching. Philosophy is at the heart of many coaching issues, such as the nature of good corporate governance, business ethics, questions of self-identity and personal values. Many contemporary coaching texts include discussions of the philosophical foundations of their specific approach (e.g. Hudson, 1999; Whitmore, 1992), as well as addressing issues of ethics and personal values (e.g. Flaherty, 2005). In addition, coaches need to have well-developed critical thinking skills, the ability to analyze and reason from first principles, and the ability to construct arguments and hold robust and well-reasoned discussions (Grant, 2005a:7).

Grant's (2005) assessment makes clear that along with the critical issues of self-discovery, ethics, and personal values – all born of philosophy, and further explained by psychology – modern coaches must also be acquainted with the more practical social sciences – i.e. business management and education, as well as, of course, the fundamentals of athletic motivation.

Stevenson believes that the central distinction between Eastern and Western thought lies in the idea that reality is harmonious and unified, and that all things are interrelated.

> Unlike Western thinking, Eastern thought tends not to place itself outside of whatever it is thinking about … what is true under one set of circumstances is no longer true in new situations … teachings of philosophy can guide and ultimately the truth must be experienced and practiced to hold any validity … concerned … with breaking through boundaries that isolate self from the whole … oneness pervades, unites or transcends all things … concerned more with the big picture than with sweating the details … knowledge is a state of mind and an approach to life (Stevenson, 2000:18–19).

Therefore, the simultaneous study of the soul and the intellect is compatible with Eastern thinking. In Stevenson's words, "… Eastern thought also recognizes many paths to enlightenment, including both personal and communal approaches" (Stevenson, 2000:27). Stevenson also states that the four main traditions of Eastern philosophy – Hinduism, Buddhism, Taoism, and Confucianism – "are generally less critical – concerned with measuring ideas – than Western thought … and tend to be tolerant and accepting of one another" (Stevenson, 2000:21).

Socioeconomic factors also help to explain the fundamental divisions in Eastern philosophy. Chinese philosophy, for example, is primarily concerned with harmony in society and nature, and tends to be more worldly and practical than Indian philosophy, which is closer in many ways to Western philosophy, with its concentration on the individual.

After a review of Eastern and Western philosophical traditions I will turn to a survey of other philosophical traditions.

Eastern philosophy

Eastern philosophy, far older than its Western counterpart, has always been concerned with the universal instead of the particular. Rather than focusing on the individual, or the accumulation of individual knowledge, Eastern philosophy has been concerned with states of mind, approaches to life, and the place of the individual in the larger world. Toward that end it focuses on the ideas of oneness, harmony, and adapting to external change and sees reality as harmonious and unified with all things interrelated (Brock, 2008:97).

Figure 9   Eastern philosophy
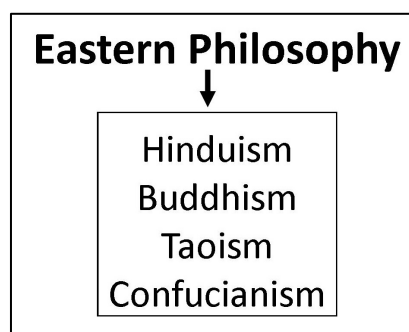
Source: Stevenson (2000:27)

Eastern philosophy refers to the cultures, social structures and philosophical system of China, India, Japan and the general Southeast Asia region. Some of the oldest ideas on record about the nature of human being, the cosmos and the purpose of existence are included in Eastern philosophy. As with coaching, what is true under one set of circumstances is viewed as not true in new situations. Holistic and experiential, Eastern philosophy sees many paths to enlightenment and is more tolerant and accepting of individuals on their own path (Stevenson, 2000:27).

The increasing interest in Eastern thought in the West over the twentieth century was due in part to the lines of communication that opened up, the availability of good translations of most important books, and the link between spirituality and intellect. For example, Carl Jung's theories of the collective unconscious (a common set of archetypes that represent the universal aspects of the human psyche) and synchronicity (coincidence of an outside event and an individual's state of mind) draw on Eastern philosophy. Jung's theory of collective unconscious can be seen as a Western interpretation of a Hindu concept, while his perspective on synchronicity ties in with the Chinese concept of the Tao.

Divisions of Eastern philosophy

- Hindu (India) – philosophical speculation about the nature of ultimate existence; incorporates Indian ways of life, religion and scholarship; much is deeply religious and philosophical at the same time. Maya (Hindu concept of illusion) used to account for virtually all the problems of worldly existence. Focuses on cosmic wholeness.

- Buddhist (India) – branched off from Hinduism; practices and beliefs derived from the teachings of Siddhartha Gautama who taught that all desire leads to suffering which can be overcome by renouncing desire. Focuses on psychic wholeness.

- Taoist (China) – emphasized spontaneity, intuitive action and harmony with nature; is a religious, occult strain that emphasizes the research for immortality and the correspondences among human, natural and cosmic spheres. Focuses natural wholeness.

- Confucian (China) – stresses social harmony fostered through respect for superiors and benevolence toward subordinates; official philosophy of imperial China from 2000 BCE up to 1911 CE. Philosophy of social wholeness.

Source: Stevenson (2000)

Another of the reasons Eastern philosophy is widespread today is its flexibility and adaptability – two requirements necessary to succeed in the complex, fast-paced post-modern environment. For example, according to Skiffington and Zeus (2003:17), the "… influence of Zen philosophy in particular can be seen in the importance coaching places on living in the present, letting go of the past, being mindful and not being attached to outcomes".

Mannion (2005:173) looks at the issue from another perspective, and in tracing Buddhism's contributions to coaching points to the Buddhist axiom "be still and know", which can also be described as "listening to your heart".

There are, of course, divisions within Eastern philosophy, just as there are in Western philosophy. Hinduism, for instance, provides an action orientation. Buddhism, derived from Hinduism, provides the concepts of karma, flexibility, adaptability, compassion, and composure. Buddhists also celebrate the notion of living without doing harm, providing service, achieving "appropriate" happiness, seeking spirituality, and living simply. Certain concepts of Zen Buddhism are also foundational to coaching, including mindfulness, living in the present, letting go of the past, and a focus on process without forming attachments to outcomes. Taoism influences coaching through its effortless and harmonious approach to life, which is characterized by simplicity, timing, absence of restrictions, inner freedom, taking action and yet being able to step aside. Finally, the Golden Rule, originally taken from Confucianism, is a central principle of most coaching (Brock, 2008:98).

I will now look more closely at these broad divisions of Eastern philosophy.

Hinduism

Hinduism asserts the eternal nature of the soul, and provides a framework for its improvement in both the physical and spiritual worlds. That said, Mannion writes that Hinduism, the main religion of India, is oriented toward acts, not thoughts. "It is not so much what you think as what you do" (Mannion, 2005:164). Its universal theme is karma, the principle that maintains there is an inherent balance to the cosmos. Other major themes are belief in reincarnation, vegetarianism and reverence for cows.

In nineteenth-century America, Ralph Waldo Emerson and Henry David Thoreau led the Transcendentalism movement which adapted many Indian concepts. This movement believed that reality itself is spiritual and that all human beings are united with nature in expressing this spirituality. Key concepts of the Transcendentalism movement are the over-soul (universal consciousness corresponding to the Hindu concept of Brahman), higher self (ideal selfhood corresponding to Atman), illusion (mistaken notions about reality corresponding to Maya), and fate (corresponds to Hindu notion of Karma).

The TM (Transcendental Meditation) movement was founded by the Hindu Maharishi Mahesh Yogi in the mid-1950s, and got a boost in 1967 when the Beatles became involved. It emphasizes the practical, emotional and physiological benefits derived from meditating.

Buddhism

Buddhism is from the life and teachings of the Indian prince called Siddhartha Gautama, later known as Buddha, which means "the Enlightened One". The philosophy he founded discarded many Hindu traditions including the caste system, the power and influence of the Brahman priesthood and many holy Hindu writings.

Buddhism rests on the concept of karma – i.e. that the cosmos has an inherent balance and justice – a belief descended from Hinduism. Mannion says that "Buddhism, like Hinduism, also posits karma as a universal force of balance and justice". The Buddhists strive, therefore, to achieve enlightenment (or Nirvana) by "living a life of kindness, compassion and composure" (Mannion, 2005:170).

Key aspects of Buddhism can be difficult to apply in modern times when most companies are focused on the bottom line rather than enlightenment. For example:
*   *non-harming* (do not have any job that will cause harm to others, including the planet);
*   *appropriate happiness* (have to feel good about what you do or you will suffer and all those around you will suffer);
*   *spirituality* (ability to use your job as a vehicle for spiritual growth); and
*   *simplicity* (universal spiritual principle) (adapted from Mannion, 2005:20).

Even coaching and mentoring in the corporate world have a bottom-line profit motive. Despite massive changes in social order over the past few millennia, Buddhism remains popular today due to its "flexibility, adaptability and absence of rigid dogma" (Mannion, 2005:171).

Zen Buddhism refines these concepts further, celebrating life in the moment, the ability to let go of the past, and the centrality of processes rather than outcomes. Beginning in China and spreading to Japan, Zen Buddhism is a combination of Indian Buddhism and Taoism. Zen Buddhists strive to see the world exactly as it is without clouding reality with their preconceptions, and believe meditation is a key to gaining the insight required for attaining enlightenment.

Chinese and Indian philosophy

Chinese philosophy differs from the philosophy of India in focusing more directly on practical worldly matters. Chinese thinking tends to be less concerned about transcendence, timelessness and absolute existence than Indian thought. It is more concerned with helping things go smoothly by acting in harmony with society and nature. In general, Chinese philosophy is more worldly and practical than Indian philosophy, and more collectively oriented than Western philosophy. Taoism and Confucianism emerged as the two major strains of Chinese philosophy.

Source: Stevenson (2000)

Confucianism

Confucianism is a secular philosophy of social wholeness, based on the philosophy of Confucius (551–479 BCE), which emphasizes proper behavior and protocols and etiquette for all occasions, Its most famous text is *I Ching*, meaning "book of changes", which combines a Confucian view of society and a Taoist view of nature.

The Ren coaching model developed by Eva Wong and Lawrence Leung (2007) originates from Chinese traditional culture and Confucian teaching, fused with Western management principles. The model emphasizes balanced growth in knowledge, skills, beliefs and attitudes. Ren is defined in English as "love" or "virtue", and is the focus of Confucian philosophy. Mannion (2005:177) expresses this focus as "Do unto others as you would have them do unto you … the famous 'Golden Rule' is also a mainstay of ancient Chinese thought". In one of many examples of the interface between the Eastern and Western worlds, the Golden Rule, central to Christianity, is also a basic principle of Confucianism.

Stevenson (2000) states that there are two basic interrelated ideas underlying all of Confucius's teaching. The first is righteousness, which means acting according to how you ought to act based on the situation. The second is oriented around humanity, goodness and benevolence, and includes love and compassion for others based on an appreciation of human nature and human society.

Taoism

Taoism is a Chinese philosophy with the key text being *Tao Te Ching* (the way and its power) attributed to the philosopher Lao Tzu. In a similar fashion to Buddhism, Taoism is based on an effortless and harmonious approach to life, and honors simplicity and inner freedom. According to Stevenson (2000:199), "Taoism is an all-encompassing philosophy providing a point of view on just about everything where balance, harmony, and effortlessness of natural processes provide a model for human action". Some of the principles deal with inner freedom; being as simple as possible; not restricting self or others; taking action and stepping aside; and timing. Taoism "rejects materialism as a hindrance to enlightenment and advocates acceptance as the path to inner peace" (Mannion, 2005:173). The famous line in the *Tao Te Ching*, "A journey of thousands starts with a single step" (Mannion, 2005:173), clearly anticipates the step-by-step journey of coaching.

Another influential Taoist text is *Art of War* by Sun Tzu, which focuses on fighting and winning wars. Both the Chinese and Japanese are oriented around the belief that business is war. What is fascinating is that this text describes that the best way to win a battle is to not fight one.

Western philosophy

Though philosophy forms the basis of nearly all human inquiry, its influence on the root disciplines of coaching in the twentieth century is foundational, not central. In fact, as advances in the natural sciences – particularly in physics, chemistry, biology, computing, and genetics – continued at warp speed, philosophy seemed to retreat into the background. Analytic philosophy, in fact, can be considered a response to these advances in the natural sciences, and an attempt to link philosophy to logic and rationality, while moving it away from questions of metaphysics (such as being, existence, space, and time). The appearance of existentialism, with its emphasis on individualism, freedom and subjectivity, called into question the usefulness of philosophy in a world that seemed bent on tearing itself apart, and in which individuals were increasingly alienated from traditional social structures. The succession of world wars in the twentieth century also called into question many of the basic moral tenets of philosophy, at least to the extent that they had been trusted to guide human behavior. After all, how could a world characterized by transcontinental wars, the use of the atomic bomb against civilian populations, and attempts at the wholesale extermination of entire races, claim adherence to any rational, moral philosophy?

Dianne Stober asserts that the humanistic roots of Western philosophy are "an underlying philosophical foundation of coaching today". From humanistic philosophy coaching integrates the concepts of responsibility, discovery, open-ended options, freedom, and the capacity for growth and fulfillment. Julio Olalla (2006, pers. com.), in turn, identified key contributions from the philosophy of language, which include the concepts that language is descriptive and generative, the house of being in which all communicative beings reside, and the vehicle through which understanding is created. Jan Austin (2006, pers. com.) notes the contributions of spiritual (or New Age) philosophy, which has focused on the simultaneous rise of wisdom traditions,

synchronicity without any connection, and our collective responsibility to make the world a better place.

Figure 10   Western philosophy branches

Western Philosophy

Analytic—objective, common sense, reason, logic, no moral absolutes or universal truths
Existential—being, individualism, intensity, subjectivity, individual freedom, choice
Humanistic—responsibility, discovery, open-ended options, freedom, growth & fulfillment capacity
Phenomenological—intentionality, consciousness, first-person perspective
Theological—relationship based on empathy, support, positive expectations, alliance contraction, rationale, confrontation, learning
Ontological—legitimacy of others, essential nature of language, moods & emotion importance, physiology & body transparency; understand existence in historical context of social-economic-political dimensions

Integral—body-mind-spirit continuum; science & spirituality necessary for understanding; balanced, comprehensive, interconnected whole
Of Language—language is descriptive & generative, all communication, understanding created
Spiritual—wisdom traditions, synchronicity without connection, collective responsibility to make world a better place
Epistemology—knowledge sources and limits, mechanistic & behavioral worldviews, reason, logic, objectivity
Ethics—study of right or wrong, value & custom systems, day-to-day choices, values clarification, self-examination, introspection
Metaphysics—being, existence, universality, property, relationships, causation, space, time, events, reason
Politics—actions permissible within society bounds

Source: Adapted from Brock (2008:101-103).

Other branches of Western philosophy have contributed to coaching as well. Phenomenological philosophy contributes intentionality, consciousness, and a first-person perspective. Theological philosophy contributes the notion that a coach, or spiritual leader, has a special relationship with his or her followers based on empathy, support, positive expectations, an alliance contract, rationale, confrontation and learning. Integral philosophy stresses the body-mind-soul-spirit continuum, and holds that both science and spirituality are necessary for complete understanding. All of these factors, according to the tenets of integral philosophy, must be incorporated within a balanced, comprehensive, and interconnected whole. (This approach, of course, is in keeping with many of the ancient principles Eastern philosophy.) Ontological philosophy posits the legitimacy of others, the essential nature of language, the importance of mood and emotion, physiology and body transparency, as well as holding that existence can be understood only in a historical context, along with social-economic-political dimensions (Brock, 2008:101).

Table 2	Western philosophical assumptions	
Left Dimension	*Neutral*	*Right Dimension*
FREEDOM – People Basically have control over their own behavior and understand the motives behind their behavior	Is neutral or believes in synthesis of both views.	DETERMINISM – The behavior of people is basically determined by internal or external forces over which they have little, if any, control.
HEREDITARY – Inherited and inborn characteristics have the most important influence on a person's behavior.	✓	ENVIRONMENTAL – Factors in the environment have the most important influence on a person's behavior.
UNIQUENESS – Each individual is unique and cannot be compared with others.	✓	UNIVERSALITY – People are basically very similar in nature.
PROACTIVE – Human beings primarily act on their own initiative.	✓	REACTIVE – Human beings primarily react to stimuli from the outside world.
OPTIMISTIC – Significant changes in personality and behavior can occur throughout the course of a lifetime.	✓	PESSIMISTIC – A person's personality and behavior are essentially stable and unchanging.
HOLISM – idea that properties of a system cannot be determined or explained by the sum of its components alone.	✓	REDUCTIONISM – Describes a number of related, contentious theories that hold that the nature of complex things can always be reduced to simpler or more fundamental things.
Source: Adapted from Engler (2003:12).		

More recent literature in Western philosophy combines integral theories from Ken Wilber, which adopt a more systemic holistic philosophy, with the ontological understanding of language and communication as proposed by Fernando Flores (Sieler, 2003). The contributions of these philosophical principles to coaching are many, and include: choice, learning, self-responsibility, being, transparency, and recognizing the coachee (client) as a legitimate other.

These, and other branches of Western philosophy not addressed in detail in this section, contribute much to coaching. For example, epistemology contributes the primacy of nature and the sources and limits of knowledge, mechanistic and behavioral worldviews, reason, logic, and objectivity. Ethics contributes the study of right or wrong, systems of value and custom, day-to-day choices, values clarification, self-examination, and introspection. Metaphysics contributes being, existence, universality, property, relationships, causation, space, time, events, reason, the nature of existence, and what types of things exist. And lastly, politics contributes what actions are permissible within the bounds of society (Brock, 2008:101).

Engler states the importance of addressing some basic Western philosophical assumptions about the world and human nature. "These basic philosophical assumptions profoundly influence the way in which we perceive the world and theorize about it. … Each issue is presented here as a bipolar dimension. Some theorists may be seen as agreeing with one or the other extreme. Others are neutral toward the issue or seek a synthesis" (Engler, 2003:8).

Most coaches will lie somewhere on the continuum between extremes and the assumptions listed below, and the positions they adopt significantly influence their style of coaching. Table 2 uses information adapted from Engler (2003:12), with the addition of the final categories of holism and reductionism.

Rafael Echeverria (1997:4) focuses on the introduction of what he terms "the linguistic turn" with language taking the place formerly occupied by reason, or metaphysics. James Flaherty (2005:30) also sees language taking a more prominent role in philosophy, and acting as a key influence in the emergence of coaching, particularly the ontological and integral approaches. Flaherty (2005:30) further believes that "language is an essential part of coaching and, in fact, it could be said that the essential job of the coach is to provide a new language for the client".

In short, coaching is directly influenced by analytic, existential, humanistic, phenomenological, and theological philosophy, all part of the Western tradition. Following a quick look at the evolution of Western philosophy and its sub-disciplines, I will round out this section with a look at the contributions of other philosophies.

Evolution of Western philosophy

In the West, philosophy began with Socrates and his technique of posing questions in intellectual conversation and eliciting responses, which made people think for themselves. Called Socratic Dialogue, the method of drawing thoughts out of the person with whom he was conversing is a key practice in coaching. His famous protégé Plato believed knowledge included both inside and outside perceptions, as well as mathematical and philosophical truths. Coaching also deals with perceptions, truth, and reality. Plato's student for 20 years was Aristotle, whose studies touched on nearly every topic of his day, including astronomy, physics, zoology, and of course philosophy. Under the latter's broad mantle Aristotle studied and wrote on metaphysics, ethics, politics, and what centuries later came to be called psychology. He believed that the human soul is an integral part of the body, which we now call the body-mind concept, and is a holographic part of the universal mind. He further believed that living a virtuous and happy life is driven by turning potential into reality. Aristotle's system of inquiry profoundly affects Western thought to this day. That approach, in short, involved examination, study, and argument – an approach which caused Aristotle to be condemned for attempting to circumvent the power of the gods, in much the same way that Galileo would be denounced centuries later.

The centuries that followed were dominated by Judaism, Christianity, and Islam, and while philosophy was not abandoned, it was tethered to religious dogma. Not until the Renaissance brought an end to the Dark Ages did philosophy rouse itself again with the birth of humanism. That movement, certain parts of which resounded in the twentieth century, was concerned with the recovery of the lost knowledge of Greece and Rome, and posited the basic beauty and power of human thought, emotion, and experience. Soon thereafter Martin Luther successfully

challenged the power of the Church, and before long God himself was in the crosshairs. With the appearance of Locke, Descartes and Hobbes, arguments for rational, civil, and political responses to the ills of the world began to predominate.

By the nineteenth century rationality reigned supreme – at least in Western philosophy – and Kant, Hegel, Kierkegaard, Nietzsche, and James sought to bring reason, not faith, to bear on every facet of life. At this time the natural sciences were formally separated from philosophy, preparing the world for the birth of psychology (Brock, 2008:348).

As I will show below, at least in respect to the emergence of coaching, philosophy was not so much pushed out of its place as it was waiting its turn. And as it did so the discipline was hardly static. The twentieth century saw the introduction of analytic philosophy, existential philosophy, phenomenological philosophy, theological philosophy, ontological philosophy, integral philosophy, and most importantly, humanistic philosophy. My larger point, however, is this. While coaches unquestionably draw theory and practice from the branches of philosophy listed in Figure 8, the central contributions of philosophy, insofar as they relate to the emergence of coaching, involved the return to principles first voiced hundreds, and sometimes even thousands of years ago.

Western philosophy's theoretical contributions, to name but a few, include the nature of language, the ideas of collectiveness (i.e. centralized social and economic control) and synchronicity, and the concepts of personal growth and fulfillment. Finally, many of those I interviewed confirmed the influence of both Eastern and Western philosophy on coaching, especially insofar as they contributed to the religious, or spiritual, dimensions of the field.

Analytic philosophy

In short, analytic philosophy grew out of the belief that there are no moral absolutes or universal truths. Analytic philosophy grew out of the desire to move the field away from the subjective to the objective, or from metaphysics to common sense. Influenced by the analytic, philosophy movement, twentieth-century Western philosophy branched off into three social science areas – sociology, anthropology, and psychology – which "began to more aggressively employ the scientific method and apply the practices used to study the natural world to the study of societies, cultures, and the mysterious workings of the human mind" (Mannion, 2005:141).

Existential philosophy

According to Bruce Peltier (2001:163), "existentialism regards being as a fundamental central concept and highlights the utter unpredictability of things, including the fact that we could die at any moment, and celebrates it". This philosophical movement is characterized by an emphasis on individualism, individual freedom, and subjectivity. It emphasizes the idea that existence preceded essence, i.e. that one must be alive in order to create meaning, and that each person is therefore

gifted with individual moments to make choices. Peltier (2001:159–161) also identifies the existentialist values of individuality and context, choice, and intensity as core competencies for the executive coach.

Rafael Echeverria (2006, pers. com.) points to Martin Heidegger and Fritz Perls (see Chapter 3) as noted existentialists who respectively influenced ontological and Gestalt coaching. Heidegger focused on understanding "being there", and followed Socrates' credo that "an unexamined life is not worth living". He further believed that the authentic person experiences the wonder of life, including the beauty and ugliness, from a starting point of intentionality. Peltier (2001:157) finds that Heidegger built on Kierkegaard's work, and Sieler (2003:317) adds that Heidegger "used 'transparency' to refer to what is so familiar that we are not aware of its presence". In the same way, coaches are encouraged to be transparent in their coaching relationships. Wittgenstein was an influential advocate of analytic and linguistic philosophy, and said "that language exists as a type of game that exists and makes sense only in the context of the world created by speakers of the language" (Flaherty, 2005:31).

Peltier (2001) and Skiffington and Zeus (2003) agree that existential philosophy offers a great deal to coaching through its emphasis on learning, choice, and self-responsibility.

Humanistic philosophy

Arising in the fourteenth century in Italy, Renaissance humanism was "a cultural movement centered on rhetoric, literature and history – an education based on the Greek and Latin classics" and characterized by "a cycle of five subjects: grammar, rhetoric, poetry, history and moral philosophy" (Monfasani, 2005:395). During the nineteenth century, humanism metamorphosed into modern scholarly classicism, and has today taken on new connotations.

Humanism is, in sum, a philosophy for those in love with life. Humanists take responsibility for their own lives, and relish the adventure of being part of new discoveries, seeking new knowledge, and exploring new options. Instead of finding solace in prefabricated answers to the great questions of life, humanists enjoy the open-endedness of a quest and the freedom of discovery that this entails (Edwards, 1989:48).

Humanism is the precursor to the humanistic worldview that is one of the principle foundations of coaching. Indeed, Skiffington and Zeus (2003:17) believe that "coaching is humanistic in that it views the human being as the ultimate measure of all things and recognizes that every individual has a capacity, even yearning, for growth and fulfillment".

Phenomenological philosophy

Phenomenology as a discipline has been central to the tradition of continental European philosophy throughout the twentieth century. According to D.W. Smith (2003), phenomenology:

came into its own in the early twentieth century in the works of Husserl, Heidegger, Sartre, Merleau-Ponty and others. Phenomenological issues of intentionality, consciousness and first-person perspective have been prominent in recent philosophy of mind. Phenomenology studies conscious experience as experienced from the subjective or first-person point of view. This field of philosophy is then to be distinguished from, and related to, the other main fields of philosophy: ontology (the study of being or what is), epistemology (the study of knowledge), logic (the study of valid reasoning), ethics (the study of right and wrong action), etc.

With regard to coaching, James Flaherty (2005:7–8) asserts that:

Whether ontological or integral, the approach or theory must hold the coachee as a legitimate other while blending academic rigor and everyday, commonsense experience. Absent this blending, any coaching theory will lack the robustness necessary to actively engage both coach and client. The theory … is drawn from phenomenology, a school of modern philosophy centered on the way phenomena actually show up in people's lives, as distinct from metaphysical schools of philosophy in which events and experiences are categorized by pre-existing distinctions.

Theological philosophy

Philosophy is distinguished from theology in that philosophy rejects dogma and deals with speculation rather than faith. Most philosophers prior to the twentieth century devoted significant effort to theological questions. Aristotle, in fact, considered theology a branch of metaphysics, the central field of philosophy during his time. Mannion (2005:183) believes that the "three religions forged in ancient Middle East have done more to reshape the face of the world than any Socratic dialogue or ontological conundrum". The religions of Judaism, Christianity, and Islam practice monotheism, where one God is worshipped and this philosophy "shapes our contemporary world at almost every level, both secular and spiritual" (Mannion, 2005: 184). He goes on to say that "Jerusalem has the distinction of being a holy place in the traditions of Judaism, Christianity, and Islam" and that "Yahweh, God and Allah are all names for the same deity that is worshipped in different ways by these religions" (Mannion, 2005:191,188).

Judaism, founded by the Israelites, has the Torah (Hebrew for doctrine) as the foundation of Jewish religion, tradition and law. Part of the Torah comprises the first five books of what Christians call the Old Testament. Jewish tradition maintains they are the "chosen people" who abide by God's design for living as presented through the Ten Commandments.

Christianity, a spin-off of Judaism, is formed around Jesus of Nazareth's teachings of love and forgiveness. Key to this faith is the belief in the resurrection of Jesus and own eternal life with him in heaven. Moses and Jesus are the holy messengers of God. Christian dogma can be simplified to the basic belief that "God is Love".

Islam, also a spin-off of Judaism, means "surrender" and implies total submission to Allah. Practitioners are called Muslims, who believe the ultimate expression of God is found in the voice of Muhammad, founder of Islam around 570 CE, and the Koran. You can convert to Islam by a simple personal decision. The five Pillars of Islam are profession of faith, prayer, alms-giving, fasting, and at least one trip to Mecca (Muhammad's birthplace) during one's life.

As in the case of religion, coaching involves a process of change based on social interaction and relationships, both individual and universal. Lampropoulos, accordingly, looked at common processes of change in psychotherapy and seven other social interactions, including religion. He likened the relationship with minister or spiritual leader as a "special relationship with their followers – they are by definition God's chosen or representatives", and their role includes empathy and support/catharsis, positive expectations, alliance contract, provision of rationale, and confrontation and learning (Lampropoulos, 2001:24).

In 1952 Norman Vincent Peale directed the principles of Christianity toward achieving the goal of successful living. These included a belief in yourself, the idea that a peaceful mind generates power, that one can expect the best and get it, and that everyone can determine how to create their own happiness. More recently, Gary Collins created a coaching model based on a Christian worldview, with Jesus Christ at the center of the model. Collins believes that twenty-first-century church leaders lead through a type of coaching that helps others to clarify and implement God's call in their lives (Brock, 2008:107).

Several of those I interviewed confirmed the influence of religious philosophy on coaching. For example, Ben Dean (2007, pers. com.) discussed Quaker "clearness" meetings which include the presentation and resolution of a problem through group questioning. Linda Miller (2006, pers. com.) identified "Christian spiritual formation which focuses on recognizing who we are, what our roots are, and moving forward with this information". According to Jane Creswell (2006, pers. com.),

> Coaching is a tool that Jesus used. And that he was a master at knowing what was the right tool for the right person. And that when a coaching question or discovery question was the right tool, he preferred it. He was a master at using metaphor and parables to create awareness. … He also did a lot of laser messaging, concise messages.

Creswell and Miller found that there are 150 unique questions that Jesus asked that are recorded in scripture (Creswell, 2006, pers. com.; Miller, 2006, pers. com.). The influence of religious philosophy on coaching is also supported by Jan Austin's statement that "spiritual philosophy focused on the rise of wisdom traditions simultaneously, synchronicity without any connection, and the responsibility to make the world a better place" (Austin, 2006, pers. com.).

Ontological philosophy

Ontology is the study of being and existence, asking such questions as: What exists? What is? What am I? In the latter part of the twentieth century, the integration of significant developments in the fields of philosophy and biology produced the new discipline of ontology. One influence was Vienna philosopher Ludwig Wittgenstein (1889–1951) who broadened language to regard words as tools designed to perform different tasks in communicating. Another was Chilean biologist and philosopher Humberto Maturana (born 1928), who introduced theories about the nature of biological existence. Added to the philosophical ideas of Heidegger, Gadamer, and Austin, a framework was developed by Terry Winograd and Fernando Flores theorizing that language, human action and biological existence have a profound influence on the shape of what we build and how we use it (Winograd and Flores, 1986:xii).

Alan Sieler (2003:xii) describes ontological philosophy as

> providing a new understanding of human beings and human interaction, which is relevant and applicable to everyday living, working, learning, and coaching. … The resultant coaching methodology and coaching practice is Ontological Coaching, which is equally applicable to Organizational Coaching and Life Coaching.

Sieler (2003) also sees this sort of communication and commitment to deep change as the hallmark of coaching.

The Chilean philosopher Fernando Flores influenced coaching pioneers Julio Olalla and James Flaherty, among others, with the philosophical ideas of ontological thinkers (Sieler, 2003:42-43). Sieler (2003:42–43) goes on to describe how:

> According to Fernando Flores, … mastery in any specialist domain of human activity, such as coaching, involves an appreciation and deep understanding of the larger historical circumstances in which excellence in performance occurs. Humans are historical beings … and existence always occurs within a historical context which has social, economic, political and cultural dimensions. Ontological coaches, and the people they coach, live and work within a historical context.

While his early career took place well outside the root disciplines that influenced coaching, Flores was unquestionably one of coaching's preeminent originators. An important minister in the Allende government, Flores came to the United States with the help of Amnesty International after the September 11, 1973 coup in Chile (Brock, 2008:302). His dissertation, completed at Berkeley, focused on the power of language to coordinate action. That work led to the creation of "semantic coaching", also known as linguistic coaching or linguistic ontology, a system of conversational analysis and communication design which departs from the premise that "language does not describe a pre-existing world, but creates the world about which it speaks" (Winograd and Flores, 1986:174). Flores looked at communication as an action in which the speaker makes a commitment to the listener. This approach "opened up new possibilities for helping people to avoid misunderstandings and to work together more effectively" (Caccia, 1996:333–347). Sieler

(2003) is one of many who see the connection between communication and fundamental change as a hallmark of coaching.

Key elements of ontological coaching methodology are rooted in the works of Heidegger, Wittgenstein, Habermas, Gadamer, and Searle, as well as the therapeutic corporeal modalities of Hatha yoga, Reiki, Lowen, and Rolfing, among many others. Five key interrelated elements of the methodology of ontological coaching are

- holding the coachee as a legitimate other;
- identifying the breakdown (the key issue for coaching);
- language;
- moods and emotions; and
- physiology/body (Sieler, 2003:16).

According to Sieler (2003:6–8):

> Flores was influenced by Maturana's … novel, yet biologically grounded, ideas on perception, cognition, language and communication … and was able to integrate the ideas of Maturana, Heidegger and Searle to produce a new understanding of language and communication, and the formation of a new discipline. Flores invented the term ontological coaching and pursued the commercial applications of this new understanding of language and communication in organizational settings, along with two other Chileans, Julio Olalla and Rafael Echeverria.

Integral philosophy

Integral philosophy is a collection of theories and teachings that seek "to include the truths of body, mind, soul, and spirit" (Wilber, 2000:xi). New and still developing, the movement is founded on the belief that science and mysticism – or spirituality – are necessary for a complete understanding of humanity's place in the universe. Sri Aurobindo, the Hindu writer and guru, was the original user of the word integral to describe the yoga he taught, given that it involved the transformation of the entire being. Authors who trace their intellectual heritage to Aurobindo include Claire Graves of Spiral Dynamics, Mike Murphy and George Leonard of Esalen, Ken Wilber, and Robert Kegan. Others who do not use the word integral in their theories, and yet nevertheless are considered part of the group, include Habermas, Shelldrake, Emerson, and Gandhi (Brock, 2008:109-110).

Integral theory refers to the transpersonal, systematic, and holistic philosophy developed originally by Wilber, which deals with the body, mind, heart, and soul. This all-encompassing, evolutionary theory incorporates and honors all perspectives, and presents them in the context of the larger picture. Flaherty's (2006a:1) definition could hardly be more inclusive: "Based on the work of Wilber, integral theory is the bold project to include everything in human life, leaving out nothing." Integral thought asks "How can everything be right?"

To Wilber, integral "simply means more balanced, comprehensive, interconnected, and whole. By using an integral approach – whether it's in business, personal development, art, education, or spirituality (or any of dozens of other fields) – we can include more aspects of reality, and more of our humanity, in order to become more fully awake and effective in anything we do" (Integral Institute, 2006).

Inasmuch as integral theory attempts to include all aspects of human life, integral coaching is all-encompassing, evolutionary, and attempts to incorporate and honor all perspectives while maintaining a faithful view of the larger picture. Flaherty (2006b, pers. com.) has described the philosophical foundations of integral coaching as encompassing ontology, pragmatism, linguistics, adult development theory, biology, and integral theory. Using this definition one could say that an integral approach has been taken in this study of the history of coaching.

Other philosophies

In addition to Eastern and Western philosophies, coaching's foundation is supported by a variety of other philosophical roots. For example, Native American philosophy, more Eastern than Western, holds that everything is connected, and that humans are just one small part of the whole. Like the philosopher Heraclitus who predated Socrates, Native Americans believed that the cycle of life is one of constant change, in no way chaotic or meaningless. Everything happens for a purpose, and we are here on earth to learn. The optimum conditions for learning require a balance of the physical, mental, emotional, and spiritual aspects of our natures. Achieving your maximum human potential, just as in the case of coaching, is the goal.

In every culture, throughout time, sages and elders have asked questions from their personal and instinctual wisdom, in order to help individuals discover the answers to the situations that concern them. In this respect, coaching, the product of a more "advanced" age, can clearly learn much from the simpler philosophy of "primitive cultures".

12-Step philosophy

12-step programs also figure in the roots of coaching, and are characterized by Mannion as a positive philosophy of psychological and spiritual attitude adjustment. He notes that "AA, one of the most successful action plans for self-improvement, came into being in 1935 [and] included a concept of a power greater than ourselves and was motivated by enlightened self-interest. Its premise is simple – get a group of people together who are simultaneously struggling to combat a common problem" (Mannion, 2005:231).

Donna Steinhorn (2006, pers. com.) concurs, noting that "Alcoholics Anonymous and all of the 12-step programs that came after that is another underpinning of coaching … even … Thomas [Leonard] did a lot of work with restoratives." Thomas Leonard (1999:3) defines a restorative as a

"client who has moved beyond 12-step recovery, healing or the need for therapy". At least 15 of those I interviewed linked their knowledge of 12-step programs with their approach to coaching. Having been in recovery since 1983 myself, I know that the principles of AA influence my coaching.

Basically, the 12 steps serve the individual, and God is anything you choose as your Higher Power:

- Steps 1–3 are taken by the individual by owning up powerlessness, needing help to extricate self, and surrender to this power greater than self.
- Steps 4–5 involve a searching and fearless moral inventory, which is shared with another human being.
- Steps 6–7 involve asking God to remove defects of character.
- Steps 8–9 involve make a list of people harmed, and making amends.
- Steps 10–12 are maintenance steps, and require monitoring of character defects, prayers and meditation for guidance, and carrying the message through service and helping the newcomer (giving back what has been freely given to him/her).

Similarly, the 12 traditions are designed to optimize the health and wellness of the organization as a whole. They stress financial self-reliance and principles before personalities. The key principle of anonymity as a philosophy is often difficult to practice, as is the key principle of confidentiality in coaching.

Additionally, many of the slogans used within 12-step programs have come into widespread use in our culture and are unknowingly used by coaches:

- One day at a time (ancient philosophy that transcends East and West).
- Stop, smell the flowers, and don't take the first drink.
- Principles before personalities.
- Do the footwork and turn over the results.
- Take what you can use and leave the rest.
- Attraction rather than promotion.
- H.A.L.T meaning hungry, angry, lonely, tired.
- "Grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference" (Serenity Prayer of St. Francis of Assisi, as a meditation to reflect upon and a source of succor).

Members of 12-step programs are encouraged to work with a sponsor, usually a person of the same gender who has more time in recovery. This is similar to the tradition of the mentor, who does not claim any special wisdom, yet knows what worked for them, and is willing to help themself by helping others. Sponsors and coaches are clearly separate specialists, yet have many

of the same attributes, and share many of the same approaches. Both can be described as midwives in the Socratic tradition.

African philosophy

According to Richard Leider (2006, pers. com.), author of *Repacking Your Bags: Lighten the Load for the Rest of Your Life*, coaches in Africa are the elders sitting around the fire. Here intuition and imagination are given great value, as is the mind-body-spirit connection, a deep respect for the cycle of life, and a view of mankind as a part of a harmonious whole.

According to African philosophy, it is a fact that there is a spirit world that coexists with physical reality, and that there is an order to the universe with gods at the top followed by man, animals and inanimate natural objects. Unlike Western and Eastern philosophy, there is no dualism in African or Native American culture. Thus the conflict of opposites and either-or mentality are not present. Emotions play a more important role, and disease of the soul can become a diseased body – the basis for holistic medicine.

Native American philosophy

Like African philosophy, Native American philosophy includes many gods, and a sense of time that is based on the rhythms of the seasons, cycles of the moon, and the clock of the human body. A key expression of spiritual philosophy is the vision quest, and the belief in the medicine wheel is a common tradition. The symbol of the wheel represents the cycle of life at the world and individual level. Coaches use the wheel of life to represent the holistic sphere of the individual.

Native American history, spirituality, and philosophy have been transmitted through the oral tradition. As with Africans, storytelling is regarded as the best way to communicate principles, though in Native American philosophy animals are viewed as being equal to humans in the cycle of life.

They also believe that everything is connected, and humans are just one small part of the cosmic Big Picture. Like Heraclitus, Native Americans believe that the cycle of life is one of constant change, although not chaotic or meaningless change. Everything is happening for a purpose, and we are here on this earth to learn. The optimum conditions for learning require a balance of the physical, mental, emotional, and spiritual aspects of our nature. Achieving your maximum human potential is the goal. Native Americans believe that the only real sin is the failure to use your gifts for your own good and the higher good of all.

New Age philosophy

New Age is a term applied by sociologists and the media to describe a diverse and eclectic cross section of the citizenry practicing diverse and eclectic lifestyles and disciplines. The New Age

movement began in the late 1960s and early 1970s, and contains elements of age-old spiritual and religious beliefs and practices – most of which were inspired by the great thinkers and philosophers of the East and West. Stevenson (2000) describes how this intellectual movement gained momentum as the West became disillusioned about the progress of science and technology, and turned to Eastern thought for spiritual renewal and reintegration. This movement provides an alternative to organized religion and academic knowledge.

The New Age movement is based on the belief that human consciousness has begun to reach a new state of awareness and improvement around the globe. Marilyn Ferguson, in her 1980 book *The Aquarian Conspiracy*, suggests that the human mind possesses a heightened spiritual capacity which will bring people together to find peace and respect, to nurture the environment, and to realize their inner potential.

Some other elements of the New Age movement include reincarnation (a basic tenet of Hinduism and Buddhism), karma (a cosmic scorecard), soul mates (which has roots in Plato and is similar to Carl Jung's anima/animus), I Ching (which contains answers to questions from Taoism and Confucianism), astrology (from Greek and Roman culture and related to Carl Jung's archetypes and personality traits), numerology (based on the Pythagorean belief that reality could be reduced to numbers and mathematical principles), and mandala (a Hindu and Buddhist device to enhance meditation and find focus). Many would debate the applicability of these to coaching, and yet the concepts behind them definitely have a place in the philosophical roots of coaching.

Summary

As it has done from the beginning of human inquiry, philosophy indeed underpins all of the disciplines of the modern world, including coaching. Returning for a moment to the tree metaphor I've used as the framework for this book, further divisions within the various sub-disciplines can be considered either smaller offshoots of the taproots themselves, or saplings growing up around the tree of coaching. In the case of Western philosophy, such peripheral roots include analytical philosophy, existential philosophy, humanistic philosophy, phenomenological philosophy, theological philosophy, ontological philosophy, and integral philosophy. The offshoots of Eastern philosophy include Hinduism, Buddhism, Confucianism, Taoism, and those of other origin include 12-step, African, and Native American philosophies.

The careful reader will have noticed that there is an essential contradiction in the contributions of Eastern and Western philosophy to coaching: while Eastern philosophy promotes spirituality and "oneness", Western philosophy holds that our approach to the world, and to life, must rest on reason and logic. Such contradictions, however, are present in the contributions of nearly all of the root disciplines of coaching, and given the hybrid nature of the still-growing field, are likely to continue.

In the following chapters of Part I, I will track the evolution of the root disciplines to the point at which coaching emerged, but for now it is enough to say that while philosophy unquestionably serves as the tap root of coaching, it contains elements of Eastern, Western and other philosophical traditions, each of which have made important contributions to coaching. I will now move on to the evolution of psychology, and its extensive contributions to coaching.

Chapter 3

Evolution of psychology and its contributions to coaching

If it is true that philosophy is the mother of all human inquiry, knowledge, and understanding, surely psychology is one of its most robust children. As with philosophy, the term psychology refers to a set of theories and a set of practices. It does not represent a single, monolithic entity. However, its influence permeates our lives, culture, and social and economic worldviews.

The roots of psychology can be traced back to the ancient Greek philosophers. However, the beginning of scientific psychology is usually associated with the date 1879, when Wilhelm Wundt opened the first psychology laboratory in Germany (Bruno, 2002:4). According to the American Psychological Association (1999:1):

> Psychology's scope shifts within the field's evolution. At the end of the nineteenth century, psychology concerned itself mainly with the study of mind and consciousness through introspection and the description of experience. At the end of the twentieth century, after a long period of struggle to define psychology only in terms of science and behavior, the focus has broadened to a science and practice concerned with human behavior as well as the mental processes that underlie physical and mental health. In the last two decades of the twentieth century, the recognition that psychology is not only a science but also a practice has come to the fore, resulting in a definition that reflects the wide range of present-day psychology. By 1999, psychology was most often defined as 'the study of behavior and underlying mental phenomena'. In reality, though, psychology is more and more meaningfully defined in terms of the particular field under study rather than as a whole, making it less of a unified discipline and more an umbrella for a loose confederation of sub-disciplines.

The psychology that emerged in 1879 combined philosophical introspection with the methods of analysis, experiment and comparison. Both Wundt and William James, the father of American psychology – also a student of medicine – were descendants of the philosophical tradition. During the same period, Sigmund Freud, trained as a medical doctor, developed a psychotherapy model from the medical model which was pathologically-based and looked at curing mental illness and disorders in people. At this time in the world there was confusion about treatment for the mind – mental illness was ascribed to demonic possession or madness or some unknown bodily malfunction.

Over the decades following Freud's introduction of psychoanalysis, the behaviorists became the second major force in the history of psychology. Led by Pavlov in the Europe and Skinner in America, they redirected psychological studies toward overt human behaviors and the way in which these are conditioned by external stimuli. Cognitive psychologists came next, adding yet another dimension to the behavioral approach. They focused on patterns of conscious thinking through which human beings could learn to discern and modify their own thoughts, feelings, and

approaches to life. Their work, based on the scientific methods which governed earlier psychological discoveries, can be considered the high-water mark of the influence of the natural sciences on coaching's root disciplines.

The ebb tide began soon afterward, with the advent of humanistic psychology. In humanistic psychology the broader discipline found its third major force, which focused on the whole person, rather than confining itself to the mind. In so doing it expanded the domain of psychology to include the studies of personal awareness and human potential. Of psychology's first three major forces, humanistic psychology was most tolerant of alternative points of view, a feature that contributed greatly to its influence on coaching. Transpersonal psychology, an adjunct of humanistic psychology – both pioneered by Abraham Maslow – followed as the fourth major force in the history of psychology. It focused on a greater recognition of will and intentionality, and perhaps even more importantly, spirituality.

During the 1960s and 1970s, the human potential movement (HPM) and large group awareness training (LGAT) popularized many psychological and non-psychological principles so that they became part of popular Western culture, particularly in the United States. (The term Large Group Awareness Training, or LGAT, as it is used herein refers to programs that are designed to increase self-awareness and bring about positive results in individual's lives. It is not meant to connote a derogatory reference as has been used in some popular works.) For example, "est" training activities designed to clarify mind structures, mind traps, life programs (Bartley, 1978:201) and life-defining incidents, and to imbue graduates with a language that molds thought, raises consciousness and creates context (Bartley, 1978:255). In addition, Carl Rogers, Abraham Maslow, and Fritz Perls, among others, were directly involved with making psychological principles available to the large number of people who visited their therapy center, Esalen. As these principles and language found popular expression, people in general (i.e. not just those who may have been experiencing mental illness) began to use these principles to improve their lives. In this way, humanistic psychology, the human potential movement and the human development movement influenced the socioeconomic climate and the questions people were asking about the realization of their own potential.

Within a few decades of its appearance, psychology quickly spread across many fields of human endeavor. Around the start of the twentieth century, psychology branched out into specialties. While presented as a continuum, each major force succeeding that which preceded it, Figure 11 depicts the evolutionary flow of the broad discipline of psychology.

Figure 11   Evolution of psychology forces
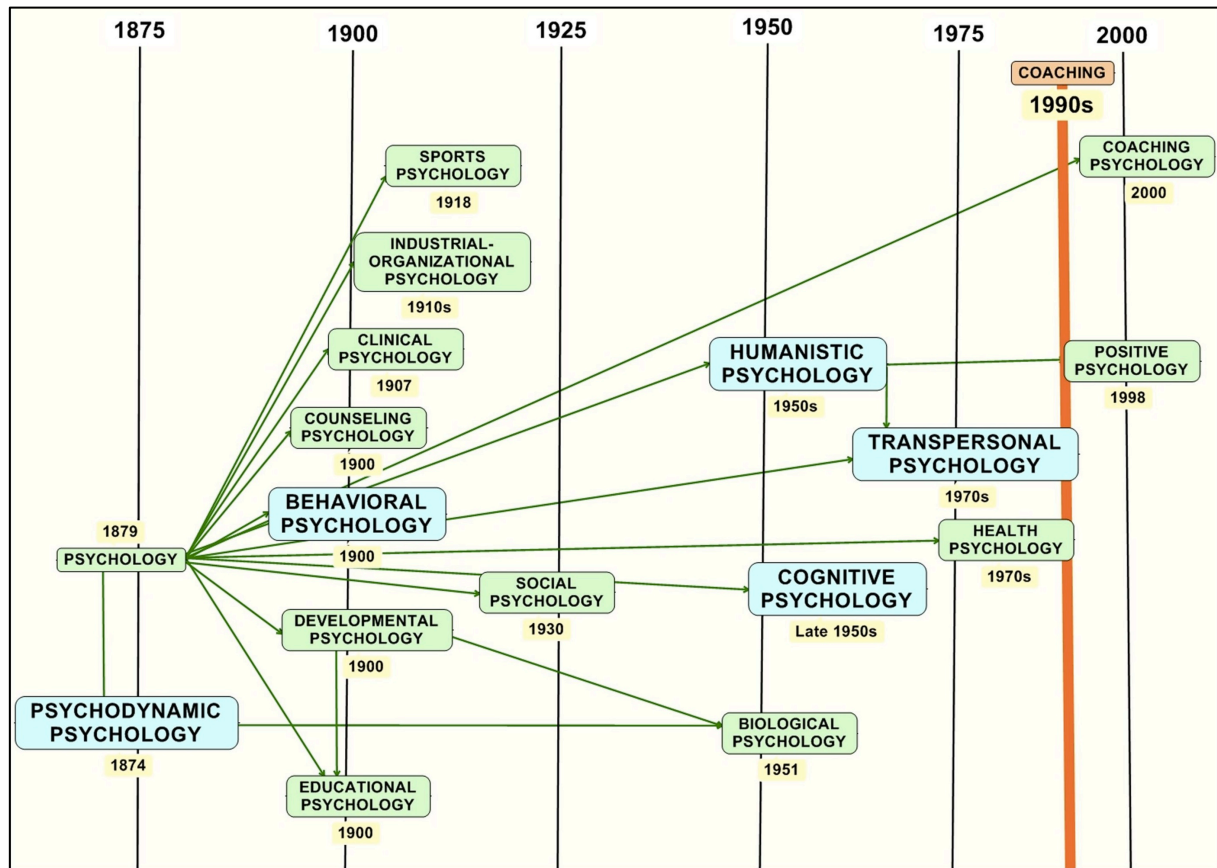
Source: Adapted from Brock (2008:471)

Today, nearly all of the sub-disciplines grouped under psychology's broad mantle make use of psychoanalytic, behavioral and cognitive, humanistic, and transpersonal approaches (Figure 12) – each of which were more or less in reaction to or expanding on the existing approaches. These grandchildren of Wundt and James' primary discipline, whose evolution I will track in this chapter, include clinical, social, organizational, consulting, sports, health, and counseling psychology from the applied arena, as well as educational, developmental, biological, and finally, positive psychology from the research arena.

In order to better understand the influence of psychology's many sub-disciplines, I will follow the evolution of psychology up to the time coaching appeared. In doing so, I will note the theories and techniques contributed by psychology and its sub-disciplines, noting the psychologists whose theories, concepts, models, or processes significantly influenced coaching. For example, the early structural approach to psychology was quickly eclipsed by Sigmund Freud's medical model of psychodynamics, and by the behavioral and cognitive psychologies of the early to mid-1900s. Adler's influence dates from the 1920s; he was followed by Maslow, A. Ellis, Jung, Rogers, and Erickson (1950s); Argyris and Perls (1960s); Bandler (1970s); Dilts (1980s); and Goleman, Wilber, Seligman, and Csikszentmihalyi (1990s). Finally, I will discuss the way these contribution

Figure 12   Psychology
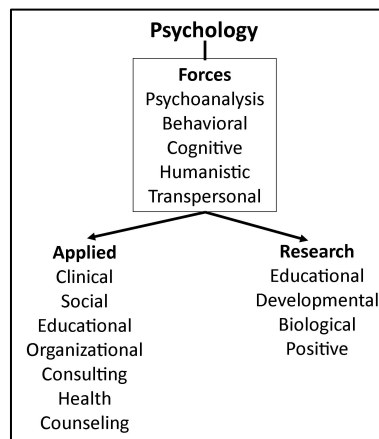
Source: Adapted from Brock (2008:34)

have helped determine the spheres in which coaching is most commonly practiced today.

While Dianne Stober (2006:17) asserts that the humanistic perspective is "an underlying philosophical foundation of coaching today", clinical psychology has had an equally powerful influence. Together, in fact, they demonstrate the essential mix of theory and technique that characterizes coaching's borrowings from its root disciplines. Personal development and growth, which I will treat as a subgroup of humanistic psychology, has also had a powerful influence. Itself a field created from parts of other disciplines, it has lent coaching a variety of models, theories, and practices. That said, each of the four major forces of psychology has been – and continues to be – utilized by today's coaches, though in different combinations depending on each practitioner's personal history, education, and the sphere in which they practice.

Structural and functional psychology, for instance, continue to influence research on human consciousness, while psychodynamic psychology still provides some of the fundamental techniques coaches use to work with their clients. The behavioral/cognitive school is still alive in many aspects of adult learning, and transpersonal psychology continues to press for the inclusion of will and intentionality, as well as the critical ingredient of spirituality.

In considering psychology's contributions, it is helpful to remember that each of the major forces within psychology has its own framework – that is, a unifying structure containing theories, assumptions, models, and protocols. Some are held in common, others are unique. All the forces, for instance, use assessment to raise self-awareness, to aid in the development of skills, and to assist corrective measures. All contain specific therapeutic models, skills, and techniques, although these are often described with different language.

Structural and functional psychology

At its birth toward the latter end of the nineteenth century, scientific psychology had a structural and functional focus, and its direct link to philosophy is not difficult to substantiate. Wilhelm Wundt, the founder of the field, titled psychology's first academic journal *Philosophical Studies*. That said, Wundt, like Freud, was originally a student of medicine. Wundt believed that psychology would reveal the workings of the mind in much the same way that physiology had revealed the workings of the body – that is, through scientific investigation. Toward that end he created the first psychological laboratory, and became the first "experimental" psychologist. He was primarily concerned with sensations, the nature of consciousness, emotions, and perceptions, and believed that self-observation, or introspection, was a critical psychological tool. As the first formal studies of psychology began, Wundt considered the new discipline to be a branch of the natural, not the social sciences; he was convinced that the conscious mind, much like the brain itself, could be subjected to the same rigorous scientific methods used in the study of physiology. As psychological research grew, it naturally led to the treatment of those suffering from mental illness.

William James also considered psychology to be a functional mechanism for those seeking to understand the connection, and the differences, between the brain and mind. Like Wundt, he began his career in physiology, and then shifted back and forth between philosophy and psychology for the remainder of his career. His most important work, *The Principles of Psychology* (1890), attempted to distinguish the functions of the mind from those of the brain, and the ways in which experience bore on consciousness.

Neither Wundt nor James can today be read outside their historical context, yet their early work formed the basis for the explosion in psychological research that followed. Both structural and functional psychologists, however, believed that introspection played an important part in the exploration of consciousness, and thus in a certain sense can be considered early proponents of self-help. In this way it can be said that the structural and functional concepts of psychology did not disappear, but lay dormant until humanistic and transpersonal psychology came on the scene in the mid- to late 1900s (Brock, 2008:34).

Despite their place at the beginning of psychology's evolution, certain theories and techniques of structural and functional psychology are still used by today's coaches. Theories regarding the effects of external stimuli on the mind, for instance – especially in those cases where the mind is overwhelmed – remain valid to this day, and techniques that focus on perceptions, self-observation, and the conscious states of thinking, feeling, and knowing, still serve coaches.

Psychodynamic psychology

A decade or so after Wundt introduced psychology, Sigmund Freud, also a physician, introduced the practice of psychotherapy, his version of which he called "psychoanalysis" (Brock, 2008:33).

Freud's theories were a revolutionary departure from the functional and structural basis of the first psychologists. Although trained in medicine, as were all the early practitioners of psychology, Freud quickly turned away from physiology and attempted to throw light onto the unconscious mind as a means of understanding conscious actions and behaviors. Towards that end he investigated the connection between human sexuality and psychological development, and championed the interpretation of dreams and the use of hypnosis as means of unveiling human consciousness. He also began to experiment with pharmaceutical aids – principally cocaine – to assist such investigations.

While Freud's work, like that of his predecessors, has undergone significant re-evaluation over the last century, his approach to psychological study was a watershed development that was, in its own way, as revolutionary as Einstein's approach to physics. In particular, his division of the subconscious into the id, the superego, and the ego – the first a term which James lent to Freud's lexicon – changed the direction of psychological research and dominated psychological study for decades.

For the purposes of this chapter, one feature of psychodynamic psychology – psychoanalysis – is particularly relevant. Freud believed that neuroses, or illnesses of the mind, could be treated in much the same way that physicians treated physiological disease. Psychoanalysis, therefore, presumed the existence of a pathological condition that called for a cure, rather than serving as a means of unlocking unfulfilled potential. I will return to this critical issue below in my review of humanistic psychology.

Adler, Freud's colleague, and Jung, who broke with Freud, were perhaps the earliest proponents of a balanced or holistic view of the individual, and laid the foundation for the emergence of humanistic psychology. Adler looked to creating meaning and purpose in each individual's life, sought evidence of what was right with people, rather than what was wrong, and believed that individuals were capable of coming up with their own solutions to the problems they faced. His studies focused on the nature of being human, using principles similar to Erickson's (Atkinson, 2006, pers. com.). Jung's emphasis, instead, was on the spiritual awakening which occurs in the second half of life, as well as the value of dreams, the presence of archetypes, and collective unconscious and synchronicity. Many of these ideas clearly owed debts to Eastern philosophy. Using an analytical approach, Jung encouraged those with whom he worked to create reviews of their lives so as to better understand their futures in the context of their pasts. He even examined Bill Wilson, co-founder of 12-step programs, as part of his effort to understand human consciousness (Patrick Williams, 2006, pers. com.).

Alfred Adler, a contemporary and one-time colleague of Freud, was another of psychodynamic psychology's principal theorists. Adler, in fact, provided a link between psychoanalysis, behavioral-cognitive psychology, the humanistic movement, and even transpersonal psychology. His emphasis on choice influenced later "ego-psychology" theorists in psychoanalysis. His

attempts to improve parenting practices added goal orientation to behavioral techniques, and his work on how people construct their reality by acting "as if" their beliefs are true has been confirmed by discoveries in cognitive psychology. As a mentor to Abraham Maslow and a promoter of therapist-client equality, Adler was a precursor to the humanistic movement. And his recognition that spiritual striving is innate in human beings prepared others for the emergence of transpersonal psychology. Adler's assumptions of social connectedness, phenomenology, goal-directedness, uniqueness, self-creativity, and holism are only now being fully appreciated as coaching theory develops.

Erickson, the father of hypnotherapy, based his approach on asking rather than telling – a clear precursor to one the primary tenets of coaching. According to Marilyn Atkinson (2006, pers. com.), Erickson "showed how people were part of a system, and when the system changed, the people changed also". Erickson's work led to many sub-disciplines, among them Neuro-Linguistic Programming, human and family systems theory, and solution-focused therapy (Marilyn Atkinson, 2006, pers. com.).

Psychodynamic psychology has played an especially prominent role in coaching, and has made extensive theoretical and technical contributions to the field. Jan Austin (2006, pers. com.), for instance, points to an awareness of instincts and the recognition of unmet needs as two such contributions. Others note the psychodynamic influence in coaches' attempts to create meaning and purpose in the lives of their clients, and to assist their clients in gaining a deeper awareness of self. Psychodynamic psychology also teaches coaches the importance of placing personal events in context. Seth Allcorn for instance, sees that approach as a critical part of effective executive coaching, and offers the following description of a "psychologically informed approach" to coaching:

> Blends traditional aspects of organizational consulting with executive coaching. A seamless continuum exists between knowing the organization and knowing the executive. Each affects the other in a continuous interplay of organization, social, interpersonal, and individual dynamics. Exploring one of these elements to the exclusion of the other is inconsistent with psychoanalytically informed coaching (Allcorn, 2006:130).

He also suggests that:

> Dimensions of the interpersonal world require a theory such as psychoanalytic theory that provides in-depth insight into human nature … psychoanalytically informed executive coaching requires context setting. A psychodynamic approach to executive coaching is a collaborative process between the coach and the executive (Allcorn, 2006:129).

Bruce Peltier (2001:40) makes a similar point:

> Psychodynamic thinking adds yet one more important idea to the coaching mix, and it comes from the world of psychotherapy supervision. This is the notion that dynamics that occur in coaching mirror the dynamics that the executive client experiences in the regular world of work. … Therefore, the coach's reactions to the executive are likely to be important and valid clues about this person's work behavior.

Finally, Frederic Hudson (1999:74–76) observes that "even though coaches are not therapists, much of their interaction with clients takes on characteristics of therapy and coaches have much to learn by becoming acquainted with the various types of therapeutic interaction, including psychotherapy, solution-focused brief therapy and narrative therapy". Psychodynamic techniques can be especially effective when working on resistance, although coaches, unlike the first psychoanalysts, do not presume the presence of an illness when confronting resistance to change. Peltier (2001:23), for instance, states that:

> The trick is to integrate 'analytic' or 'dynamic' thinking into coaching without pathologizing the client or relationship. The task is to think analytically and behave proactively. That said, the action-oriented and psychodynamically informed coach can be very effective.

Peltier (2001) sees psychodynamic theory, including object-relations theory (ways people use each other to stabilize their own inner world) and self-psychology as effective coaching approaches. Hudson (1999), too, notes the relevance of several psychodynamic models in coaching, among them Freud's emphasis on symbolic thinking, Adler's individual psychology, Jung's spiritual awakening in the second half of life, and Gould's attention to personal myth.

Finally, Richard Kilburg (2004:246) confirms the application of psychodynamic theories in executive coaching, stating 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". He goes on to say that "many methods developed largely for use in psychotherapy are transferable to coaching situations" (Kilburg, 2004:266).

Behavioral psychology

If Freud's psychodynamic psychology was a clear departure from Wundt's and James' functional and structural concepts, the behavioral and cognitive approaches to psychology were in some way an attempt to reconnect the study of psychology to its earlier relationship to the natural sciences. As noted, the principal architects of this, the second major force in psychology, were the behavioral psychologists Ivan Pavlov, John B. Watson and B.F. Skinner, and the cognitive psychologists Ulric Nasser and Noam Chomsky.

Pavlov, though a contemporary of Wundt, James, and Freud, was drawn neither to the structural and functional aspects of philosophy, nor the psychodynamic relief of mental illness. Instead, he happened, almost by chance, on the study of identifiable stimuli that "conditioned" human responses. In this sense human behavior could be presumed to be involuntary – the result of specific psycho-physiological reactions to certain stimuli rather than the conscious or subconscious understanding of them. As nearly all readers are aware, the experiment that best defined this approach involved ringing a bell before feeding dogs. Pavlov discovered that the bell itself – or any of a variety of aural stimuli, including whistles or tuning forks – caused a dog's

saliva glands to operate. Thus, it was not the act of eating or the presentation of the food itself that caused saliva to flow, but the conditioned response to a secondary stimulus. An equally critical focus of his studies was the way in which an overwhelming amount of sensation, stress, or pain – or in other words, an overload of stimuli – resulted in a "shutdown" of the subject, both physically and mentally. This response – called transmarginal inhibition, or TMI – did not occur the same way in all subjects. Rather, in addition to the stimulus itself, the conditioned reflex depended on the natural "temperament" of the subject. Carl Jung continued Pavlov's studies, focusing on the essential difference between introverted and extroverted personalities, the former of which were more susceptible to such overloads.

John B. Watson, like Pavlov before him, also attempted to reestablish the connection between psychology and the natural sciences, and to redirect psychological studies away from the recesses of the mind and toward overt inspection of human and animal behavior. Further, he believed that a better understanding of the mechanisms that governed animal behavior – including but not limited to human behavior – would make it possible to exert more effective control over human actions. He was concerned neither with metaphysics, nor with the subconscious mind, believing instead that there was a subjective basis for behavior, and that it could be understood and directed for the common and individual good.

B.F. Skinner continued in the same vein, moving on to the consequences of certain behaviors, and the way in which those consequences affected or "reinforced" certain behaviors. This approach led to his focus on environmental controls, most notably in the case of infants. While not discounting the role of genetics in development, he came down squarely on the side of the power of nurture versus that of nature. We are, he held, the living results of the conditions in which we live, and we seek to modify those conditions so as to reproduce the most desirable consequences.

Behaviorism became the dominant branch of psychology early in the twentieth century and maintained its position well into the 1950s. The field's many contributions to coaching include models and techniques designed to control overt behaviors, and research on the ways in which such behaviors can be conditioned by external stimuli (Brock, 2008:33). Coaches also use techniques designed to aid conscious thinking, goal orientation, reinforcement, and behavior modification. Peltier (2001:45–47) notes that the latter does not imply preventing "bad" behavior, and that behavioral interventions "are used with goals in mind. Progress toward the goals is checked, and the experiment is adjusted, based on the measured progress".

It should be noted that in borrowing from the behaviorist tradition, coaches have not felt it necessary to disassociate themselves from the earlier – or for that matter the later – forces in psychology. This sort of inclusiveness distinguishes coaches from most practitioners working within one of the major forces of psychology, each of which emerged as a response to the perceived failings of the previous models. Skiffington and Zeus (2003:35) acknowledge this tendency, saying that:

> Although Freud's theories had a great impact and continue to be associated with literature and the arts, his emphasis on personal self-knowledge and growth was eclipsed in mainstream psychology by behaviorist theory. In the second decade of the twentieth century, behaviorism, which is associated primarily with Pavlov, Watson and Skinner, proposed that we study only overt behaviors and the way in which they are controlled, or conditioned, by external stimuli.

Another of the behavioral school's important contributions to coaching is the theory that the opportunity for change typically occurs as a result of a significant emotional event in the client's personal or professional life, and the client's response opens the door to behavioral change. Some of the developmental goals proposed by behavioral coaches are listed by Skiffington and Zeus (2003:43) as follows:

1. To live an authentic life.

2. To find new purpose and meaning.

3. To promote self-knowledge.

4. To increase self-responsibility.

5. To increase feelings of self-worth.

6. To promote self-regulation of emotions.

7. To develop a sense of control.

8. To increase capacity for joy and pleasure.

9. To live more fully in the present.

10. To review life's achievements and goals.

11. To develop realistic and meaningful goals.

Peltier (2001:46–47) notes that such goals need not necessarily be personal – they can be organizational as well – and points to the work of Fred Luthans, who translated the work of behaviorists into management models and language through what he called Organization Behavior Modification. Today, such models are applied by those coaching organizations as well as individuals.

Cognitive psychology

The cognitive psychologists, while sharing many of the beliefs of the behavioral psychologists, reacted to what they believed were major gaps in the behaviorists' approach. While behavioral psychology linked human behavior to more subjective criteria than those used by the psychodynamic psychologists, and accounted for the effect consequences had on the likelihood that certain behaviors would be repeated, it seemed to ignore both the personal power and innate ability of the individual to control his or her own experience. In short, it positioned the individual as a piece on the chessboard, under pressure from the other pieces around it, rather than recognizing the individual as a player. Cognitive psychology, drawing from the nascent language

of computer science, held instead that the individual did not simply react to external stimuli, but drawing on experience, constantly changed his or her approach as knowledge grew and the game progressed. In this sense the individual could be considered a learning computer that grew more adept the longer the game was played.

In other words, the cognitive psychologists, for the first time in the short history of psychology, sought to put the tools of psychology in the hands of the individual, rather than the psychologist. Put yet another way, the behaviorists sought to understand the way individual behavior was influenced, while the cognitive psychologists encouraged the individual to understand – and more importantly to direct – the same process (Peltier, 2001:82).

Noam Chomsky extrapolated this approach to the study of linguistics, arguing that the acquisition of language was a natural ability, and while certainly affected by the aptitude and encouragement of those surrounding the learner, was bound to occur just the same. He did not discount the presence of the stimuli that behaviorists observed and measured, just their primacy in the learning process.

Modern coaching has borrowed extensively from cognitive psychology, and makes frequent use of its underlying principles of self-directed assessment and change. While the cognitive school does not remove the therapist, or coach, from the process, it does presume a far greater ability – and responsibility – on the part of the client, both in terms of identifying and modifying counterproductive behaviors and thoughts.

These principles are, at least to the cognitive psychologists, a natural extension of the behavioral principles which preceded them, and Hilgard (1977:7) notes that the "studies of … self-perception, and creative imagination conducted during the late 1940s and early 1950s mark the development of cognitive psychology". West and Milan (2001:201), following the growth of the movement, point instead to "the 1960s, [when] Aaron Beck and Albert Ellis were influential in introducing a cognitive dimension to the behavioral approach, particularly through attention to dysfunctional thought processes and irrational beliefs". These developments, according to Peltier (2001), are the basis of the connection between the cognitive school of thought and coaching. As he describes it, the core concept of cognitive therapy is that:

> people can learn to notice and change their own thoughts with powerful emotional and behavioral benefits. Its central idea breaks with earlier theories in that it focuses on conscious thinking rather than unconscious processes (Peltier, 2001:82).

Today's coaches draw from Ellis' work on the relationship between conscious thought, emotions, and happiness; Beck's belief that the thinking habits of profoundly depressed people could be modified; and Homme's conviction that conscious ideas could be observed, manipulated, and managed (Peltier 2001:82-83). According to Peltier (2001:84), all of these approaches are viable for today's coaches.

There are three cognitive areas of interest available to coaches who want to use cognitive methods, and each involved a different aspect of client thinking: (1) general style of thinking, (2) specific thinking patterns, and (3) specific thoughts.

Jeffrey Auerbach, concurring with his colleagues, put it this way: "The coach employing cognitive techniques helps the client observe assumptions, erroneous conclusions, mental models, unproductive schemas, and maladaptive self-talk, and learn and execute alternative ways of viewing situations" (Auerbach, 2006:112–113). Once consciousness is raised, realistic goals can be identified, progress toward goals can be measured, and adjustments made.

Humanistic psychology

Moss (1999:12) described the emergence of the field as follows:

The psychology of the 1950s was dominated by what Maslow called the First Force of psychoanalysis and the Second Force of behaviorism. Each of these schools in psychology accomplished breakthroughs in understanding human behavior and in ameliorating human suffering. Each of these schools also displayed major blind spots, refusing to acknowledge or explore critical dimensions of human life. Human psychology emerged to address these essential deficits in understanding humans.

Humanistic psychology, in short, focuses on the whole person, not specific behaviors or narrowly defined goals. Following the cognitive school's lead, humanistic psychology treats each individual as a conscious agent who first experiences and then decides, and who studies values, meanings, and experiences just as he or she does other important data (Brock, 2008:40). As De Carvalho notes, however, it "is not a simple matter to present a single model of humanistic psychology because each theory reflects the background and interests of its author". That said, he goes on to identify five individuals generally accepted as the field's founders, and their theories: Maslow's growth hypothesis; Rogers' client-centered approach; Allport's personality theory; and the existentialist and phenomenological orientations of May and Bugental (de Carvalho, 1990:267).

The humanistic psychologists – principally Maslow, Rogers, and Perls – continued the trend that placed the individual, rather than internal demons or external stimuli, at the center of the psychological universe.

Maslow, a student of Adler's, is considered the father of humanistic and transpersonal psychology. His theories explained human motivations through the use of a hierarchy of needs and included the concept of self-actualization. He studied behavior based on what he called a "hierarchy of needs". He saw those needs leading from the physiological to the psychological, with the latter depending on fulfillment of the former.

The physiological needs are the simple, elemental requirements of life – air, water and food – and they are followed by the fundamental need for safety – both in the personal, physical sense of the word, as well as in the larger social sense of a stable community and codified respect for the rights of property. Once these basic needs are met, the individual is free to consider the more intangible human needs – love, friendship, self-esteem, a system of morals, and finally creativity. Again, in Maslow's view, only when the more basic needs are met can the individual turn his or her attention to the weightier psychological matters of self-realization. And these considerations, far from being stimulated by external forces, occur only when a certain freedom from such influences has been achieved.

Maslow, along with Carl Rogers, Lao Tzu, and Zen Buddhism, assumed that every person has an actualizing tendency that promotes growth, direction, and productivity. He also believed that individuals are involved in caring and responsible interpersonal relationships as a universal principle (Chang and Page, 1991:2)

According to Stewart Emery (2007, pers. com.), "Self-actualization was really about being effective in the world and expressing one's passion in ways that are ultimately of service to the world and to the individual". Flaherty (2006b, pers. com.) flatly states that "Coaching in the West started with Maslow, who believed that psychology should also consider people's potential". Whitmore, finally, saw Maslow's work as critical to all that came after it. "People like Abraham Maslow provided the crucible in which Tim Gallwey could do what he did" (Whitmore, 2006, pers. com.).

Rogers, embracing the same set of ideals, called his therapeutic approach "client-centered therapy", and his educational approach "student-centered learning". While acknowledging that we are all to some extent the result of the socioeconomic forces and the individuals that surround us, Rogers believed that it was possible to separate one's self from one's environment, to discover one's true self, and to live in keeping with that discovery. For such a person morality was essentially instinctual – a self-actualized person did not need to refer to rules and principles, but could trust in their continually developing notions of what was right and wrong at any given moment. In short, the self-actualized person, though very much a part of his or her environment, is always true to their own self.

Perls developed Gestalt therapy – for the "normal" person – with two distinct approaches: one for therapists, and one for people who wanted to improve their lives. His empty chair technique is emblematic of this approach, and involves conversing with different parts of one's self, and paying especial attention to somatic or corporeal expressions. This technique has been adopted by many coaches. Fritz Perls focused his studies on the opportunities for such self-realization, and established Gestalt therapy as a means of helping individuals achieve them. While in one sense a throwback to psychodynamic psychology – where the trained professional "treats" the patient's mental illness – Gestalt therapy nonetheless served to make the individual responsible for his or

her personal success. Toward that end, mirroring many of the basic principles of the cognitive school, the process was deemed to be more important than the immediate outcome, and the individual's or patient's interests were presumed to direct the dialogue. The process, therefore, was necessarily a function of the present rather than the past – a clear break from the Freudian belief in the psychic rule of memory and past experience. Finally, Gestalt therapy held that individuals could come to understand themselves only in relation to the other individuals around them, of which the therapist was but one of many, and the environment in which he or she lived and worked.

Among the many contributions of the humanistic psychologists Perls, Rogers, and A. Ellis was their belief in the importance of the therapist-client fit, rather than the technique used. This belief was manifested in Rogers' client-centered approach, where the focus was on the client's goals – as the client saw them – not on mental illness or the clients' problems. Rogers, according to Peter Reding (2006, pers. com.), held that the "client is the only one that can heal themselves – love, support, and unconditional positive regard in an environment of total acceptance, without judgment, are the conditions that allow the client to speak, while we [coaches] listen more than we talk". This approach is one of the International Coach Federation's (ICF) core competencies, as well as being at the heart of the "co-active" coaching approach.

Ellis was a "key figure in the development of cognitive therapy … who broke with Freudian tradition in the 1960s to forge his own psychotherapy based upon the relationship between conscious thought, emotions and happiness" (Peltier, 2001:82). His rational emotive therapy was based on the conviction that we can change our thinking by how we speak to ourselves. These ideas led to what coaches refer to as "reframing" and "re-languaging".

Bandler and Grinder, who came from the field of linguistics, created NLP, which initially modeled and imitated the intuitive language of Erickson, Satir, and Perls. Their basic premise was that language is linked to our neurology, and it reflects the internal structures of our bodies. The way we structure language and relationships, therefore, is an indication of the way we structure reality. NLP's contributions to coaching include visualization, repetition, modeling, and the value of asking the right questions (Brock, 2008: 295-296).

Dilts, an NLP trainer who studied under Bandler and Grinder, "… interpreted Gregory Bateson's work with logical levels, and this introduced the power of systemic thinking as a framework for asking great questions" (Marilyn Atkinson, 2006, pers. com.). In 2003 Dilts wrote *From Coach to Awakener*, defining coaching as "the process of helping people and teams to perform at the peak of their abilities. It involves drawing out people's strengths, helping them to bypass personal barriers and limits in order to achieve their personal best, and facilitating them to function more effectively as members of a team. Thus, effective coaching requires an emphasis on both task and relationship" (Dilts, 2003:xiii). Seeing coaching as more outcome-oriented than problem-oriented, Dilts sees coaches emphasizing change while concentrating on defining and achieving specific

goals. Dilts identifies two forms of coaching – executive coaching and life coaching (referred to as capital "C"). He also sees small "c" coaching as focused at the behavioral level of promoting conscious awareness of resources and abilities, and the development of conscious competence. He defines the competencies and skill set of capital "C" coaching as caretaking, guiding, coaching, teaching, mentoring, sponsoring, and awakening (Dilts, 2003:xvi).

While today's coaches draw theories and techniques from each of the four forces of psychology, humanistic psychology is clearly the cornerstone of coaching's foundation. In short, not only did humanistic psychology set the stage for coaching, it also wrote coaching's most memorable lines. What's more, the tools and techniques of humanistic psychology have provided critical guidelines for the roles of the coach and client, and the nature of their relationship. Jeffrey Auerbach (2006:113) puts it bluntly: "Coaching without the humanistic side of a caring, trustworthy coach won't get off the ground … Even the coach who uses largely cognitive approaches must incorporate emotional knowledge."

Stober (2006:17-18) makes a similar point, drawing a direct line from humanistic psychology to coaching.

> What humanistic therapies and coaching share is the idea that positive change is a driving force for clients in either modality … humanistic theory of self-actualization is a foundational assumption for coaching with its focus on enhancing growth rather than ameliorating dysfunction.

Stober (2006:18) goes on to identify the key concepts coaching has adopted from humanistic psychology:

1. a growth-oriented view of the person and his or her potential for self-actualization;
2. a practitioner-client relationship built on the principles of collaboration and the direct discussion of the issues at hand;
3. the practitioner's empathy and unconditional positive regard, which leads to authenticity, genuineness, and mutual accord;
4. a holistic view of the person, taking into account the rate of human experience and the uniqueness of the individual; and
5. the availability of choice and its resulting responsibility.

Of the humanistic psychologists, Maslow and Rogers tower over all others in the field, and stand nearly as tall in the pantheon of coaching. Maslow introduced the concept of personal authenticity and devised a "needs hierarchy" and a "self-actualization model" based on his growth-oriented view of the individual. Rogers, in turn, contributed the client-centered approach, one of the pillars of coaching, which provides the fundamental concepts of collaboration, unconditional positive regard, genuineness, and self-disclosure (Brock, 2008:177).

Maslow and Rogers' contributions to coaching – through the principles of humanistic psychology – are not just universally accepted by today's practitioners, they are in fact deeply embedded in the language of coaching's governing bodies. The International Coach Federation's (ICF) core competencies, for example, include the need to establish trust and intimacy with the client, and the development of coaching presence (ICF, 1999). Laura Whitworth, one of the authors of those core competencies, as well as a contributor to The Coaches Training Institute's (CTI) co-active coaching model, points to the influence of humanistic-transpersonal psychology in the language of both. These included awareness, choice, focus on the present, trust in the process, and the understanding and promotion of the welfare of others (L. Whitworth, 2006, pers. com.).

Bohart and Greening (2001), in sympathy with Laura Whitworth, note that the fundamental principles of humanistic psychology do not recognize cultural borders.

A philosophy of inclusiveness and openness to alternative points of view has led humanistic psychologists to try to understand different worldviews as expressed in different cultures (e.g. O'Hara, 1997). The general humanistic orientation includes not only approaches that value traditional positivistic research, but also alternative scientific approaches based in European philosophy, such as phenomenology, as well as the spiritual emphasis of transpersonal psychology (Bohart and Greening, 2001:82).

As I will demonstrate in a later chapter, this stance has proven to be a critical factor in coaching's continuing diffusion around the globe.

Finally, humanistic psychology not only influenced the theories and practices of coaching, it led to the creation of new techniques now widely used in the field. One example of this is Richard Bandler and John Grinder's Neuro-Linguistic Programming (NLP), developed under the influence of Gregory Bateson and Milton Erickson. NLP is used by coaches and therapists for personal development, creativity enhancement, increased performance, improved communicational skills, and accelerated learning (Kitaoka, 2000).

You might be asking yourself, what about personal development and growth, the motivation movement of the early 1900s, the humanist movement, encounter groups, the human potential movement, large group awareness training, support groups, and self-help? I will discuss these in the section on sub-disciplines of humanistic psychology later in the chapter.

Transpersonal psychology

Transpersonal psychology, a term first used by William James at the beginning of the twentieth century, and developed into a school of thought by Abraham Maslow, is an outgrowth of the uppermost level of Maslow's hierarchy of needs – the so-called peak experience. Combining certain elements of humanistic psychology with ancient tenets of Eastern philosophy,

transpersonal psychology was born of the desire to find a place for spirituality within the context of psychology. Just as the cognitive and humanistic psychologists sought to free psychology from the more mechanical constructs of the behaviorists, transpersonal psychologists attempted to unshackle consciousness from the mind of the individual and reconnect it with the universe. In short, only after the fundamental needs of human existence have been satisfied can the individual reach personal fulfillment, and once that stage has been reached, the final step in personal development is the individual's transcendence from self-centeredness to spiritual awareness. Transpersonal psychology offers coaching an appreciation of spiritual potential and an awareness of the transcendental and transpersonal qualities of existence (Van Dierendonck, Garssen, and Visser, 2005:62-63), which coaches can use to assist their clients' self-discovery.

Of all the major forces, only transpersonal psychology is experiencing rapid evolution today. As a result, its final form is still indistinct, and its contributions to coaching incomplete. Ruzek (2004:2081) finds, in fact, that neither historians of psychology nor founders of transpersonal psychology consider transpersonal psychology an influential force in American psychology today. However, the study also notes that the rising popularity of positive psychology, as well as the continuing interest in spirituality, might draw transpersonal psychology into mainstream psychology in the future.

Sir John Whitmore, while concurring with Ruzek's initial finding, nonetheless sees a place for the fourth force of psychology in coaching.

> While humanist psychology brought in the ideas around increasing awareness, transpersonal psychology brought in ideas around will and intentionality … It's the next phase of psychology, if you like, which stands on the shoulders of humanist psychology. If you think that increasing awareness leads to an improvement in performance, think how much more improvement you can get when there is a particular direction you want to go – a goal. If coaches are not familiar with the transpersonal in themselves and the methods of addressing it in others, their capacity to help others will be limited … The key ideas surrounding transpersonal coaching are about discovering the power of who you really are (Whitmore, quoted in Hilpern, 2006:34).
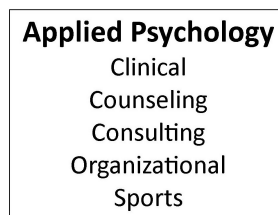
Sub-disciplines of psychology

As I noted at the beginning of this chapter, the social sciences tap root has many more offshoots than the philosophical tap root. This can also be said of psychology, whose sub-disciplines seem almost innumerable. For the purposes of this book, I have confined my investigation to three major subgroups: the sub-disciplines of applied psychology, the sub-disciplines of theoretical and research psychology, and the sub-disciplines of humanistic psychology. Of these, the last is by far the largest and most controversial group.

Sub-disciplines of applied psychology

As I pointed out in this chapter's preface, psychology contains an ever-growing number of sub-disciplines that adapt the tools and models of the four forces of psychology to specialty practices. These sub-disciplines, especially those which can be grouped under the cross-disciplinary category "applied psychology", have made crucial contributions to the tools and techniques of coaching.

Figure 13   Applied psychology sub-disciplines

Applied Psychology
Clinical
Counseling
Consulting
Organizational
Sports

Source: Adapted from Brock (2008:183)

This is also true, although to a lesser degree, of the research-based or theoretical sub-disciplines. Of the former, the clinical, organizational, consulting, counseling, and sports psychology specialties have had the greatest influence on coaching. The contributions from the research and theoretical specialties of psychology – educational, developmental, health, social, biological, and positive psychology – have added valuable information to coaching's knowledge base with less influence on the practice of coaching (Brock, 2008:183-184).

Coaching psychology, instead, is a textbook example of a "return contribution" on the part of coaching to one of its own root disciplines. A catchall for nearly all sub-disciplines of psychology, coaching psychology employs psychodynamic, behavioral, cognitive, developmental, systems-based, and solution-focused approaches. It also makes use of NLP and facilitation psychologies, and is a goal-focused, person-centered, problem-focused sub-discipline – or, in other words, it is humanistic at heart (Brock, 2008:186).

Clinical psychology

While not considered one of the four major forces of psychology, clinical psychology has had a profound effect on coaching. The history of clinical psychology is tied to both world wars of the twentieth century. In World War I, clinical psychology focused on psychological assessment, measuring verbal and non-verbal skills in an attempt to match soldiers to the military tasks for which they were best suited. Immediately after World War II, when the number of wounded exceeded the capacity of the medical establishment – including MDs specializing in psychiatry – psychologists were called into therapeutic service. As a result, clinical psychologists were brought

in to treat the rising incidence of what became known as post-traumatic stress disorder, and psychotherapy became an important part of the clinical psychologists' repertory. Though the treatments psychologists used were often quite similar to those employed by psychiatrists, the latter held medical degrees and could therefore prescribe pharmaceutical remedies.

By the end of the 1960s, the gap between research and practice had become sufficiently wide that degree programs themselves differentiated between the two. A degree in practice-oriented clinical psychology came first, and was followed by a doctoral degree in psychology (or a PsyD). Today both of these programs, while focusing on practice rather than theory, presume a thorough understanding of the research that first characterized the field. One can also say that clinical psychology is the door through which psychodynamic psychology reasserted itself, albeit as a result of circumstances into which patients had often been forced, rather than underlying pathological disorders.

Of all of psychology's sub-disciplines, clinical psychology has had the strongest practical influence on coaching. In particular, coaching adapted the solution-focused, brief therapy approach, based on the presumption that both the clients and others are able to confront their problems, that people tend to make the best choices for themselves at any given time, that conversations can shape reality, and that through meaningful dialogue a coach and client can jointly identify problems and construct solutions. The work of psychotherapist Virginia Satir has also had a strong practical influence on coaches, through her approach to family therapy and a psychological model, developed through clinical studies, which defines how change impacts organizations. Satir's influence is described more fully in Chapter 5.

Peltier points out that "despite the unsavory implications of psychotherapy in the corporate culture, there is no denying that the literature of psychotherapy is important and highly relevant to coaching in the work world". He goes on to say that "examples of skills derived from psychotherapy literature include active listening and empathy, self-awareness, process observation, giving and getting feedback, assertive communication, conflict resolution, cognitive restructuring and learned optimism, effective use of reinforcement, hypnotic language, resistance management, de-triangulation, reframing, even paradoxical intent" (Peltier, 2001:xix–xxi).

Berman and Bradt (2006:244) note the ways in which the principles of coaching have become a part of many psychologists' practices because of "increasing frustration with the politics and economics of traditional mental health care". They also state that:

> 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. Developmental coaching, which addresses longstanding 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 (Berman and Bradt, 2006:244).

Specific therapies related to coaching include emotion-focused therapy, reality therapy, rational emotive therapy, and choice therapy. Emotion-focused therapy uses emotion coaching, and is based on the premise that one cannot leave a place until one has arrived at it (Greenberg, 1997). Glasser's reality therapy is founded on the acceptance of the patient as a responsible individual whose behavior, nonetheless, is a problem. Ellis's rational emotive therapy and Glasser's reality therapy emphasize clients' responsibility for their behavior (Sewall, 1982). Glasser's choice theory is based on the premise that a person's actions are always within the person's control (Howatt, 2001).

"In addition to Rogers' client-centered approach noted above, other humanistic psychotherapists which have influenced coaching are: the Gestalt approach of Perls, the existential approach of May and Yalom and, to a lesser extent, the European existentialists, Binswanger, Boss, and Frankl" (Greenberg, 1997:97). Viktor Frankl, once an inmate in a concentration camp, concludes that the meaning of life is found in every moment of living – which is a philosophy that resonates with many coaches. Erickson's hypnosis and communication work also led to a solution-focused approach with a non-pathological model that has many similarities to coaching (Peltier, 2001; Lane and Corrie, 2006; Ting and Scisco, 2006).

The philosophical underpinnings of brief solution-focused therapy (BSFT) include the beliefs that individuals and others around them are essentially able; that people make the best choice for themselves at any given time; that discourses and conversations can shape our experience of reality; and that therapy/coaching is a dialogue between the therapist/coach and the client through which both participants identify the problem, and both construct its solution. One can therefore say that BSFTs embody a constructivist philosophy as a key premise in coaching (Cavanagh and Grant, 2006:152–153).

Counseling psychology

Coaching in the 1970s and 1980s was often referred to as workplace performance counseling, and viewed as a set of skills for managers to use to improve performance. This counseling

> influenced the coaching practices of the 360-degree assessment and follow-up coaching. The major differences between the two approaches are that coaching is voluntary and is not necessarily remedial, and that the coachee's employment is not dependent on the success of the program (Skiffington and Zeus, 2003:16).

Peltier (2001:xix) concurs:

> Although some business practitioners include 'counseling' in the repertoire of skills used by managers on a day-to-day basis, counseling is generally reserved for troubled employees with 'psychological problems'. Counseling is personal and it is aimed at personal problems. Coaching carries a much more positive implication in the corporate world.

According to the American Psychological Association (APA) (2006:1), counseling psychology

> … facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

Skiffington and Zeus (2003:16), referring to such "normal developmental issues", put it this way:

> The helping skills profession contributes to … coaching in numerous ways, providing, among other things, communication models, models for active listening, questioning techniques, empathic responding, and reflection. Techniques for challenging and exploring issues, as well as helping individuals to gain insight, also have enriched the practice of coaching.

Diedrich and Kilburg (2001) cite Hudson, whose 1999 work found that "life coaching has emerged as a counterpart to counseling and psychotherapy, and many psychological practitioners are exploring how these skills and this conceptual approach can be added to their professional portfolios" (Hudson, 1999, cited in Diedrich and Kilburg, 2001:203).

Consulting psychology

According to the Society of Consulting Psychology (SCP), Division 13 of the American Psychological Association, consulting psychology includes "individual assessment, individual and group process consultation, organizational development, education and training, employee selection/appraisal, expert technical support, research and evaluation test construction, executive/manager coaching, and change management" (SCP, 2006:1).

The *Consulting Psychology Journal: Practice and Research* published three special issues in Spring 1996, Fall 2001, and Winter 2005. These issues focused on executive coaching as an emerging competence within the practice of consulting psychology. Kilburg (1996b:59), special editor of these issues, looks to the place where "traditional organization development methods, adult education, management training, industrial-organizational psychology and generic consultation skills are being blended together to define a sub-discipline". Tobias (1996:68) has a similar view: "We draw from the frameworks of humanistic, existential, behavioral, and psychodynamic psychology and choose our techniques eclectically to fit the client, the situation, and the need". Articles for the 1996 special issue focused on approaches, roles, definition, and actual executive coaching. The 2001 special issue contained a literature review, and covered team coaching, the role of the internal coach, coaching versus therapy, and specific models for coaching. Finally, the 2005 special issue focused on case studies in executive coaching.

Though humanistic influences were not mentioned in the 1996 special issue, Peltier (2001) observes that the authors of four of the ten articles sound truly "Rogerian". These four are: David Peterson (1996:79), who writes about the way one can "build trust and understanding so people

want to work with you"; Richard Diedrich (1996), who identifies empathy as a critical element in feedback; Richard Kilburg (1996a), who also points to empathy as a therapeutic technique; and Witherspoon and White (1996), who focus on client responsibility. This is yet another example of the cross-germination between the root disciplines and their sub-specialties.

The literature of consulting psychology also contains various references to the field's specific contributions to executive coaching. Kilburg (1996b) notes the influence of the psychodynamic model; Tobias (1996) and Kilburg (1996b) the systems perspective; Diedrich (1996) the iterative feedback model; Richard (1999) the multimodal therapy model; Sherin and Caiger (2004) the rational-emotive behavior therapy (REBT) model; Laske (1999) the transformative-developmental model; Fitzgerald and Berger (2002) the constructive-developmental theory approach; Peltier (2001) the cognitive therapy orientation and existential approach; Cocivera and Cronshaw (2004) the action-frame theory approach; Ducharme (2004) the cognitive-behavioral approach; and Campbell-Quick and Macik-Frey (2004) the approach based on interpersonal communication.

Organizational psychology

Industrial and organizational psychology – also known as I/O psychology, work psychology, occupational psychology, or personnel psychology – is concerned with the application of psychological theories, research methods, and intervention strategies to workplace issues. As such, it offers coaches numerous techniques for a variety of situations, including personnel psychology, motivation and leadership, employee selection, training and development, organization development, guided change, organizational behavior, and work and family issues. The balance between these last two, of course, is one of the primary concerns of coaching.

Glaser (1958), in noting the shift from clinically-oriented industrial psychology to developmental counseling for key management personnel, actually touches on one of the circumstances that led to the emergence of coaching. One rationale for this shift was the belief "that many of the problems in connection with the long-run operational performance of an organization stem from attitudes and actions of the managers" (Glaser, 1958:486).

Berman and Bradt also note the connection between organizational psychology and coaching, pointing out that "Consulting, industrial/organizational (I/O), and clinical psychology have increasingly embraced the concept of executive coaching over the past 10 years". They suggest a four-category model of executive coaching for application by clinical, consulting and organizational psychologists in the organizational environment, including facilitative coaching, executive consulting, restorative coaching and developmental coaching (Berman and Bradt, 2006:244–246).

Peltier (2001) observes that testing and assessment techniques are regularly borrowed from organizational psychology – e.g. multipoint or 360-degree feedback, interview, direct behavioral observation, and objective assessment – for use in executive coaching. Specific organizational

models include: Lazarus's multimodal therapy model, an integrative and holistic approach to executive coaching (Richard, 1999); Argyris' action science, focused on understanding and producing action (Argyris, 1995); and Lewin's action research, with the goal of making action more effective (Witherspoon and White, 1996). Argyris' contributions are described more fully in Chapter 4, and Lewin's in Chapter 5.

Sports psychology

Sports psychology is the study of behavioral factors that influence – and are influenced by – participation and performance in sport, exercise, and physical activity. Sport psychology professionals are interested in the ways in which sports, exercise, and physical activity can enhance personal development and well-being throughout the life span (AAASP and APA, 2003).

According to Meryl Moritz (2006, pers. com.), sports psychology labs were started in the 1920s in Germany, Russia and the United States. These labs looked at imagery, visualization, confidence, intrinsic and extrinsic motivation, attentional focus, and affirmation. During the 1970s, sports psychology at Esalen focused on the "inner game" of sports, drawing from the works of Gallwey, Murphy, Schutz, and Millman (Esalen, 2005).

Whitmore (1992:25) notes that:
> Recently much has changed in sports and most top teams employ sports psychologists to provide performers with attitudinal training. If old coaching methods remain unchanged, however, the coach will frequently be unintentionally negating the psychologist's efforts. The best way to develop and maintain the ideal state of mind for performance is to build awareness and responsibility continuously throughout the daily practice and the skill-acquisition process. This requires a shift in the method of coaching, a shift from instruction to real coaching.

Further, Skiffington and Zeus (2003:1) believe:
> The contribution of sports psychology is underappreciated [and] issues such as trust, personal best and the idea of coaching top performers derive from sports psychology … [and] research from the field includes … goal setting, motivation, focus, accelerated learning techniques, planning and assessing a coachee's preferred style of learning.

Skiffington and Zeus track the influence of this field on executive and business coaching. "Sports psychology has generated a significant body of research that affects executive and business coaching. The body of knowledge of particular relevance to behavioral coaching includes research findings on goal setting, focus, being in 'the flow,' motivation and commitment" (Skiffington and Zeus, 2003:14). In the same vein, Martin and Hrycaiko (1983:8–20) identify six characteristics that appear to make behavior modification potentially valuable for athletic coaches. Grant (2005a:7) also notes the relationship between the psychology of sports and the development of human potential in the workplace since the 1970s.

Sub-disciplines of theoretical and research psychology

As with the applied psychology sub-disciplines, the theoretical and research psychology sub-disciplines are intersections of two separate disciplines (Figure 14). The only exception to this is positive psychology, which is increasing its impact on the coaching field.

Figure 14   Theoretical and research psychology sub-disciplines

Theoretical & Research Psychology
Developmental
Educational
Health
Social
Biological (or Biophychological)
Positive

Source: Adapted from Brock (2008:34)

Developmental psychology

Developmental psychology is the scientific study of age-related changes in behavior over the life span, and as such contains many elements of educational psychology. According to Laske:

> Developmental coaching is based on adult development research, specifically the work of Piaget, Kegan, Basseches, Jaques, and Laske. … Behavioral variables of coaching spell out what an individual does, while developmental variables describe what an individual is, or his/her present state of being (Laske, 2004:52-53).

The principles of growth and development are critical to the success of all types of coaching. Hudson (1999) sees the theories of Erickson as the starting point for this sort of learning, and also points to Kohlberg, who created a stage theory that presumes each developmental step grows out of, and then supersedes, the one that comes before it. Other models include: Neugarten's view of social-developmental, which forms the foundation for the field of human development; Kegan's model, based on the relationship of independence and inclusion, focusing on what goes on in a person's mind during such transitions; Levinson's life transitions model, which concentrates on adult midlife crises; and Gilligan's patterns of development for females, which challenge existing male-based theories (Hudson, 1999).

Otto Laske 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" (Laske, 1999:139).

Finally, Skiffington and Zeus (2003:70) develop a table which links the stages of development with coaching theories and age-specific issues, another clear example of the influence of developmental psychology on coaching.

Educational psychology

Educational psychology is focused on the ways in which humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. As such, educational psychology is closely aligned to developmental psychology. Some major theorists of educational psychology include: Bandura (1925–present), James (1842–1910), Maslow (1908–1970), Rogers (1902–1987), Skinner (1904–1990), Thorndike (1874–1949), and developmental psychologists Piaget (1896–1980) and Vygotsky (1896–1934). Principles of Bandura's social cognitive learning theory (Malone, 2002) and Rogers' person-centered therapy (Ivie, 1988) can both be used effectively in coaching.

Costa and Garmston (1994) developed "cognitive coaching" in the early 1990s to improve teacher effectiveness. The approach is based on a non-judgmental relationship that relies on trust, facilitates mutual learning, and enhances growth, the goal of which is working independently with others. Auerbach (2006:109) notes that cognitive coaching is based on the fields of "linguistics, individuation, constructivism, mediation, cognitive theory, humanistic psychology, systems thinking and clinical supervision", among others.

Health psychology

Health psychology deals with individual behavior in a social context, and focuses on the relationship between psychological behavior – thoughts, feelings, and actions – and physical health. In particular, the field promotes the understanding of the psychological factors that relate to stress, and the development of effective coping mechanisms that promote health and wellness, and prevent illness. Two prominent theories of this type are Prochaska and DiClemente's (1983) trans-theoretical model of change, which seeks to identify stages and processes of change, and Miller and Rollnick's (1991) motivational interviewing. The second – a non-authoritative approach to helping people free up their own motivations and resources – is a powerful technique for overcoming ambivalence, and helping clients to get unstuck.

Palmer, Tubbs, and Whybrow (2003) see the potential for coaching to facilitate the promotion of healthy behaviors, and to help individuals achieve their health-related goals. They use the following definition of health coaching: "Health coaching is the practice of health education and health promotion within a coaching context, to enhance the well-being of individuals and to facilitate the achievement of their health-related goals" (Palmer, Tubbs and Whybrow, 2003:91). Using this definition, Palmer attempts to link health education and the promotion of health to the key elements of coaching.

Butterworth *et al.* (2006:358) see health coaching as a "relatively new behavioral intervention that has gained popularity in health promotion, public health, and disease management because of the ability to address multiple behaviors, health risks, and self-management of illness in a cost-effective manner". Working from that premise, they have conducted studies to evaluate the impact of MI-based health coaching on the physical and mental health status of employees at a large worksite (Butterworth *et al.*, 2006:363).

In Chapter 4 I will spend more time on coaching goals related to the business bottom line, one of which is clearly the emotional and physical health of employees. Health psychology, therefore, is yet another example of the cross-pollination between many of the sub-disciplines of psychology and coaching.

Social psychology

The emergence of social psychology can be traced to the events of the Second World War. Founded by Kurt Lewin, the discipline is concerned with the relationship of the individual to the social context in which he or she lives or works. The terms "life space" and "group dynamics" both grew out of Lewin's research. Peltier (2001:138) notes that another one of "Lewin's many contributions is 'field theory' and it represents a way to help coaching clients cope with the social environment. Instead of focusing on personal qualities or shortcomings, it forces coaches to pay attention to the immediate social surroundings and pressures". Yet another of Lewin's contributions was "a learning by doing approach, termed action research, which is research with the goal of making action more effective" (Witherspoon and White, 1996:126).

Biological or biopsychological psychology

A renewed focus on the biological perspective has arisen from recent advances of medical science and biochemistry, which identify strong relationships between the body, the mind, and human behavior. David Rock (2006a:4) introduced a theoretical foundation to coaching based on brain function, and believes that "all coaching can be explained from neuroscience". Rock's brain-based, or neurological approach to coaching presumes that "first, every event that occurs in coaching is tied to activities in someone's head, and second, a brain-based approach to coaching looks attractive when you think about the other contenders for a foundational discipline, the obvious one being psychology" (Rock, 2006a:2). Scientific research focuses on the following four areas in search of a central explanation of how coaching impacts the brain: attention, reflection, insight, and action, or "ARIA" for short. According to Rock (2006b, pers. com.), "Schwartz has done tremendous work on the science of attention and how it changes the brain, which provides strong evidence for how a self-directed, solutions-focused approach to coaching works". Rock (2006a:7) further states that the "brain-based approach also helps explain many other domains of study, including change theory, adult learning theory, positive psychology and the study of creativity", among others.

Richard Strozzi-Heckler (2005:116), who holds a PhD in psychology and a sixth-degree black belt in aikido, "uses somatics with the emotional, physical, linguistic and ontological aspects of individuals. Somatic means the living body in its wholeness and is a discourse that acknowledges the many unique aspects that make up a person's character and resilience."

Positive psychology

Positive psychology, recognized as a specialty in 1998, has also played an important part in coaching's development. Though the term originated with Maslow in the 1950s, Seligman is generally credited with creating the field. In short, positive psychology focuses on optimism and happiness, and attempts to address "wellness" rather than illness.

Seligman and Csikszentmihalyi (2000:10) state that "the aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities". They also describe positive psychology as "a science of positive subjective experience, positive individual traits, and positive institutions which promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless" (Seligman and Csikszentmihalyi (2000:10). In keeping with one of the central tenets of coaching they note that:

> The exclusive focus on pathology that has dominated so much of our discipline results in a model of the human being lacking the positive features that make life worth living, and that hope, wisdom, creativity, future-mindedness, courage, spirituality, responsibility, and perseverance are ignored or explained as transformations of more authentic negative impulses (Seligman and Csikszentmihalyi, 2000:10).

Carol Kauffman (2006:220) concurs, saying that the "… heart of positive psychology, like coaching, lies in the practitioner's choice to shift attention away from pathology and pain and direct it toward a clear-eyed concentration on strength, vision, and dreams". Kauffman (2006:221) goes on to say that "positive psychology theory and research will provide the scientific legs upon which the field of coaching can firmly stand". She then draws a line from these views to coaching:

> Positive psychology has the potential to provide a theoretical and empirical underpinning, an internal scaffolding if you will, to the emerging profession of coaching. There is evidence-based support for the utility of attending to a client's wholeness, fostering hope and helping that client hone his vision of the future. There is a firm base of data that the increases in joy and positive emotion that we often see in coaching are not a woo-woo phenomenon. It can be reliably and validly measured, and its positive impact on fostering cognitive and social skills is very amenable to the light of scientific scrutiny (Kauffman, 2006:249).

Kauffman (2006:227) notes that since 1966 Csikszentmihalyi "has studied the capacity to be a full participant in life … [and added that] the experience of flow [occurs] when you are able to be completely caught up in what you are doing and time flies". Bergquist (2006, pers. com.), in keeping with this approach, notes that, "psychology is going through a revolution with positive

psychology movement and … [the] general shift in the zeitgeist of psychology has had an indirect influence on coaching".

Requiring an understanding of emotional intelligence, positive psychology includes the work of Daniel Goleman. Goleman popularized emotional intelligence from Howard Gardner's work in the late 1990s, on the heels of studies conducted by Peter Salovey and Jack Mayer at Columbia University (Meryl Moritz, 2006 pers. com.). His model is centered on four elements: self-awareness, self-management, social awareness, and relationship management (M. Nicholas, 2007, pers. com.). According to Fred Kiel (2007, pers. com.), Goleman's work made it "OK for senior business leaders to talk about soft areas and their impact on performance".

As I noted earlier, coaching has not only been influenced by many existing disciplines, but has in a short amount of time influenced its root disciplines too. Coaching therefore has the potential to provide positive psychology with practical evidence to add further rigor to coach-specific models and theories.

Sub-disciplines of humanistic psychology

The sub-disciplines covered below can be loosely grouped under the heading personal development and growth. While some, like the Motivation Movement, the Humanist Movement, and the Human Potential Movement, cannot truly be called sub-disciplines of psychology, to my way of thinking they are all children of humanistic psychology, just like large group awareness training (LGAT), encounter groups, and self-help groups.

Figure 15   Humanistic psychology sub-groups

Humanistic Sub-Groups
(also known as: Personal Development & Growth)
Motivation Movement
Humanist Movement
Encounter Groups
Human Potential Movement
Large Group Awareness Trainings (LGAT)
Self-Help, Support Groups, Personal Development
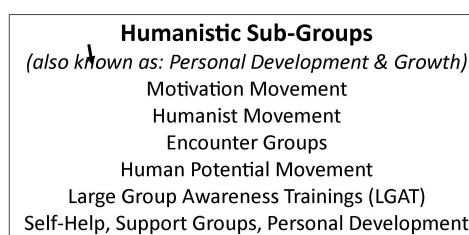
Source: Adapted from Brock (2008:44)

The personal development movement itself created another ideal environment for coaching's acceptance in the wider community. That movement grew out of humanistic psychology and the Human Potential Movement that proliferated in the 1960s, quickly appearing both in the literature and in a variety of courses offered to the public. Individualized coaching was a logical next step after group participation in such personal development and life skills training programs.

As Skiffington and Zeus (2003:34) put it:

> Coaching, whether it is to enhance work performance or achieve greater satisfaction in one's personal life, involves personal development and growth. Such development typically occurs within the context of self-knowledge and self-awareness. The notion of the value of personal education and self-knowledge is not new. After all, Socrates exhorted us to 'know thyself'. Socrates and his pupil Plato engaged in a dialogue method of education, whereby the student was led to question his or her understanding of truth and beauty. Behavioral coaching, although it does not necessarily employ 'Socratic dialogue', does, through questioning and challenging by the coach, attempt to lead coachees to a deeper and rational understanding of their own personal truths and values.

Motivation movement

The term "success merchants", coined by Derloshon and Potter (1982), refers to the influencers in the success and motivation movement that had its start in the late 1930s during the aftermath of the Depression and continued through the 1960s. Major success and motivation publications, however, had appeared even before the American Civil War, and continued to appear throughout the twentieth century. They include Smiles' *Self-Help* (1859); Allen's *As a Man Thinketh* (1902); Wattles' *The Science of Getting Rich* (1910); Behrend's *Your Invisible Power* (1921); Holmes' *The Science of Mind* (1926); Carnegie's *How to Win Friends and Influence People* (1937); Hill's *Think and Grow Rich* (1937); Hubbard's *Dianetics* (1950); Peale's *The Power of Positive Thinking* (1952): Maltz's *PsychoCybernetics* (1960); Maslow's *Toward a Psychology of Being* (1962); Harris's *I'm OK, You're OK* (1967); and Schuller's *Move Ahead with Possibility Thinking* (1967) (Derloshon and Potter, 1982).

The messages of many of these books have influenced coaching and include positive thinking, self-assuredness, power of thought, possibility thinking, self-knowledge, ability to recognize opportunity, and the importance of attitude. According to Derloshon and Potter (1982:16), Allen's (1902) *As a Man Thinketh*, though well before its time, demonstrated "the power of thought to bring fame, fortune, and happiness, which embodies the heart and soul of the parade of self-improvement books which have come after it".

Carnegie, Nightingale, and Hill are described by Rey Carr (2006, pers. com.) as focused on "how to lift yourself up using your own inner wisdom … to unlock the potential inside you". Carnegie was an early proponent of the responsibility assumption; his book recognized that it is possible to change other people's behavior by changing one's reaction to them. Carnegie's concepts are based on the Gestalt school and autosuggestion. Mike Jay (2006, pers. com.) describes the writings of Hill and Nightingale "as a primary part of coaching literature that started back in the 1920s and 1930s". Caterina Rando (2007, pers. com.) says, "they didn't call it coaching back then, they called it motivational speaking, [and] Hill, who wrote *Think and Grow Rich*, was the predecessor to all who followed in the field". Napoleon Hill is perhaps the earliest, and to this day the most influential success motivator. The chapters of his book, published in 1937, included focuses on

imagination, organized planning, persistence, power of a mastermind group, and the sixth sense as the door to wisdom. Hill's mastermind concept contributed elements to coaching such as a safe and non-judgmental environment in which one is listened to, supported, and encouraged to develop and reach identified goals.

Richard Bentley (2006, pers. com.) notes that many of the motivational influencers were far before their time, especially in terms of the broader application of their work, originally directed toward individuals. He notes that it was "interesting how some of the principles of Dale Carnegie's *How to Win Friends and Influence People* were coming home to roost again, 70 years later, as core principles of organizations … [and that] these values and approaches are, to me, coaching" (Bentley, 2006, pers. com.). Derloshon and Potter (1982) also see a connection to coaching in Dale Carnegie's 1937 book, *How to Win Friends and Influence People*, which stated that "training is rooted in learning by doing" (Derloshon and Potter, 1982:21), and "based on self-assuredness and acceptance of oneself as a person of worth who can achieve desired goals through greater understanding of oneself" (Derloshon and Potter, 1982:23). Carnegie's concepts are based both on the Gestalt school and autosuggestion (Derloshon and Potter, 1982:23),.

Somewhat later Earl Nightingale, the first of the success motivators ever to record his messages for listeners, presented lessons on issues such as attitude, recognizing opportunity, setting worthy goals, self-knowledge and self-management (Derloshon and Potter, 1982:23–30), all topics addressed by coaching. Before his death, Thomas Leonard was working on a deal with the Nightingale-Conant company to market coaching tapes.

Brian Tracy and Zig Ziglar began as sales trainers, although they are best known as motivational speakers (Rando, 2007, pers. com.). In Rando's words, "everyone equates Zig Ziglar as a motivational speaker, and of course he's an outstanding motivational speaker, but the point is he came in as a sales trainer" (Rando, 2007, pers. com.). You might ask how this has influenced the coaching field. Ziglar's influence came from his commitment to performance enhancement – more successful companies are built by beginning with people and building performance from the inside out. This sounds like coaching to me. Tracy, according to Edie Pereira Hulbert (2006, pers. com.), has a personal or business type of coaching program, with "a method, a goal, that's based in the teaching of the person … a lot of those high-end business speakers have coaching programs". In 1981 Tracy assembled his success system, which he released three years later as a self-help audio tape called *The Psychology of Achievement*. A quote attributed to him is: "The happiest people in the world are those who feel absolutely terrific about themselves, and this is the natural outgrowth of accepting total responsibility for every part of their life". His goal is to "help you achieve your personal and business goals faster and easier than you ever imagined". Sounds like a coach to me; in fact, he has a program to train coaches in his methods as well as providing coaching to interested clients.

Wayne Dyer, finally, was a protégé of Maslow and in noting the influence of his forebears said: "we are not separate from that which created us; we are about reconnecting to the source … and when we get into distress or lack direction, it's because we have lost connection with the source" (Jan Austin, 2006, pers. com.). The sources he speaks of are, of course, those the originators offered coaching.

Later motivation gurus like Anthony Robbins focused on personal action and responsibility for choices.

Humanist movement

By the 1950s the humanist movement, associated with Rogers' and Maslow's focus on "individual self and growth, reclaimed attention that was present in the philosophy and theories of the Enlightenment" (Skiffington and Zeus, 2003:35). This is but one more example of the way in which coaching simultaneously looks to the past and the future. Rogers and Maslow, for instance, did not dismiss psychoanalytic thinking entirely. They did, however, believe that the analytic approach to life was pathological in its focus on people's illnesses, rather than potential. Applebaum (1982:1002) states that "psychoanalytic thinking was being challenged by a diverse group of mind and body therapists to the point that its prominence in training programs, its perceived desirability for patients, and its popularity with the public at large was endangered". Skiffington and Zeus (2003:35) further describe the advance of the humanist movement:

> The proponents of the so-called 'Third Force' (against psychoanalysis and behaviorism) believed that people were free, creative individuals with an enormous capacity for growth and self-realization. The quest for personal authenticity as proposed by Maslow was grounded in the belief that we all have a natural drive to healthiness and self-fulfillment. Like Kierkegaard, Nietzsche and Sartre, the humanists believed that certain human needs, such as the search for meaning, authenticity and transcendence are universal, and part of the human condition. These existential issues are particularly relevant to personal development and growth. The existential approach to life underpins many of the theories of humanism, and, indeed, coaching. For instance, Sartre talks of the individual's 'responsibility', by which he means that we are the author of our own lives. Existential therapy claimed that the basic determinants of human behavior reside not in the past but in the present, in the kinds of choices we make to shape our future. The importance of choice, of understanding what we can change and what we cannot, and assuming responsibility for our choices, play a central role in any successful coaching outcome.

Skiffington and Zeus (2003:36), in yet another example of coaching's circular, millennial return to basic principles of philosophy, note the influence of Eastern philosophy on the humanist movement:

> The humanist movement was also influenced by Zen Buddhist teachings. The 1950s in the West saw a wave of interest in eastern philosophy and religion. In 1957, Jack Kerouac published *On the Road*, which became a blueprint for 1960s counterculture. It embodied a search for existential freedom, spiritual growth and an escape from materialism. Individual,

subjective experience was promoted. Around the same time, Alan Watts published a well-received book on Zen and the beat movement and D.T. Suzuki was translating Japanese Zen for the West. Behavioral coaching also derives some of its tenets from these teachings, which include being in the present, being mindful, transcending the self, remaining unattached to outcomes and enjoying the process as much as the outcome. The first wave of coaches hailed from the generation that was exposed to these influences.

Coaching adapted from the humanist movement the concepts of: being in the present, being mindful, remaining unattached to outcomes, and enjoying the process.

Encounter groups

The proliferation of encounter groups was yet another movement associated with the popularization of humanistic psychology. According to Weigel (2002:187):

> Rogers had coined the term encounter group in the 1950s and was the most vocal advocate. Encounter groups go by many names: sensitivity training groups, T-groups, human awareness groups, human relations groups, human enrichment groups, marathon groups, personal growth groups, sensory awareness groups, among others.

Such groups explored new models of interpersonal communication and the intensification of psychological experience. Weigel (2002:186) points out that:

> Encounter groups were preceded by group psychotherapy, which can be traced to primitive tribal healing ceremonies and group hypnotism by Mesner, and sensitivity training, or the T-group which was the product of Lewin's research and the National Training Laboratory (NTL). Sensitivity training included principles from group dynamics, from psychotherapy, and from philosophy. Sensitivity training assumed that normal adults could learn these principles in T-groups, take their learning back to their real lives, and become more effective in their personal and work roles.

The 1960s also witnessed the emergence of what became known as marathon groups. According to Weigel (2002:188–191), "the combination and integration of group psychotherapy, sensitivity training, and encounter in an extended time format was the 1963 breakthrough contribution of Fred Stoller, the founding father of the marathon group", and "the marathon approach spread like wildfire from being therapy, to being the ultimate personal growth experience, to being a full-fledged social movement". According to Weigel (2002), LGAT developed as a commercialized strand of the encounter group movement itself.

Human potential movement

Early practitioners in the Human Potential Movement, such as Rogers, Perls, and Maslow, drew on their training in traditional psychotherapy to create models and processes that would soon become a part of the coaching repertoire. That said, the movement's basic principles – regarding human consciousness, change, and development – are applied in the Human Potential Movement differently than they were in the original discipline of psychology.

> The Human Potential Movement was a period of Cultural Revolution centered at the Esalen Institute in California, where concepts based on the principles of Maslow, May, Rogers, Perls, Schutz, and others were being implemented in a variety of workshops (Weigel, 2002:188).

Much of this transformation work born in the counterculture climate of the 1960s was a reaction to the elitism, sterility, and pathological focus of psychoanalysis (Schwartz, 1995:9). According to Smith (1990), the encounter group movement with its human growth centers became the chief focus of the human potential movement (HPM) in the 1960s and 1970s. Esalen, located on the coast of California,

> was founded in 1962 by Michael Murphy and Richard Price as an educational center for the exploration of unrealized human capacities. It soon became known for its blend of East/West philosophies, its experiential workshops, the steady influx of leading philosophers, psychologists, artists, and religious thinkers, and its breathtaking grounds blessed with natural hot springs. The Esalen Center for Theory and Research supports essential philosophic, academic, and research aims of the Esalen Institute. It evaluates frontier inquiry, creates networks of pioneering individuals, and works to catalyze new discoveries that promote personal and social transformation. It carries forward projects at the growing edge of philosophy, psychology, comparative religious studies, education, sociology, somatics, the arts, ecology, and related disciplines that bear upon transformative practice and the continued evolution of humankind (Esalen, 2005:1).

Fritz Perls, along with his wife Laura, was the founder of Gestalt therapy in the 1950s and 1960s. A resident at Esalen until his death in 1970, he had an almost incalculable influence on personal growth and development, and through them on coaching.

Gestalt emphasized "being in the here and now" and taking responsibility for our choices. These elements remain critical to successful coaching today. In the 1960s and 1970s individuals turned inward in a search of meaning and truth using techniques which included transactional analysis (TA), primal therapy and est. Neuro-linguistic programming (NLP), allegedly based on Gestalt and TA principles, also emerged around this time. Therapies spawned by the human potential movement emphasized the importance of the individual's will and the search for personal well-being, health and psychic security (Skiffington and Zeus, 2003:36).

Margolis (1977:38) identified the common elements of HPM systems as "breathing, physical exercise, diet, drugs, and meditation for problem-solving, clearing the mind or thematic", among others. Other techniques included "Transcendental Meditation (TM), est, Arica, Sylva Mind Control, biofeedback, Feldenkrais, Tai Chi, Yoga and therapy-oriented models" (Margolis, 1977:38). Many of these elements and techniques are still used by coaching practitioners today.

The Human Potential Movement was part of the foundation of coaching. Hargrove (1995:20) suggests that "masterful coaching is about empowering people to create a future they truly desire based on unearthing what they passionately care about". Similarly Mink, Owen and Mink

(1993:6) note the "coach's role in helping learners see that their limits are self-imposed and that growth is possible", while Whitmore (1992:12) suggests that "the only truly effective motivation is internal or self-motivation, which is where the coach first comes in".

The influence of HPM on contemporary psychology was also profound. Skiffington and Zeus (2003:37) find that:

> Since the 1970s, contemporary mainstream psychology has moved into studying cognitive processes, and recently attempts have been made to reconstruct Maslow's theory within a cognitive-systemic framework. Although it does not focus on personal growth and development with the intensity of humanistic theory, contemporary psychology does provide tools and techniques for growth and change.

Large group awareness training (LGAT)

As the encounter group movement in the United States was declining in the late 1960s, Large Group Awareness Training sessions (LGATs) got their start with an interesting blend of philosophy, psychology, sociology, spirituality and life-affirming wisdom. Universal principles were conceptualized and programs created to help people move through Western notions. LGATs typically focused "on philosophical themes related to personal responsibility, integrity, and commitment, and typically define themselves as growth experiences designed for those already successful, healthy, and accomplished" (Skiffington and Zeus, 2003:99). LGATs provided many people their introduction to personal growth and perfectly prepared some, like Shirley Anderson, for becoming a coach (S. Anderson, 2006, pers. com.).

Weigel (2002) feels that traditional marathon encounters had transmuted into LGATs and time-extended groups geared to a broad spectrum of special populations. He describes LGATs as follows:

> LGATs have lengthy, massed-time sessions that focus on philosophical, psychological, and ethical issues related to effectiveness, decision making, personal responsibility, and commitment. These issues are examined through lectures, demonstrations, dialog with participants, structured exercises, and participants' testimonials of relevant personal experiences. Unlike encounter groups, LGATs are less open to leader differences because there is a detailed written plan that is followed with little variation from one training to another. Participants are encouraged to apply the principles and insights toward improving their own lives. The groups I'm talking about are est (and its more recent descendent, the Forum) and Lifespring, both of which use structured activities; involve several hundred or more participants and one central leader; have specific ground rules of expected, appropriate behavior; and have a distinct dogma emphasizing personal responsibility and high levels of control over one's own destiny (Weigel, 2002:195–196).

Klar *et al.* (1990:107) find that psychological distress or dissatisfaction with current circumstances may be what motivates individuals to seek an available change activity, and that

the kinds of values and worldviews held by individuals may steer them toward a specific change modality (e.g. LGATs).

Mind Dynamics was the first LGAT. It was started in Texas in 1962 by Alexander Everett, and moved its headquarters to California in 1970. According to Stewart Emery (2007, pers. com.), it was a form of meditation and about how to get to the alpha state. Mind Dynamics employed seminar leaders who went on to found companies that became icons in the personal growth industry. Some of the seminar leaders were Werner Erhard (who founded est), Stewart Emery (who founded Actualizations), and John Hanley, Charlene Afremow, Randy Ravelle and Bob White (who co-founded Lifespring).

Werner Erhard founded Erhard Seminars Training (est) in 1971 in San Francisco, California. A large scale approach (400–500 people in a room) to help people grow and develop by focusing on how they experience themselves, est was very confrontational and rigorous. People had to take responsibility and ownership for their own garbage, according to Rey Carr (2006, pers. com.) of Peer Resources.

In addition to contributions to the technology of training, Erhard created a vocabulary that included "breakthrough thinking" and "winning formulas", as well as the concept that those who have winning formulas also need to find a way to move beyond them. In the mid-1970s Erhard hired Flores to share some of what he was studying regarding different philosopher's explanation of certain concepts that interested Erhard. Fundamental to the philosophy of language is 'speech acts'; best distilled by Professor Searle in his 1969 book by the same name. Speech acts can be simplified into categories like 'questions,' 'requests,' 'promises,' 'declarations' and the like (Steve Zaffron, 2013, pers. com.).. As Flores' background was originally in politics, philosophy and linguistics, not business, his contribution to the Forum included the principles of language creation to step beyond inner dialogue and move to a new level of thinking, learning and purpose. Flores contributed a particular vocabulary to coaching and the Forum that included the following phrases: declaring the future, declaring what's possible, taking a stand for yourself, making promises, making requests, making assertions and assessments, and different ways of listening (James Flaherty, 2006, pers. com.). According to Steve Zaffron,

> "Even more important to Werner's philosophical education was his education
> from Hubert Dreyfus, Professor in the Graduate School of Philosophy at the
> University of California, Berkeley, and Michael Zimmerman, Professor of
> Philosophy at the University of Colorado. Along with other scholars (Humberto
> Maturana springs to mind), Dreyfus and Zimmerman were hired to observe and
> study the *est* Training and describe, from their scholarly perspectives, the
> intersections between the ideas in the *est* Training and the ideas of different
> philosophers. The Forum came as a result of Werner's education and his
> grappling, in conversation with Dreyfus, Zimmerman, Searle, Flores, Maturana

and many, many, many others, over how to express his ideas. (Steve Zaffron, 2013, pers. com.).

In 1984 Erhard expanded his theories of personal transformation to Transformational Technologies, the business division of Werner Erhard and Associates. These franchise consultancies were licensed to use Landmark material and training – principally in communication techniques and breakthrough thinking – with CEOs. Evered and Selman, unlike Whitmore, described Erhard as a coach:

> … the sometimes controversial founder of 'est', [who] focused much of his work in the past decade on coaching, both as a coach and as one being coached. His research and studies into coaching have included thousands of hours of being formally coached in a variety of disciplines, culminating in a comprehensive theory and technology for implementing principles of coaching in the workplace (Evered and Selman, 1989:12).

Many of those I interviewed credit Erhard with popularizing personal development, and note his indirect influence on the principles of coaching. In the United States, many of the early coaches that did not come from a psychotherapy background, either attended or had been involved with est or one of its derivatives. As Whitmore (2006, pers. com.) says, "I wouldn't say Werner Erhard was a coach – but his training had such a big impact at the time, and he reached a lot of people who never thought of working on growth and personal development". While Erhard never wrote any books on coaching, Werner Erhard and Associates (WEA) estimates that he trained 750,000 people between 1971 and 1981, and that 1.4 million people were exposed to his materials (WEA, 2007:1) No matter the actual numbers, Erhard's lasting contributions included his emphasis on self-responsibility and his demonstration that transformational ideas can be taught to large groups of people.

Stewart Emery, an Australian, came to the United States in 1971 to work for Mind Dynamics as a seminar leader and became the first president and CEO of est. According to Emery (2007, pers. com.), "The foundational idea of est was personal responsibility. And in the late 1960s, early 1970s, when so many people were blaming the establishment for all that wasn't working for them that was a pretty good message." In 1975 Emery co–founded Actualizations, an international learning and development organization. In 1980 he published *Actualizations: You don't have to rehearse to be yourself* (Emery, 2007, pers. com.).

Lifespring was co-founded in 1974 by Dr. John Hanley, to provide people with an opportunity to discover new possibilities for living an unprecedented future and experience new ways of being, by making choices and taking advantage of opportunities of which they were previously unaware. Hanley believed that seeing new distinctions opened up new possibilities for action and behavior. Concentrating on how people experience each other, techniques utilized by both Lifespring and est included authoritarian trainers who enforced numerous rules, and requiring applause after a member shared in front of the group. Lifespring was dissolved in the mid-1990s. Key players in

early Lifespring were Randy Ravelle (founded Context Associates), Bob White (founded Life Dynamics in Japan), and Charlene Afremow (alternated between Lifespring and est for 30 years).

Erhard, Guerin, and Shaw (1975:15–17) suggest that "the most well known LGAT is the est process, which is designed to assist the participant to discover through experience, rather than analysis, aspects of his mental functioning and behavior". The goal of such processes, as they see it, is to increase the individual's awareness of his present experience with satisfaction and aliveness.

The impact of LGATs on the coaching field cannot be understated. For example, Thomas Leonard worked in the accounting department of Werner Erhard and Associates (the follow-on to est) during the late 1980s, and hired Laura Whitworth to work with him there (Laura Whitworth, 2006, pers. com.). Sir John Whitmore brought Werner Erhard to the United Kingdom in 1974 for his May Seminars, where Werner presented a one-and-a-half-day est program to thousands of attendees (John Whitmore, 2006, pers. com.). Some, including Thomas Leonard, believed LGATs exhausted the usefulness of certain theories. Leonard identified ten concepts transformational types tended to overuse: commitment, enrollment, reinvention, breakthrough, make a difference, creating possibility/creating the future, empowerment, being/way of being, service, and integrity.

In 1982 Applebaum wrote of the challenge to psychoanalytic thinking the Human Potential Movement and LGATs then presented:

> Psychoanalytic thinking is currently being challenged to the point that its prominence in training programs, its perceived desirability for patients, and its popularity with the public at large is endangered. Prominent among its challengers are a diverse group of mind and body therapists who can be gathered under the rubric 'human potential movement'. The 'new therapies' [see note below] in this movement include Gestalt, psychosynthesis, Rolfing, bioenergetics, the Alexander technique, est, Silva Mind Control, meditation, biofeedback, and others. In effect this movement is the medical or therapeutic arm of the counterculture that burst into prominence in the United States in the 1960s. Although psychoanalysts only a few years before had themselves been in the forefront of change, asserting the usefulness of dynamic thinking as against the organicists in psychiatry, psychoanalysis has now itself become identified as an establishment (Applebaum, 1982:1002).

Regarding "new therapies", Applebaum is not referring to psychology, psychoanalysis or other traditional clinical methods but rather to a range of new programs, techniques and thinking that became more and more embraced by the general public at that time. Applebaum went on to level at these so called therapists much the same criticisms being leveled at coaches today: "Many of the new therapists are without degrees or much training beyond their own experience in the therapy they choose to practice and they often come from diverse and non-academic backgrounds" (Applebaum, 1982:1008). This is yet another example of the way coaching and its root disciplines affected one another as they grew, other examples of which can be found throughout this chapter.

Self-help, support groups, and personal development

Self-help and self-improvement is today a multibillion-dollar industry. According to Skiffington and Zeus (2003:37), "some 2,000 self-help books are published each year and many of these make unsubstantiated claims based on untested theories about change". Motivational books and workshops by Anthony Robbins, Zig Ziglar, Tom Peters, Brian Tracy, Wayne Dyer, and others like them have all influenced the development of coaching, as have the movement's more popular vehicles, like the television programs of Oprah and Dr Phil.

The development of the self-help industry has benefited from large group awareness programs such as est, and from the Gestalt, Transcendental Meditation (TM), Transactional Analysis (TA), and NLP approaches. These programs and approaches "exist in modified forms today and emphasize the importance of self-awareness and self-accountability in the pursuit of personal growth and development" (Skiffington and Zeus, 2003:37).

Self-help and support groups have also emerged as another vehicle for personal rehabilitation. Alcoholics Anonymous (AA) set up such support groups as early as 1935. Referred to as 12-step programs, the 12 steps of AA have since been adopted by hundreds of other groups facing assorted additions and problems. (As the 12-step movement is a philosophy unto itself, it has already been addressed in Chapter 2).

Skiffington and Zeus (2003) also quote a recent study in the United States revealing that more Americans attempt to change their health behaviors through self-help than through all other forms of professionally designed programs. Today a variety of telephone and online self-help groups exist to address everything from diet programs to stress reduction. One of the oldest self-help group formats is Earl Nightingale's mastermind concept. "Clearly, coaching belongs in the contemporary landscape of personal development methodologies. Its aim is for the individual to become more self-aware, to assume greater responsibility for his or her life design and to grow and develop as a person" (Skiffington and Zeus, 2003:37).

Summary

If philosophy seemed to sleep during the uproar of the twentieth century, psychology was wide awake, turning its gaze on every field of human endeavor. It can be said that although Wundt and James based the study of psychology on some of the fundamental tenets of philosophy, they attempted to place their nascent discipline within the confines of the natural sciences. Freud, in turn, moved on to an investigation of the pathologies of the mind through psychodynamics, in both their conscious and subconscious states, and sought an extra-physiological explanation for such conditions. Psychology then evolved through its behaviorist and cognitive stages, still within the boundaries of the natural sciences, and with the advent of humanism and transpersonal psychology came full circle, reconnecting the discipline with the first principles of ancient Eastern philosophy. From each of these forces, as well as the applied   and research/theoretical   sub-

disciplines of psychology, coaching has adapted theories, models and practices. These forces, of course, are broad groups, each containing numerous sub-disciplines, but it is useful to use the four forces as a framework to look at how psychology evolved over the last hundred years, one force following another, up to the dawn of coaching.

The contributions of psychology far outweigh those of any of the other root disciplines. Psychology has provided much of the theory that supports coaching, as well as many of the practical techniques used by coaches today, and has also had a powerful effect on the cultural changes that prepared the Western world for coaching. What's more, nearly all of the sub-disciplines of psychology have had some influence on coaching, lending either theories, techniques, or both to the field. These include clinical, social, educational, organizational, consulting, developmental, sports, health, counseling, biological, and positive psychology, the evolution of which I discussed in this chapter.

Psychology contributes vital theories from humanist and transpersonal psychology, and tools and techniques from both psychodynamic and behavioral/cognitive psychology. In addition to separating the theoretical and practical foundations of coaching, I also want to note the sectors in which the field has been most frequently applied. As I pointed out earlier, most coaches use a combination of theories and techniques drawn from a variety of sub-disciplines. Nonetheless, in its earliest days, coaching was practiced almost exclusively by psychologists in the business sector, and modeled its initial approaches on the practices that prevailed there.

In the psychology sector the newer sub-disciplines are especially numerous, and if looked at as saplings, grow in profusion around the schools of psychodynamic, behavioral and cognitive, humanistic, and transpersonal psychology. These too can be divided between those that have provided practical techniques, and those that contributed theories or a knowledge base to coaching. Clinical psychology, for instance, has contributed much to the actual practice of coaching, while positive psychology has provided a valuable body of research. Some of these newer seedlings, direct descendants of a single primary root, sprang up in thickets – think of self-help, motivation, human potential, and large group awareness training (LGAT), all offshoots of humanistic psychology. Other new growths, like organizational psychology, consulting psychology, developmental psychology, educational psychology, sports psychology, health psychology, and coaching psychology, rose up between one or more of the primary roots.

I will return to these influences in Chapter 13 as I look at the rise of evidence-based coaching in the twenty-first century. For now, though, I will turn to the evolution of business management in the twentieth century, and its contributions to coaching.

Chapter 4

Evolution of business and its contributions to coaching

While the basic principles of business were well understood thousands of years ago, the origins of modern coaching are the result of management theories that grew out of the Industrial Revolution. That period can be said to begin around the time of the publication of Adam Smith's *The Wealth of Nations* in 1776, which popularized the theories of the division of labor, the action of self-interest, and the benefits of free trade. Such theories were soon reinforced by practical advances like those of Eli Whitney, whose standardization of parts made mass production feasible. As industrialized societies began to replace agrarian economies, and the means of production, finance, transportation, and trade became more and more complex, new methods of management naturally followed.

Nevis (2006, pers. com.), noting coaching's extensive borrowings from formal business theory, points out that in the mid-1970s the "general area of leadership … was formed out of a more academic or even sociological perspective, instead of being dependent solely on psychology". The point, once again, is that coaching drew its theories and techniques from many sources, that its earliest practitioners had widely divergent backgrounds, and that these factors not only determined their approaches, but the areas in which they began to practice. In the business sector, the same sort of germination occurred, with systems theory, for example, providing a knowledge base, and human resources, career development, training, facilitation, and mentoring lending various time-tested methods.

By the end of the nineteenth century, as I pointed out in Chapter 1, the "science" of management was already finding its voice. It wasn't until the twentieth century was well underway, however, that the changes which would lead to the emergence of coaching finally began to occur. In this chapter I will take a quick look at the evolution of theory and practice in management, consulting, organization development, as well as training, facilitation, human resources, and mentoring.

The majority of modern coaching takes place in business settings, with both executive and non-executive clients. In addition to providing the primary setting for coaching today, the business sector has also provided numerous models and theories used by coaches. These include, to name a few, leadership development, culture and dynamics within groups and organizations, change theory, tools for assessment, and general systems theory. For the purposes of this book I will divide my survey of the influence of business on coaching into the following areas: management and leadership, management consulting, organization development and organization consulting, human resources, training, career development, mentoring, and facilitation.

Figure 16   Business sector sub-disciplines
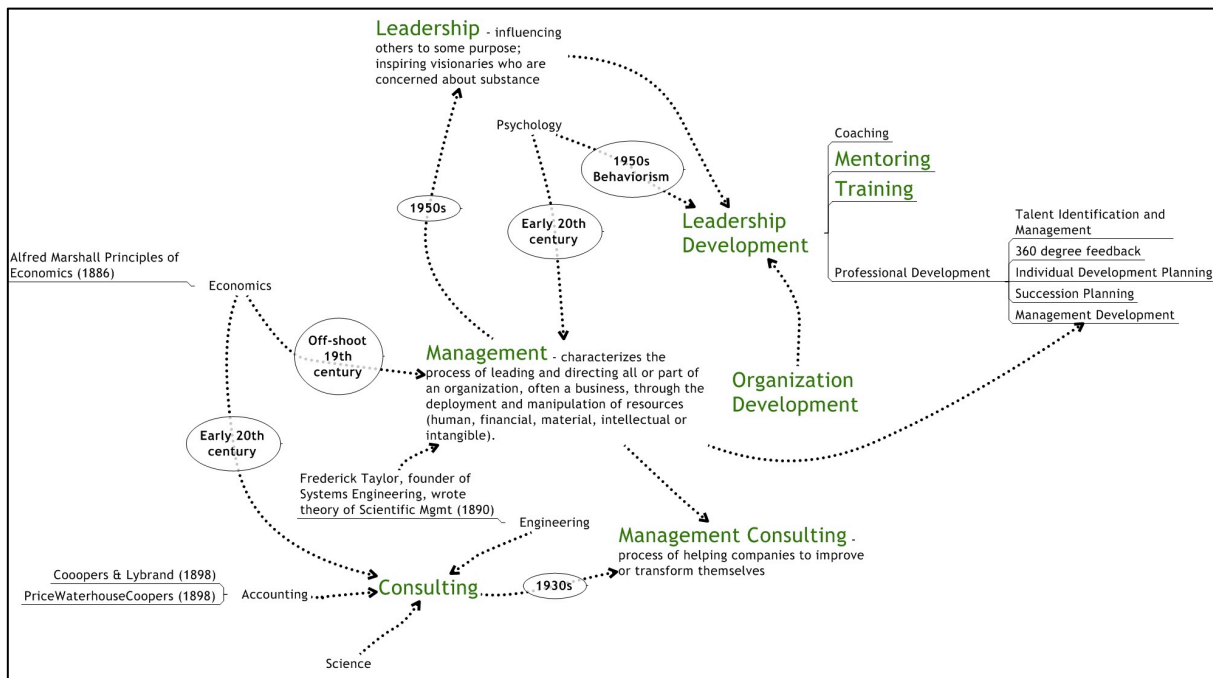
I should note here that the broad range of the business coach's activity has also led to a great deal of confusion. Coaching has been viewed variously as a managerial activity, a leadership competency, a form of consulting, and an organization development intervention, and while this blurs the boundaries between coaching and the disciplines alongside which it is practiced, it also reflects the fact that coaching is generally defined as a set of practices and sometimes as an approach.

Figure 17   Business
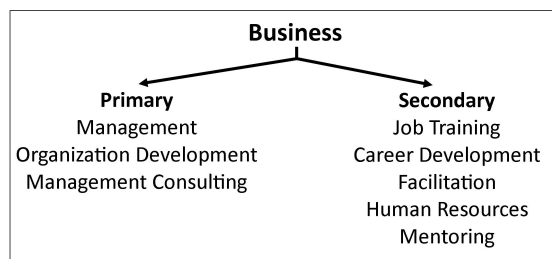
Source: Adapted from Brock (2008:73)

For the purposes of this chapter I will divide the business sector between the primary disciplines of management, organization development, consulting, and the secondary disciplines of training, career development, facilitation, human resources, and mentoring (see Figure 17).

In each of these areas I will first talk about the evolution of the discipline, which will include identification of the individuals who influenced the coaching field.

Management and leadership

Here I will presume a general understanding of the principals of business management – i.e. the coordination of a company's resources, both human and mechanical, to achieve the specific goals of the business, whether they involve the productions of goods or the offering of services – and will not attempt a primer on the subject. The manager's tasks change, of course, depending on the level at which they are practiced. In general, management consists of internal organization, leadership, planning, staffing, and execution. For the purposes of this book I will look back no farther than the latter stages of the Industrial Revolution, at which point machines replaced most human labor, and the division between those who worked on those machines, and those who directed the companies that owned them, was established. It is interesting to note that several of the early books on modern management claimed a scientific basis for the profession, much like psychology had done, and at more or less the same time (Taylor, 1911).

Modern business management, by which I mean the management of an organization, rather than the oversight of production itself, began in the latter half of the nineteenth century. The Wharton School, founded in 1881 as part of the University of Pennsylvania, was America's first business school. The Tuck School of Business, at Dartmouth, was the first graduate school of business, and in 1910 the Harvard Business School awarded its first MBA.

Management for most of the twentieth century was dominated by what has become known as the "control-order-prescription" paradigm (Evered and Selman, 1989:6-7). This pattern of management presumed a hierarchy much like a military chain of command, where executives made decisions, middle-level managers passed them on, and office workers simply followed directions. This approach to management was, once again, remarkably similar to the system then in operation on the factory floor. There, workers were not expected to make suggestions or deviate from standard procedures. Much like the machines in front of them, they were operated by someone else. During the reign of this paradigm, employees hoped – and for that matter were expected – to remain a part of the corporation for their entire careers. Advancement involved climbing the "corporate ladder", not one rung of which could be missed, with the conditions for promotion well understood and rigidly enforced.

This system, it is now clear, had serious drawbacks. First among those was the disconnect between the people who ordered the work and the people who performed it. The control-order-prescription paradigm also made how you played the game more important than the final score. And since all directives came from above, and employees were presumed to need constant supervision, middle-level managers were to a great degree absolved of responsibility for outcomes. They, after all, had not made the call, nor done the work themselves.

However easy it is, in hindsight, to find fault with this system, it produced remarkable economic results during the 1920s, 1930s, and 1940s. After World War II, however, the global economy began to change again as technology supplanted industry, and the system began to inhibit rather than encourage productivity.

The study of the modern era of the corporation can be said to have begun with Drucker's *Concept of the Corporation*, published in 1946, which was based on a commissioned study of General Motors. In this book Drucker was one of the first to examine the human elements of the modern corporate structure, interested as much with the interaction between employees as with the goals of the organization, and the degree to which success depended on an understanding of both. It is also important to consider the sweeping changes that the new corporate workforce, and especially the rise of the knowledge worker, have had on the principles of management, and therefore on the concept of coaching. When Drucker wrote *Concept of the Corporation*, women were largely excluded from the corporate workforce, and the revolution that led employees to examine their approaches to work and their personal lives had not yet begun. Immediately after the Second World War, permanent employment was the goal of most jobholders, work was still considered synonymous with the workplace, and the advances in technology that allowed for the distribution of the workforce had not yet occurred. All these changes have had an extensive effect on both management practices and the advent of modern coaching.

Drucker is described by Bergquist (2006, pers. com.) as "the last of the modern guru's of management" and by Byrne and Gerdes as one who focused "on opportunities rather than problems … [and framed] questions that could uncover the larger issues standing in the way of performance" rather than providing answers (Byrne and Gerdes, 2005:96). Toward those ends Drucker identified the five major responsibilities executive faced: planning, organizing, controlling, motivating, and coordinating. The principles presented in Drucker's *The Effective Executive*, published in 1969, were re-presented 20 years later in Covey's *The Seven Habits of Highly Effective People* as "an actionable, sequential framework of thinking" (Covey, 2004:60). Covey's seven habits include:

1. Be proactive: Principles of personal choice.
2. Begin with the end in mind: Principles of personal vision.
3. Put first things first: Principles of integrity and execution.
4. Think win/win: Principles of mutual benefit.
5. Seek first to understand, then to be understood: Principles of mutual understanding.
6. Synergize: Principles of creative cooperation.
7. Sharpen the saw: Principles of balanced self -renewal (Covey, 2004).

In *The Eighth Habit*, Covey (2004) goes further, and writes about finding your voice, and inspiring others to find theirs, which is another central tenet of coaching.

In the mid-1970s the study of leadership emerged as a response to such changes, promoting a more participative approach – on the part of both management and the workforce – based on the humanistic movement of the 1960s. Tom Peters, known both for his excellence theories of the 1970s and as a motivational speaker, also had an influence on coaching. Sharpe (1997:1) notes Peters' influence on coaching:

> Nancy Austin and Tom Peters in *A Passion for Excellence* define coaching as: 'face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests; encourages them to step up to responsibility and continued achievement, and treats them as full-scale partners and contributors'. It is the process used by managers to empower individual employees to put forth their best efforts, that is, to reach the limits of their abilities.

In addition, the accomplishments of William Deming, whose work profoundly affected both production and management, include publication of the famed "Fourteen Principles for Management", which are as relevant today as they were when first published in 1986 in *Out of the Crisis*.

Both the fields of management and leadership have contributed a cross-disciplinary synthesis of models and techniques for communication, performance improvement, implementation, leadership styles, and effective habits, and the line connecting these models and techniques to coaching is clearly drawn (Brock, 2008). David Ulrich (2006), for example, demonstrates that management techniques for improving relationships through improved communication, observation, and feedback – in order to help others improve effectiveness and performance – are part of the present practice of coaching. Evered and Selman (1989) point to other contributions the field has made to coaching, including paradigms for communication built on conversation and predictable processes within the context of an ongoing, committed partnership.

Early literature on management treats coaching in many ways – as a form of supervision, a method of training by an immediate superior, an actionable and sequential thinking framework, and a directed discussion followed by guided activities that assists the resolution of problems and the improved performance of tasks. Coaching from the management perspective can also be considered purely educational, with learning assisted through pointers, observation, and feedback.

Evered and Selman, who view coaching not as a subset of the field of management but rather as the heart of management, define it as "the managerial activity of creating, by communication only, the climate, environment, and context that empowers individuals and teams to generate results" (Evered and Selman, 1989:4). In so doing they note that in the management literature of the 1950s coaching was initially considered a form of supervision. Articles from that time stress the benefit of training supervisors to coach their staffs toward improved work performance (Evered and Selman, 1989).

From the mid-1970s those writing on leadership tended to view coaching as variously an ongoing and committed partnership, a communication style and relationship with facts being secondary, and a forward-looking communication that transforms or stretches "visions-values-abilities". Fournies (1978:vii) notes a shift in perspective that occurred in later decades: "In the late 1970s and 1980s, the focus of coaching in the United States was using the coaching process as a technique that helps managers more successfully bring about performance achievements in business that relate directly to the survival of that business." Toward the end of that period, Kinlaw (1989:23) is able to describe all forms of coaching as having two common attributes: "(1) they are one-to-one conversations, and (2) they focus on performance or performance-related topics".

Models for counseling and coaching conversations between superiors and subordinates showed up in management literature as early as 1978 in the United States and United Kingdom. Both Kinlaw (1989) and Megginson and Boydell (1979) find their common characteristics to be one-to-one conversations focused on performance and performance-related topics. Elliot (2005), however, suggests that coaching within the business environment is most effective – that is, in helping leaders to perform at an optimum level – when it relies on research literature that focuses first on the accurate assessment of leadership. Such coach-specific research, at least from a management perspective, first appeared in the literature of psychology.

Workplace counseling overlapped the entry of coaching into management literature in the late 1970s, describing conversations that took place between superior and subordinate. By the early 1980s, Kirkpatrick (1982:82) distinguishes coaching from counseling by describing the former as: "Initiated by manager; done on a regular basis; job-oriented; being positive or corrective with emphasis on telling, training and teaching by the manager; and with the objective to improve job performance". He goes on to say that:

> The effective coaching function is more apt to take the form of working on forward-looking plans and objectives for subordinates in a way that keeps them moving constantly toward new areas of experience, new demands for personal skill development, and application of ingenuity and problem solving (Kirkpatrick, 1982:82–83).

Opinions were much the same across the Atlantic. In the United Kingdom, coaching was viewed as a "process in which a manager, through direct discussion and guided activity, helps a colleague to learn to solve a problem, or to do a task, better than would otherwise have been the case" (Megginson and Boydell, 1979:5).

Despite the varied approaches that characterized the field by the end of the 1980s, Evered and Selman (1989) continue to see them all huddled beneath one somewhat tattered umbrella.

Whatever the case, most attempts to translate coaching into managerial applications take place within the control-order-prescription paradigm. Evered and Selman (1989) instead advocate the paradigm of acknowledge-create-empower. Coaching implies actively attending to a context that

allows the communicative process between the player/performer and coach to be effective. In this context, a coach is someone who has an ongoing, committed partnership with a player/performer and who empowers that person, or team, to exceed prior levels of play/performance (Evered and Selman, 1989:6–7).

Whitmore agreed. Attempting to shift the perspective still prevalent in 1989, he sees coaching as "primarily concerned with the type of relationship between the coach and the coachee, and the means and style of communication used, with the facts' being secondary … the objective of improving performance is paramount, but how that is best achieved is what is in question" (Whitmore, 1992:2).

Hargrove, writing in 1995, calls this new style of management "transformational coaching", a practice which focused on helping people to transform or stretch their visions, values, and abilities (Hargrove, 1995:1). In 1995 Ken Blanchard co-authored with Don Shula a book that applied sports coaching to business practice. Called *Everyone's a Coach: Five Business Secrets for High-Performance Coaching*, this book presents a simple acronym that describes the qualities of an effective leader (Blanchard and Shula, 1995:cover):

- Conviction-driven – Never compromise your beliefs.
- Overlearning – Practice until it's perfect.
- Audible-ready – Know when to change.
- Consistency – Respond predictably to performance.
- Honesty-based – Walk your talk.

Most recent books still emphasize management and leadership coaching, although the rise of business-specific coaching books has increased dramatically since 1995. Still, as late as 2005, Elliott is able to say that:

> Existing coaching literature has so far largely failed to acknowledge and use the extensive research literature on assessing leadership and developing leaders who perform optimally. Moreover, it is suggested that the core assumptions and methodologies of some popular generalist coaching models, which are intended for use in management development and individual and organizational performance enhancement, reduce the likelihood of such coaching accessing this extensive leadership development research base (Elliott, 2005:112–113).

As late as 2006, widely divergent definitions of coaching continued in the workplace. Edgar Schein defines coaching as "a set of behaviors on the part of the coach (consultant) that helps the client to develop a new way of seeing, feeling about and behaving in situations that are defined by the client as problematic" (Schein, 2006:19). Ulrich sees it as an attempt "to help aspiring managers learn what should be done by offering pointers, learn what is done by observation, and improve what will be done by providing feedback" (Ulrich, 2006:145). Marshall Goldsmith, instead, provides a step-by-step whole system approach for leaders to use when coaching for

behavioral change, encouraging the use of executive coaching along with peer support (M. Goldsmith, 2006, pers. com.).

Organization development and organization consulting

In organization development (OD) we arrive at one of the first precursors of modern coaching, one which makes use of many of the same root disciplines that influence coaching, and utilizes many of the same practices that today characterize it. In short, OD grew out of the belief that an onsite examination of an organization's mission, hierarchy, values, and human components can increase the long-term effectiveness of the organization and all those who work within it. Rather than developing theories based on general data, OD sought to uncover the strengths and weaknesses of businesses one at a time, by conducting its research where the work was actually performed. In particular, the relationships between employees – and between departments – were examined insofar as they affected a firm's efficiency and ability to reach its goals. OD offered a more holistic view of people and organizations than the management principles that preceded it, with an emphasis on humanistic and democratic values. With that in mind, OD focused on change and learning by providing insight into human systems and their functions (French and Bell, 1999:xiii).

At the same time that executives, upper-level managers, and consultants began to question certain long held assumptions regarding their jobs, leaders in the field of OD also found new ways to approach their work.

During World War II, Lewin developed a new theory of OD that he called "action research" (Witherspoon and White, 1996:126). This approach, performed in the field, involved three essential steps. The first was "unfreezing", or breaking down the existing way of doing things. The second was "changing", which involved both a review of the organization and proposals for change. The third was "freezing", or making the proposed field-tested changes permanent. (The three steps were also referred to as input, transformation, and output.) Lewin felt that involving employees in the "action", rather than simply issuing directives to them, was a critical part of making the workforce willing partners in the process of change (Wertheim, 2007:1).

Lewin also pioneered what he called the "force field analysis" of organizations, intended to distinguish between those forces devoted to reaching goals, or helpful forces, and those forces determined to create obstacles to change, or hindering forces. Without a clear understanding of such forces in an organization, Lewin believed that it was all but impossible to enact change.

In somewhat the same fashion, Lewin divided the leadership of organizations into the following categories: authoritarian, democratic, and laissez-faire. In an authoritarian organization, decisions are made at the top and dictated to employees. Leaders of this type do not perform the work, they just determine how it is to be done, and then judge the efforts of their subordinates. A democratic

leadership, instead, involves the entire organization in the decision-making process, taking into account the opinions of those who do the work, those who lead the work, and those with specific expertise. With democratic leadership, the success or failure of the initiative is based on the results. A laissez-faire leadership, finally, allows those who perform the work to make all decisions relating to it. If not specifically consulted, the leadership will neither interfere, nor be informed, of the methods used to reach the organization's goals, only its results.

Argyris (Action Science Network, 2007) pushed Lewin's approach even farther, and called his version of it "action science". In short, Argyris was concerned not only with the basis for and consequences of human actions – either individually, or within a socioeconomic structure – but also with the learning process that can accompany them. He divided such opportunities between what he called "single-loop" and "double-loop" learning (Action Science Network, 2007).

In single-loop learning, individuals or groups begin by rigidly controlling their objectives and input. With its focus limited, and the opinions of others avoided, the action's chances for success are increased. At the same time, though, risks are avoided, and little feedback occurs. Some learning has occurred, but all within the tightly controlled parameters of the action, which was carefully designed to achieve success, not understanding.

Double-loop learning, on the other hand, presumes a greater freedom of inquiry and interplay of ideas – both negative and positive. Actions are allowed to lead to unintended consequences, with results visible to all. While reducing the action's immediate chance of "success", double-loop learning leads to the possibility of a variety of successes, including perhaps the most important triumph of all – acceptance of the process itself. By encouraging risk, and seeking the opinions and feedback of others, double-loop learning reduces defensiveness, leads to greater understanding, and increases buy-in on the part of participants.

Of all the sub-disciplines treated in this chapter, early practitioners of OD came closest to providing the services offered by modern coaches – decades before coaching emerged. David Jamieson believes that OD was an early advocate of "a more holistic view of people and organizations, with an emphasis on humanistic and democratic values" (Jamieson, 2006). Nevis adds that such an approach stood in stark contrast to the "reigning theory of scientific management offered in organizations prior to World War II" (Nevis, 1997:111).

Nevis, for example, also notes that "from the 1940s to the early 1960s one predominant movement in industry was assessments, feedback, and counseling … and there are a number of coaches around now who came out of that tradition" (Nevis, 2006, pers. com.). According to Stephen Covey, later management theories were influenced by humanistic models that "deal with the development of the individual in effective and cohesive organizations [and] … assume that human beings are by nature motivated beings" (Covey, 2004:353). Others, as the twentieth century wore on and socioeconomic conditions turned in favor of coaching, drew from their backgrounds in the worlds of therapy and counseling. Nevis (2006, pers. com) points out that

although the term "organization development" had not yet been coined, during the 1940s–1960s many of those same individuals "were practicing what we would now call OD". The same can be said of individuals practicing what we now call coaching well before the name "coach" was prevalent.

Figure 18   Organization development relationships
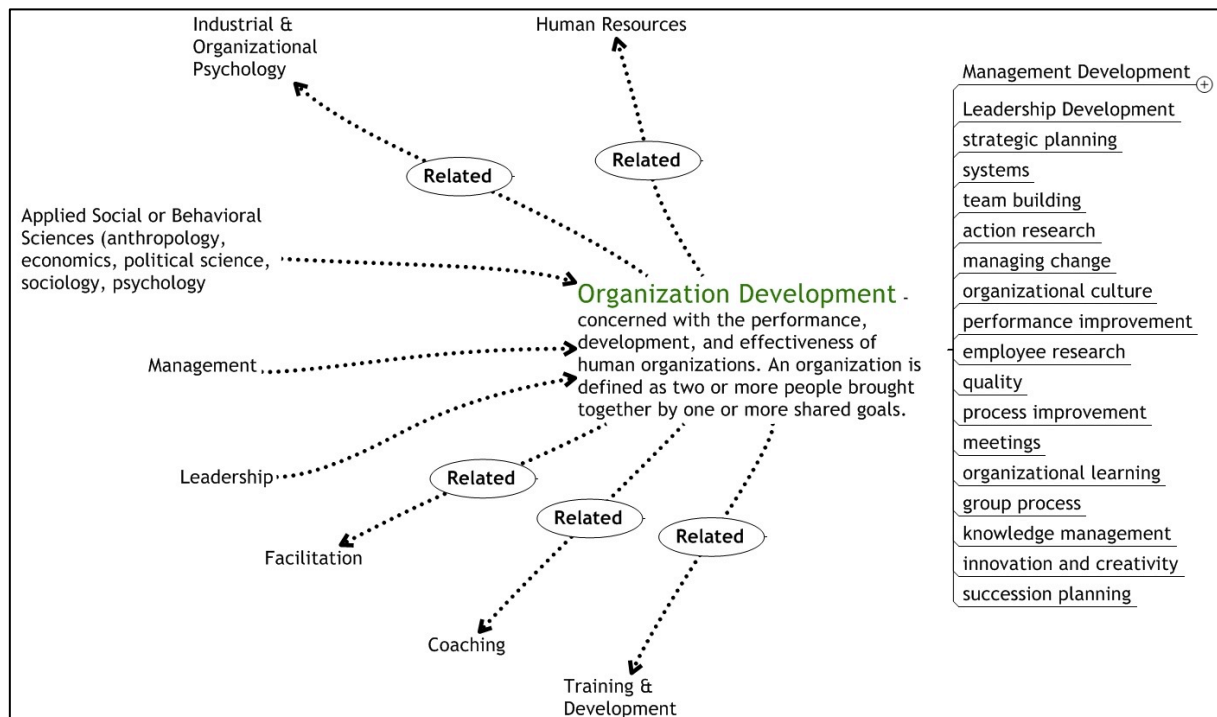
Source: Adapted from Brock (2008)

That change in thinking, beginning in the 1940s, was promoted by Douglas McGregor and Chris Argyris, among others. They offered a newer model of management, and one that made more sense in a world of complex tasks and a better-educated workforce. In short, employees could be trusted, they wanted to do good work, and they wanted to be treated like adults (Nevis, 1997).

In the late 1950s Argyris, according to French and Bell, brought to the business world the idea that people can change their thinking by how they speak to themselves. "In 1957, Chris Argyris … was one of the first to conduct team-building sessions with a CEO and the top executive team [and] interacted with many of the early leaders in the T-group and OD fields" (French and Bell, 1999:35–36). According to Bergquist, Argyris's and Schon's influence on coaching, although indirect, stemmed from the "distinction between espoused theory and theory in use. Today, there are a fair amount of people in coaching that are working with individuals about the discrepancy between what they say and what they do" (Bergquist, 2006, pers. com.).

In yet another example of the cross-synthesis of coaching's root disciplines, the "… application of Gestalt therapy concepts and methods to OD began in 1959 when Edwin Nevis and Richard Wallen teamed for managerial assessment, sensitivity training and general consultation with executives" (French and Bell, 1999:110–130).

French and Bell also note the connection, saying that "OD focuses on issues related to the 'human side' of organizations by finding ways to increase the effectiveness of individuals, teams, and the organization's human and social processes" (French and Bell, 1999:xiii). David Jamieson (2006) sees OD as a "field of practice", from the perspective of education, and a "community of practice" when describing the practitioners, researchers, and professors who turned their efforts toward OD – not as a profession or a discipline. While OD and coaching both focus on change and learning, OD looks at change from an organizational perspective and coaching from the perspective of the individual.

Alan Sieler sees coaching as a new dimension of organizational learning, which is an essential component of the successful functioning of organizations. Sieler further states that:

> Coaching provides the opportunity for custom-designed learning that is not available in training programs. Working with coaches allows personnel to identify what specific forms of learning are important to them, and to participate in a learning process that produces immediate and tangible benefits. Above anything else, coaching is about learning. This means that the coach and the coachee enter into a learning partnership together. The coach is neither a trainer nor a teacher who delivers content and skills. The coach is a facilitator of learning, whose job is to serve the coachee, by being deeply attentive and responsive to his or her needs, interests and concerns. As a facilitator of learning the coach generates contexts that produce relevant, practical and potentially powerful learning for the coachee (Sieler, 2003:2–3).

Systems theory, borrowed from both biology and sociology, was added along the way. Peter Senge emerged in the 1990s as a major figure in organization development with his book *The Fifth Discipline*, in which he develops the notion of a learning organization – a dynamic system in a state of continuous adaptation and improvement. Senge (1990) describes a learning organization as one that uses systems thinking to build both a shared vision and mental models, and concentrates on team learning and personal mastery. He has had a great impact on how business is done today. Kilburg applies the same description to coaching in the workplace:

> Modern approaches to organization development and coaching practice are primarily based on the conceptual foundations of general systems theory as it is applied to human organizations and behavior and interventions based on this approach most often include organizational diagnosis, process consultation, socio-technical and structural changes, team building, coaching, and other training technologies (Kilburg, 2000:21).

Hudson goes farther still, noting that a still wider variety of human systems models lent themselves to coaching: "The field of human and organization development informs the coaching

practice by providing insight into human systems and their functions. This includes couple and family systems, work systems, community systems, and larger systems" (Hudson, 1999:93).

David Cooperrider, along with his colleague Srivastva, also came from the field of OD. Together they founded Appreciative Inquiry (AI), a variation of action research. According to French and Bell, Cooperrider "contends that organizations do not present a problem to be solved but a miracle to be embraced … Appreciative inquiry advocated four principles for research on organizations: research should begin with appreciation, should be applicable, should be provocative, and should be collaborative" (French and Bell, 1999:139). The influence of these theories on coaching is unquestionable. Jeffrey Auerbach (2006, pers. com.), sums up AI's approach as follows: "With AI we ask, what's going really well around here, and does that fit your dream of how you want things to be? Let's collect stories of us at our best and then try to create more of that … you can use it in individual coaching from the first session."

Perhaps the key contribution OD has made to coaching can be found in methods of intervention and research. These contributions include: action research, which "operates on the assumption that people in organizations function within dynamic and interrelated systems, as does coaching" (Abbott and Grant, 2005:23); action science, which Argyris believes fosters effective stewardship in organizations; and appreciative inquiry, which focuses on an organization's capacity for positive change (Whitney and Cooperrider, 1998) (think positive psychology for an entire organization); and finally, process consultation. Skiffington and Zeus (2003:18) add that "research on team building, change models and how to effectively build skills and alter behavior provides a cornerstone for coaches working in organizations". Witherspoon and White instead point to Beckhard, who saw multiple roles for those in OD:

> Richard Beckhard, one of the founders of organization development, remarked that he typically plays at least four roles … (a) expert, providing solutions or action recommendations; (b) consultant, helping the client work a problem, the responsibility remaining with the client; (c) trainer or educator, teaching the client what he or she knows, so the client can apply the learning himself or herself; and (d) coach or counselor, helping the client to learn and teaching the client how to learn (Witherspoon and White, 1996:126).

Management consulting

Management consulting was born of the belief that an outside perspective was useful in understanding certain business problems – some of them technical, and others organizational – and optimizing a corporation's activities. From the beginning, the practice was divided between those with expert knowledge in specific fields, and those who offered counsel on a wide variety of typical issues in corporate management. That division continues today, with some consulting companies restricting their services to information technology, and others concentrating on larger, strategic issues (McKenna, 2006:246).

Management consulting, just like psychology and the principles of modern corporate management, began to appear at the end of the nineteenth century and focused on engineering or accounting, in somewhat the same way that psychology, at its inception, focused on physiology. Its emergence was at first confined to the United States, in response to a change in regulatory environment, and in response to some of the same socioeconomic factors that governed many of coaching's root disciplines (McKenna, 2006:163).

From the 1880s to the 1950s, the earliest management consultants served as subcontractors to business. "Outside advisors brought specialized knowledge, not otherwise available, into organizations that faced problems that internal staff members could not easily resolve" (Witherspoon and White, 1996:11). The first independent consultancy was an engineering firm established at the start of the twentieth century by engineers at the Massachusetts Institute of Technology (MIT) (Witherspoon and White, 1996:11).

During the 1900s through the 1910s, consulting shifted from an engineering focus to a cost accounting focus. Over time the "American cost accountants of the 1920s, academics like Arthur Anderson and James McKinsey … shifted their professional jurisdiction from monitoring costs as accountants to lowering costs as consultants" (Witherspoon and White, 1996:28). McKenna says that "the leading consulting firms have been advising and reshaping the largest organizations in the world since the 1920s" (McKenna, 2006:cover). As a result of management consulting's eclectic background and influence in boardrooms across America, the regulatory change in the early 1930s resulted in unprecedented growth for the discipline. In the post-war period consultants' influence increased as they reshaped business into efficient organizational forms, and in the 1950s consulting firms expanded overseas. The 1950s also saw a doctoral thesis on the historical evolution of consulting that "analyzed the extent to which consultants had achieved professional status" (McKenna, 2006:246).

Management consulting is not yet a recognized profession – i.e. supported by recognized institutions of learning, an accepted body of research, and well-understood processes of certification – and yet, according to McKenna, by 1960 it "had successfully established, institutionalized, and defended management consulting from other professional competitors" (McKenna, 2006:163). By 1980, management consultants codified and commoditized their professional culture and achieved internal stability for their firms and sustainable demand for their services, even though they had not yet attained professional status within society (McKenna, 2006:163).

The early practice of management consulting was driven by the idea that certain advice comes best from outside an organization. This was believed to be true both of assessments and recommendations. An outsider can judge a company's performance without prejudice, and propose general improvements or solutions to particular problems without worrying about

protecting their careers or maintaining relationships, presenting the most viable, rather than the most acceptable, options (McKenna, 2006).

Management consulting also banked on the belief that the optimal organizational structures of most corporations were somewhat similar, and therefore the lessons, or best practices, learned from one could be applied to another. In this way, the nature of the client's product or service notwithstanding, a management consultant would be able to propose common solutions to commonly occurring problems. Such problems might include organizational inefficiencies, personnel problems, or even longer-term business strategies. This was especially true as businesses grew. Rather than asking management to study and confront such problems while continuing to supervise day-to-day operations, experienced consultants, who had encountered such problems before, could be brought in to resolve them, or to head them off before they occurred. Finally, consultants, as problem solvers for hire, did not burden the company's payroll. Once their job was done the consultants moved on, and so did the costs (McKenna, 2006).

Schein coined the term "process consultation" in the late 1960s (French and Bell, 1999:163). French and Bell (1999:163) described the approach as one in which "the consultant's role is more non-directive and questioning as he or she gets the groups to solve their own problems". Marilyn Blair (2006, pers. com.) says that "if you take a look at Ed Schein's process consultation, in many ways he talks about it as a coaching mechanism; that is, as a case of observation and feedback to the client". Both Rey Carr (2006, pers. com.) and Terrence Maltbia (2006, pers. com.) see process consultation as similar to executive coaching, and Otto Laske (2006, pers. com.) considers process consultation as a foundation of the inter-developmental coaching approach.

Schein (2006) divides management consultation into three basic approaches: purchase or expertise; doctor-patient model; and process consultation model. These beliefs and practices characterized the earliest model of management consulting, that of "expert advice". Consultants, in short, were brought in to resolve problems with which they were intimately familiar, drawing on a level of experience that could not be found in internal staff. A second model, often referred to as "doctor/patient", was similar to that of the psychoanalysts – it presumed a pathology of some sort in the client. The revolution in consulting finally occurred – at least in terms of its impact on modern coaching – when practitioners sought to optimize the potential of the organization and its personnel, rather than identifying and resolving problems. This was referred to as "process consultation", and true to its name is more concerned with improving the process by which decisions are made, rather than the decisions themselves. Within these divisions Schein sees coaching as a "subset of consultation and believes the coach should have the ability to move easily between the roles of process consultant, content expert, and diagnostician/prescriber" (Schein, 2006:17).

Peter Block's (1999:2) collaborative role for consultants is clearly based on Schein's process consultation role, and the basic concepts on contracting are drawn from Gestalt psychology. Mary

Beth O'Neill (2006, pers. com.) describes Block's approach as "you are in a partnership with the client … you are avoiding two extremes. On the one hand, you are not telling them what to do, and on the other hand, you are not just a pair of hands doing what they want you to do". Ginny Storjohann, an organization development professional and trained coach, believes coaches could benefit from reading *Flawless Consulting* regarding the contracting piece of their work (Storjohann, 2006, pers. com.).

Block, using slightly different terms, defines consultation as either collaborative, expert, or pair-of-hands, and describes a consultant as a:

> person who is trying to have some influence over a group or organization but has no direct power to make changes or implement programs with having the primary goals to: establish a collaborative relationship; solve problems so they stay solved; ensure attention is given both to the technical/business problem and the relationships (Block, 1999:2).

Here again one can see the difficulty coaching has had in separating itself from the root disciplines – or sub-disciplines – that influenced it. Schein, in tacit agreement, goes on to say that the "degree of overlap between coaching and consulting depends on (1) who initiated the request for coaching, (2) who is being coached, (3) in what role he is being coached, and (4) on what issues he is being coached" (Schein, 2006:18). Skiffington and Zeus (2003:20) concur, noting that "coaches, too, provide consultancy services", and are seconded by Greene and Grant, who label consultants "experts in facilitating learning and goal attainment", roles also played by modern coaches (Greene and Grant, 2003:16–17).

Nevis, one of the earliest practitioners of organization development and consulting, notes that in addition to contributing countless techniques used by modern coaches, management consulting was also quickly influenced by coaching (Nevis, 2006, pers. com.). "In 1981, Personnel Decisions International (PDI) became the first management consulting firm to offer a coaching program that was both structured and personally tailored to accelerate individual change and development" (Peterson, 1996:78).

Secondary business disciplines

Modern coaching also draws on the theory and practice of job training, career development, facilitation, human resources management, and mentoring, each of them integrating models and methods from other disciplines as well as from each other. Job training, insofar as it bears on coaching, is presumed to occur on-the-job, improving performance through the timely introduction of new techniques and perspectives on existing positions and developing key competencies. Career development, on the other hand, is concerned with helping employees achieve longer-term job and career satisfaction. Facilitation serves to increase the efficiency of intra-organizational interaction, while human resources management is intended to improve the recruiting of capable and committed employees, as well as managing and rewarding their

performance. Finally, mentoring (another direct precursor of coaching) includes peer support, development guidance, career advice, and internal sponsorship.

Human resources management

While originally synonymous with labor, in the most mechanical sense of the word, the term "human resources" now tacitly acknowledges that the most important part of any organization is its workforce. Today, this is true whether a company produces goods or offers services. And given global demographic trends – that is, the aging of the world's population – the workforce will become even an even more critical component of business success in the future.

By the latter half of the twentieth century, the field focused on locating those persons best suited for particular jobs, yet as modern business structures evolved human resources quickly took on additional responsibilities. These included training, evaluation, advancement, and labor/management relations, and eventually even counseling and career development. This evolution was contemporaneous with changing corporate attitudes regarding the workforce.

Despite the steady advances in business theory discussed earlier in this chapter, even as recently as the 1950s employees were still expected to "fit" their jobs. This attitude was, once again, a holdover from the earliest stages of the Industrial Revolution, when labor was simply another cog in the machinery of production, and management was most concerned with its efficiency. Decades passed before businesses began to understand that they were underutilizing the most valuable part of those resources – that is, the "human" factor. This, of course, became much more important as the global economy moved from manufacturing to technology, and from products to services. Much has been written about the appearance of the knowledge worker in the latter half of the twentieth century, and the evolution of human resources management is an excellent example of the change this type of worker has brought to modern business management.

Human resources literature touched on developing management coaching and counseling skills as early as Happock's 1958 article, Mahler's 1964 article, and Ponzo's 1980 article. While personnel offices were established in the United Kingdom and the United States as early as the 1890s, human resource management (HRM) is a relatively modern label. It dates to the 1970s, and covers nearly all the practices used to manage people. Price, noting influences remarkably similar to those of modern coaching, described HRM as a:

> … philosophy of people management based on the belief that human resources are uniquely important in sustained business success. Influenced by psychology, sociology, philosophy, social science research and management theory, HRM is aimed at recruiting capable, flexible and committed people, managing and rewarding their performance and developing key competencies (Price, 2004:32).

Skiffington and Zeus make the connection explicit. During the past decade or so, the role of HR personnel has changed dramatically, with many former tasks being outsourced, such as

recruitment. At the same time, increasing numbers of HR personnel are adopting an internal coaching role. Coaching for leadership at the senior and middle management levels frequently comes under the mantle of HR. HR personnel also work with managers to develop a coaching style, and are involved in team coaching and coaching to enhance skills and performance. In general, however, the role of HR personnel remains diffused, so that it is sometimes difficult to clearly delineate their coaching role from their other responsibilities (Skiffington and Zeus, 2003:20–21).

Training

Training, a descendant of apprenticeship, is now considered a critical component of human resources development. Clearly, as an employee's responsibilities expand, or job description changes, he or she will require, or at the very least benefit from, additional training. In the past, such information was passed down over time from senior to junior employees. In some cases, employees were even expected to school themselves on their own time, and at their own expense. In today's rapidly shifting economies, however, where an employee's responsibilities can change almost overnight, company-sponsored training is now viewed as a necessary part of employee support.

In fact, the modern concept of training has now expanded to include job enrichment and career and sales focus, in addition to the teaching of particular skills and information. Skiffington and Zeus note that the literature of training focuses on learning in the workplace to improve performance, and that "coaching for skills, methods of seminar and workshop delivery and team-building strategies are founded on established training methodologies" (Skiffington and Zeus, 2003:16). From a slightly different perspective, they also note that "coaching has been described as customized training to individual and organization goals and objectives" (Skiffington and Zeus, 2003:16).

In the Middle Ages, apprenticeship was the traditional method used to train each new generation of skilled crafts practitioners. Training and development, often called professional development, is more or less concerned with the same sort of workplace learning to improve performance. Greene and Grant (2003:16) describe training as "teaching particular skills often through a fixed process – a certain number of employees are required to learn a specific set of skills".

The American Society for Training and Development (ASTD) began publishing articles on coaching in the workplace in their *Training and Development Journal* beginning in 1993. These early coaching-related articles appeared: from 1993–1995, one each for career, sales and performance; in 1996, four articles on executives and one on training; and from 1997 through 1999, one each for performance, coaching and executives respectively. Two ASTD Info-Line booklets on coaching were also published in the mid- to late 1990s: Darragh's 1997 booklet *Coaching and Feedbac*k, and Gibson's 1998 booklet *Selecting a Coach*.

Skiffington and Zeus, referring to the relationship of training to coaching in the literature, state that:

> Training was initially discussed in terms of its ineffectiveness due to a lack of follow-through and provisions for the transfer of learning. While this remains true in many instances, recent research suggests that training can be effective. The science of training has made considerable advances in developing training theory, understanding training needs analyses and exploring antecedent training conditions, methods and strategies, as well as post-training conditions. Many trainers therefore are more aware of the need to employ coaching techniques such as individual action plans, follow-up coaching sessions and insuring that the organizational environment supports the acquisition of new learning (Skiffington and Zeus, 2003:19–20).

Carroll (1974:36) agrees, noting that "a necessary prerequisite to the implementation process will be the coaching or training of supervisory personnel in job enrichment concepts".

Coaches often perform the role of trainer or teacher. However, the single critical differentiator between training and coaching is that the former is more information-based. In addition, training is more circumscribed and assumes that participants will learn and use the information to a similar degree. The objectives and goals are predetermined and because of the amount of information imparted, there is generally little room for deviation from the prescribed agenda. In contrast, coaching is tailor-made, allowing individuals to learn in various ways and at different rates. It caters more to the individual's agenda, even when the objectives and goals are organization-based (Skiffington and Zeus, 2003:20).

Career development

Developmental theory can be used to track the stages of an individual's development within an organization, and also to track the development of an organization as a whole. Career development, on the other hand, is concerned with an individual's intended career path, and the conscious choices he or she makes to reach their career goals. The literature of career development has contributed much to coaching, including entrepreneurial notions and the presumption of continuous change, as well as specific techniques for identifying strengths, skills, and interests necessary to achieve career satisfaction (Hudson, 1999).

Marcia Bench (2003:3) informs us that "career development was established by Frank Parsons in the early 1900s to help people achieve job and career satisfaction". Frederic Hudson (1999) identifies the field's major theorists as follows: John Holland, who suggested that people project themselves into careers that are like themselves; Donald Super, whose theories ran alongside those of adult developmental theory; Gene Dalton, Paul Thompson, and Raymond Price, who created a model of career development around four states of development within an organization; and Edgar Schein, who outlined stages and career tasks that adults tend to follow within organizations. Hudson also recognizes Richard Bolles, Charles Handy, and Tom Peters for

articulating a new approach to career planning. "Since about 1985 career theory has moved away from linear concepts and the presumption of work system stability to entrepreneurial notions and presumption of continuous change" (Hudson, 1999:91).

"Coaching for career transition at senior leader levels is also a growing specialty for experienced coaches", note Skiffington and Zeus (2003:18), though the lines between career coaching and career counseling are often blurred. According to Marcia Bench (2003:11), "coaching is generally more results-oriented, less structured, and more guided by clients' agenda than is career counseling". She goes on to say that "in 47 states, United States career counselors are required to have a master's degree, whereas coaches do not have to have any specific educational requirements" (Bench, 2003:12).

I will return to that critical issue in Chapter 8, "The emergence of modern coaching", which goes hand in glove with the problems caused by the lack of a generally accepted definition of coaching.

Mentoring

Mentoring, which may be even more beneficial than training or facilitation for certain employees, remains a far less formal component of human resources. It may be, in fact, that the nature of mentoring – and specifically its dependence on one-on-one interaction – cannot thrive in structured situations. Nonetheless, mentoring is today an acknowledged tool for employee enrichment, benefiting those who receive it as well as those who provide it, to say nothing of the company for whom they both work. Seen in a certain light, mentoring is yet one more demonstration of the continuing trend toward allowing employees to individually tailor their own career advancement. Mentoring can also be considered a component of career development, and can consist of one, more, or all of the following: peer support, developmental guidance, career advice, or internal sponsorship.

As coaching began to emerge around the world, it often followed in the footsteps of pre-existing mentoring associations. This was true in the United Kingdom, for instance, where one of the principal professional organizations, the European Mentoring and Coaching Council (EMCC), was originally incorporated as the European Mentoring Council (EMC) in 1992. Coaching, in fact, was not added to the organization's service menu until 2002 (David Clutterbuck, 2006, pers. com.). "As with training, the concept of mentoring originates in apprenticeship when an older and more experienced individual passed down knowledge of how the task was done and how to operate in the commercial world" (CIPD, 2006a:20). According to David Clutterbuck (2003:254), the:

> … US traditional or godfathering mentoring models focus on the mentor's extensive experience and willingness to exercise power and influence on behalf of the mentee, called a protégé, while the European experience of developmental mentoring emphasizes the mentee's role in managing the relationship and focuses on the achievement of personal insight, intellectual challenge and increasing self-reliance.

Hudson (2006, pers. com.) sees mentoring as one of the primary models for coaching, and Whitmore (1992:9) says that "whether we label it coaching, advising, counseling, or mentoring, if done well, the underlying principles and methodology remain the same".

Facilitation

Facilitation is the process by which programs, meetings, and specific projects are made to operate more smoothly. To a great extent, facilitation is one of the results of an ever more complicated business environment, and one that requires – or certainly benefits from – the services of an intermediary. In somewhat the same way that a consultant works from outside a company to improve its internal processes, maintaining his or her objectivity, a facilitator is better able to coordinate specific projects without actually being a part of them. As such many of the skills used by facilitators have been co-opted by modern coaching.

The International Association of Facilitators (IAF), which evolved from the informal gatherings of facilitators at the Institute of Cultural Affairs (ICA) in the early 1970s, was incorporated in 1994. In the words of Bacal (2003:1):

> The term Facilitator is also broadly used to describe any activity which makes easy the tasks of others. Facilitation in organizational development refers to the process of designing and running a successful, productive and impartial meeting. A facilitation approach is appropriate when the organization is concerned not only with the decision that is made, but also with the way the decision is made.

Skiffington and Zeus describe facilitation as "team development, working with groups, enabling change". They go on to say that:

> … facilitation is sometimes used synonymously with coaching. While there are significant differences, facilitation skills that enable growth and change are essential in team-development coaching, working with groups and coaching for change, both on an organizational and on an individual basis (Skiffington and Zeus, 2003:15–16).

Summary

If psychology provided the essential theories, as well as a practical toolset, for the emerging discipline of coaching, then business provided the first theater of operation. And just as coaching could not have appeared without the foundation of psychology, neither could it have found its present form had the business world not provided such a fertile field for its growth and diffusion. As I've noted earlier, coaching arose out of the convergence of newly emerging needs – both personal and commercial – and a new array of psychological approaches, brought about by changing socioeconomic factors around the world and continuing advances in practical and academic research. Neither one alone would have given rise to modern coaching.

The changing needs, outlooks, and strategies in psychology and business might not, in fact, have been enough on their own to bring about the emergence of modern coaching. Though it has contributed far less in terms of theory and technique to the field, sports unquestionably served as the catalyst that brought coaching out of the shadow of its root disciplines and gave it its own identity. In the next chapter I will take a look at the last group of major contributors to coaching – including sports and adult education – as well as the minor but still significant contributions made by the performing arts, linguistics, and biology.

Chapter 5

Evolution of sports, adult education, and other disciplines and their contributions to coaching

While philosophy, psychology, and business have had the greatest influence on modern coaching, the contributions of sports and adult learning and development have been significant too. Nor can the contributions of sociology, anthropology, biology, linguistics, creativity, wellness and leisure, or the performing arts be ignored. In this chapter I address the influence of these root disciplines on coaching.

Sports

Although theories and techniques drawn from the worlds of psychology and business have had the greatest impact on modern coaching, the sports world has contributed far more than the simple title used by today's business and life coaches. In much the same way, in fact, that psychology seemed to need the opportunities present in the corporate environment to expand its reach, those in the business world seem to have needed the analogy of the athletic coach in order to accept the type of support they had previously shunned, or had accepted only in secrecy.

This is not to say that world of sports had previously had no connection with or exposure to psychology and business. As Reinhard Stelter (2008:209) states about coaching:

> One root is anchored in sport psychology. Already in the 1970s in the United States, and probably a decade later in Europe, terms from the world of sport such as 'competition', 'motivation' or 'top performance' became attractive to business leaders, who adapted intervention strategies and tools from sport psychology to develop their employees (Rauen, 1999; Bönning, 2000). The focus was exclusively task-oriented, and concentrated on performance enhancement – a typical approach in sport psychology.

Professional sports teams had become corporate entities by the beginning of the twentieth century, and athletic coaches, whether educated in its use or not, understood the value of psychology in preparing their players for the game (Mink, Owen and Mink, 1993).

Beyond their primary goal – that of winning the contest – modern athletic coaches have three secondary goals: instruction, fitness, and motivation. For the purposes of this book, and in keeping with one of the few generally accepted rules of coaching today – i.e. that coaches do not instruct their clients, but assist them in fulfilling their personal and business goals – I will restrict my survey of sports coaching first to its motivational aspects, and secondly to certain more enlightened examples of "fitness" training and instruction in the more modern sense of techniques for self-improvement. For unlike the case of philosophy, whose ancient teachings are as relevant

today as they were in past ages, and certain aspects of the more recent advances in psychology, which directly inform the present practice of coaching, it is not so much the early practice of athletic coaching that bears on business and life coaching, but the change from those early principles.

Athletic coaches, already present in ancient Greece, actually predate the birth of philosophy in the Western world. According to Evered and Selman (1989), the word coach was first used in the modern sense – that is, of a sports coach – in the 1880s, referring specifically to one who trained a team of athletes to win a boat race. Whitmore, however, draws a clear line between the classical definition of the word, and the techniques used by those to whom it referred, and the modern sense of the occupation on which this history is focused. Whitmore, placing the field alongside the developing field of psychology, notes the behavioral basis of such early coaching:

> Historically, coaching in sport was not what we would now call coaching, but instead instruction … This was based on the dominant system of psychology, that is, behavioral and cognitive psychology. What that assumes is that people don't know much and they have to learn by being told (Whitmore, quoted in Hilpern, 2006:32).

Whitmore's observation was true both for those who coached team sports, and for those who coached individual sports. In the former group we can include soccer, baseball, football, and basketball, and in the latter track and field, tennis, and swimming. I will not trouble readers here with a discussion of the difference between the two approaches, since it is the latter, individual approach that bears more directly on coaching. Nonetheless, important distinctions do exist between what might be called classical individual coaching, and modern individual coaching, whether it occurs on the playing field or in a corner office on the 80th floor.

In short, as Whitmore notes in his interview with Hilpern (2006) quoted above, classical athletic coaching focused almost entirely on the notion of imparted knowledge. Therefore, the relationship inferred a greater understanding of the sport on the part of the coach than on the part of the athlete. As I will show later in this chapter, the sea change in that approach to sports coaching – i.e. from pure instruction to facilitation, as well as the encouragement of self-development and self-awareness – finally made it possible for athletic coaching to aid those engaged in contests far outside the stadium walls.

Nor can one say that the field itself was static. One of the great advances in professional sports, and one that bears directly on its contributions to coaching, was the development of specialty coaching. Professional football teams, to take but one example, now depend on a dizzying variety of coaches. In addition to the head coach, and coordinators for both offense and defense – a distinction that did not even exist for many players in the early days of the game, because they never left the field – offensive coaches now exist for linemen, tight ends, running backs, wide receivers, and quarterbacks. Defensive coaches also specialize in linemen, as well as linebackers – inside and out – and the defensive secondary. Finally, in addition to special teams coaches – for kickoffs, punts, returns, field goals and extra points – every modern football team also uses

fitness, conditioning, and strength coaches, coaches whose responsibilities have nothing to do with the game itself.

Those last coaching specialties, in fact, concerned only with players' overall condition, may be the closest relatives to today's business and life coaches. To understand why, it's helpful to look at athletic coaching in terms of the psychological continuum I covered in Chapter 3.

Most athletic coaches were players themselves, and tend to coach the positions they played. In baseball, old pitchers teach (or mentor) young pitchers. Old catchers do the same. They are experts, and do not stray outside their realm of expertise. They are, therefore, members of the cognitive school, passing information down to those with less knowledge than themselves. They are, as well, almost always older and more experienced than those they coach. Fitness, strength, and conditioning coaches, on the other hand, tend to be approximately the same age (or often younger) as those they assist, and do not coach by teaching techniques used on the playing field. They focus, instead, on the athlete's overall condition, and if successful leave their players better prepared for the variety of learning opportunities offered by the team's specialists. And, to the extent that a fit body is the partner of a healthy mind, fitness coaches can also be said to aid players' mental approach to the game.

That brings us to perhaps the greatest advance in twentieth-century athletic coaching – the understanding that amateur and professional sports require something more than physical skills or stamina, something you can't put your hands on, something that lies somewhere between the heart and the mind. That change in thinking can be attributed to one man: Timothy Gallwey.

Coaching's roots in sports can be directly traced to Timothy Gallwey's *The Inner Game of Tennis*, published in 1974, which was based on performance concepts, humanistic and transpersonal psychology, and personal development. Gallwey drew the revolutionary distinction between the game being played on the court – the outer game – and the game being played in each player's mind – the inner game. Each was a necessary part of the total game, but neither could be mastered on its own. The outer game required hours and hours of practice, improved with play, and depended greatly on the natural physical skills of the athlete. The inner game, on the other hand, was entirely mental. In a certain sense, it was a game played against one's self. Years of practice might not improve the inner game, especially if a player were unwilling to accept his or her responsibility as the agent of change. If approached from that perspective, however, the inner game could be the source of a player's greatest power.

In examining the game of tennis from this perspective, Gallwey (1974) made the profound point that we ourselves often erect the greatest obstacles to our own success. Implicit in his view of things, however, was the counterbalancing belief that all players had the ability to coach themselves to success. The sports world hasn't been the same since, and for that matter, neither has the business world. As a professional tennis coach, some of Gallwey's clients were corporate leaders and they saw the applicability of these principles to the business world. These principles

were brought to business in 1980 by Gallwey in the United States and Whitmore in the United Kingdom (John Whitmore, 2006, pers. com.).

Frederic Hudson (1999:7) states that "when used in the athletic sense, coach is now widely applied to a person who facilitates experiential learning that results in future-oriented abilities". This supports the assertion of Mink, Owen and Mink (1993:7) that:

> Even today, the term coaching often produces a mental image of a football or basketball coach, and depending on what the coach actually does, this analogy may or may not be adequate because the head coach is usually a general manager or chief executive officer responsible for running an entire program. The image of the quarterback coach or the offensive line coach is somewhat more accurate by enabling others to play through teaching.

Gallwey's (1974) *Inner Game*, as noted above, moved the discussion off the playing field and into the corner office. In his book Gallwey presented an approach to sports based on humanistic and transpersonal psychological principles, and "the concept that the opponent within is more formidable than the one outside" (Whitmore, 1992:5–6). According to Whitmore (1992:7), "Gallwey was the first to demonstrate a simple and comprehensive method of coaching that could be readily applied to almost any situation" (Whitmore, 1992:7). Trained by Gallwey, Whitmore founded the Inner Game in Britain, and states that "all the leading proponents of business coaching in the Britain today, including Alexander, Downey and Whitmore, graduated from or were profoundly influenced by the Gallwey school of coaching" (Whitmore, 1992:7–8).

James Flaherty notes the way Gallwey's revolutionary approach, if not widely accepted on playing fields, profoundly affected modern business and life coaching: "Athletic coaches rarely take the stance that they can learn something from their players, and perhaps that makes sense given the situation they're in, but I assure you that as coaches elsewhere in life, we must keep ourselves learning as an integral part of our coaching" (Flaherty, 2005:12).

The debt is acknowledged by many. Bruce Peltier (2001:170) says that "executive coaching has its roots in athletic and performance coaching", and goes on to note the similarity in the approaches of successful athletic, business, and life coaches. These include: individual approaches, flexibility and ingenuity; teaching players to play against themselves; visualization; feedback; learning from defeat; communication, trust, and integrity; clear contracts; curiosity; perpetual change; and constant awareness.

In 1982 Kirkpatrick surveyed well-known athletic coaches to determine if their approaches might be applied to managers by coaches in industry, business, and government. He found that the ideal coach has the following personal qualities:

> Enthusiasm and dedication, self-control, patience, impartiality, integrity and honesty, friendliness, self-confidence, humility, perseverance, genuine concern for players, warmth, willingness to admit mistakes, optimism, resourcefulness, vision, forcefulness, consistency, being part of the team, open-mindedness, willingness to accept criticism, sense of humor,

flexibility, love of the sport, willingness to accept success and failure as part of the game,
and strong sense of moral values (Kirkpatrick, 1982:79–80).

Five years later, in October 1987, Werner Erhard brought Timothy Gallwey, John Wooden, and Arnold "Red" Auerbach together for a similar discussion about coaching, which was transmitted globally via satellite (Evered and Selman, 1989). This was the first time leaders from sports, human development, and business were brought together to identify the

> common characteristics of coaching across all disciplines. [Red] Auerbach according to Evered and Selman was a legendary figure in the field of professional basketball who became coach of the Boston Celtics at the age of 24. He subsequently was their general manager and president. When Red retired, he had accumulated the extraordinary record of 938 wins for the Celtics, and he won the NBA Championship in nine out of his last ten coaching seasons. He is credited with building both the Celtics team and their remarkable organization. He has the unique distinction of being named Coach-of-the-Year and Executive-of-the-Year in the same season (Kirkpatrick, 1982:11).

Wooden, in Evered and Selman's words, had attained

> similar results in the collegiate game: [His] career as a college basketball coach is unparalleled. His record with the UCLA Bruins is unequalled, having achieved ten NCAA Championships (seven of which were consecutive). His Bruin teams also won 88 consecutive games, a still unbroken record for any collegiate sport. He continuously turned raw freshman talent into championship teams. His entire college record over 29 years is a staggering 81 per cent (677–161). John was college Coach-of-the-Year six times, and is the only person inducted into the National Basketball Hall of Fame as both a player and a coach (Evered and Selman, 1989:12).

Another originator from sports was Don Shula, who, according to his book with Ken Blanchard (see Chapter 4), "led the Miami Dolphins to five Super Bowl appearances and the Baltimore Colts to one – more than any other head coach in the NFL. *Sports Illustrated* magazine named Shula its 1993 Sportsman of the Year in honor of his becoming the winningest coach in NFL history" (Shula and Blanchard, 1995:cover). In 1995 Shula and Blanchard co-authored the first book that applied sports coaching to business practice. This book used COACH as an acronym in order to describe the qualities of an effective leader: Conviction-driven; Over-learning; Audible-ready; Consistency; and Honesty-based. The book was an inspiration to Annette Hurley, who developed a workshop in 1996 titled "Counselors as Coaches: Championing Change for Our Clients" (Hurley, 2006, pers. com.). Shula and Blanchard's words made the connection themselves, when they described the coach's job as "motivating people to work hard and prepare to play as a team" (Shula and Blanchard, 1995:cover).

Together, the remarkable records of Red Auerbach, Wooden, and Shula demonstrated the role "coaches" could play in helping large groups of talented people achieve peak efficiency – as teams, rather than collections of individuals – on or off the playing field. The principles were the same, after all – in short, motivating individuals to achieve their personal potential and to work

together to reach common goals – and once presented as such they were quickly welcomed by the corporate world.

While I have included Gallwey in this chapter due to his place in the movement that brought sports psychology to the business world – especially as it related to "individual performers" – his influence on the coaching field cannot be discounted. The "organizational" coaching styles of Gallwey, Red Auerbach, Wooden, and Shula were instrumental in promoting the concept of coaching to the larger corporate world.

According to Bruce Peltier (2001:170):

> The main reason that coaching is called 'coaching' and not executive counseling or workplace psychotherapy, is that hard-charging corporate types, especially men, are likely to be happy to have a coach, but unwilling to enter therapy. Most identify with sport and would love to see themselves as athletes, or at least, high performers. … Counseling is associated with weakness and inadequacy, while coaching is identified with successful sports figures and winning teams.

Finally, it is also important to consider the age factor when discussing the way in which the principles of athletic coaching compare to those of business and personal coaching. In sports, it is virtually unheard of for an athletic coach to be younger than his or her players; for both modern coaches and their clients, age is far less relevant. That the age of its practitioners is not a factor in coaching leads us directly to coaching's final root discipline – adult education.

Adult education, development, and learning

Because many of the theories and models of adult education, learning, and development are rooted in models of psychology and business, some of the contributions to coaching from these fields have already been covered in the preceding pages. That said, according to Grant (2005a:7), the "knowledge domains of adult education and workplace learning and development are critical and relevant to coaching, as the majority of coaching clients are adults. Thus, coaches need to be able to draw on such established knowledge to inform their coaching practice."

The majority of today's coaching clients are adults, as are nearly all coaching practitioners. Therefore, for the purposes of this history I will confine myself to the particular aspects of adult learning and development that influence coaching, and not address education in its larger sense. Since many of the theories and techniques of adult education, learning, and development are rooted in models of psychology and business, to some extent their contributions to coaching have already been identified in earlier chapters. Adult education, learning, and development were also addressed in greater depth in the educational and developmental psychology subsections in Chapter 3.

The learning patterns and needs of adults are markedly different than those of young people. Knowles' principles of adult learning, adapted to the needs of modern coaching, indicate the need for adult education to be self-directed, to be connected to life experiences, and to be goal-oriented – in other words, adults learn when they have a reason to do so (Sieler, 2003:2). Many theories of adult development can be traced to developmental psychology, and those that influence coaching include life span models, rituals throughout the life cycle, and adult psychological development. Adult development also provides coaches with a contextual frame for understanding the differing stages and needs that occur over the course of a client's life.

Adult education

The topic of adult education, as it pertains to business, is generally referred to as training and professional development (Brock, 2008:88). This is also true in the case of life coaching, in the sense that it is not the life coach's job to review the basics of the modern educational curriculum, but to identify those specific areas in each person's life on which they can be brought to bear.

Adults learn in different ways than younger people do. For this reason some of the classic research on the subject of education does not relate directly to this discussion. The developmental stages identified by Piaget (Laske, 2004), for example – sensorimotor, preoperational, concrete operational, and formal operational – are things of the distant past to most adults, who now take them for granted in much the same way they do the ability to walk, run, theorize, and relate individual examples to general principles.

The early practice of coaching, therefore, was funded by advances in the theory of adult education, especially Malcolm Knowles' principles of adult learning (Megginson and Boydell, 1979:42). In short, Knowles was one of the first to note the differences in the way adults learn and can be taught, focusing on the benefits of experience, association, and perhaps most importantly, enthusiasm – an emotion not often encountered in secondary and advanced education. One need not have a PhD in education, after all, to understand that the will to learn opens doors that mandatory education – that is, the core curriculum forced on most young students – seldom unlocks. Knowles understood this, and was one of the first to popularize the notion that adult education was often self-directed, connected to life experiences that younger students could not by definition possess, and most importantly, goal-oriented:

> In its broadest meaning, 'self-directed learning' describes, according to Malcolm Knowles, a process … in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (M.K. Smith, 2002:18).
>
> Knowles puts forward three immediate reasons for self-directed learning. First he argues that there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things, and learn better, than do people who sit at the feet of teachers

passively waiting to be taught (reactive learners). 'They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners'. … A second immediate reason is that self-directed learning is more in tune with our natural processes of psychological development. 'An essential aspect of maturing is developing the ability to take increasing responsibility for our own lives – to become increasingly self-directed'. … A third immediate reason is that many of the new developments in education put a heavy responsibility on the learners to take a good deal of initiative in their own learning. 'Students entering into these programs without having learned the skills of self-directed inquiry will experience anxiety, frustration, and often failure, and so will their teachers' (M.K. Smith, 2002:14–15).

In short, modern education compels children to learn – adults learn when they have a reason to do so.

Throughout recent history, the education of adults has been approached in a far more practical manner than it has with children. The latter have always been presumed to be blank slates – or better yet, given our times, blank operating systems, upon which every modern society attempts to download its basic applications for reading, writing, and arithmetic – as well as a little cultural literacy if there is any space left on the hard drive for it. In short, the younger you are the more general your education; the older you are, the more specific.

Implicit in this discussion is the understanding that children must learn – at least where public education is compulsory – whereas adults must be convinced to learn. And if necessity is the mother of invention, then surely self-interest is the mother of adult education. Children can be taught to type, but adults will learn to type, and very quickly, if feeding their families depends on it.

The same principle is clearly at work behind the proliferation of schools for English as a Second Language (ESL). Adults among the foreign-born, primarily Spanish-speaking population of the United States who want to find more rewarding work – both personally and financially – know their odds will improve if they can speak English. As a result, ESL classrooms across the country are crowded with willing adult students, even after a hard day's work.

Adult education, however, is not restricted to the personal decisions adults make to better themselves. It also includes efforts initiated by the employer, not the employee. (To some extent, this topic has already been covered in Chapter 5, under "Training".) Computer skills are a good example of the self-interest of businesses at work. At first, as the personal computer began to appear on more and more desks, users were typically self-taught. As the advantages of company-wide computer networks became evident, however, business owners quickly realized that the benefits of a computer-trained workforce far outstripped the costs of their education.

However powerful the motivations of self-interest, there are, of course, conditions under which adults will resist personal education. First among these is relevance. If the proposed material does not seem useful, adults will ignore it. The more it bears on the work they do, the higher their level of interest. That said, knowledge itself is often not enough. Adults also want to work with experienced practitioners, from whom they can learn the useful, day-to-day applications of the material they commit to memory.

Finally, continuing education, even though it all but exploded across the workplace during the latter half of the twentieth century, is still a somewhat novel idea for working adults. Years of conditioning have taught successive generations that education occurs between the ages of five and 22, and is then followed by a lifetime of work. Surely the greatest evolutionary change in the past half-century, at least as far as adult education is concerned, is that even battle-tested, mature adults can continue to expand their minds.

In the business world the topic of adult education is generally referred to as training and professional development. One notable exception is the "Saskatchewan NewStart Model of Life Skills, developed in the late 1960s and early 1970s in Prince Albert, Saskatchewan, as an initiative of the Canadian Federal Department of Manpower and Immigration. Their intent was to design an effective system of delivering adult basic education to disadvantaged populations" (CALSCA, 2006:1). This program still exists today and still uses a Life Skills Coach, defined as "a trained, caring professional who is able to facilitate groups, model and evaluate skills and support individualized learning. Coaches demonstrate … the effective use of the skills that they offer to their participants. Coaches put themselves on the line, human to human" (CALSCA, 2006:1).

Adult development

Equally important to an understanding of the basics of coaching are the theories and concepts of adult development. Some of these – life span models, life events, common rituals that occur throughout the life cycle, and adult psychological development – are the result of academic research, particularly in developmental psychology, while others can be said to be the result of simple common sense and experience. Whatever its source, a basic understanding of the stages of adult development provides a contextual frame for modern coaching. It also introduces concepts and practices that are not commonly found in the young – i.e. commitments to mastery, self-protection, and altruism. These include models of social theory, psychological development, Kegan's complexity of mind (Catherine Fitzgerald, 2006, pers. com.), and Basseches' dialectical thinking (Otto Laske, 2006, pers. com.). The coaching field has also benefited from adult development theories regarding the importance of rituals throughout the life cycle (Brock, 2008:90).

Both Flaherty and Hudson agree that understanding adult development theories and concepts is important for effective coaching. Flaherty (2006a:7) puts it this way:

> Adults learn in different ways than younger people do … Coaches of grown-ups must understand the landscape of adult development so that they have a contextual frame for what's happening in a client's life. These research-based theories point coaches to the most salient topics and fruitful approaches.

Hudson (1999:85–86) notes that:

> … coaches are often asked to facilitate group process, team development, organizational planning, and corporate training. Many coaches also function as consultants, enabling them to work with both persons and systems. For those reasons, coaches often look to the major social theories of adult development for insight into their coaching tasks.

Axelrod (2005:118) believes that the "effectiveness of coaching can be enhanced if it is based on a model of adult development that encompasses both career and personal life". Further, Axelrod (2005:118) states, "coaching is guided by an understanding of how the imperatives of psychological development in adulthood play out in the here and now". He goes on to say "understanding the impact of broader adult developmental factors on the managerial role can be an effective tool for the executive himself to coach and lead others" (Axelrod, 2005:124).

Hudson credits anthropologist Van Gennep with emphasizing the "importance of life events and rituals throughout the life cycle", and notes that Van Gennep also identified the "importance of rites of passage, and many coaches work with clients experiencing a rite of passage from one phase of life to the next" (Hudson, 1999:71). As is the case with many of the sub-disciplines covered here, adult development is also addressed in the "Developmental psychology" sub-section of Chapter 3.

As Hudson (1999:87–88) points out, Fiske observed that "as our society becomes more complex and affected by change, there are fewer autonomous, self-generating people, and thus she proposes four commitments to guide adult development: interpersonal, altruistic, mastery, and self-protective".

Adult learning

"Adult learning emerged from psychology, not as a distinct discipline, but as a field of application" (Cox, 2006:214). In that vein, Lovin and Casstevens (1971:159) describe adult learning as "a modification of behavior through experience". While it is true that a great deal of early education involves rising levels of socialization, it is also true that the formal instruction itself – i.e. reading, writing, and arithmetic – is primarily individual. Adults are much more likely to seek continuing education that relates to their interaction with others, rather than the sustained accumulation of specific forms of knowledge.

Learning theory includes the contributions of David Kolb, Chris Argyris, Malcolm Knowles and others, and this arena teaches us how learning – ranging from deep transformative learning to smaller behavioral shifts – occurs, and articulates the necessary ingredients that must be in place

for learning to be optimal. As coaches, we know that learning is one of the most vital elements in developing, growing and changing as leaders and human beings in the adult journey.

Knowles adds that the nature of adult learning – to the extent that it is self-directed and goal-oriented – also guides the learning-based relationship of coaching, which "provides the opportunity for custom-designed learning" (Sieler, 2003:2). Megginson and Boydell's (1979:42) approach, found in their *Manager as Coach* booklet, also shares Knowles' view of the basis of adult learning. Cox (2006) identifies eight learning theories that have a particular relevance to coaching. Each theory has a particular part to play in adult learning and has been identified because of its practical application to the coaching process. Briefly, these eight theories are: Knowles' andragogy, Mezirow's transformative learning theory, Boud and Walker's reflective practice, Kolb's experiential learning, Kolb's learning styles, Levinson's life course development, Maslow's values and motivation, and Bandura's self-efficacy (Cox, 2006:194-195). Mink, Owen, and Mink include Merton's Pygmalion effect and Brookfield's qualities of learning-promoting relationships among adults that also have practical application to coaching.

Sieler (2003:2) sees a clear connection between coaching and adult learning, noting, "continual learning is now recognized as an essential component of the successful functioning of organizations, and that coaching provides the opportunity for custom-designed learning that is not available in training programs". Lovin and Casstevens (1971:2–3) see an opportunity for coaches to fill that void: "As a facilitator of learning the coach generates contexts that produce relevant, practical and potentially powerful learning for the coachee."

Even as late as 2003, Skiffington and Zeus (2003:73) were able to say, "it is widely accepted that adults have different needs and requirements as learners compared with children and teenagers. Despite this, there is not a great deal of research in the area."

Other sub-disciplines

Modern coaching has been influenced by a number of other fields, ranging from performing arts, communication, and creativity to the natural sciences – e.g. body integration from biology. Wellness theory and systems theory have also had a profound effect on coaching. The latter, in particular, introduced the concept of creative synergy. Certain aspects of linguistic theory have also made their mark, in particular the processing of verbal and non-verbal language from formal communications. Family therapy, as opposed to the individual psychotherapy discussed earlier, has also contributed to modern coaching.

Sociology

Sociology is the scientific study of human social behavior. Concerned as it is with the nature of individuals in the company of others, sociology is a natural complement to psychology, which

focuses on the individual mind. Insofar as it pertains to the history of modern coaching, sociology awakens us to the effects of socioeconomic factors on society and the individual, the effects of culture on social interaction, and the way such interaction can be explained by human systems theory (Brock, 2008:69).

The work of Kurt Lewin, one of the pioneers of the field, has had a profound effect on the emergence of modern coaching, especially in regard to social dynamics and leadership. His studies informed the concept of re-education – i.e. that adults learn and keep learning – and approached the nature of thinking and being in three separate modalities: cognitive change (perception, information, expectation, and beliefs), value modification (beliefs, feelings, and sense of approval and disapproval), and motoric actions (behavioral skills, interpersonal skills) (Hudson, 1999:86–87). Hudson believes that if Lewin were alive today he "would applaud the coaching field for its application of many of his ideas, and that studying Lewin would help coaches learn to think like practical theorists, by knowing how to apply the knowledge to the coaching field" (Hudson, 1999:87).

Lewin was also a major contributor to human systems theory, especially as it related to organization theory. These principles are especially valuable to coaches in the business sector, who must deal simultaneously with individuals and the organizations in which they work. Hudson notes the dependence of individual change on organizational change, a vital point of reference for today's coaches.

> It is system change that triggers personal change, forcing people to adapt to new conditions and meanings for their lives. Adult development occurs when two or more systems (biological, psychological, interpersonal, familial, groups, political entities, economic forces, natural forces, and so on) trigger disequilibrium in a person's life, which in turn evokes new personal and social strategies for managing and balancing life. In human systems theory it is the 'timing of events' that leads either to growth and development or to regression and dysfunction. … This is a sociological field that, like developmental theory, has not developed an applied wing (Hudson, 1999:85).

Coaching has adopted other concepts and techniques from sociology as well, including putting aside biases and assumptions, and in-depth interviewing techniques. Hudson (1999:86) notes, "although much of the writing on human systems is abstract and theoretical, the concepts are essential for coaches to apply to their understanding of clients".

Sociology, in addition to informing coaching's understanding of the complex relationships between the individual and the organization, has also contributed to coaching's awareness of cross-cultural diversity, and the need to address such differences in order to aid both the individual and the organization (Skiffington and Zeus, 2003:19).

Anthropology

While not as important a contributor as sociology, anthropology has nonetheless made several important contributions to coaching, perhaps chief among them the value of diversity. Kott (2004:24) describes anthropology as the:

> Systematic exploration of human biological and cultural diversity. By examining the origins of, and changes in, human biology and culture, anthropology provides explanations for similarities and differences. Concerns with biology, society, culture, and language link anthropology to many other fields – sciences and humanities. Sociologists traditionally study urban and industrial populations, whereas anthropologists have focused on rural, non-industrial peoples.

Skiffington and Zeus point to Robert Rosen as a coaching practitioner whose work has proceeded along these lines. Rosen and his colleagues have made a significant contribution to the literature on cross-cultural diversity, especially in relation to their construct of "global literacies". Coaches working with leaders and individuals on cross-cultural issues assess and develop competencies within this framework of "global literacies". These include personal literacy, social literacy, business literacy and cultural literacy (Skiffington and Zeus, 2003:19).

An understanding of the development of culture can be especially helpful to coaches helping clients to change. Stagoll (2005:1039), for instance, notes the culture-and-personality anthropology of Bateson, which focused on feedback, ultimately using the English language as a tool with alcoholics "that allows change and acceptance to occur at deeper levels". Coaching also uses feedback, language, and the concepts of acceptance and change to support deep and lasting change.

Linguistics

Linguistics is the study of language, and divides its communicative properties between the arbitrary, the dynamic, the meaningfully structured, and the productive. Flaherty (2006a:1) places linguistics within the practice of coaching in the following way:

> Humans swim in language as fish do in water. The horizons of what is possible for us are bound by the way we speak and listen to ourselves and others. Our branch of linguistics flows directly from the work of John Austin, John Searle, and Fernando Flores. These thinkers studied how language coordinates action and brings about our social world. Working at a fundamental level with language allows clients to initiate profound change in identity, meaning, and relationship. … In a way, all human change involves being an active speaker and listener of a new language. Integral coaches have learned through their own experience the power of language and invite their clients to share in its mystery and wonder.

Semantic coaching, also known as linguistic coaching or linguistic ontology, is a system of conversational analysis and communication design developed by Flores which holds that "language does not describe a pre-existing world, but creates the world about which it speaks" (Winograd and Flores, 1986:174). Linda Page, instead, sees Fernando Flores providing a model of

communication in which the speaker makes a commitment to the listener (Page, 2006, pers. com.). This approach, according to Caccia (1996), "opened up new possibilities for helping people to avoid misunderstandings and to work together more effectively". Coaching, dependent as it is on the success of communication, owes a clear debt to such studies.

Communication

Communication, closely linked to linguistics, concerns the delivery and processing of verbal and non-verbal language, and includes methods designed to teach more effective communication, improved listening skills, speaking to keep people's attention, and finally, the way such delivered information is processed (Brock, 2008:112).

Not linked to any specific profession, communication is concerned solely with how the delivery and processing of verbal and non-verbal language is accomplished. According to Irene Stein (2003:130):

> … included in this field is interpersonal communication, organizational and team communication, social construction of reality through language, and discourse studies – the study of how language is used to communicate. Through a communication lens, coaching can be seen as a way of talking and interacting that is different than we normally encounter in day-to-day activities.

The growth of coaching has been influenced by communication skills development within the corporate world. As Stein (2003:130) further notes:

> … a lot of research has gone into how to deliver messages in a more effective way, particularly in the model of working within a team environment. The growth of NLP has been driven to an extent by this. There has been a large body of work done on listening skills, on speaking in a way that keeps people's attention and on the way we process information. All of this has contributed to the development of the coaching world.

Performing arts

The performing arts offer modern coaching its tradition of mentor actors. Actors, for instance, no matter their level of experience, often benefit from their relationships with trusted facilitators in supportive environments, using processes quite similar to those used by modern coaches. And in the same way that adult development is greatly affected by experience, performers often draw on personal experience, emotion, and memory to fund their portrayal of a character (Brock, 2008:111).

One of the earliest known traditions of experienced actors coaching students in small groups – the Stanislavsky System in Russia – began in the early 1900s. As first, the experienced actor was an authority figure, and students were expected to accept the techniques that were handed down to them. In the 1940s, the naturalized American Lee Strasberg built on Stanislavsky's techniques to

construct the Method, which requires an actor to draw on his or her own emotions, memories, and experiences to influence their portrayal of a character.

Some of those I interviewed have much to say about the contributions of the performing arts to coaching. Henry Kimsey-House (2006, pers. com.) notes that performing arts allow for contribution and connection, and supports natural response and "being in the moment", as well as using emotion and imagination to create perspective. H. Kimsey-House (2006, pers. com.) adds that presence and commitment levels, the three-level listening technique, the concept of a personal foundation, and the use of the body can also be attributed to the performing arts. Rhonda Britten (2007, pers. com.) concurs with Kimsey-House that Sanford Meisner is the key contributor of these philosophies and practices. The goal of the performing arts, much like that of coaching, consisted of trying to evoke an emotional experience which results in change.

Voice, acting, dialogue, and other types of coach have been prevalent in the performing arts for many years. Lampropoulos (2001) sees the role of directors as similar to that of coaches – a relationship between skillful and trusted facilitators and respected and worthy actors/actresses who work within a supportive environment where expectations are communicated very early and a contract has been signed before the alliance has been formed. Coaching reflects all these elements, but with less emphasis on expectations on the part of the coach, and a greater expectation of client responsibility.

Wellness and leisure

The wellness and leisure industry, built upon the theoretical foundations of health psychology, has also had an effect on coaching. Focused on work/life balance and stress reduction, such coaching involves life planning, implementation, and continual reassessment, as well as tools and models intended to increase awareness and aid exploration (Brock, 2008:111-112).

The two terms, of course, are not interchangeable. Wellness is used to describe one's state of being, while leisure, whether active or passive, was coined as a result of the industrial revolution, when Sunday was the only day free of long hours of factory work. In agrarian economies, of course, no such leisure exists. The cows, after all, have to be milked every day.

Wellness is a holistic concept that has been defined as physical, mental, emotional and spiritual health, and as coaches we look at the whole person. Jung's emphasis on spirituality provided a connection with both the wellness and the humanistic movements of the later twentieth century. Maslow introduced the concept of the self-actualized person in the 1960s. In 1963 John Gardner published his book *Self-Renewal* in which he describes the characteristics of the self-renewing individual as flexibility, independence, motivation, self-knowledge, and a capacity for self-development.

According to Patrick Williams in a draft of a new article,

Wellness practices can also be found in other cultures. The Native Americans used the Medicine Wheel as a function of daily life and in making the choices toward high level wellness as well as in treating aliments that might occur. The medicine wheel is not a treatment, but a spiritual and psychological practice for creating a mindset … one that is grateful and open to all the earth gives. One could find similar practices in the Ayurvedic tradition of India, the Huna practices of Hawaii, tribal practices in Africa, the aboriginal cultures of Australia, practices and traditions in the Orient and other ancient cultures across the globe.

The idea of promoting wellness has been around for decades, although it has taken a while for it to catch on in the business world. Dr. Halbert Dunn, known as the "father of wellness movement", introduced the concept in a series of lectures he gave at the Unitarian Church in Arlington County, VA, in the late 1950s. Those lectures provided the basis for his book, *High Level Wellness*, which was published in 1961. But Dr. Dunn's ideas didn't really take root until the mid-1970s, when others built on his concepts in founding organizations such as the National Wellness Institute Inc. in Stevens Point, Wisconsin, as well as the mid-1980s journal *Health Values: Achieving High Level Wellness*, which was later renamed *The American Journal of Health Promotion*.

One of the first leaders in the modern era of the wellness concept was a physician who served from 1966 as the director of the University Health Service at the National University in Australia. The National University is located in Canberra, Australia. Bryan Furnass MD was one of the principal authors of a book titled *The Magic Bullet: The social implications and limitations of modern medicine*. Brian and his co-authors had a clear vision that the practice of medicine relied too much on the "magic bullet" and too little on assisting people with the more difficult task of living well.

John Travis MD, from John's Hopkins, decided to dedicate his life to "teaching people to be well" rather than treating patients. He opened the first wellness center in the United States in 1975 and created the first wellness assessment (Wellness Inventory) as the intake for the center. The work at his wellness center was based on a forerunner of the coaching model, in which the client was the expert in his/her own life and had a co-creative relationship with the center's wellness facilitators. Dr. Travis authored the classic *Wellness Workbook* (1981, 2004), which has been used by wellness and health promotion educators in universities for over 25 years.

Figure 19   Historical wellness perspectives

1930s—50s	1960s—70s	1980s—1990s	2000+
Balance & Spirituality Preventive Medicine			
	Self-Actualization Self-Renewal "Wellness"		
		Conferences ——————→ "warm & fuzzy"	
			Retention Attraction Physical Health Health Coaching
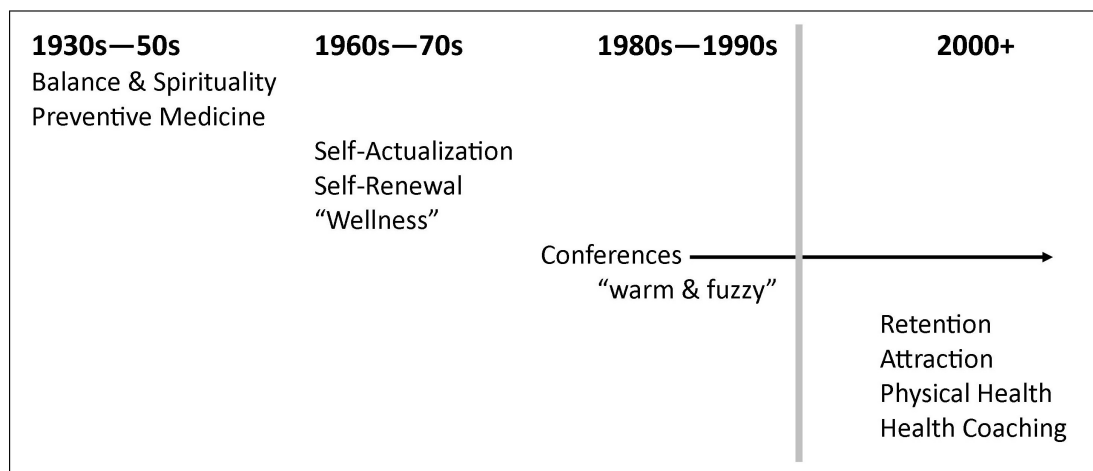
Source: Adapted from Brock (2008:111-112)

Wellness entered mainstream vocabulary in the 1980s, though wellness programs in the business world were perceived as too "warm and fuzzy" by management. By the turn of the twenty-first century, wellness programs were a retention and attraction tool for business, though they were actually health and productivity programs focusing on physical health.

Despite this, research is showing that a sense of well-being and fulfillment comes from an understanding and daily exercise of our personal strengths. Boyatzis, Smith and Blaize (2006) asserted that even compassion (the act of focusing our attention on the needs of others) actually reverses the damaging effects of stress.

Today, the theoretical foundations of health psychology underpin the wellness and leisure industry. Hudson (1999:92) notes that "McDaniels has outlined a lifespan approach to work and leisure in his important book on life planning", using adulthood (24–40) as the implementation stage, midlife (40–60) as the involvement and reassessment stage, and retirement (60+) as the re-awareness and re-exploration stage.

An attention to life balance and well-being, in fact, are part of every coaching interaction. Even if clients don't expressly ask for support in this area, experienced coaches know that a person cannot be segmented and coached part by part. In short, life balance and well-being requires attention in the following areas:

- Spiritual (use in business agree on a definition, values, living in line with our core values, living life on purpose, vision, part of something bigger than us, underpinnings of any religion – roots and lessons, universal laws).
- Emotional (intelligence, understanding, appropriate use, operating from positive emotions).

- Cognitive-behavioral (perspective shift, anything that happens in your mind, though process, expectations, images, dreams, beliefs).
- Physical (health, nutrition, fitness, sleep, alcohol, smoking).

Patrick Williams, at the Institute for Life Coach Training (ILCT), has identified wellness coaching as a niche. In his own words, Williams (2006c, pers. com.) incorporates "the Prochaska Model for Readiness to Change into [his] training, which actually comes from the field of addictions [and is based on the client's] level of readiness". Two other tools used at ILCT include John Travis's (2004) *Wellness Inventory* and the 2007 text by Michael Arloski, *Wellness Coaching for Lasting Lifestyle Change*.

Creativity

The literature linking creativity and innovation with coaching contributes models for communication, questioning, brainstorming, and listening (Lewis and Porter, 2005). From creativity, coaching has adapted models for unique ideas or possibilities that involve reframing, shifting perspective in ways that may seem unconventional, being aware of what brings out the best in us, and suspending boundaries and taking chances. It also includes the concepts of synergy, the balance of imagination and ideas, the steps required to convert ideas to realities, and forms of lateral conception that provoke new patterns of thought (Brock, 2008:113).

Lewis and Porter (2005:19) define creativity as:

> Empowering ourselves to tap into the unique ideas or possibilities that we all have within us. … Creativity is not limited to just coming up with new ideas or novel approaches to a situation, it is about reframing a situation and looking at it from a different perspective or in a way that may seem unconventional, being aware of the people and situations that bring out the best in us, suspending for a moment what may be perceived as the boundaries to a situation and taking chances – breaking through these boundaries to a place where the possibilities are endless and extraordinary ideas are realized. Creativity is about synergy, realizing that all ideas begin as divergent thoughts until we begin to focus them in a directed fashion and finding the power to act, taking a chance and finding the energy to move an idea or thought to fruition.

They also note that:

> Models for understanding the creative process have been developed over the years and follow several themes: the creative process is a balance of imagination and ideas, and requires steps to convert ideas into concrete realities; and modern models imply purposeful conscious generation of new ideas while older models imply that creative ideas result from subconscious processes (Lewis and Porter, 2005:18).

De Bono describes creativity as the result of the process of lateral thinking, which is "an essential ingredient in change and in progress". He also states "lateral thinking is concerned with restructuring such patterns (insight) and provoking new ones (creativity)" (de Bono, 1973:11).

Literature linking creativity and innovation with coaching exists for quality improvement paradigms, problem-solving education, and training and development. Coaching, in these terms, is seen as an individualized change process that enhances creativity and innovation through communication, questioning, brainstorming, and listening.

Natural sciences

The natural sciences of biology and systems theory have also influenced the field of modern coaching. Biology literature demonstrates that sustained change is a pattern of response integrated into the body. This suggests that incorporating the body into any scheme of change is critical for long-lasting success. Systems theory, also addressed in the "Organization development" section of Chapter 4, has provided coaching with the concepts of feedback and feedforward loops, as well as the need for a holistic, interdependent, open, and dynamic equilibrium in order to elicit creativity and innovation. Systems theory principles like focusing on the present, process over content, and orders of change can be applied directly to coaching.

Biology

"Theoretical biology", according to Rafael Echeverria (1997:4), "claims that the basic feature which distinguishes the human species from others is human language, and Maturana identifies that for a human being to be able to speak certain biological conditions need to be in place". Echeverria (1974:6) notes, however, "language is not generated from our biological capabilities, it stems from the social interaction among human beings".

Speaking from an integral perspective, Flaherty (2006a:6) states that:

> Everyone we coach has a body, and our work is based upon what has been learned by the best somatic thinkers, biologists, and cognitive scientists. Only when a pattern of response has been integrated into the body has true long-lasting change taken root. Then someone has been truly coached.

Systems theory

An offshoot of both the natural and the social sciences, systems theory has had a powerful effect on modern coaching. According to Cavanagh and Grant (2006:314), general systems theory was developed by the biologist von Betalanffy "from the 1920s to the 1960s in an attempt to provide a unifying approach to science that overcame many of the limitations of the dominant reductionistic approach to knowledge about the world".

This unifying theory sees the systemic nature of the world "in both the natural sciences, such as biology, physics, and chemistry, and the social sciences such as psychology and sociology" (Cavanagh and Grant, 2006:314). This approach holds that systems are holistic, interdependent, open, and marked by a dynamic equilibrium that elicits creativity and innovation. Feedback and

feedforward loops are inherent in amplifying and balancing the characteristics of complexity theory. According to Peltier (2001:100):

> General systems theory and the family therapy approaches that evolved from them have a good deal to offer the executive coach. They provide specific techniques and an overarching, integrative viewpoint that can be extremely useful … Corporate organizations follow the very same general rules that other groups do, and the dynamics of families are usually quite relevant to work groups.

Virginia Satir, a psychotherapist, was best known for her work with family systems, which evolved from general systems theory. Her contributions to coaching are many and include the concept of the "presenting issue". This concept is that the surface problem is seldom the real problem – it is the way people cope with the issue that creates the problem. Thomas Leonard modified this concept a bit when he created the "symptom-source-solution" model. According to this model, the coach needs to look beyond the symptom (presenting issue) to the source (real problem) in order to be able to identify and implement a solution.

Focusing on the importance of love and nurturance as being the most important healing aspect of therapy, Satir incorporated feelings and compassion in the therapeutic relationship. She has been quoted as saying "We need four hugs a day for survival. We need eight hugs a day for maintenance. We need 12 hugs a day for growth". Unfortunately, these beliefs were contrary to the more scientific approach to family therapy that was accepted at the time.

Coaches are influenced by Satir's work in the area of perception and resonate when she says, "We must not allow other people's limited perceptions to define us". This quote aligns with the 12-step program saying, "What other people think of me is none of my business". "Since family therapy's methods approximate those of organizational development, translation of therapy methods into business coaching is relatively easy. Some of the pioneers of family therapy even thought of themselves as family coaches rather than therapists" (Peltier, 2001:100).

Some operating principles of systems thinking can be applied to coaching: "focus on the present; process over content; problem locus; and first-order and second-order change" (Peltier, 2001:102–103). Coaching has also adapted systems theory concepts of feedback and feedforward loops, and a holistic, interdependent, open, and dynamic equilibrium that elicits creativity and innovation.

In short, systems theory, according to Meryl Moritz (2006, pers. com.), is a multi-interdisciplinary field, which studies relationships systems as a whole. Marshall Goldsmith (2006, pers. com.) takes an even larger view of the potential of systems theory when he states that "instead of moving the tree in the forest, and fixing it, and putting it back in the forest, you're actually making the whole forest better".

Summary

Philosophy, psychology, and business have had the greatest influence on modern coaching, yet the contributions of sports and adult learning and development have been very significant too. The sports sector, in addition to providing the field's fundamental model, to say nothing about the job description by which practitioners of the field became known, also furnished a body of knowledge on motivation and a history of specialized, practical instruction. The sector also offered valuable perspectives on the differences between coaching individuals and teams, many of which were applicable in other sectors. Rounding out the root disciplines in the social sciences, adult learning offered coaching an abundant body of educational research, as well as a variety of practical methods drawn from the fields of training and career development.

The contributions of sociology, anthropology, biology, linguistics, creativity, wellness and leisure, and the performing arts have been significant as well. And while coaching seeks a distinct and independent identity, it will no doubt add other theories and techniques as it continues to attract new practitioners from different backgrounds.

As I inventory the influences and contributions of coaching's root disciplines, students of coaching will do well to consider the similarities between coaching's development and that of other disciplines. Writing on this topic in 1969, Edgar Schein stated, "a new field typically develops around a set of new concepts, combined with some techniques for studying these concepts" (Schein, 1969:10). Dianne Stober, speaking of the development of a research or knowledge base for new disciplines, suggests that the first task is the assembly of information drawn from the fields related to it. This process, in the case of modern coaching, is still ongoing, especially because literature on the roots of coaching has been rare to date. That said, Frederic Hudson (1999) has provided some historical content, and more recently Patrick Williams (2005, 2006b) has written several popular articles for *Choice* magazine on coaching's evolution.

As with most emergent disciplines, coaching is a hybrid field, and almost as soon as it began to achieve an identity of sorts, it also began to experience the effects of fragmentation. In other words, coaching, a child of the theories and techniques of a variety of existing disciplines, itself contributed to the birth of at least one new field, coaching psychology, which emerged within one of the root disciplines that nourished coaching. Brain-based coaching, on the other hand, a sub-discipline of neuroscience, has little connection with any of coaching's root disciplines. Such fragmentation, while part of the growth cycle of any new discipline, has made it difficult for coaches and clients alike to establish recognized boundaries around the field.

This chapter concludes my review of the root disciplines of coaching. Again, it is my hope that a better understanding of coaching's root disciplines will aid students to become better coaches, and reacquaint experienced coaches with the sources of the theories and techniques they use in their daily practice. In the chapters ahead I will turn to the first coaches, the emergence of the field itself, and its global expansion.

PART II – EVOLUTION OF COACHING

PART II – EVOLUTION OF COACHING

Introduction

Coaching emerged from an intersection of people, disciplines and socioeconomic factors. This wasn't just happenchance – coaching emerged through linkages. I discovered that many of the key influencers (i.e. people who had a direct or personal influence on coaching) and the early coaches knew each other, even though they lived in many different countries and worked in several different fields. Various groups have said "we were the first", and that's not really true. The arrival of coaching in the culture is much like the common understandings of six degrees of separation, and the story of the hundredth monkey.

Before we get started on the actual emergence of coaching, it is important to address some foundational elements. Let's begin with a definition of coaching. Now I know, there are as many definitions of coaching as there are coaches. I will present an inclusive definition under which I maintain that all other coaching definitions can be housed. (When looking for a way to describe coaching to family, friends and clients, I found that most of the clear descriptions would cause a glazed-over look in whomever I was talking with. Around 1998 I created a short definition of coaching that has served me well and become my mantra. As a coach, I "raise awareness so that each is at conscious choice".)

When did the word "coach" come into use? In their 1989 article "Coaching and the art of management", Robert Evered and Jim Selman tell us that the word "coach" was first used to refer to a person in the 1840s. It was at Oxford University, where the word "coach" was used colloquially to refer to a private tutor, not associated with the University, who prepared a student for an examination. Where did that word come from? The very first use of the word "coach" in the English language occurred in the 1500s to refer to a particular kind of carriage. (It still does.) Hence the root meaning of the verb "to coach" is to convey a valued person from where he or she was to where he or she wanted to be (Evered and Selman, 1989).

David Megginson and Tom Boydell of the United Kingdom, in their 1979 coaching book for managers, stated that their definition of coaching at that time dealt with "a skill set to be used by a manager … we say that coaching is a process in which a manager, through direct discussion and guided activity, helps a colleague to learn to solve a problem or do a task better than would otherwise have been the case" (Megginson and Boydell, 1979). In 1989 Evered and Selman described coaching as an "action-oriented, results-oriented, and person-oriented relationship between coach and player/ performer" (Evered and Selman, 1989). In 1998, the ICF (2000b:1) unveiled their revised definition of coaching which states:

> Professional Coaching is an ongoing partnership that helps clients produce fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life. In each meeting,

the client chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the client into action. Coaching accelerates the client's progress by providing greater focus and awareness of choice. Coaching concentrates on where clients are today and what they are willing to do to get where they want to be tomorrow.

And just 10 years later, the ICF (2009) has defined coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential".

Some additional coaching definitions are:

- Peltier (2001:xx) defines coaching in the following way: "Someone from outside an organization uses psychological skills to help a person develop into a more effective leader. These skills are applied to specific present-moment work problems in a way that enables this person to incorporate them into his or her permanent management or leadership repertoire."

- Hudson (1999:6) proposes, "a coach is a person who facilitates experiential learning that results in future-oriented abilities. … [A coach] refers to a person who is a trusted role model, adviser, wise person, friend, mensch, steward, or guide – a person who works with emerging human and organizational forces to tap new energy and purpose, to shape new vision and plans, and to generate desired results. A coach is someone trained and devoted to guiding others into increased competence, commitment, and confidence."

- Greene and Grant (2003:22) say, "solution-focused coaching enables people to access and use the wealth of experience, skills, expertise and intuition that we all have. It allows people to find individual and relative solutions to the situations they find themselves in, both at work and in their personal lives."

- Belf (2002:13) defines coaching as "When a coach takes the initiative to create a space of unconditional acceptance or love … then, for a time period of at least four months and for as long as the coaching partnership lasts, the client can just be whom he or she truly is".

- Gallwey (Whitmore, 2002:9): "Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them."

- Thomas Leonard (1996): "part consultant, part motivator, part therapist and part rent-a-friend … works with managers, entrepreneurs, and just plain folks helping them to define and achieve their goals – career, personal, or most often both".

- Thomas Leonard (2001) writing to his R and D team explaining his new declaration that "Everyone's a coach": "I've always said that we're all coaches, because coaching is really just a set of advanced communication, relating and wisdom skill sets. I now see a much bigger game. Imagine if everyone started looking at himself or herself as a coach [no matter what their profession/occupation]. They'd have more confidence, they'd want to learn how to communicate better, they'd elevate themselves into this 'higher' role, and they'd just start looking at themselves and the world through totally different/better eyes".

- Kinlaw (1996:20–21) defines superior coaching as:

- an activity that results in the continuous improvement of performance;

- a conversation between a leader and an individual or a team that results in the continuous improvement of performance; and

- a disciplined conversation, using concrete performance information, between a leader and an individual or a team that results in the continuous improvement of performance.

Despite the difference in emphasis in common definitions and the wide range of applications, the core constructs of professional coaching include:

> a helping, collaborative and egalitarian rather than authoritarian relationship between coach and client; a focus on finding solutions in preference to analyzing problems; the assumption that clients are from a population without significant levels of psychopathology or emotional distress; an emphasis on collaborative goal-setting; and the recognition that although the coach needs expertise in facilitating learning through coaching, the coach does not necessarily need a high degree of personal experience in the client's chosen area of learning (Cavanagh, Grant and Kemp, 2005:2).

Whatever the definition, many coaches operate from an eclectic position, choosing compatible aspects of different definitions to explain and guide practice.

So, just what is the definition of coaching? The patterns and practices of coaching are not uniform or standard for every coaching situation. Coaching is customized to the coach, the person being coached, the context, and the specific conditions that led to its initiation. Today's coaches focus on what the client wants to do or become, and how he or she can best accomplish those desires. The fluid nature of the coaching environment requires every coach to rely on intuition, creativity, and flexibility, as well as a solid base of foundational knowledge. Every single one of us would probably approach the same client a bit different, and if the client came to us with a different situation, then that would be another context. The black circle in the middle of Figure 20 is in the sweet spot of being able to dance with all of those elements at one time. I know that I coach differently depending on my mood or what's going on in my life. So that's the observation – there is not one right way to coach, and I don't believe there ever will be. And yet there are many people trying to create one definition of coaching and one standard way of doing coaching that is correct. What I'm asserting is that through my conversations with all the people I interviewed and all the materials I read is that there is not one way – there are many different models that can be blended and used in a variety of situations.

Figure 20   Observation: modern patterns and practice of coaching are dynamic and contextual
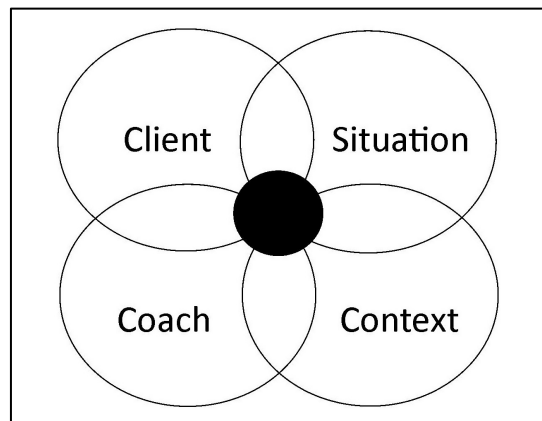
Source: Adapted from Brock (2008:488)

Not all agree with my observation. What I do is look at the definition of coaching as a range of activities on a continuum. For example, some say that coaching must be facilitative, and yet there are times when being directive is required. Background experience, culture and personality of the coach (as well as the client, situation, and context) all affect where the coach falls within the range of activities.

I came up with an inclusive coaching definition: Coaching is a dynamic and contextual, mutual learning process that fosters self-awareness, attention to behaviors, personal growth and conscious choice for the highest good (Brock, 2008:493). I believe that most coaching definitions could fit within this definition, as could psychology and other fields. It may not be important to distinguish between what we are and what we are not – some people believe we should not give up on this debate. When I work with clients I ask them to define themselves by what they want, not what they don't want. So I would ask of us to define what we are, not what we are not. And yet, that is really tough to do. A follow-on question is for whom are we defining it – coaches, clients, other disciplines, the public? And do we define coaching differently for each client?

Key coaching points

1. The *knowledge*, *skills* and *abilities* used in coaching can be used by anyone and any profession (Jay, 1999).

2. Professional coaches have no *responsibility*, *authority* or *accountability* over the outcomes of the person being coached (Jay, 1999).

3. Activities in coaching range on a *continuum* influenced by the coach, client, environment, and specific situation (CIPD, 2006a).

4. A person's particular behavioral or humanistic *worldview* will influence how coaching is defined.

Four key points about coaching are important for the understanding of the remaining material in this book, and several of them are controversial in the coaching community. The first point, from Mike Jay's (1999) book *Coach to Win*, anyone can use the knowledge, skills and abilities of coaching. For example, we regularly teach managers how to coach their employees, and parents how to use a coaching approach to communicate with their children. The second point, also from Mike Jay's (1999) book, states that a professional coach has no responsibility, authority or accountability over the person being coached. By this definition, an individual using the coach approach, or coaching in the capacity of a manager or parent, is not a professional coach. Sounds simple, and yet there is much confusion about who is or is not a professional coach.

Figure 21   Coaching defined

"Coaching is a dynamic and contextual, mutual learning process that fosters self-awareness, attention to behaviors, personal growth, and conscious choice for the highest good."

Range of Attributes*

Directive	Facilitative (non-directive)
Holistic	Specific
Short-Term	Long-term
Individual leads agenda	Others lead the agenda
High personal content	Low personal content
High business content	Low business content
Developmental	Remedial

*Adapted from CIPD Coaching and Buying Coaching Services Guide

Source: Brock (2008:493); CIPD (2006a)

The third point is that coaching activities occur within a range of attributes. This concept comes from the *Coaching and Buying Coaching Services Guide* of the Chartered Institute of Personnel and Development (CIPD, 2006a). I use this concept in my definition of coaching to allow for the dynamic range of ways to interact or communicate. For example, as a coach I am more facilitative than directive, and yet on occasion I have told a client to either take action or stop talking about a goal they have.

The fourth and final point deals how with the worldview held by each individual will influence how coaching is defined for them. There are many other viewpoints that could have been chosen, such as cognitive, developmental, moral, intellectual. I chose two major roots of the social sciences and helping professions, the behaviorist (performance) and humanistic (potential) perspectives, as they are most prominent today. The behavioral worldview most closely relates to the modern socioeconomic period, while the humanistic worldview most closely relates to the

postmodern period. Assumptions common to both humanistic philosophy and behavioral psychology are as follows.

- Human nature is intrinsically good.

- Human beings are free and autonomous creatures who exercise choice in determining their behavior.

- Humanism also emphasizes the notion of the self – a self that has the potential for growth and development, for self-actualization.

- The focus on self does not mean self-centeredness; a person has the responsibility to develop to the fullest, which in turn contributes to the good of humanity in general (Merriam and Brockett, 1997).

Now that I have provided the above definition and explanation of coaching, in Part II of this book I will introduce you to the first coaches (Chapter 6), follow the emergence of coaching (Chapter 7), look at the global expansion of coaching (Chapter 8), and finally describe what distinguishes coaching from its root disciplines (Chapter 9).

Chapter 6

First coaches

After all the talk of root disciplines, theories, and techniques, it is time now to turn to the human factor in coaching. For in the same way that coaching is about the client, the history of coaching is really about the coach – or better yet, the first coaches. This brings us to the central dilemma of coaching – who can be considered a coach?

Much as Bill Cosby, Oprah Winfrey, Colin Powell, Will Smith, and Tiger Woods prepared the way for Americans to elect Barack Obama as the first African-American president of the United States, there are individuals who prepared the world for the coaching experience without being recognized as coaches. Oprah Winfrey, for instance, whose television show began in 1986, made it safe and acceptable to have deep personal conversations. Other personal motivators for change – and they were more than just instructors, they also provided systems, techniques, and products for self-improvement – include Jack LaLanne from the 1930s, Richard Simmons from the 1970s, and Denise Austin from 1980s in the personal fitness field; Suze Orman from the 1980s, and Dave Ramsey from the 1990s in the financial arena; and Norman Vincent Peale from the 1950s, Jim Loehr from the 1980s and Anthony Robbins from the 1990s in the areas of leadership and motivation. While the names of most of these individuals do not appear in the coaching literature, or in my research, by broadening our definition of who can be considered a coach, they and many others can at the very least be considered influencers. In fact, it could be that identifying coaches is truly a matter of semantics – many people who were previously called motivators, advisors, or counselors are instead today called coaches.

And to truly understand today's coaches, you have to be able to answer the following questions: Who were the first coaches, and what did they do before they entered the field? Were certain disciplines overrepresented in the ranks of the first coaches, and others underrepresented, and if so, did that representation change over time? Did certain individuals have a disproportionate influence on the emergence of coaching, and if so, did their influence persist when coaching emerged as a discipline? And what of those who never spoke the word "coach", who never worked as coaches, and yet had a lasting impact on the field?

What connection, if any, existed between the first coaches? Did they come to the same conclusions and adopt the same approaches in isolation, or was the birth of the field the result of a lengthy collaborative effort? If the latter was true, did the first coaches draw on the same sources and the same bodies of knowledge, or were battles fought in the early days of the field, with different schools of thought jousting for pre-eminence?

Just as importantly, why did they turn to coaching, instead of continuing on in the fields from which they came? What did they want to do, and why did they feel they couldn't do those things as psychologists, management consultants, athletic coaches, educators, or specialists in organization development? Finally, to what extent did the cataclysmic socioeconomic changes of the latter half of the twentieth century affect the birth of the field, and was that impact uniform across the ranks of the earliest coaches?

In this chapter I will attempt to answer all of those questions, and will begin by taking a look at the roles played by the earliest influencers of coaching, those who transmitted their ideas and methods, and those who first put them into action. In making these determinations, I relied on a review of the literature of coaching, an Internet survey of over 1,000 coaches, more than 170 interviews with the principal practitioners and researchers in the field, as well as key influencers outside the field (Brock, 2008). The main point is there are a lot of connections, and coaching has been spreading globally through these connections.

Originators, transmitters, and later-generation coaches

I have grouped coaching's pioneers, some of whom became coaches and some of whom did not, into three generational categories, depending on the roles they played in the emergence of coaching. The first group, the Originators, includes those individuals who either created or promoted the principal theories and tools adopted by modern coaches – even if those theories and tools were not originally intended for coaching. None of them became coaches. The second group, the Transmitters, or the first-generation coaches, includes those who synthesized the originators' theories and models to form the emerging field of coaching. The third and final group, or the later-generation coaches, includes both working coaches and researchers, all of who entered the field after it had already been established (see Figure 22). Those in this last group generally came to coaching through contact with one of the originators or transmitters, by virtue of their experience in one of the root disciplines, or through the growing literature of coaching.

The focus of each of these generations was different, of course, as were the number and nature of the contributions they made. This difference of focus resulted in a dynamic tension within the growing field – simultaneously pulled backwards toward the root disciplines, while being drawn forward toward the emerging discipline – a tension which coaching had to overcome in order to develop its own identity and agenda and move beyond the gravitational pull of the professions and disciplines from which it originated.

Figure 22   Coaching influences timeline by generation
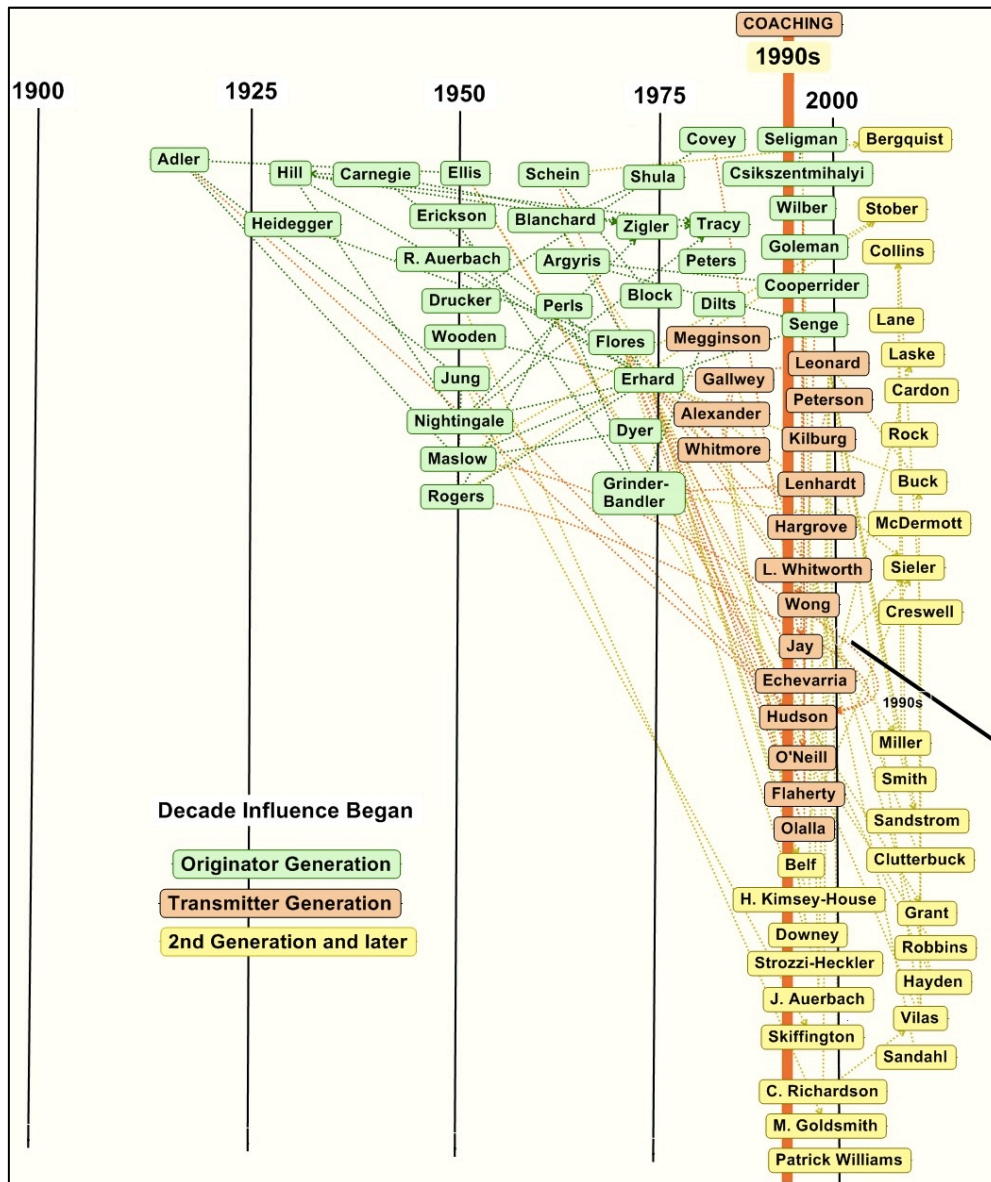
Source: Brock (2008:460)

Originators

In the early 1990s, when coaching began to gather momentum, those active in the field came from widely divergent backgrounds, and worked in a number of different professions. These early coaches, as well as those who facilitated the emergence of the discipline without becoming coaches themselves, naturally relied on their legacy fields for guidance. Those fields, as noted in Part I, included philosophy, psychology, business, sports, education, human resources, large group awareness training, personal development, motivation, and the performing arts.

The root disciplines practiced by the originators did, of course, have a more powerful influence on coaching's emergence than did those of the later generations. First among these was psychology, especially through those theories and techniques that could be applied to non-clinical populations. In retrospect, this seems obvious, because psychologists had already developed models for one-on-one interaction. Clinical psychology, however, required extensive education, training, and certification, unlike the emerging field of coaching, which had virtually no barriers to entry and few limits on application. Thus, those who came to coaching from psychology were able to roam outside their legacy field's traditional boundaries, extending the application of their discipline's tools and theories into areas that had previously been beyond their reach, or even off-limits. Given that the primary goal of this group of originators was to help people in need, those opportunities were great indeed. It was tough to gather much information on them, as they generally did not join professional coaching associations or take coach training. Many of them saw the calling to be a psychologist as a higher and more prestigious calling than being a coach. And so they were harder to identify and track down. Nevertheless, it became clear that many of them were doing an early form of coaching (often termed "counseling") in the early days.

Those who came from the business sector also had established tools and theories, essentially divided between those who concentrated on the individual, and those who focused on the organization. The former, who practiced a form of workplace counseling focused on personnel problems affecting the business as a whole, worked behind closed doors through the 1980s and were available only to executives. Their movement into middle-level management offered coaching its greatest early opportunity for growth. The latter, most of whom worked in organization development and management consulting, were also well positioned to expand their efforts through the emerging discipline of coaching. In the case of the business sector, though, in contrast to the psychology sector, the help offered to individuals and organizations had a different focus – improving the bottom line.

Originators from the sports sector also came fully equipped with well-developed, time-tested models of coaching – especially in the case of individual sports. And while their profession may not have had the history of collaboration with psychology enjoyed by business, psychology was certainly a part of the athletic coach's repertory – whether or not they used it consciously, or explicitly acknowledged its use – and the basic principles of business had long been applied to professional sports organizations. The owners of most professional sports teams, after all, made their fortunes in business, not sports.

Originators in education, human resources, large group awareness training, personal development, motivation and the performing arts brought similar collections of theories and techniques to coaching, added those drawn from psychology, business, and sports, and formed the foundation of the new discipline of coaching.

Transmitters

The transmitters, all of whom were first-generation coaches, took the tools and models of the originators, developed the first general methodologies for coaching, and then applied them to a wide spectrum of business and personal situations. They also made the first attempts at establishing a curriculum for those who wished to enter the emerging field.

Just as importantly, the transmitter generation was also responsible for the media exposure that led to the popularization of coaching. In addition, the transmitter generation created the business model for the emerging field, as well as formal means of integrating coaches into a variety of organizational settings.

The transmitters also engineered a profound mental shift in the way businesses viewed their employees. Prior to the 1970s, employees were generally considered organizational commodities, or as interchangeable parts in the management machine. When they broke, or they wore out, they were repaired or replaced. The first coaches, riding on the backs of organization development and leadership development, saw employees as a firm's most valuable asset, an asset that could be developed and improved, both in terms of productivity and personal satisfaction. For coaches, in fact, the one was inseparable from the other.

This essential, revolutionary shift in thinking meant that coaches were no longer restricted to working behind the scenes as counselors and psychologists. Developmental counseling, after all, did not need to occur behind closed doors – it was a sign of commitment to the organization and of a belief in one's potential, not evidence of personal problems or organizational dysfunction. What's more, the expanded model – at least in the business sector – meant that anyone with a business background and sufficient training could become a coach, without the rigorous education and lengthy training required of psychologists. Thus the transmitters enlarged not only the scope of coaching, but also the number of persons eligible to practice it, and in so doing created the conditions that led to the exponential growth of the field during the 1990s. As I noted earlier, the discipline's rapid growth also led to certain problems. In particular, the open door policy also made it impossible for practitioners to agree on a uniform definition of coaching, or to agree on protocols for its practice, leading to the fragmentation which still endangers the field. Nonetheless, as coaching moved away from counseling's connection to psychology, based on the concepts of dysfunction and remediation, and into the realm of human potential, the field was quickly off and running.

The movement was further aided by the corporate downsizing of the 1990s, which provided a pool of educated, knowledgeable, and talented business people for the developing discipline. Drawing from those ranks, coaching proved itself to be a viable alternative to traditional employment – a means not only of offering help to fellow professionals, but of earning a living as well. Much like the fragmentation that occurred as a result of coaching's many borrowings, its lack of a generally accepted definition, and the absence of required credentials, this trend also

presented problems. As coaching's ranks were filled with those who had little experience in its root disciplines, the link between its underlying theories and models and its modern practice was often lost.

Later generations

The later generations, neither originators nor transmitters, further expanded the scope and influence of coaching, creating a variety of defined specializations and further popularizing the field. The best example of this trend was the later generations' movement into life and personal coaching, which built on the foundation of the human potential movement, most notably the transmitter influencers of Thomas Leonard and Laura Whitworth. Once the field had been opened to non-psychologists and businesspersons, it was only a matter of time before specializations like wellness and spirituality also began to appear.

The influencers

Having established the terms by which I'll classify the first coaches, I'll now turn to the women and men who qualify as originators, transmitters, and later-generation coaches, as identified by the literature review and survey and interview data I collected during my Doctoral research (Brock, 2008). For some of you, this may be too much detail and information – if so, please skip down to the next section. For those who want to know how I came to identify these influencers, please read on. This chapter makes extensive use of survey data and interviews, the methodologies for which can be found in Brock (2008).

To begin, my review of the literature generated a list of 366 influencers. Of these, 192 published a book on coaching between 1970 and 2007, 136 others were named in the growing body of research, and 38 were included in both groups. With the addition of survey and interview data, the total number of identified key influencers swelled to 621.

The results of my survey, however, showed a large and unexpected distribution of perceived influencers, with hundreds of names receiving only one response. The 82 names listed in Table 3 appeared across all sources, and they form the list from which I will work for the rest of this chapter. Of these, two names received by far the highest number of responses. These were Thomas Leonard and Werner Erhard, who received 575 and 427 responses respectively.

Table 3	Key influencers from all data sources	
Abraham Maslow	Frederic Hudson	Napoleon Hill
Alain Cardon	Fritz Perls	Otto Laske
Alan Sieler	Gary Collins	Patrick Williams
Albert Ellis	Graham Alexander	Peter Drucker
Alfred Adler	Henry Kimsey-House	Peter Block
Anthony Grant	Ian McDermott	Peter Senge
Anthony Robbins	James Flaherty	Phil Sandahl
Brian Tracy	Jane Creswell	Rafael Echeverria
C.J. Hayden	Jeannine Sandstrom	Red Auerbach
Carl Jung	Jeffrey Auerbach	Richard Bandler
Carl Rogers	John Grinder	Richard Kilburg
Cheryl Richardson	John Whitmore	Richard Strozzi-Heckler
Chris Argyris	John Wooden	Robert Dilts
Dale Carnegie	Julio Olalla	Robert Hargrove
Daniel Goleman	Ken Blanchard	Sandy Vilas
Dave Buck	Ken Wilber	Stephen Covey
David B. Peterson	Laura Berman-Fortgang	Suzanne Skiffington
David Clutterbuck	Laura Whitworth	Teri-E Belf
David Cooperrider	Lee Smith	Thomas Leonard
David Lane	Linda Miller	Timothy Gallwey
David Megginson	Marshall Goldsmith	Tom Peters
David Rock	Martin Heidegger	Vincent Lenhardt
Dianne Stober	Martin Seligman	Wayne Dyer
Don Shula	Mary Beth O'Neill	Werner Erhard
Earl Nightingale	Mihaly Csikszentmihalyi	William Bergquist
Edgar Schein	Mike Jay	Zig Ziglar
Eva Wong	Milton Erickson	
Fernando Flores	Myles Downey	
Source:	Brock (2008:284–285)	

Grouping these 82 key influencers according to their backgrounds, I found that 32 came from business, 29 from psychology, seven from sports, seven from motivation, four from philosophy, two from the performing arts, and one from liberal arts. In addition, 18 were identified in the survey as "emerging influencers", defined as those currently on the cutting edge of the profession (see Table 4). Of these "emerging influencers", 11 came from psychology, and seven from a business background, while six of that number were also considered emerging influencers in their related disciplines. I assigned each of these to a category according to three factors: how they identified themselves, how they were treated in the literature, and how those I interviewed perceived them. Two individuals, Fernando Flores and Timothy Gallwey, straddled the border between originators and transmitters. I made the choice to include Flores in the originator

category because those I interviewed spoke of him as a content and workshop leader, not as a coach.

I chose, on the other hand, to include Gallwey in the transmitter generation because most of those I interviewed identified him as a coach.

Table 4	Emerging key influencers from survey data	
Alain Cardon	Dianne Stober	Mike Jay
Anthony Grant	Eva Wong	Otto Laske
Dave Buck	Gary Collins	Patrick Williams
David Megginson	Jane Creswell	Richard Kilburg
David Peterson	Jeffrey Auerbach	Richard Strozzi-Heckler
David Rock	Linda Miller	Vincent Lenhardt
Source: Brock (2008:287)		

For those influencers on the borderline between transmitters and later generations I chose, somewhat arbitrarily, to identify anyone whose influence on coaching began from the late 1990s as one of the later generations. It was around that time that coaching can be said to "have arrived" in the global business community, and therefore I have treated those who came to the field afterwards as later-generation coaches and researchers. These borderline influencers, four from psychology and four from business, all came to coaching directly from their primary disciplines, rather than attending a coach training program. The influencers from psychology include David Lane, Suzanne Skiffington, Anthony Grant, and Richard Strozzi-Heckler. From business the influencers are David Clutterbuck, Ian McDermott, Marshall Goldsmith, and Anthony Robbins.

The originators

In Table 5, the 35 originators are identified by name, discipline, and the decade in which their influence on their root disciplines began.

Table 5	Key influencers on coaching from originator generation	
Name	*Discipline*	*Decade influence began*
Alfred Adler	Psychology	1920s
Martin Heidegger	Philosophy	1930s
Napoleon Hill	Motivation	1930s late
Dale Carnegie	Motivation	1940s
Abraham Maslow	Psychology	1950s
Albert Ellis	Psychology	1950s
Carl Jung	Psychology	1950s
Carl Rogers	Psychology	1950s
John Wooden	Sports	1950s
Milton Erickson	Psychology	1950s
Peter Drucker	Business	1950s
Red Auerbach	Sports	1950s
Earl Nightingale	Motivation	1950s late
Chris Argyris	Psychology	1960s
Edgar Schein	Business	1960s
Fritz Perls	Psychology	1960s
Ken Blanchard	Business	1960s
Don Shula	Sports	1970s
Fernando Flores	Philosophy	1970s
John Grinder	Liberal Arts	1970s
Peter Block	Business	1970s
Richard Bandler	Psychology	1970s
Werner Erhard	Business	1970s
Zig Ziglar	Motivation	1970s
Wayne Dyer	Motivation	1970s late
Brian Tracy	Motivation	1980s
Robert Dilts	Psychology	1990s
Stephen Covey	Psychology	1990s
Tom Peters	Psychology	1990s
Daniel Goleman	Business	1990s
David Cooperrider	Psychology	1980s
Ken Wilber	Business	1980s
Martin Seligman	Business	1980s
Mihaly Csikszentmihalyi	Psychology	1990s
Peter Senge	Business	1990s
Source: Brock (2008:289–290)		

Of the 35 originators, 14 came from psychology, nine from business, six from motivation, three from sports, two from philosophy, and one from the liberal arts. These originators and their

influence on the coaching field are described in detail in Part I. In further research after my Doctorate I have identified seven more originators, each of which is also described in detail in Part I: Virginia Satir and Kurt Lewin from psychology, Malcolm Knowles from education, and the early philosophers of Siddhartha Gautama, Confucius, Lao Tzu and Socrates. As my research continues and the evidence base for coaching grows, there will be more additions to the originator category.

The transmitters

The transmitter generation is composed of those influencers who took the originators' theories and models and adapted them to the emerging discipline of coaching. The earliest references in the literature occurred in the late 1970s and early 1980s (see Table 6). Of the 17 transmitters listed in Table 6, eight came from business, four came from psychology, three came from sports, and two came from philosophy.

Those with business backgrounds came from around the globe. They include Laura Whitworth, O'Neill, Jay, Hargrove, and Thomas Leonard from the United States; Olalla from Chile; Megginson from the United Kingdom; and Wong from China. The transmitters who came from a psychology background were primarily American – i.e. Peterson, Hudson, and Kilburg – but also include Lenhardt from France. Two of the three transmitters from sports came from the United Kingdom – Whitmore and Alexander – while Gallwey came from the United States.

Finally, those who came from philosophy include Echeverria from Chile and Flaherty from the United States. The backgrounds of the transmitters, just like those of the originators, had much to do with the contributions they made to coaching. I'll begin with those transmitters with a background in psychology.

Table 6	Transmitter key influencers from survey data	
Name	*Discipline*	*Decade influence began*
David Megginson	Business	1980s
Robert Hargrove	Business	1980s
Eva Wong	Business	1990s
Julio Olalla	Business	1990s
Laura Whitworth	Business	1990s
Mary Beth O'Neill	Business	1990s
Mike Jay	Business	1990s
Thomas Leonard	Business	1990s
James Flaherty	Philosophy	1980s
Rafael Echeverria	Philosophy	1990s
David Peterson	Psychology	1980s
Frederic Hudson	Psychology	1980s late
Richard Kilburg	Psychology	1990s
Vincent Lenhardt	Psychology	1990s
Graham Alexander	Sports	1980s
John Whitmore	Sports	1980s
Timothy Gallwey	Sports	1980s
Source: Brock (2008:308–309)		

Psychology

As noted earlier, transmitters from the psychology sector include Hudson, Kilburg, and Peterson from the United States, and Lenhardt from France. Based on his early involvement in executive coaching I have also added Fred Kiel from the United States to this group.

Frederic Hudson saw mentoring as one of the primary models for the field, and believed that an understanding of adult development theories was also critical to effective coaching. In 1973 he was founding president of the Fielding Graduate Institute of Santa Barbara, a learning organization whose mission was providing graduate degrees to mid-life adults through an innovative self-directed learning model that embraced the intersection of change and development in the learning paradigm. Widely respected for his contributions to adult training in management, organization and education, in 1986 he left Fielding to co-found (with Pamela McLean, a PhD psychologist and executive coach) the Hudson Institute of Santa Barbara, a training center for professionals.

The Hudson Institute focused on renewal and resilience at work and at home by delivering life map strategy seminars and mentoring. At this time, mentoring was the primary model to help

people sustain change. In 1990 the program organically and thoughtfully shifted to use the word "coaching" to house the concepts of dealing with core values and how to employ them (Hudson and McLean, 2006, pers. com.). Hudson's (1999) book *The Handbook of Coaching*, while grounded in developmental psychology, also introduces models and theories from organizational behavior, action learning, and systems thinking. Despite these varied influences, Hudson establishes a clear link between traditional psychology and coaching.

Richard Kilburg applies psychodynamic theory to executive coaching, believing 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", and that "many methods developed largely for use in psychotherapy are transferable to coaching situations" (Kilburg, 2004:246). Connecting that theory to practical means, Kilburg (2004:253) creates a table to acquaint those in the field with the "wide variety of situations in which coaches can profitably use psychodynamic concepts and methods".

Active in the American Psychological Association (APA) Division 13, Society of Consulting Psychology, and a former president of the Society of Psychologists in Management, Kilburg was also a guest editor for three consulting psychology journals focusing on executive coaching as an emerging competency in the practice of consultation. In these journals, executive coaching is described as the practice where "traditional organization development methods, adult education, management training, industrial-organizational psychology, and generic consultation skills are being blended together to define a sub-discipline" (Kilburg, 2004:259).

Kilburg, in short, saw that:

> Modern approaches to organization development and coaching practice are primarily based on the conceptual foundations of general systems theory as it is applied to human organizations and behavior and interventions based on this approach most often include organizational diagnosis, process consultation, socio-technical and structural changes, team building, coaching, and other training technologies (Kilburg, 2004:21).

David Peterson wrote his dissertation on coaching in 1987, and in March 1994 attended the Coaching Caucus hosted by the precursor to the Professional and Personal Coaches Association (PPCA) in San Francisco (Peterson, 2006b, pers. com.). (This caucus, like Erhard's October 1987 session, was attended by many of coaching's important influencers who represented a variety of organizations, as identified in Figure 23.) With Mary Dee Hicks, Peterson developed a coaching paradigm, and together they built a well-elaborated approach to it. Peterson (2006b, pers. com.) puts it this way: "We drew from training, therapy, behavior modification, developmental psychology, social psychology, sports psychology – any domain we could think of. We made a road map of what we know about individual behavior, change, and learning. *Leader As Coach* and *Development First* were written as a result of that paradigm." He notes, however, that he and Hicks were far from the first to promote coaching.

In 1981, Personnel Decisions International (PDI) became the first management consulting firm to offer a coaching program that was both structured and personally tailored to accelerate individual change and development (Peterson, 1996:78).

Along with Kilburg, Peterson was also involved with APA Division 13 Society of Consulting Psychology, as well as Division 14 Society for Industrial and Organizational Psychology (SIOP). The society focused on building trust and understanding so that people want, rather than feel forced, to work with one another. Toward that end, Peterson identified several classical behavioral techniques – including modeling, feedback, self-management, rewards and reinforcements, successive approximation – as useful to coaching (Peterson, 2006b, pers. com.).

In the 1970s Fred Kiel, a clinical psychologist from Minneapolis, St. Paul opened his practice called The Center for Behavior Modification, when there were no third-party payments for mental health services, and marital and family therapy had not been invented. During the 1980s Kiel was jarred out of the medical model when he began working with senior executives and Fortune 500 companies in management style training and leadership development work. By the mid-1980s Kiel had sold out of his clinical psychology practice and started KRW International, focusing on working with senior executives in Fortune 500 companies as a "coach". He used the metaphor about helping clients go from winning the silver medal to becoming gold medal winners, likened himself to a coach of Olympic athletes, and likened his clients to Olympic athletes, which always pleased them. In 1993, *Fortune* magazine did a cover story called "The executive's new coach", and Kiel's firm KRW International was one of four coaching practices featured, the others being individual coaches rather than firms. It was the one of the first times that "Executive Coach" was mentioned in a key business publication (Kiel, 2007, pers. com.).

Vincent Lenhardt, finally, was a psychologist who introduced Transactional Analysis in Europe, and in 1989 brought coaching to France. His influence, according to Maryvonne Lorenzen (2006, pers. com.), was initially blocked by language differences; although he published a coaching book for managers, titled *Coaching for Meaning*, in 1992, it was not translated into English until 2004. Based on Lenhardt's work, what we know is that without a doubt, coaching emerged in the late 1980s globally, and not just in English-speaking countries like the United States and United Kingdom.

Business

Individuals from the transmitter generation with a background in business include Thomas Leonard and Laura Whitworth from finance, Hargrove from management, Jay from consulting, O'Neill from organization development, Olalla from law, and Megginson and Wong from general business.

Thomas Leonard's contributions as a transmitter included codifying, popularizing, and globalizing the discipline of coaching; they cannot be overestimated (Brock, 2008:312) More than 50 per cent

of those I interviewed specifically discussed his influence, including the impact of his personal traits and preferences on the coaching models he developed and promoted. He seemed, in fact, to have been made for the job. While his background was in business, specifically finance, as he was working for Erhard in the 1980s he began to do life planning on the side (Brock, 2008:312). Before long, Leonard, with others like Laura Whitworth and Whitmore, began to apply his business background to coaching (Brock, 2008:312), and in so doing created not so much the field, but what can be called the modern industry of coaching.

Sandy Vilas (2006, pers. com.) points out that this process occurred naturally; Thomas Leonard noticed that his personal financial clients wanted advice and ideas about every facet of their lives, and saw coaching as a natural complement to his financial services. Laura Whitworth (2006, pers. com.) relates, "in 1988, my friend Thomas Leonard created what he called a Life Planning Workshop pilot", using a matrix similar to the one he used for financial planning. Across the top of the matrix he placed a timeline – from one to 20 years – and down the side he created a list of personal goals, including "relationships" and "careers", among others. With these and similar tools, Leonard codified the coaching curriculum so that it could be taught telephonically – which is to say, globally – during the early days of the field. According to Anthony Grant (2006b, pers. com.), Leonard articulated, simplified, and in essence "commodified" the principles of one-on-one coaching, making it possible to teach them to anyone, anywhere.

Just as Erhard is credited with popularizing personal development, Thomas Leonard is credited with popularizing coaching. Dave Buck (2006, pers. com.) describes Leonard as a synthesizer, one who worked with hundreds, and perhaps even thousands of people to create a system out of a dizzying variety of tools, methods, and techniques. Buck notes, however, that during the years of collaboration he never lost sight of his personal vision, both for himself and the field; he intended to make an impact, to be a leader in the field, and to compete and succeed against other companies attempting to do similar things. He was, again according to Buck, "intensely competitive and intensely collaborative at the same time". In addition to codifying coaching, he also launched one of the early coaching schools, Coach U, and helped create one of the field's most important governing bodies, the International Coach Federation (ICF) (Buck, 2006, pers. com.).

Grant (2006b, pers. com.) adds his voice to the chorus, saying, "If you had to pick one person who commercialized and marketed coaching, that person would have to be Thomas Leonard". Erhard himself agreed that Leonard did "a great job of putting coaching out there in the world", and went on to say that "I respect what he's done" (Erhard, 2006, pers. com.).

Figure 23   Thomas Leonard and Laura Whitworth influences
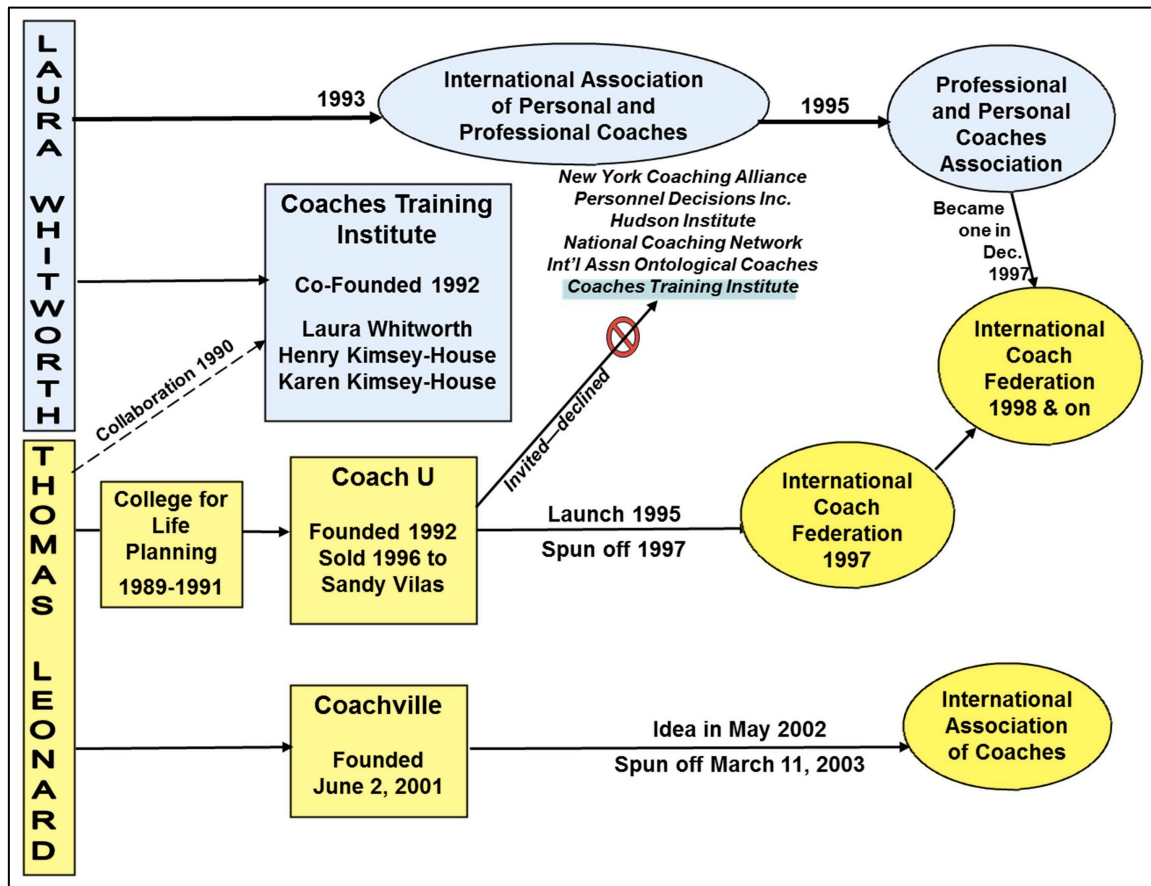
Source: Adapted from Brock (2008:472)

David Peterson (2006b, pers. com.) says, "It was Thomas [Leonard] who popularized coaching and helped with the market perception of executive coaching. And if he hadn't been doing that, executive coaching never really would have taken off like it did."

Thomas Leonard's instincts for public relations and his skillful use of the media were as much a part of his success as his familiarity with the field itself. In 2006 he wrote about the publicity machine he put into motion:

> In early 1996, the media discovered Coach University and I got to be on the major TV networks and large daily newspapers, Donahue and received coverage in a number of other countries. … Over 250 stories worldwide were published from February 1996 to December 1999 (Leonard, 2006:33).

David Goldsmith (2006, pers. com.) describes Leonard's anticipating the *Newsweek* article's publication by "organizing teams of people just to respond to all the phone calls coming in. It created attention in other media, too, all of which wanted to do stories on coaching – but whether it was newspaper, radio, or TV, it came out of the *Newsweek* article."

In 1998 Leonard wrote *The Portable Coach*; it reached number nine on the bestseller's list at Amazon.com. According to David Goldsmith (2006, pers. com.), "Leonard didn't only have books – when you talk about popularizing coaching, you have to talk about the 'Ask The Coach' column in the London *Times* and the *Newsweek* article, to say nothing of creating the professional organizations".

Those who did not know him would have been astounded at his introverted nature. This, however, did not hold him back, but actually contributed to the rapid, telephonic diffusion of the field, demonstrating how even the personal idiosyncrasies of this larger-than-life transmitter had a deep impact on the discipline. Linda Miller, in fact, notes "there would probably not have been a phone-coaching model if it had not been for him" (Miller, 2006, pers. com.).

Laura Whitworth was involved in coaching from the very beginning, when her friend Thomas Leonard invited her to a pilot for a life planning workshop called *Life Creates Your Life* in 1988. By the end of the year she was sharing an office with Leonard (L. Whitworth, 2006, pers. com.).

Laura Whitworth contributed the concepts of humanistic principles, professionalization, and inclusion to the discipline of coaching. Her background was in finance, as was Leonard's, although in her case it was mixed with an eclectic background of personal development. As she says, "I thought that I discovered it [coaching] and Thomas [Leonard] thought that he discovered it, although both of us had been influenced by Werner Erhard" (L. Whitworth, 2006, pers. com.).

In Laura Whitworth's own words:
> Tim [Gallwey] was my coach for a while when I was I was looking for a coach … [and] when I started my coaching, they did use the terminology coaching at Landmark and they also had a very strong forceful approach, and I wanted to back away from that … I did everything I could to make sure that everything I did didn't look like, or sound like, Werner Erhard and Associates (L. Whitworth, 2006, pers. com.).

In March 1992 she and Henry Kimsey-House conducted the first workshop of The Coaches Training Institute (CTI). CTI's co-active coaching model was, of course, humanistic and was founded on the following principles: people are naturally creative, resourceful, and whole; coaching involved working with the whole person; and coaching was based on the client's, not the coach's agenda. Her techniques included discussion, powerful questions, visualization, and guided imagery, and stressed balance, process, and the customized design of each "alliance" between coach and client (Whitworth, Kimsey-House and Sandahl, 1998).

From the beginning Laura Whitworth has been interested in professionalizing coaching and has believed that the growth of coaching depended on inclusion and collaboration. Through the International Association of Professional and Personal Coaches, she initiated a Coaching Caucus in 1994 to explore the need for a professional association. The result was the Professional and Personal Coaches Association, launched in 1995, which became a part of the International Coach

Federation (ICF) in 1997 (Figure 23). By 1998 she recognized the division between ICF coaching and executive coaching, and to address this bifurcation initiated the Executive Coaching Summit event in 1999 (L. Whitworth, 2006, pers. com.).

Laura Whitworth co-authored *Co-Active Coaching* (Whitworth, Kimsey-House and Sandahl, 1998), which is a standard for professional coaches. In 2000, the Co-Active Coaching Training program was delivered in a Federal Prison in Colorado to a group of inmates who were working with Youth at Risk, and this project became known as Whitworth's "Bigger Game" (L. Whitworth, 2006, pers. com.). Coaching lost one of its pioneers when Laura Whitworth passed away February 28, 2007.

Robert Hargrove's background was in management and personal development, and his relationship with Werner Erhard began in 1975, when, according to Erhard (2006, pers. com.), he attended many of Erhard's programs. In fact, Hargrove was editor of the *East West Journal* from 1972 to 1974 (Hargrove, 1976:11), and in 1976 published a book titled *est: Making Life Work* based on his experiences in the training. According to Jim Selman (2006, pers. com.), "Robert Hargrove, who wrote *Masterful Coaching*, is another one of the early people that took Werner's ideas and went on to do his own thing with them". Believing that human possibility and motivation were among the foundations of coaching, Hargrove (1995:20) wrote that "Masterful coaching is about empowering people to create a future they truly desire based on unearthing what they passionately care about". Building on Erhard's Transformational Technologies business division, Hargrove, in his writings, dubbed this new style of management "transformational coaching" because it showed people how to transform their visions, values, and abilities (Brock, 2008:316).

Mike Jay's background was in business consulting, and he describes his entry into coaching during the late 1980s as follows:

> I was working as an independent consultant at the time, though in 1988 when I felt like I tipped into coaching … [when approached by a man wanting] the practical information that he felt like he needed, and he had heard that I was a person that could do that, and he wanted to know if I would help him. So that's what really started my coaching career at that time, generally speaking, mostly as a consultant (Jay, 2006, pers. com.).

By 1999, more than a decade after his entry into coaching, Jay was to write that:

> A more correct term to describe the current phenomena around coaching would be to state that everyone should be coaching – using knowledge, skills, abilities – the KSAs – to promote personal and organizational effectiveness … [and that] any kind of coaching has in common at least one, and more often than not, all four critical outcomes of coaching … an improvement in well-being, purposeful behavior, higher levels of competence, [and] increased awareness (Jay, 1999:20–21).

According to Margaret Krigbaum (2006, pers. com.) and Karlin Sloan (2007, pers. com.), Jay contributed to coaching by stirring the pot, identifying what was missing, and supporting continuing innovation in the field.

Mary Beth O'Neill, who came from organization development, applied fundamentals of that field to executive coaching, including the understanding of organizational behavior, an awareness of family and organizational systems, and the need for self-management on the part of coaches. Her approach was based on results-oriented management and the need to engage executives in the specifics of leadership. She believed these goals could be reached by stressing partnership, by demonstrating the link between team behavior and bottom-line goals, and by asking executives to set specific expectations for their teams. As O'Neill herself says, the "human potential movement was the greatest influence on the field of process consulting … and the value of the process consulting model came from the belief that those working in the organization know what is best" (O'Neill, 2006, pers. com.). This belief, of course, is perfectly consistent with the principles of coaching.

Julio Olalla, a colleague of Flores, co-founded the Newfield Network with Rafael Echeverria in 1990. Together, they sought to use coaches to assist individuals in their quest for their personal growth. According to Olalla (2006, pers. com.), their "philosophical approach to coaching was based on the principle that emotions compel human beings to act, and thus language is incomprehensible if you don't consider its emotional dimensions".

Many of those I interviewed credit Olalla with introducing coaching to South America. D.J. Mitsch (2006, pers. com.), to quote but one of these, feels that Olalla advanced the global reach of the field by adopting "some philosophies of Carolyn Myss, especially regarding archetypical behavior, as well as Wilber's levels of consciousness". Meryl Moritz (2006, pers. com.) also notes Olalla's connections to "Margaret Wheatley [who] applied systems theory to organizations".

David Megginson, who came to coaching from a general business background, published one of the first coaching books in 1979. He defined coaching as "a process in which a manager, through direct discussion and guided activity, helps a colleague to learn to solve a problem, or to do a task, better than would otherwise have been the case" (Megginson and Boydell, 1979:5). Megginson, along with Clutterbuck, founded the European Mentoring Council in 1992 and in 2002 expanded the organization's menu to include coaching. According to Philippe Rosinski (2006, pers. com.), Megginson's most important achievement was introducing coaching into academia.

Eva Wong pioneered coaching in China from the mid-1990s. At the time, according to Catherine Ng (2006, pers. com.), coaching was "viewed as a Western management tool". According to Wong (2006, pers. com.), the mission of her company, Top Human, was "to help China … [by] expanding the ability of people to communicate differently within their cultures". Registering her company, Top Human Technology Ltd, in Canada, she looked at the Internet and found several companies in North America who were doing coaching, including Coach University.

Based in Hong Kong, Top Human began coach training in China in 1997. According to John Wiley and Sons, who published her book *The Power of Ren*, "working in the world's fastest growing economy, largest population and most ancient culture, Eva Wong, Chairman and President of Top Human Technology Ltd, has spent 10 years developing, practicing and refining the Ren Coaching Model" (Wong, 2007:cover). In 2007, following publication of *The Power of Ren*, she was arrested and imprisoned by Chinese authorities. Top Human Technology Ltd ceased to exist, and all evidence of the company disappeared from the Internet. Read more about Eva Wong in Chapter 8: "Global expansion of coaching".

Sports

Tim Gallwey, who published his groundbreaking work in the mid-1970s, was not only the most important transmitter in his field, but also one of the few influencers of whom it can be said that without his contributions coaching would not be what it is today. His influence, in fact, predated the birth of the field by so many years, and yet was so critical to the advent of coaching, that it is easy to think of him as an originator. His unique contribution, however, was achieved by combining prevailing theories of psychology with techniques that athletic coaches had used for decades – if not millennia – and demonstrating their usefulness in arenas far from Wimbledon and Forest Hills.

"Gallwey", according to Whitmore (1992:7), "was the first to demonstrate a simple and comprehensive method of coaching that could be readily applied to almost any situation". Gallwey's athletic model, says Leni Wildflower (2006, pers. com.), was about "stilling the mind, observing the self, and learning from the self". Although clearly a personal process, the coach's role – to assist the client in focusing his or her attention on the moment, and finding himself or herself in it – was also important. Whitmore (1992:7) went on to say that Gallwey's *Inner Game*, written in 1974, "coincided with the emergence in psychological understanding of a more optimistic model of humankind, rather than the old behaviorist view that we are little more than empty vessels into which everything has to be poured". This book represented a revolution in the way coaches thought about both coaching and learning. The book established the crucial importance of non-judgmental observation and the engendering of self-trust in the learning and coaching of all performance skills. Since 1974 Gallwey has applied the *Inner Game* principles and tools beyond the world of sports to business, health and education. Tim is recognized as a pioneer in the application of learning and coaching principles to the human side of change.

Gallwey's (1974) book, in fact, took much from Rogers and Maslow, and then applied their theories to tennis. This combination of the humanistic and the transpersonal, along with a strong dose of spirituality, as well as the potential for change from within, resulted in an approach that was applied first in sport and later in business (Whitmore, 2006, pers. com). Gallwey was the first to understand that this mixture of psychology and sports could be applied to almost any workplace, and thus is a textbook example of the transmitter generation of coaching. Although he

came from neither of coaching's primary root disciplines – psychology and business – 20 of the more than 170 persons I interviewed confirm that Gallwey's contributions to coaching were fundamental to the field.

Sir John Whitmore was a successful professional race driver and business person before he was exposed to the human potential movement through Esalen in 1970. Five years later he supported a BBC film with Gallwey about how participation in sports can change consciousness. Trained by Gallwey, Whitmore and Graham Alexander brought the Inner Game approach to Britain in 1981 and were soon referring to it as coaching (Whitmore, 2006, pers. com.). Whitmore, an important transmitter himself, states that "all the leading proponents of business coaching in Britain today, including Alexander, Downey and [myself], graduated from or were profoundly influenced by Gallwey's school of coaching" (Whitmore, 1992:7). The literature of coaching – as a separate discipline – can be said to have emerged with Whitmore's 1992 publication, which describes coaching as "primarily concerned with the type of relationship between the coach and the coachee, and the means and style of communication used, with the facts being secondary … the objective of improving performance is paramount, but how that is best achieved is what is in question" (Whitmore, 1992:2). Whitmore's book, practical rather than theoretical, offered tools and techniques for coaching performance from a non-invasive and non-directive perspective, based on awareness and responsibility. In that book he writes that "the only truly effective motivation is internal or self-motivation, which is where the coach first comes in … [and] whether we label it coaching, advising, counseling, or mentoring, if done well, the underlying principles and methodology remain the same" (Whitmore, 1992:12).

Graham Alexander, a former Wimbledon junior tennis player and personal friend of Whitmore, worked for IBM in the late 1960s and there became passionate about bringing out the best in people. This led him to Erhard's teachings and Gallwey's Inner Game, as well as other individuals interested in improving human performance. In 1981 he joined Results Unlimited, founded by Jinny Ditzler, and began coaching individuals. During this same period he and John Whitmore brought Gallwey's Inner Game technology to the United Kingdom for sports coaching. Over the next few years, Alexander began coaching more with business people. Along with one of his clients he developed the GROW (Goal, Reality, Options, Will) model in 1985, and three years later set up the Alexander Corporation to bring his performance-oriented approach to coaching (Alexander, 2007, pers. com.).

Philosophy

Olalla, like Whitmore and many of the transmitters, might at first glance be included in the business sector. He, Echeverria, and Flaherty were all students of Flores, and they took his work, merged it with their own work, and created the Newfield Network in 1990 (Olalla and Echeverria) and New Ventures West (Flaherty) in 1986 (Staggs, 2006, pers. com.). Each played a major role

in the development of ontological coaching, and for that reason I have placed them in the philosophy sector.

James Flaherty and Olalla had much the same philosophical approach, and both worked with clients using an Integral and holistic approach focused on language, body, and emotions (Lupberger, 2006, pers. com.). Jeff Staggs (2006, pers. com.) says, "Flaherty has the strongest intellectual understanding and grounding in the philosophical positions of those philosophers [Maturana, Heidegger, and Wittgenstein] underpinning his work". According to Bell, in the foreword to Flaherty's 2005 book, Flaherty's beliefs are grounded in the following principles:

> (1) Human beings create themselves in language, continuously shaping and re-shaping the narratives in which they make sense of their worlds … (2) Human beings are biological creatures all the way down … and (3) Human beings are paradoxical, at once far more creatures of habit than most of us like to think, and at the same time far more malleable (Flaherty, 2005:xii).

Flaherty, in fact, saw the potential for language to take a more prominent role in the field, particularly the ontological and integral approaches to coaching. In addition to the body of Flores's philosophical work, Flaherty used Wilber's frameworks to organize ideas and principles and ways of understanding what was going on, and in his own words combined "the body stuff from [Strozzi-]Heckler with my background as a Rolfer … adding Zen Buddhism, which is totally practice-based … [as well as] a heightened awareness of how we live". According to Jim Selman (2006, pers. com.), Flaherty is much more into the process and the how of coaching than the qualities one needs in order to be a coach. Flaherty co-founded New Ventures West with Stacy Flaherty in 1986 to deliver a six-month coaching program (Flaherty, 2006, pers. com.).

Rafael Echeverria, another protégé of Flores, was also forced into exile from Chile in 1973. According to Echeverria (2006, pers. com.): "I'm a sociologist by training and did my PhD thesis on dialectical thinking … I worked from 1988 to 1990 with Fernando Flores [and] that put me in touch with coaching". He goes on to say that:

> Ontological coaching, therefore, is a practice that comes from a new theoretical discourse about human beings … [and] the very specific understanding of what it means to be human … we base our coaching interventions on a platform of mutual respect and positivity, on a caring disposition towards the coachee that becomes pervasive all along the coaching process (Echeverria, 2006, pers. com.).

After co-founding The Newfield Group in 1990, Echeverria left in the mid-1990s to expand his work with organizations around the globe. By 2004 he was offering business coach training programs in Spain, South America, and North America (Echeverria, 2004:10).

Since my Doctoral research, my continuing search for transmitters who took the theories and models of the originators and translated them into coaching practice has identified two additional transmitters. One is Pamela McLean, partner of Frederic Hudson in the Hudson Institute (Hudson

and McLean, 2006, pers. com.). The other is Rey Carr of Peer Resources (Carr, 2006, pers. com.). A description of their influence follows Table 7.

Table 7	Additional key influencers on coaching from transmitter generation	
Name	*Discipline*	*Decade Influence Began*
Pamela McLean	Psychology	1980s
Rey Carr	Psychology	1980s

Pamela McLean PhD, co-founder of the Hudson Institute of Santa Barbara, has 35 years' experience as a clinical and organizational psychologist, executive coach and leader in the field of coaching. Her focus is on how adults develop and change within the systems of work and life. McLean is the co-author with her colleague and partner Frederic Hudson of *LifeLaunch: A Passionate Guide to the Rest of Your Life*, a book on transition and change. As CEO of The Hudson Institute – which develops coaches from a focus on coaching theory, current research and best practices – she also works with organizations in developing coaching cultures and establishing best practices inside organizations (McLean, 2006, pers. com.).

Rey Carr, the CEO of Peer Resources, has a PhD in metaphysics and a Masters in clinical-school psychology. In the 1970s he conducted some research into how extensively high school students were making use of their school counseling services, and found out they weren't. This evolved into an awareness of the potency of the peer group in helping each other deal with a variety of concerns. From training students to be peer mentors or coaches, it evolved into working with communities and community organizations to provide similar programs. Eventually it reached the business world by becoming a bridge between employee assistance programs and the employee. The key skills being used were listening, asking key questions, and sharing experiences – which Carr (2006, pers. com.) refers to as "natural helping skills". In 1981 Carr co-founded Peer Resources to provide Canada-wide peer mentor resources and training for students using five- to eight-day formats plus experiential opportunities (Carr, 2006, pers. com.).

The later generations

The later generation of influencers comprises 30 individuals, all of whom came to coaching in the 1990s (see Table 8) – 15 from business backgrounds, 11 from psychology, two from the performing arts, one from sports and one from motivation.

Of the later-generation influencers, just over 50 per cent were introduced to coaching through an originator or a transmitter (see Figures 26 and 27). T. Leonard brought C. Richardson, Vilas, Berman-Fortgang, J. Auerbach, L. Smith, Sandstrom, Patrick Williams, Miller, Buck, and Creswell directly or indirectly into the field; Laura Whitworth brought Hayden, Sandahl, and H.

Kimsey-House to coaching; Whitmore introduced Downey to coaching; Erhard was indirectly responsible for Belf's entry into the field; and Flores brought Strozzi-Heckler.

Table 8	Key influencers on coaching in the later generations	
Name	*Discipline*	*Decade influence began*
C.J. Hayden	Business	1990s
Cheryl Richardson	Business	1990s
Henry Kimsey-House	Performing Arts	1990s
Jeannine Sandstrom	Business	1990s
Laura Berman-Fortgang	Performing Arts	1990s
Lee Smith	Business	1990s
Myles Downey	Sports	1990s
Sandy Vilas	Business	1990s
Teri-E Belf	Business	1990s
Anthony Grant	Psychology	1990s late
Anthony Robbins	Motivation	1990s late
David Clutterbuck	Business	1990s late
Jeffrey Auerbach	Psychology	1990s late
Linda Miller	Psychology	1990s late
Marshall Goldsmith	Business	1990s late
Patrick Williams	Psychology	1990s late
Phil Sandahl	Business	1990s late
Richard Strozzi-Heckler	Psychology	1990s late
Suzanne Skiffington	Psychology	1990s late
Alain Cardon	Business	2000s
Alan Sieler	Business	2000s
Dave Buck	Business	2000s
David Lane	Psychology	2000s
David Rock	Business	2000s
Dianne Stober	Psychology	2000s
Gary Collins	Psychology	2000s
Ian McDermott	Business	2000s
Jane Creswell	Business	2000s
Otto Laske	Psychology	2000s
William Bergquist	Psychology	2000s
Source: Brock (2008:323–324)		

The other 14 later-generation influencers were not trained by or linked to anyone from the originator or transmitter generations, coming to the discipline of their own accord. Of these final 14, Cardon, Sieler, Clutterbuck, Rock, McDermott, and M. Goldsmith came from business; Grant,

Lane, Stober, G. Collins, Laske, Skiffington, and Bergquist from psychology; and Robbins from motivation.

Psychology

Eleven of the later-generation influencers had backgrounds in psychology, and their countries of origin demonstrate the growing global presence of the field. While eight of the 11 – Stober, G. Collins, J. Auerbach, Miller, Laske, Patrick Williams, Strozzi-Heckler, and Bergquist – came from the United States, Lane was a citizen of the United Kingdom, and Grant and Skiffington both came from Australia.

Anthony Grant had an extensive background in personal growth and development and was trained as a cognitive psychologist. He coined the term "coaching psychology" and completed his PhD in coaching psychology in 1999 with a dissertation titled *Towards A Psychology of Coaching*. In 2000, Grant went on to start the coaching psychology program at the University of Sydney, continuing a prolific career as a coaching researcher and writer, penning three books, numerous articles, and over 10 chapters in coaching collections (Grant, 2006, pers. com.). Writing with Cavanagh in 2006 he sums up the approach of his field as follows:

> Coaching psychology uses theories and techniques developed across the breadth of the psychological enterprise … hence, the breadth of knowledge-base, rather than its uniqueness, is one of the features that distinguishes coaching psychology from other forms of psychological practice (Cavanagh and Grant, 2006:150).

Suzanne Skiffington, a PhD clinical psychologist working with high-profile clients to get through difficult life changes, and Perry Zeus, a successful entrepreneur in the 1980s and 1990s, joined up in the early 1990s in Australia when Zeus hired Skiffington as a consultant to help develop some assessment tools. In 1994, when Zeus did some research and discovered that what he was doing was called "coaching", he began using this term to market to prospective clients and writing articles on coaching in psychology journals. In the same year, Skiffington came to work for Zeus as he was actively rolling out coaching services to high-position executives throughout Australia.

Specializing in research and synthesizing, Zeus adapted models from sports for use with their clients. Skiffington's specialty was in the practical face-to-face work with clients. She became the face of Zeus's business, the Behavioral Coaching Institute, which provided corporate services in a hands-on manner for executives, and specialist coaching services and coach training for organization and leadership development people. Zeus was writing a number of articles in psychology journals, and they were being approached by psychologists, somewhat hostilely in the beginning, who they began training to re-establish themselves as coaches.

With no books available to recommend to their clients for external validation, Skiffington and Zeus published *The Complete Guide to Coaching at Work* through McGraw-Hill in 1998. Proponents of behavioral coaching, Skiffington and Zeus define coaching as a discipline that

"integrates research from many disciplines … [and] focuses on knowledge, skills, experiences and behaviors (values, emotions, attitude, feelings etc.) that are work-related" (1 To 1 Coaching School, 2006:1). With the Internet, their business expanded first to North America and later to the United Kingdom (Zeus, 2008, pers. com.).

David Lane, who holds a PhD in clinical psychology, describes his entry into coaching as follows. "I first came into coaching indirectly … [in] the 1970s when I was working in the education system … looking to help head teachers think thorough the changes that could be made in their organizations to make them more effective" (Lane, 2006, pers. com.) Perhaps Lane's most important contributions to coaching involved formulating Codes of Conduct and Standards through the European Mentoring and Coaching Council (EMCC), and developing the Worldwide Association of Business Coaches (WABC) accreditation program.

Dianne Stober, also a PhD in clinical psychology, describes herself "as a contributor to the development of coaching as a profession … [who] has presented and published her work in a variety of scholarly and professional venues such as the American Psychological Association, the International Coach Federation, and the Professional Coaches and Mentors Association, [and] the Australian Evidence-Based Coaching Conference" (Stober and Grant, 2006:xvii). Identified as an emerging influencer – that is, once again, someone considered to be at the forefront of coaching today – Stober, along with Lane, Cavanagh, and Bennett, formed the steering committee for the 2008 Global Convention on Coaching (Coaching Psychologist.net, 2007:1)

Jeffrey Auerbach, a PhD in psychology, is the founder of the College of Executive Coaching. As he says, "it was around 1988 that I began to do some work over the phone that was like coaching, but I wasn't calling it coaching at the time, just focusing on helping people – often in career transition" (Auerbach, 2006, pers. com.). In 2001 he wrote a book for therapists interested in making the transition to coaching, in which he describes coaching as "a helping path that builds on therapists' communication skills and knowledge of human behavior … [that] provides a framework for working with high-functioning clients" (Auerbach, 2001:28).

Otto Laske, also a PhD in psychology, describes his entry into the field in this way: "My background came initially from philosophy … out of the Frankfurt school … [and] I'm combining philosophy and psychology, but I'm strongly, empirically orientated toward assessment" (Laske, 2006, pers. com.). He founded the Interdevelopmental Institute (IDM) in the late 1990s for developmental coaches. His 2005 book "teaches assessments as a tool for engaging in, or bringing about, self-transformation" (Laske, 2005:13).

William Bergquist, also a PhD, describes his background as follows: "I'm a psychologist … [and] got involved with [organization development] early on working with the NTL Institute" (Bergquist, 2006, pers. com.). In 1986 he became owner and president of the William James Institute's Professional School of Psychology in Sacramento, California (Bergquist, 2006, pers. com.). Karlin Sloan, who attended Bergquist's school in 1997–1998, describes it as a year-long

executive coaching program for psychologists (Sloan, 2007, pers. com.). Bergquist, along with several other colleagues, also wrote an executive coaching book in 1999 which stressed an appreciative approach. In 2003, Bergquist and John Lazar launched the International Journal of Coaching in Organizations (IJCO), and in 2004 were involved in the creation of the International Consortium of Coaching in Organizations (ICCO) from the attendees of the Executive Coaching Summit (Bergquist, 2006, pers. com.).

Linda Miller, like many of the later-generation influencers, came to coaching almost by chance. "I was at a National Mental Health Board retreat that I was serving on, and one of the women on the board started to tell me about coaching in Spring 1995 … [and] I came home from that retreat and hired a coach the next day" (Miller, 2006, pers. com.). A year later Miller and I started the Puget Sound Coaching Association (PSCA) in the greater Seattle area. She also helped launch Corporate Coach U in 1997, the first corporate coaching program in the world, and then, in 2000, went on to help launch Coaching.com as part of The Ken Blanchard Companies. Miller, in yet another sign of coaching's continuing diffusion, approaches coaching from a Christian perspective. As Lee Smith (2006, pers. com.) says, Miller is involved "with coaching within churches, with people of faith". Miller herself notes that "coaching has actually taken off in the denominational arena … [and] Western Seminary launched a [coaching] program [in 2004]" (Miller, 2006, pers. com.).

Gary Collins, with an educational background in clinical psychology, is a counselor and prolific author in the Christian counseling community. According to Linda Miller (2006, pers. com.), "He wrote the first Christian book [on the topic], called *Christian Coaching* in 2001 … because he got really intrigued by coaching". Collins, in that book, writes that he wants to "help others realize their maximum potential with a God-centered approach to coaching" (G. Collins, 2008:1).

Richard Strozzi-Heckler has a PhD in psychology and is a sixth-degree black belt in the martial art of Aikido. A proponent of the Gestalt movement, his approach is body-oriented (Strozzi-Heckler, 2006, pers. com.). Olalla (2006, pers. com.) describes what Strozzi-Heckler does as "somatic learning – he specializes in the biological aspect … and is really good at the body side". In Strozzi-Heckler's own words, "somatics is the unity of language, action, and meaning" (Strozzi-Heckler, 2006, pers. com.). He goes on to say that:

> For many years I worked with people in a body-oriented psychotherapy … [and] around the mid-'80s … I was seeing people that were basically highly functional … and they had questions around meaning, purpose, and different breakdowns they were creating either in their workspace or their personal lives … and that was probably how the whole notion of coaching began (Strozzi-Heckler, 2006, pers. com.).

Strozzi-Heckler started calling what he did coaching in the early 1990s when Flores brought him in to Business Design Associates. Flores, according to Strozzi-Heckler "saw that people were not shifting just through the linguistic work [and that] the body had to come in" (Strozzi-Heckler, 2006, pers. com.).

Patrick Williams came from a background in humanistic and transpersonal psychology. He credits Thomas Leonard's *Newsweek* article with his introduction to the field. "In 1990, as part of my therapy practice … I was working 10 hours a week as an executive coach … and then in 1996 I read about Thomas Leonard in *Newsweek*" (Patrick Williams, 2006c, pers. com.). Soon afterwards Williams attended and then began to teach at Coach U, starting his own coach training school called Therapist U soon after. According to Dan McNeill (2006, pers. com.), the purpose of Williams's Therapist U was to "train psychologists to be coaches because they needed to let go of whatever they had as psychologists in order to become coaches". Williams later renamed his school the Institute for Life Coach Training (ILCT), and has included tracks on wellness and Christian coaching, as well as written influential books and articles (Patrick Williams, 2006c, pers. com.).

Business

Fifteen later-generation influencers came from business backgrounds. Much like those with backgrounds in psychology, they too demonstrate coaching's global spread. They include McDermott and Clutterbuck from the United Kingdom, Sieler and Rock from Australia, Cardon from France, and C. Richardson, Vilas, Buck, M. Goldsmith, Hayden, Creswell, Smith, Sandstrom, Sandahl and Belf from the United States.

Cheryl Richardson, in her own words, "had been working as a tax consultant in the late 1980s, specializing in small business development, and discovered that a lot of life planning questions and issues would come up as a result of that work" (C. Richardson, 2006, pers. com.). She joined Coach U in 1992 and soon afterward changed careers. The first president of the ICF in 1996, she also appeared in a seminal *New Age Journal* story in December 1996 about coaching (Rigoglioso, 1996). Two years later, in December 1998, she authored a book on life coaching that appeared on the *New York Times* bestseller list. As she puts it, "I wanted to bring coaching to the personal development arena because I knew that's where people would be most open to it" (C. Richardson, 2006, pers. com.).

Sandy Vilas, an entrepreneur and business person with a background in Erhard seminars, met Thomas Leonard at a 1989 session Leonard presented on life planning. According to Vilas (2006, pers. com.), "Thomas [Leonard] was coaching me to become a full-time coach [which occurred on] March 1st of 1994 … Thomas and I then made a deal on the 4th of July, 1996, [for me] to buy Coach U." Vilas, according to D.J. Mitsch (2006, pers. com.), quickly turned Coach U into a *bona fide* business training successful coaches. Dave Buck (2006, pers. com.) concurs, saying, "without Sandy [Vilas] Coach U wouldn't have been the force that it was".

Marshall Goldsmith, a Buddhist who believes in helping more and judging less, came to coaching through management consulting. A pioneer in the area of 360-degree customized feedback in 1978, he was on the board of the Peter Drucker Foundation for 10 years. According to Jordan

Goldrich (2006, pers. com.) and Meryl Moritz (2006, pers. com.), while Marshall Goldsmith calls himself a behavioral coach, what he really does is family systems interventions within an organization, focusing on behavioral issues and conflict resolution. He himself describes his work as "coaching successful leaders to achieve even more" by changing their behavior (M. Goldsmith, 2006, pers. com.).

Dave Buck, an entrepreneur with a background in sports coaching, attended the Erhard training seminars in the middle to late 1980s (Perry, 2006, pers. com.), and trained with Landmark Education in 1992–1993. In 1996 he turned to coaching after attending the Introduction to the Forum Leader Program, where he had a coach. He became a student at Coach U in January 1997, collaborated with Thomas Leonard on the Attraction program in 1997, followed by Personal Evolution and A Perfect Life. A protégé of Leonard, he helped start CoachVille with him in 2001, and then inherited it in February 2003 when Leonard died. In 2004, Buck, an ICF Master Certified Coach, was awarded the first annual ICF Peace Maker award for bringing CoachVille and the ICF together. According to Buck (2006, pers. com.), "CoachVille is fascinating, and the biggest problem I have is putting all of [Thomas Leonard's] creativity in order … I spent three years trying to organize what it took him one-and-a-half years to write."

Alain Cardon, in his own words, "started in the training field in 1976 … [and by 1990] got into what I would today call team coaching, without even knowing what it was" (Cardon, 2006, pers. com.). In March 2003, Cardon published a coaching book in French that covered the basics of organizational team coaching. Today, in addition to real-time team coaching, Cardon "offers a lot of supervision for systems coaches, team coaches, and organization coaches … there is a tradition of supervision in France … very often in group settings with a lot of peer work on issues" (Cardon, 2006, pers. com.). His work, like that of many other coaches outside the United States and the United Kingdom, demonstrates the unique opportunities for coaching inherent in every culture.

Alan Sieler, an Australian ontological coach, entered the public eye in 2000, when according to Jim Selman (2006, pers. com.), he published "a pretty good book on the philosophical foundations for ontological coaching". Lyn Christian (2006, pers. com.) points to the issues of gender and pacifism in "Sieler's *Caring for the Human Soul*, [where] he talks about how it started out [with] matriarchy, then we turned into a patriarchy … and now we're seeing a variety of movements focused on equal status, talking about harmony and promoting global peace". Volume I of this three-part series was published in 2003, followed in 2007 by Volume II.

C.J. Hayden is yet another later-generation coach with a background in business. She remembers working in September of 1992 "as a productivity consultant … and I began calling myself a coach/consultant … specializing in working with women … who wanted an alternative career" (Hayden, 2006, pers. com.). By 1993, Hayden was on the steering committee of the International Association of Professional and Personal Coaches (IAPPC), and its newsletter editor. According

to David Matthew Prior (2006, pers. com.), Hayden was also on the steering committee of the Professional and Personal Coaches Association (PPCA) prior to its merger with the ICF. Hayden (2006, pers. com.) goes on to say, "I was heavily influenced by CTI … [and] I do serve as a mentor … because I know about marketing". In February 1999 Hayden published a marketing book that presents a 28-day program to secure clients.

David Clutterbuck, colleague and writing partner of David Megginson and a visiting professor at Sheffield Hallam University in the United Kingdom, co-founded the European Mentoring and Coaching Council (EMCC) in 1992. Primarily a researcher and writer, he founded Clutterbuck Associates in 1984 as a business research and consultancy organization specializing in people development (Clutterbuck, 2006, pers. com.). Philippe Rosinski (2006, pers. com.) says "Clutterbuck and Megginson … are really the two leaders of the EMCC, which has an academic feel, but I think in their way they have contributed to promoting coaching". Clutterbuck (2006, pers. com.) draws a line between the two fields, noting that "coaching is focused on helping somebody to improve their performance … [while] mentoring is more about helping somebody to grow to achieve their broader objectives". With David Megginson, his influence on coaching has been through innovative writing and thinking supported by coaching, mentoring and consulting in business (Clutterbuck, 2006, pers. com.). In January 2005 they published a book on coaching and mentoring techniques (Clutterbuck and Megginson, 2005), and in July of 2008 published another on creating a coaching culture (Clutterbuck and Megginson, 2008).

David Rock began coaching in Australia in 1996. He says that "in 1997 quite a few people started to pester me about teaching them to do what I was doing and so I spent a whole year just mapping out what that was and trying it out on them, and getting them to try it on me" (Rock, 2006b, pers. com.). By 2000 Rock's company, Results Coaching, had branched out into New Zealand, by 2001 to the United States, by 2002 to the United Kingdom and Singapore, and by 2004 to South Africa. Today Results Coaching is a global company, providing in-person training in 39 cities in 24 different countries (Rock, 2006b, pers. com.).

In 2003 Rock started the New York University (NYU) certification program. Meryl Moritz (2006, pers. com.) says, "I give a lot of credit to David Rock and Elizabeth Guilday who founded the certificate program in coaching at NYU … [and] pulled together these five disciplines [positive psychology, adult learning, systems theory, change theory and neuroscience] that inform our model, which is the thinking model of coaching, brain-based learning". Since then Rock has introduced the concept of brain-based coaching at several international conferences. Dorothy Siminovitch (2006, pers. com.) notes Rock's debt to "Varela, who said if we can understand the biological events of consciousness and we understand how to discipline ourselves around consciousness, we can influence the world". This, says Siminovitch (2006, pers. com.), is where "Richard Boyatzis and David Rock meet Maturana and Varela conceptually". David Rock and Linda Page co-authored *Coaching with the Brain in Mind: Foundations for Practice*, which was published in August 2009.

Ian McDermott came from a background in NLP. Jan Elfine, who created the International Teaching Seminars (ITS) coaching program with him, points to McDermott's book, *The NLP Coach*, "which is really about coaching yourself using the background and the theories and strategies of NLP" (Elfine, 2006, pers. com.). Pamela Richarde (2006, pers. com.) confirms McDermott's contribution to coaching, especially regarding sports and performance, pointing out that he founded and now runs ITS in the United Kingdom.

"[Jane] Creswell", according to Lee Smith (2006, pers. com.), "started with IBM, so she has that organizational background … [and is now] coaching with people of faith." Linda Miller, too, points to Creswell's background in organizational coaching, and credits her with bringing "coaching into IBM [in 1998] as well as starting the Internal Process Network at IBM" which is the IBM community of internal coaches (Miller, 2006, pers. com.). According to Creswell herself (2006, pers. com.), by 2002 she was teaching coaching in and "impacting the organizational systems of denominations … I really became very thirsty to read the Bible over again, looking for support for coaching throughout scripture."

Lee Smith has a PhD in organizational behavior and a minor in psychology. According to Smith (2006, pers. com.), "I learned about coaching in 1994 and … realized that when I worked as a consultant I'd often say 'I'm your coach'". She goes on to say that, "the biggest influence for me was learning about systems behavior, because we don't live in a vacuum" (L. Smith, 2006, pers. com.). Sandstrom (2006, pers. com.) looks back to when she and Lee Smith met at Coach U and "were writing the Coaching Clinic in 1994–1997 … [and] looking to build those distinctions of coaching [and] bringing the methodology from psychology, social science, education, human development literature".

According to Jeannine Sandstrom (2006, pers. com.), "I realized that I was using the phrase 'coaching' in the late 1980s … when I was with a career transition company in Dallas … they had begun to use it within the Human Resource Development (HRD) environment to distinguish from teaching, training, and consulting". Along with creating the Coaching Clinic for Coach Inc., she helped start the Executive Coach Summit in 1998. Sandstrom, who has been in business with Lee Smith since 1996, says that they base their "Legacy Leadership work … on our concept of relationship building … besides accomplishing good business results, you have to build good relationships" (Sandstrom, 2006, pers. com.). *Legacy Leadership: The Leader's Guide to Lasting Greatness* was published in September 2008.

Phil Sandahl, in his own words, "was a freelance writer for 16 to 17 years working primarily in business communication … and [doing] a fair amount of executive speech writing" (Sandahl, 2006, pers. com.). While attending CTI, Sandahl, along with Laura Whitworth and Henry Kimsey-House, wrote and published *Co-Active Coaching* in November 1998. And in yet another example of the continual spread of coaching, when Hide Enomoto took the CTI training program

to Japan in 2000, Sandahl spent 18 months training and certifying coaches alongside Enomoto (Sandahl, 2006, pers. com.).

As Sandahl (2006, pers. com.) describes, when he and Enomoto brought the co-active coaching model to Japan they took a stand for the work and were willing to make cultural adjustments as needed. What they found is that human beings are human beings – there are language and cultural differences, yet underneath these "is a human heart that beats the same as every human heart … it wants nourishing relationships and meaningful work and that's what coaching responds to" (Sandahl, 2006, pers. com.).

In 1987 Teri-E Belf, a middle manager in the human resources and training and development fields, became a coaching client of Sally Hedges (now McGhee), who worked for Results Unlimited in the United Kingdom. By 1988 she had become a certified coach. As McGhee (2007, pers. com.) remembers it, "I was doing coaching … and eventually sold the business to Teri-E Belf … it was a long-term coaching program … using an integrated approach to increasing your ability to see results and be successful in the world". Soon afterwards Belf renamed the company Success Unlimited Network (SUN). Belf's greatest contribution to the industry, according to Sherry Lowry, was the ICF's first credentialing program.

> We have a credentials program because of Teri-E [Belf] … we would never have had any of it, a rating system, a rationale … she got the number-one credential … we gave that to her, honorary, she earned it, but that's also an honor because we wanted her to have the first credential that was ever given because she was the godmother of it (Lowry, 2006, pers. com.).

Other later-generation influencers

Not all the later-generation coaches came from psychology and business. The list also includes Berman-Fortgang and Henry Kimsey-House from the performing arts, motivational guru Robbins, and Downey from sports.

Laura Berman-Fortgang was an actor and student of the Course of Miracles who came to coaching in 1990, after having first been a client. Vilas (2006, pers. com.) remembers her being "in the first Coach U class in September 1992". Berman-Fortgang authored a book on career coaching in June 1998, and in January 1999 was the first coach to appear on the Oprah Winfrey show. As Berman-Fortgang (2006, pers. com.) says, "I can see in hindsight that the acting was completely part of some greater plan because it gave me complete comfort to be a spokesperson for coaching".

An entrepreneur and actor, Henry Kimsey-House was trained as an actor using the Meisner technique, which uses emotion and imagination to create the perspective necessary to induce change in a character. He notes that Gestalt therapy and acting are quite closely related: "Gestalt therapy is very much about occupying the other person's chair. You do a lot of perspective

shifting and extend your feelings into the other character" (H. Kimsey-House, 2006, pers. com.). He met Laura Whitworth in 1988 when he was working at the Actors Information Project, doing career coaching, and along with Whitworth and Karen Kimsey-House became one of the founders of The Coaches Training Institute in late 1992. In 1998 he co-authored *Co-Active Coaching* with Whitworth and Sandahl, one of the most influential books on coaching, written for those who want to learn coaching skills and processes.

Anthony Robbins, whose background is in motivation, was influenced by NLP founders Bandler and Grinder. He had also investigated several personal growth programs, including Erhard seminars, prior to developing his own motivational program, delivered through large workshops, tapes, and products which focus on finding the giant within, and living with passion. Although he began to call himself a coach in the early 1990s, he did not develop his own coaching program until 1999 (Freeman, 2006, pers. com.). According to Zoran Todorovic (2007, pers. com.), "Anthony Robbins pioneered coaching at the [empowerment and power] level. He stepped out on the stage saying, 'You are powerful enough, you can break through your limiting beliefs, you can have whatever you want to have'. It was all about encouraging people to step into their personal power." Robbins could be considered one of those individuals who prepared the world for the coaching experience, without being recognized as a coach until the discipline was established.

According to Myles Downey, who was then an architect, his introduction to coaching occurred in 1984. "I met Graham Alexander and within a year of that had given up my job and was training as an Inner Game coach … I went from tennis player to tennis coach to sports coach to business coach" (Downey, 2006, pers. com.). John Leary Joyce (2006, pers. com.) describes Downey as "one of the three most influential people in coaching … [who was instrumental] in bringing forward a more performance-enhancement approach [in the United Kingdom]". Leary Joyce (2006, pers. com.) goes on to note that Downey "runs the School of Coaching … probably the first coaching school in the UK".

Shifts in influencer background

As shown in Table 8, the backgrounds of the influencers shifted from generation to generation. Those with backgrounds in psychology were predominant in the originator generation, followed by those from business and motivation. Business backgrounds, on the other hand, were predominant in the transmitter generation, followed by psychology and sports. By the time the later generations entered the field, fully half came from business backgrounds, more than a third came from psychology backgrounds, and those from other backgrounds had declined to fewer than 15 per cent of the total.

Looked at in another way, as coaching evolved, those with backgrounds in business steadily increased in number. Psychology, on the other hand, was important in both the originator generations – when its theories were critical to the development of the field – and in later

generations – when the growing discipline offered a means of career change for those with backgrounds in psychology – but less so during the transmitter generation.

Those who read Table 9 closely will also notice that the percentage of influencers from what are broadly called "other" background disciplines – motivation, sports, philosophy – was relatively constant in the originator and transmitter generations, but much smaller in the later generations of coaches. The one exception is the growing number, during the later generations, of those with a background in the performing arts.

Table 9	Influencer summaries by generation and background (% of total)		
Background	*Originator generation*	*Transmitter generation*	*Second and later generations*
Psychology	40.0	23.5	36.7
Business	25.7	41.2	50.0
Other:	34.3	35.3	13.3
• *Motivation*	*17.1*	*-*	*3.3*
• *Sports*	*8.6*	*17.6*	*3.3*
• *Philosophy*	*5.7*	*11.8*	*-*
• *Other*	*2.9*	*0*	*6.7*
Total	100.0	100.0	100.0
Source: Brock (2008:339)			

As coaching has built its body of knowledge, and the number of practitioners has grown, interdisciplinary approaches to the field have greatly expanded. While this growth has unquestionably been good for the discipline, in many cases the relationships between the originators and the influence of their models and theories are less well understood by the later generations. As new practitioners come to coaching from an ever-increasing variety of backgrounds, and as these later-generation practitioners learn coaching tools and techniques from other later-generation practitioners, the links to the original theories and models are often neglected. Additionally, as more and more persons call themselves coaches, they often approach their work differently, sometimes without any training at all. This trend has accelerated because the boundaries between the root disciplines themselves and coaching are no longer clear. The influence of the originators, in short, has been diluted, as a result of the addition of new influencers from the later generations.

Influencer lineage and relationships

For those reasons, I believe it is important to look back now, and to establish the relationships between coaching's earliest practitioners. Toward that end, in this section I will note the lineage

of the first coaches – that is, who was trained by whom, where the earliest practitioners got their information, and how they got into the practice of coaching. Figure 24 presents a picture of the interrelationships between some of the coaching influencers.

Another way of depicting the relationships between the key influencers across generations is shown in Figure 25.

There are four primary groups among the predominant influencers; the distinctions, however, are not as clear as I had anticipated they would be. With the exception of the psychologists and business professionals, who were trained in their root disciplines before coaching emerged, almost all of the individuals in the transmitter and later generations were at some point trained or influenced by one of the first coaching clusters. In short, I have divided these between personal lineages – the Erhard/Flores group, and the Gallwey/Whitmore group – and foundational lineages – or the psychology group, and the business group.

These four groups, or lineages, are clearly interdisciplinary, meaning that those from different backgrounds constantly influenced one other. I will look at those connections across lineages and generations, noting teacher/ student relationships, partnerships, and professional associations.

According to Linda Miller (2006, pers. com.), "coaching is about meaningful, deep, intense, positive relationships and … the benefit and value of coaching is not so much about what is happening as it is [about] how the relationship is developing and how the relationship grows". This is as true for the discipline as it is for relationships between coaches and clients. The exploration of the relationships that characterized the early days of the field led me to blend information from the originator, transmitter, and later generations to create a genealogy chart that tracks the lineages present in each coaching generation. The interplay of chronology and relationships is displayed in the genealogy charts in Figure 22. These do not, however, reflect the span of influence for any one individual. Interview data, for instance, connect at least 24 of the 82 key influencers with Erhard, but do not take into account the length or depth of the influence (Figure 22).

Figure 24   Coaching key influencers relationships
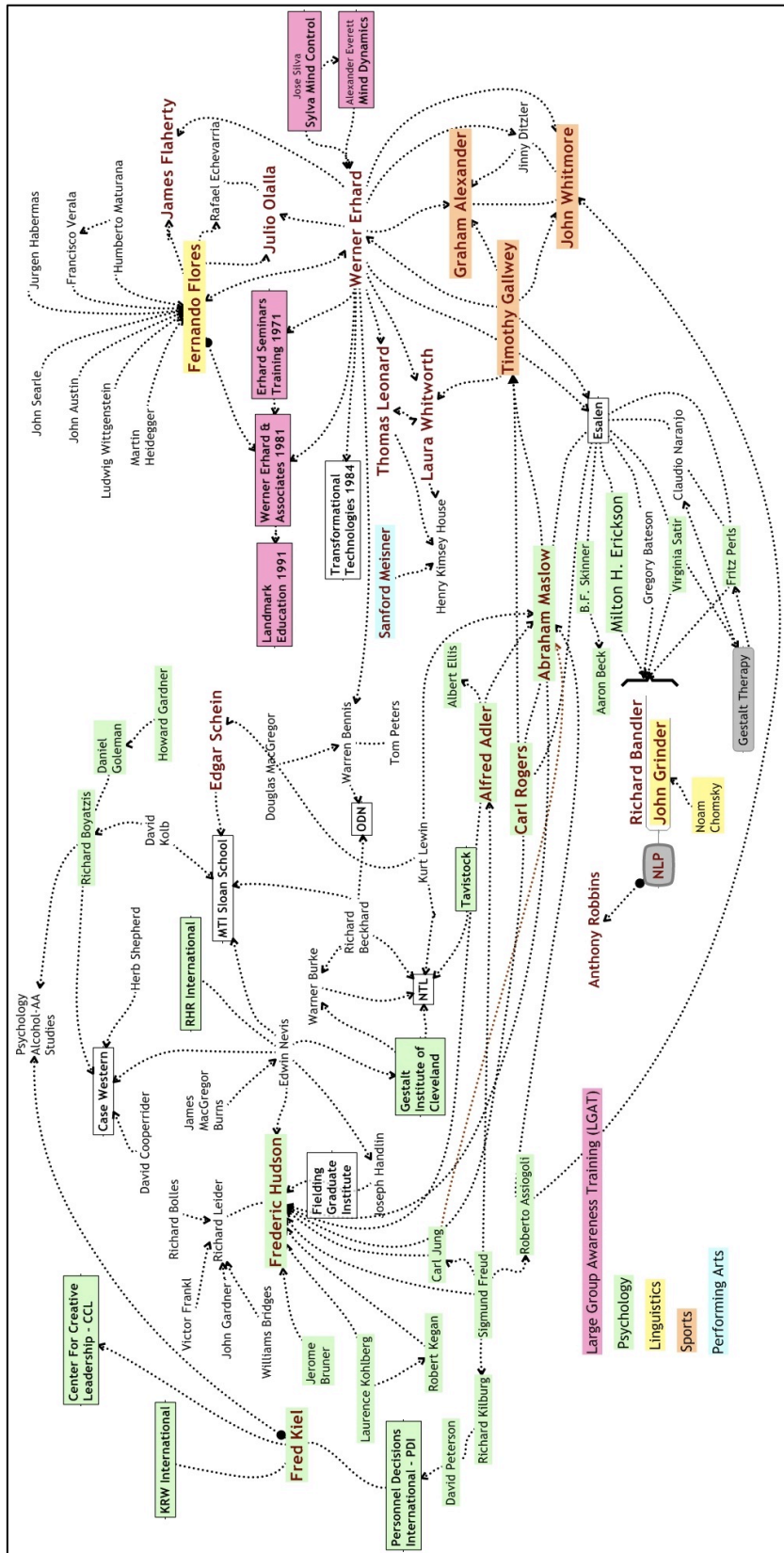
Source: Adapted from Brock (2008:474)

Figure 25   Relationships and generational connections between influencers
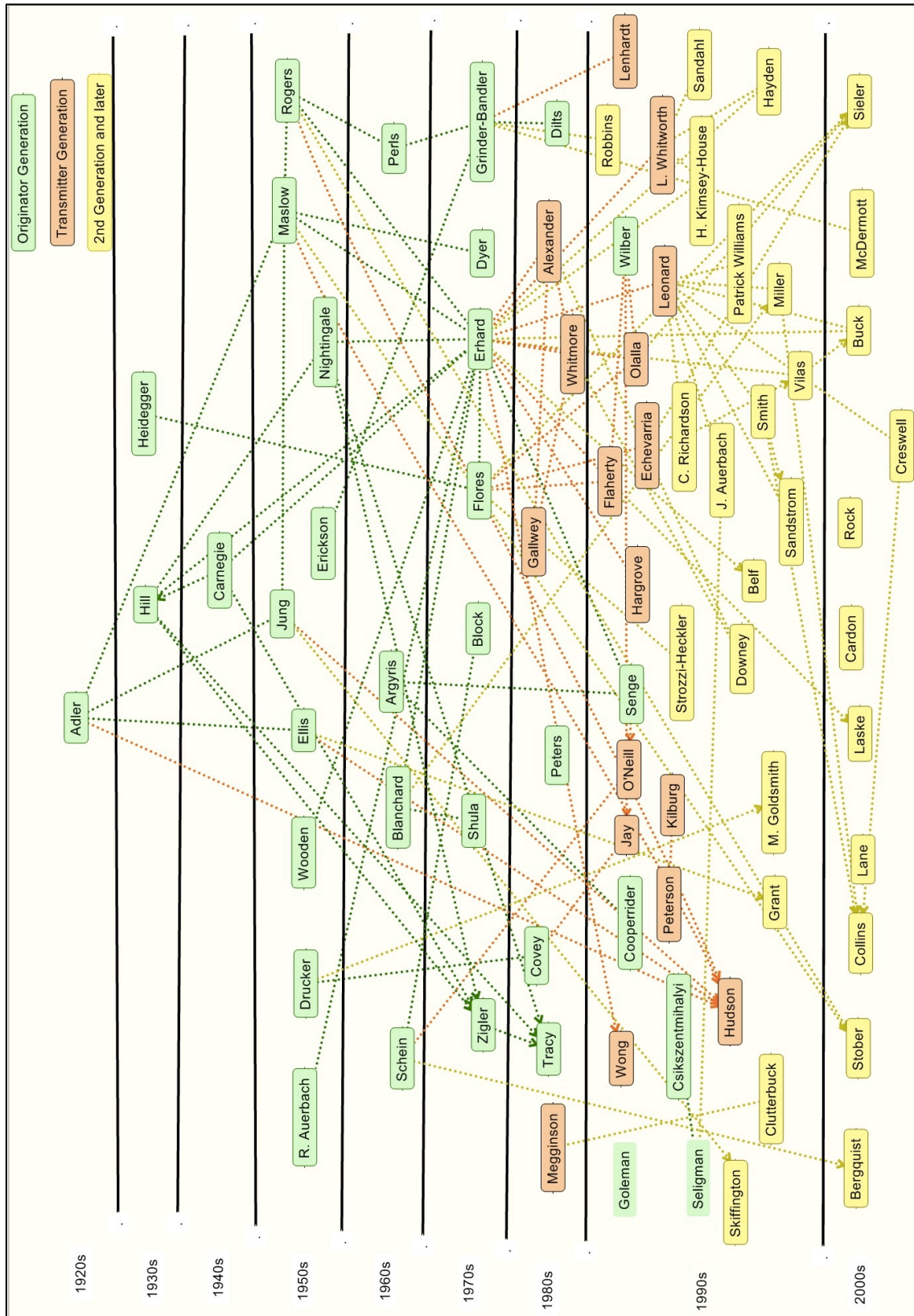
The primary personal lineages, as noted above, descend either from the Erhard/Flores LGAT group, most heavily influenced by the personal development derivative of humanistic psychology, and the Gallwey/Whitmore group, more heavily influenced by sports. Each group is identified in the legend for Figures 26-28.

Figure 26   Werner Erhard and Tim Gallwey relationships
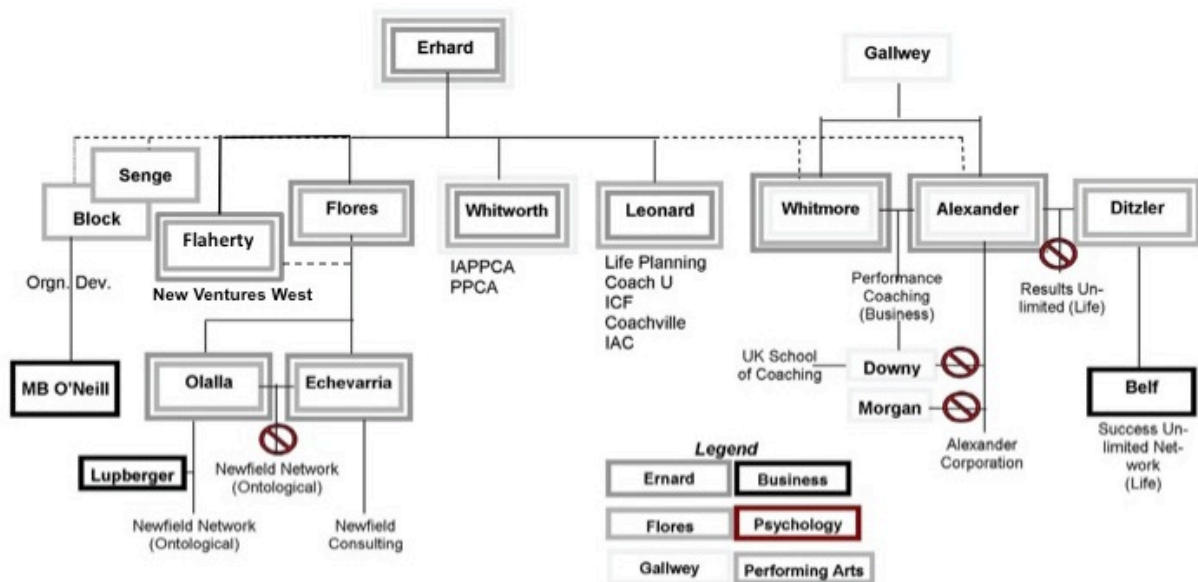
Figure 27   Thomas Leonard and other relationships
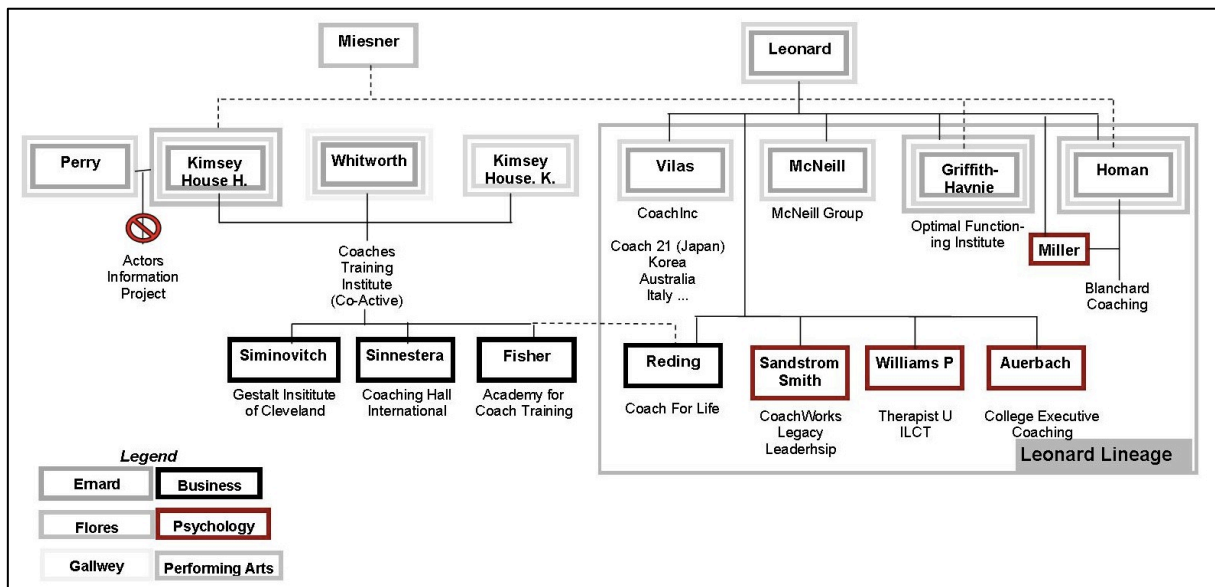
The LGAT group was characterized by the delivery mechanisms of Erhard, and the content of Flores. As Sally McGhee (2007, pers. com.) puts it, that lineage is based on "a tribe or a network of people" with many interconnections, both business and personal, and was notable for its free exchange of ideas, and its involvement in the proliferation of coaching organizations. In the late 1970s, for instance, members of the Erhard/Flores lineage, including Jim Selman, introduced the concept in the context of business and organization. This culminated in the birth of Transformational Technologies in 1984 and introduced the word "coaching" to the business world (Brock, 2008:423). Thomas Leonard, yet another of the many descendents of the Erhard/Flores lineage, founded the ICF in 1995 and the IAC in 2002, and they quickly became the two largest global coaching professional organizations by membership (Brock, 2008:422). Four of the largest and oldest coach training programs are also descendents of the Erhard/Flores lineage: New Ventures West, Newfield Network; Coach U, and The Coaches Training Institute (Brock, 2008:422).

While the Gallwey/Whitmore group brought principles of humanistic psychology to the sports arena, and then into business in the 1980s, members of that lineage were by no means isolated from those of the first. Many of its members were connected to Erhard, both through Esalen and through personal and business relationships. According to Erhard (2006, pers. com.), "Tim [Gallwey] was one of the coaches that I studied … and I really learned a lot working with him [as a tennis coach] … John [Whitmore] came to visit and gave me some support coaching [in race car driving]". Whitmore, in turn, brought Erhard to the United Kingdom in 1974 to present the first est training in Europe (Whitmore, 2006, pers. com.). Later, through their connections with Gallwey and Whitmore, the Inner Game coaches Alexander and Downey became acquainted with Erhard (Whitmore, 2006, pers. com.).

The psychology lineage, depicted in Figure 28, includes both practicing psychologists, and those who established coach training organizations that drew heavily on the theories and models of psychology. The four psychologists (Linda Miller, Patrick Williams, Lee Smith and Jeannine Sandstrom) in Figure 27 could also be depicted in Figure 28 as they came from both the psychology and Erhard/Flores paths to coaching. As a whole, this psychology lineage in Figure 28 remains more independent, perhaps as a result of its academic structure. Peterson (2006b, pers. com.) describes the psychology lineage as:

> Very independent, and, for the most part, competitive with each other. There hasn't been nearly as much drive [to connect], and they don't feel [the same need] for training and certification. They're already licensed psychologists, for the most part, if they want to be.

Figure 28   Background fields for psychology organizations
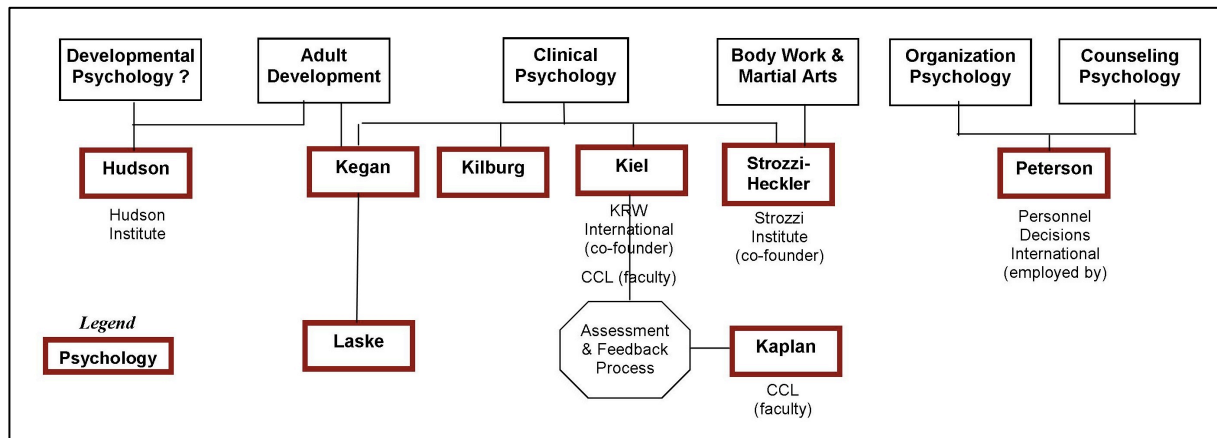
The psychologist lineage also spawned a number of coaching services, often within existing companies. These include the consulting firms of KRW International, RHR International, and the Center for Creative Leadership (Brock, 2008:424). Most of the individuals from these firms, however, have not been identified as key influencers for the reasons described by Peterson above.

Many key influencers have either founded or become executives in coaching companies. In addition to Coach U and CTI, these include the Hudson Institute, which offers coaching training; the Strozzi Institute, which trains coaches; and Personnel Decisions International, which provides both executive coaching and coach training in organizations. Some of the early graduates of these institutes then went on to form their own companies. Patrick Williams and Jeffrey Auerbach, for instance, who were psychologists who also trained with Coach U, founded Institute for Life Coaching Training and College of Executive Coaching respectively, while Peter Redding, who trained with CTI, founded Coaching for Life (Corbin, pers. com; L. Whitworth, pers. com.).

The fourth, or business lineage, also includes psychologists who came to coaching from consulting, as well, of course, as those who came from a pure business background. Influencers such as Drucker, Blanchard, Schein, Argyris, Block, Peters, Covey, Goleman, Cooperrider, and Senge are included in this group. Their relationships are depicted in Figure 25 with the other three lineages.

Cross-disciplinary models

Cross-disciplinary models were forged between many of the key influencers of coaching. Of these, many included elements of the human development movement. Erhard (2006, pers. com.) describes the process as follows:

> You take those ideas and synthesize something from another perspective, so that you come
> up with something new that has a value for people the ideas by themselves don't have. Not

that those ideas didn't shape and influence people's thinking, but they've never been put in a way or developed in a way that left people different than they had been.

Whitmore and others, for example, took the therapeutic techniques used at Esalen and used them for personal development. According to Whitmore (2006, pers. com.), "it was Tim Gallwey who first took those principles and used them for performance, thus taking [coaching] away from pathology and into potential".

Thomas Leonard and Laura Whitworth, on the other hand, were influenced by their backgrounds in finance, as well as by the theories of Erhard, Flores, and various growth workshops and written materials, which led to new cross-disciplinary models in coaching. The nature and degree of such influences is unclear, however, at least in Leonard's case, with many of those I interviewed offering contradictory views.

Thomas Leonard, through his writing and in several interviews, indicated that he never read books or other people's materials, because this would influence his thinking and would interfere with his creativity. Michael Cooper (2006, pers. com.) concurs. However, Steve Straus (2006, pers. com.) and other interviewees note that from the 1990s on, Leonard used certain individuals as sounding boards and mentors, and referred to a variety of written materials to help him process and synthesize his ideas. Such materials were not necessarily drawn from the field or its root disciplines. Buck (2006, pers. com.), for instance, points out that "Thomas [Leonard] did not read self-help books … the only time he read a book was if it was fiction, [and] he loved reading magazines … and really created this thing out of his personal experience". In fact, Leonard's website states: "The work I do and the projects I am part of couldn't happen without the hundreds of coaches at Coach U, my personal R and D Team, and the tens of thousands of subscribers of my various e-broadcasts who are FULL of wonderful of ideas which they generously share" (Leonard, 2006:34).

Erhard, on the other hand, claims to have drawn from "every discipline I could find. I learned something from every one of them, but in the final analysis you have to have your own experience of transformation in order to be able to get something new out of the great dialogue of ideas down through the ages" (Erhard, 2006, pers. com.). As noted earlier, Erhard was a lifelong learner. He received tennis instruction from Gallwey, studied with Flores in 1977, and experienced breakthrough car racing in 1978, where he was named rookie of the year. All of these studies began after the success of his est training (Erhard, 2006, pers. com.). Flores was influenced in much the same way by the philosophers Heidegger, Searle, and Wittgenstein, within his field, as well as the biologist Humberto Maturana, outside it (Winograd and Flores, 1986:xii).

Whitmore's coaching model, too, reflects his multidisciplinary influences, which included racecar driving, business, Esalen, and, ultimately, Gallwey's Inner Game principles. As evidence of his continual re-education, Whitmore also included transpersonal psychology and psychosynthesis as

key foundations for coaches in the 2005 revision to his *Coaching for Performance* book (Whitmore, 2006, pers. com.).

Summary

As I noted earlier, most originators came from the fields of psychology and were influenced by the human development movement. The transmitters, however, created practical models of coaching from the cross-disciplinary theories, tools, and techniques of the originators.

Most of the key originators were also pioneers and innovators in their own disciplines, and many of the theories and models they championed formed the foundation of coaching. From originators in the field of philosophy, coaching acquired models of introspection, higher states of consciousness, theories of the collective unconscious, and synchronicity. Originators in psychology lent coaching a variety of models. Humanistic psychology provided models of personal growth, human potential, and client-centered focus. Cognitive psychology contributed models of memory, problem solving and decision making, and stressed the impact of thought on our notions of ourselves, our emotions, and behavior. Psychodynamic psychology provided models of optimal functioning, the unconscious mind, and collective unconsciousness. Behavioral psychology contributed goal specification, collaborative strategies, and action orientation.

From sociology, coaching acquired concepts of lifelong learning, cognitive change, and value modification. From management, coaching adapted the concept of situational leadership, and from organization development, the concept of process consultation. Sports contributed to coaching the concepts of performance, motivation and goals, and the Inner Game approach, which combined sports coaching with humanistic and transpersonal psychology models.

The transmitter generation customized models and concepts from the root disciplines to fit a non-clinical population interested in achieving success through personal growth, development, and learning. This customization drew from the originators' disciplines, and added models and concepts from each sector's sub-disciplines. The transmitter generation, in so doing, was responsible for coaching's emergence as a separate field.

The later generations refined the transmitter theories and models through specialization, as well as by blending the various models and concepts of their personal experiences. Models and concepts from the performing arts, consulting, education, and general business were introduced by the later generations, and many of these found their way into the sub-discipline of coaching psychology. I will discuss the role of the later generations in the emergence of coaching in more detail in Chapter 8.

In short, coaching has now branched out into a diverse array of life and business specialties, based on the theoretical grounding from pioneers' legacy disciplines. These range from ontological

coaching (Flores, Olalla, Echeverria) to performance coaching (Gallwey, Whitmore, Alexander), and from executive coaching (Kilburg, Kiel, Peterson) to life coaching (L. Whitworth, T. Leonard). On average, coaches identify six or more specialties for their practices. Most of those I interviewed trace this differentiation to market forces, in particular as elements of branding to attract new business. Other specialties have appeared as a result of the wildly divergent training and experience of the later generations. Many of these believe that success in specialty areas coaching requires a contextual background in that specialty.

This assertion is born out by survey data collected by others. In a study of 2,529 professional coaches conducted in 2004, Grant and Zackon (2004) found that transmitter and later-generation coaches had come to coaching from a wide variety of prior professional backgrounds. In order of magnitude, the list was led by consultants (40.8 per cent), managers (30.8 per cent), executives (30.2 per cent), teachers (15.7 per cent), and salespeople (13.8 per cent). As further proof of the distance between present practitioners and key influencers, according to Grant and Zackon's (2004) sample only 4.8 per cent of respondents had a background in psychology. (Note: respondents could include themselves in more than one category, and so the cumulative percentages of this survey do not equal 100.) With the survey limited to ICF members, the low proportion of respondents with a psychology background may have reflected the low percentage in ICF rather than the actual percentage of practicing coaches with a psychology background.

Such diversity is both a strength and a liability. On the one hand, it demonstrates that the coaching industry can now draw on a wide range of methodological approaches, and that its new practitioners are no longer confined to its root disciplines. On the other hand, because of the sheer number of individuals now working as coaches, and their diverse backgrounds, there is even less agreement now than there was earlier on what actually constitutes coaching and what qualifications are necessary for effective, reputable coaching. This diversity has also led to confusion regarding best ethical and professional practices, and the proper focus of coaching, specialty by specialty. This and similar topics are discussed in Chapter 9.

According to Grant (2005a:1), "to date there appears to be little communication between these occupational groups and their foundational bodies of knowledge, and there is a tendency for each group to claim ownership of coaching". That may be the ultimate lesson of the generational changes in coaching – at this point none of the disciplines, nor any particular group of influencers, dominates either the theoretical basis or the practical application of coaching.

Chapter 7

Emergence of coaching in the twentieth century

Coaching emerged as the result of a variety of socioeconomic factors, among them the growing interest in personal development that followed the Second World War. That interest was not confined to the business world – where employees saw personal development as a means of getting ahead, and management saw it as a means of improving the bottom line – it also extended to the suburbs, where it was considered a form of self-improvement. Also fueling this emergence was, as Patrick Williams (2006c, pers. com.) says, "a shortage of listening in our modern society and a disconnection of the meaningful relationship between humans".

In the late 1940s and early 1950s, political and economic attention had turned toward rebuilding the countries ravaged by the War, and on retooling the war economies of both the vanquished and the victorious. These efforts quickly morphed into the Cold War, or the containment of those behind the "Iron Curtain", and that focus led in turn to an emphasis on social conformity.

Figure 29   Emergence of coaching

Emergence of Coaching			
1930s—50s	1960-70s	1980s	1990s—2004
Counseling Executives			
Sales Coaching			
	Leadership Programs		
	Assessment Centers		
		Inner Game	
		Coaching Services	
			Training + Associations
			Coaching Culture
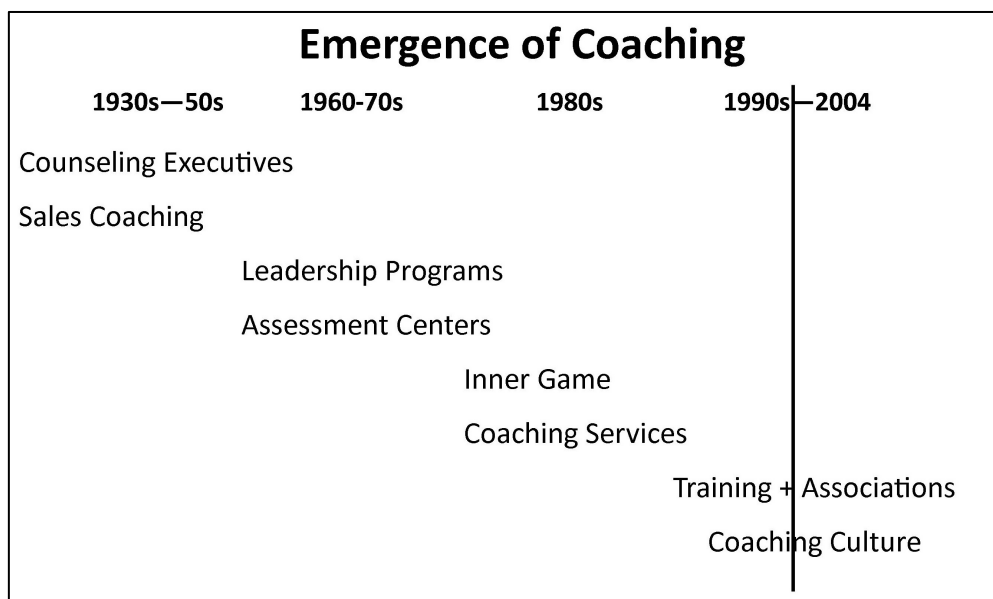
Source: Brock (2009:29)

The 1960s and 1970s, in contrast, witnessed a shift toward the humanist perspective, and what came to be known as the counterculture. That movement included the rise of civil rights, feminism, the human potential movement, and humanistic psychology (Brock, 2008:344). Coaching sprang simultaneously from several independent sources and birthplaces, and then

spread through a complex and somewhat unpredictable series of relationships. This initial stage occurred during the 1960s, an era of unprecedented personal and professional exploration and growth.

The human potential movement, a product of those times, gave us Esalen, the National Training Laboratories, Tavistock, and Findhorn, among many others, and the rapid diffusion of coaching was fueled by a series of serendipitous, interdisciplinary gatherings in the above venues. The key figures in those meetings, long before technological advances made such interaction much easier, connected through face-to-face conferences, workshops, and forums. A second driver for coaching's emergence was large group awareness training sessions (LGATs) in the 1970s and 1980s, which facilitated the shift to an awareness and responsibility perspective for participants. LGAT attendees would leave a business or personal training session with declarations, commitments and enthusiasm, yet with a limited support structure to sustain the change. This is where coaching entered the picture, as Breeze Carlile (2006, pers. com.) points out, "with support to keep you in action which is what a coaching relationship offered".

Coaching first emerged in business in the late 1970s, apparently in response to an unmet need and changes in leadership models and organization culture. Ten years later coaching emerged in areas outside business (the late 1980s) as part of an extension from business, and the self-improvement and human potential movements. The 1980s, a retrenchment of sorts where social issues were concerned, saw the birth of leadership development programs and the entry of transformational technologies into business. The 1990s, finally, amidst some of the most stunning technological advances in the history of our species, also saw the emergence of coaching as a distinct discipline. Once the information age dawned, around 1995, the spread of coaching was put into hyperdrive by conferences, workshops, and forums, in both face-to-face and virtual environments. (Appendix B contains a table of key socioeconomic events, and psychology, business, and coaching events over time.)

People entering the coaching field adapted theories and models from various fields to the normal population, with a focus on potential for human growth and learning in the business and personal contexts. Early practitioners were consistent in taking key concepts, principles and philosophical perspectives from their education and experience into coaching. Coaching models borrowed from academic disciplines, and also imported values, principles, and philosophical perspectives from non-academic disciplines.

Patrick Williams, a respected voice in the field today, points out that both the theories and tools which shaped coaching had actually been in existence for the better part of a century (Williams, 2006, pers. com.). The discipline emerged, therefore, not as a result of new thinking, but as a result of changing conditions in the last decades of the twentieth century. Speaking to The Royal Society of Medicine in London on January 30, 2004, Williams suggests that:

> Coaching, while the latest and hottest trend to invade the workplace, is not new. It is a new derivative of the best thinking in self-improvement since the turn of the twentieth century. Coaching found its place in history, and most recently in the business world, when it exploded into the corporate environment in the 1990s. Today, workplace coaching includes dozens of specialty fields (just like medicine) for every kind of business concern including personal career coaching; transitions and mergers coaching; start-up venture and entrepreneurial coaching; executive leader coaching; team coaching, and what many call life coaching. Coaching exists for every type and size of business from the self-employed sole owner to huge coaching programs within the top Fortune 500 companies … Coaching has proven a worthy investment during its short but remarkable history (Williams, quoted in *Coaching and Mentoring International*, 2004:1).

This chapter is structured with a decade-by-decade timeline of coaching's key events during the twentieth century, beginning with the decades before 1960.

Prior to 1960

The early precursors to coaching began to appear in the 1930s and continued through the 1950s – in personal success literature, humanistic psychology, business practice, and business literature.

1930s to 1950s

- Counselors, therapists and organizational psychologists were "counseling" executives.
- Developmental counseling practices by psychologist-based consulting firms are similar to coaching.
- Sales coaching focuses on how to be a better salesperson.
- Sporadic articles on coaching and performance improvement and management development.

During the late 1930s through the 1950s, a great deal of personal success and motivation literature was published, including the 1937 classics by Dale Carnegie (*How to Win Friends and Influence People*) and Napoleon Hill (*Think and Grow Rich*). Cindy Reinhardt (2006, pers. com.) points to "*Science of the Mind*, [which] was written in the 1930s by Ernest Holmes … [and] it's like a mystical, spiritual description of ontological coaching … of which practice is an important component …"

In the 1950s, seminal personal success books included Earl Nightingale's *The Strangest Secret*, Norman Vincent Peale's *Power of Positive Thinking*, Joseph Campbell's *A Hero with a Thousand Faces*, and L. Ron Hubbard's *Scientology*. Some of these publications are not without controversy to this day. In addition, Earl Nightingale recorded his messages about recognizing opportunity, setting worthy goals, self-knowledge, and self-management. In 1950 L. Ron Hubbard's *Dianetics* was published, followed in by 1960 Maxwell Maltz's *Psycho-Cybernetics*. Hubbard's Dianetics

and Scientology techniques flourished during this period. By the 1950s, according to Derloshon and Potter (1982:88), Scientology had already established:

> … a pastoral counseling procedure which they call auditing … the auditor, one who listens … utilizes interpersonal communication and carefully devised questions and drills which enable the person audited … to discover and thereby remove his self-imposed spiritual limitations.

Mike Jay (2006, pers. com.) makes the point that "there is a whole literature that … has not been discussed as a primary part of coaching literature that … started back in the 1920s and 1930s when Eduard Spranger wrote *Types of Men*".

Other notable activities during this period included Alcoholics Anonymous (AA), founded in 1935 and based on a philosophy of self-responsibility, which is the foundation for being "coachable". In humanistic psychology Fritz Perls coined the term "Gestalt Therapy" during the 1940s, while in the 1950s Carl Rogers presented client-centered therapy and Abraham Maslow formulated his hierarchy of needs. Transcendental meditation appeared during this time as well.

References to coaching, or to its precursors, began to appear even before the Second World War. The earliest references to coaching appeared in the business literature, which is compatible with interview data identifying business as the first sector in which coaching was applied (Brock, 2008:162).

Between 1937 and 1959 nine separate references to coaching – or to coaching-like activity – appeared in journals on human resources management, which at the time were focused on management development and training. During that same period, three references to coaching appeared in management journals, and one in a psychology journal. These early attempts at coaching-like activity often moved through one or more disciplines before finding the optimal circumstances for the emergence of coaching. Many of the strategies used by organizational psychologists, for example, influenced organization development, the early practice of which might be comparable to what we now called coaching (Bergquist, 2006, pers. com.; Leduc, 2006, pers. com.; McNeill, 2006, pers. com.).

Grant (2004:7) finds that the first trend in the literature involved:

> … reports of internal coaching in organizations, with managers or supervisors acting as coaches to their subordinates and staff. This trend is most clearly evident in the literature between 1937 and the late 1960s although it continues through to the present day.

Grant (2004:7) goes on to suggest that the first case study presentation appeared in 1951 and focused on establishing a "coaching", or teaching culture. By 1955, four articles had appeared on coaching and performance improvement and management development. In 1957 and 1958, two more articles were published focusing on coaching by management, one on psychological consultation with executives, and one on appraisal counseling (Grant, 2004:7).

The first published peer-reviewed paper on coaching in the business literature was published in 1955 in the *Harvard Business Review* and was titled "The engineer goes into management" (Grant, 2005b:1). At the time, coaching was viewed as a form of supervision, and the earliest articles stressed the benefit of training supervisors to coach staff toward improved job performance.

Moving to the business environment, between 1927 and 1932 Harvard business professor Elton Mayo, founder of the human relations movement and industrial sociology, studied workplace motivation and productivity at Western Electric's Hawthorne Works in Chicago. Called the Hawthorne Studies, this research examined the effects of lighting, economic reward, short breaks, and food on productivity. To Mayo's surprise, he found that workers formed social systems in response to classical motivation techniques, rather than responding individually. He also found that productivity was not correlated to pay, and that incremental increases in productivity – due to changed conditions – did not last. While Mayo was criticized for his mechanistic approach, some of his findings were put to use decades later by those in organization development.

The late 1940s brought the first manager-as-coach training program, which focused on establishing a coaching culture and enhancing the manager's interpersonal skills. Executive counseling books then appeared, and RHR International counseled executives using industrial psychologists. Jeff Durosher describes these developments as follows:

> In 1930 a group of psychologists were hired by an engineering firm to study the best way to organize an office in corporate America to help people be more effective. A subset of that group, who left in 1944 to start RHR, found a lot of executives and leadership had a need for somebody to talk to as a sounding board that was outside the business. When they founded RHR in September 1944, they were working with corporations to assess new leaders being hired, and to counsel – at the time [this] was the term they used – the CEOs and maybe one or two of their direct reports, to act as a sounding board, bounce ideas off, give them another perspective to think about. At the time we called it development, but [this] first real trend in coaching, which continued into the 1970s, involved managers or supervisors acting as coaches to their employees and staff. Much of this was not viewed as coaching as we describe it today, and in fact the word 'counseling', as was used to describe the work of external consultants and industrial psychologists, was also used to describe this activity. In the 1950s a few professionals began using a blend of organizational development and psychological techniques in working with executives, and 10 articles were published on effective coaching by management to improve performance (Durosher, 2007, pers. com.).

During the 1950s Argyris began to practice what he called action science – also known as action inquiry, action research, or organizational learning – as a strategy for increasing the skills and confidence of individuals in any kind of organization, and to foster long-term group effectiveness (Action Science Network, 2007). At the time, counselors, therapists, and organizational psychologists were already counseling executives. Developmental counseling, first offered in the 1940s by RHR International, was similar to coaching; Tobias, in fact, argued in 1996 that

coaching by psychologists was a mere repackaging of practices once performed under the umbrella of consultation and counseling (Tobias, 1996:87).

David Lane points out that companies also began to define management competencies in the 1950s:

> Which led directly to coaching, because there is no point in defining competencies, finding their usefulness, and then [putting them aside] … and eventually introducing some sort of process to help people improve. Coaching emerged directly out of assessments centers, it was very big [at the time] and it really took on the sense of its origins … quite a lot of [which was] coming out of strange places like the CIA and military groups in the United Kingdom, because you need to train your spies effectively and so there was quite a lot of coaching going on (Lane, 2006, pers. com.).

At around the same time, Glaser observed the growing presence of clinically oriented industrial psychologists in developmental counseling for key management personnel. The rationale was "that many of the problems in connection with the long-run operational performance of an organization stem from attitudes and actions of the managers" (Glaser, 1958:486).

This, in short, is a textbook example of changing socioeconomic factors – in this case, the growing number of clinical psychologists asked to provide therapy at the conclusion of the Second World War – leading to new applications of existing disciplines. Glaser goes on to say that the "… psychological consultant to management is in a position to share with the managers and supervisors of men in our society what psychologists tentatively know about promoting healthy human development and constructive interpersonal relations" (Glaser, 1958:488). In a few short years this definition would, of course, be expanded to include "women in society", whose traditional roles, it could be said, already involved "promoting healthy human development" and the building of "constructive interpersonal relations".

Edwin Nevis (2006, pers. com.) corroborates this shift in organizational attitude and practice, and places it "somewhere around 1950, plus or minus three years". For our purposes it is important to note that the activity was consistent with the behavioral or mechanistic movements in psychology, still prominent prior to the 1960s. A new day was, however, about to dawn.

1960s

The 1960s ushered in the humanist movement, based on the belief that every human being has an intrinsic, personal value. The movement quickly spread across American popular culture and into the business sector, where managers began to test the notion that by recognizing each person's worth, and treating them accordingly, their performance will improve. This approach was clearly at odds with the "control-order-prescription" paradigm of earlier decades, and called for a fundamental shift on the part of management. As a result, references to coaching in the 1960s and

1970s began to appear less frequently in human resource management journals, and more frequently in training and management journals (Brock, 2008: 165).

1960s

- Personal success literature:
  - Maxwell Maltz *Psycho-Cybernetics*,
  - Jose Silva *Silva Mind Control*,
  - Thomas Harris *I'm OK, You're OK*,
  - John Gardner *Self Renewal*.
- Mind Dynamics by Alexander Everett was first Large Group Awareness Training.
- Esalen founded in northern California to explore human potential.
- Findhorn founded in United Kingdom to explore spirituality.
- Counterculture and the Beatles.
- New Age movement melds spiritual traditions and alternative medicine from East and West.
- Linda Goodman astrology books published.
- Weight Watchers founded.
- Business literature:
  - Douglas McGregor "Theory X, Theory Y",
  - Edgar Schein *Process Consultation*,
  - Peter Drucker *The Effective Executive*,
  - Richard Beckhard "Organizational Development",
  - Warren Bennis "Revisionist Theory of Leadership",
  - Blake and Mouton "The Managerial Grid",
  - Hersey and Blanchard "Situational Leadership".
- Sensitivity training started at National Training Laboratories (NTL) in the United States and Tavistock in the United Kingdom.

The roots of coaching from the decade of 1960s include the founding of Esalen in California to explore human potential and Findhorn in the United Kingdom to explore spirituality. This was the period of the counterculture and the Beatles, whose music brought Eastern philosophy to the masses. The New Age Movement melded spiritual traditions and alternative medicine from the East and West. Linda Goodman published her astrology books, and Weight Watchers was founded (Brock, 2008:358). This decade ushered in an expansion of human consciousness and community. Personal success literature published during this period included Maxwell Maltz's (1960) *Psycho-Cybernetics*, José Silva's (1978) *Silva Mind Control*, Thomas Harris's (1973) *I'm OK, You're OK*, and John Gardner's (1964) *Self Renewal*. The first large group awareness training called "Mind Dynamics" was launched by Alexander Everett.

The roots of business-focused coaching from the decade of 1960s include the National Training Laboratories (NTL) in the United States and Tavistock in the United Kingdom which focused on sensitivity training and organization development (Brock, 2008:360). Management theories abounded, including Douglas McGregor's "Theory X, Theory Y", Edgar Schein's *Process Consultation*, Richard Beckhard's "Organization Development", Peter Drucker's *The Effective Executive*, Warren Bennis's "Revisionist Theory of Leadership", Blake and Mouton's "The Managerial Grid", and Hersey and Blanchard's "Situational Leadership". Schein's description of process consultation parallels current descriptions of coaching. In fact, organization development views coaching as an organization development (a form of consulting) intervention (Mura, 2006, pers. com.; Storjohann, 2006, pers. com.).

According to Grant (2004:7), four articles referring to coaching and management were published during the 1960s, and "in the first coach-specific doctoral research, Gershman evaluated how supervisors who acted as effective coaches could improve a subordinate's attitude and job performance".

1970s

The roots of coaching from the decade of 1970s include the rise of large group awareness training programs such as Werner Erhard's est, LifeSpring, and others. Terry Cole-Whittaker, involved in est, began television ministries. Richard Bandler and John Grinder developed NLP during this period (Williams and Davis, 2002). Personal and group success literature included Richard Bolles (1969) *What Color is Your Parachute?*, Barbara Sher (1979) *Wishcraft*, Julia Cameron (1972) *The Artist's Way*, Gail Sheehy (1976) *Passages*, Tony Buzan (1974) *The Mind Map*, Richard Leider (1978) *Inventurers*, and Helen Schucman (1976) *A Course in Miracles*.

1970s

- Emergence of coaching in the business world, when leaders' role in change was viewed from the intersection of OD and psychology.
- Executive and business coaching emerged from leadership programs and assessment centers; 17 articles on coaching published, along with four books on coaching by managers:
  - *Coaching for Improved Work Performance* (Fournies, 1978),
  - *Coaching: Beyond Management* (Selman, 1979),
  - *A Manager's Guide to Coaching* (Megginson and Boydell, 1979),
  - *Coaching: A Management Skill for Improving Individual Performance* (Deegan, 1979).
- Counselors, therapists, and organizational psychologists continued "counseling" executives.

The roots of business-focused coaching from the decade of 1970s include the rise of 360-degree feedback and assessment through KRW International, Center for Creative Leadership, and

Marshall Goldsmith. The Gestalt approach of the 1940s was applied to organizational consulting (Brock, 2008:361).

In the 1960s and 1970s we see the rise of leadership development programs, including assessment centers that corresponded with the rise of coaching. Books published on coaching during the 1970s included Lovin and Casstevens (1971) *Coaching, Learning, and Action* and Fournies (1978) *Coaching for Improved Performance*. Both described coaching as a supervisory role, and were concerned with improving performance. In addition, *A Manager's Guide to Coaching* was written by Megginson and Boydell (1979) to capitalize on the wave of interest in managers to coach during the late 1970s in Britain. The interest was coming from companies, senior executives and HR professionals who wanted their managers to coach more rather than use traditional command and control methods. As David Megginson says, "We felt that to do that they needed to cope with the tensions of having responsibilities for controlling the performance of their staff, and, at the same time, having responsibility for developing their staff. My definition of coaching at that time really dealt with a skill set to be used by a manager" (Megginson, 2006, pers. com.).

Grant (2004) documents that during the 1970s, 17 articles on coaching were published, including seven on management, three on self-development, three on training, and four others on single topics of change, counseling, selling, and controversy. In addition, four management books with coaching in their titles – focusing on managers using coaching to improve the performance of their subordinates – were published during the 1970s. (See Appendix A for a list of coaching books published from 1978 through 2004.)

Edwin Nevis (2006, pers. com.), on the scene throughout the period, makes the point that during the 1970s he and his colleagues "were just psychologists doing consulting in industry". While the business literature from this period does not specifically refer to coaching, according to Rey Carr, organizational psychology was preliminary to coaching, specifically in the areas of counseling, assessment, and feedback (Carr, 2006, pers. com.). From that point on, business specialties began to be mentioned more and more frequently in the literature of psychology (Brock, 2008:162–163).

Prior to the 1970s, the term counseling, rather than executive coaching, was used in business (Kiel, 2007, pers. com.; Leider, 2006, pers. com.), and may have included various combinations of image, presentation, and one-to-one consultations (Steinhorn, 2006, pers. com.). Counseling in the 1970s usually involved hiring psychologists to work one-on-one with managers, helping them to adjust to their changing job descriptions, to be less abrasive, or to deal with some of the same things for which coaching is utilized today – i.e. life/work balance, and self-realization (Kiel, 2007, pers. com.). This sort of coaching approach was also used by some career counselors as early as the 1970s (Leider, 2006, pers. com.).

Workplace counseling, which both preceded and overlapped the appearance of coaching in management literature in the late 1970s, usually consisted of conversations that took place

between bosses and subordinates. Kirkpatrick distinguished coaching from counseling by describing coaching in the following manner: "Initiated by manager; done on a regular basis; job-oriented; being positive or corrective with emphasis on telling, training and teaching by the manager; and with the objective to improve job performance" (Kirkpatrick, 1982:82). He went on to suggest that:

> The effective coaching function is more apt to take the form of working on forward-looking plans and objectives for subordinates in a way that keeps them moving constantly toward new areas of experience, new demands for personal skill development, and application of ingenuity and problem solving (Kirkpatrick, 1982:82–83).

This definition clearly includes an element of adult learning, and while initiated by the coach, is clearly presumed to be the responsibility of the employee. And while the business is intended to be the primary beneficiary, employee satisfaction is also affected. During this time, of course, training programs, academic programs, and professional associations did not yet exist for coaching. As a result, a great many approaches were tried, some of which worked, some of which didn't, and some of which were in conflict with one another.

As management counseling slowly changed direction in the business world, the first Erhard Seminars Training (est) sessions were conducted in San Francisco, California, in October 1971 (Erhard, 2006, pers. com.). At around the same time the Canadian government developed the LifeSkills Coach Training program to serve groups of chronically unemployed people with a program that would support them to get and retain a job (Paynter, 2006, pers.com.). Although the words "coach training" were used, it was all about teaching life skills to groups of people out of work. Later in the 1970s, Hudson started Fielding Graduate Institute in Santa Barbara, California, which used a strong learning technology based on human systems thinking (McLean, 2006, pers. com.).

A significant crossover event, called the May Lectures, took place in London in May 1974, and was hosted by Whitmore and Nick Hart Williams. This week-long personal development event reached 5,000 people. According to Whitmore (2006, pers. com.), the purpose was to bring together the "left-leaning psychological group in California [Esalen], and in Britain we had right-leaning spiritual group [Findhorn], and they were actually talking the same language". In more common language, it was bringing together the California hippies of Esalen with the British aristocracy of Findhorn. As he describes it:

> Trying to get these two together was great fun, and I've watched these – they've totally merged now, they're part of the same thing, but at that time they were a long way apart; they didn't trust each other. They were each doing the same thing coming from totally different perspectives. But it was wonderful just watching it gradually come together (Whitmore, 2006, pers. com.).

Two other events that took place in 1979 influenced the emergence of coaching. First, Fernando Flores completed work on his dissertation, *Communication and Management in the Office of the*

Future, which set forth the principles of ontological coaching . Flores and Erhard became business partners, and many of Flores's ideas were incorporated into the Forum. Erhard and Flores co-founded Hermenet, which owned Action Tehcnologies. Erhard contributed to Action Technologies the right to deliver the WE&A "Action Workshop", which used the philosophical distinctions of speech acts as a talking point for effective communication, under the name "Communication for Action". Erhard and Flores together developed software to track the fulfillment of promises and commitments out of the Action Technologies "Communication for Action" workshop.

Second, Jay Perry, David Rosen, and Susan Perry started the Actors Information Project (AIP) in New York City, a membership organization that served as a resource, information, training, and community center with a focus on the business and career side of acting. AIP also offered a type of business counseling, informed by Erhard concepts and work, which was really an early form of coaching. As Perry (2006, pers. com.) remembers:

> We later on recognized that what we were doing was some primitive form of coaching, and it became so popular that we had to develop a training program to train the people who were going to be doing this. And so it was very much making it up as we went. Certainly there were some roots and inspirations from what had been the Werner Erhard work, est training, and later the Forum.

Original AIP members included, among others, Madeleine Homan of Coach U and Ken Blanchard Companies, David Matthew Prior of CTI and ICF, and Henry Kimsey-House of CTI (Brock, 2008:383).

The sports sector burst on the scene in 1974 with the publication of Gallwey's *Inner Game of Tennis*. Applying the principles of humanistic and transpersonal psychology to sports, the book promoted "the concept that the opponent within is more formidable than the one outside" (Whitmore, 1992:5–7). While the coach was expected to lead the athlete toward this understanding, the individual was clearly asked to take responsibility for his or her personal performance. The possibilities inherent in this approach, in virtually every field of human endeavor, were immediately apparent. While a few more years would pass before books on the topic of "coaching" would begin to appear, there is little doubt that Gallwey's breakthrough title paved the way for the field's earliest authors to articulate theories and models of coaching for a more general audience.

1980s

The 1980s witnessed the real birth of coaching – life, executive and business. Life coaching began to be delivered by graduates of est and other personal development trainings. Executive and business coaching emerged from leadership and supervisory development, sports coaching, and personal development training.

1980s

- Inner Game approach to sports adapted to business and called "coaching".

- First companies providing individual and business coaching services founded in United Kingdom and United States.

- Psychological consulting firms begin providing services called coaching.

- Sports coaches and business people identified common coaching principles across disciplines.

- First training schools founded to deliver coach training to individuals and business in United States and Europe.

- Coaching introduced into business in German-speaking countries.

- Coaching literature expanded with doctoral research and 29 articles.

- Five books were published addressing coaching by supervisors to improve performance.

  1980   Inner Game Sports Coaching (Gallwey, Whitmore) offered in US and UK.

  1981   Personnel Decisions International (PDI) offers Executive Coaching (Peterson).

  1981   Results Unlimited (Ditzler/Hedges) founded.

  1984   Transformational Technologies (Erhard/Selman).

  1986   Alexander Corporation (Alexander) founded.

  1987   Book: *The Coach: Creating Partnerships for a Competitive Edge* (Stowell/Starcevich).

  1989   Performance Consultants (Whitmore *et al.*) created.

  1986   Coach training programs by New Ventures West (Flaherty), Hudson Institute (Hudson), and Newfield Network (Olalla, Echeverria) were founded.

  1987   Success Unlimited Network (Hedges, Belf) spun off from Results Unlimited.

  1989   College for Life Planning (T. Leonard) created.

Books published in the early 1980s tended to emphasize the tools and processes coaches could use to encourage more effective leadership at executive and managerial levels. In other words, as Fournies pointed out, they were performance-based: "In the late 1970s and 1980s, the focus of coaching in the United States was using the coaching process as a technique that helps managers more successfully bring about performance achievements in business that relate directly to the survival of that business" (Fournies, 1978:vii).

The general approach was the same in the United Kingdom, where according to Megginson and Boydell (1979:5), coaching was viewed as a "process in which a manager, through direct discussion and guided activity, helps a colleague to learn to solve a problem or to do a task, better than would otherwise have been the case". Kinlaw agreed, describing all forms of coaching as having two common attributes: "(1) they are one-to-one conversations, and (2) they focus on performance or performance-related topics" (Kinlaw, 1989:23).

At this early stage in the field's development, however, Evered and Selman (1989:1) noted that the practice still had one foot in the past: "Whatever the case, most attempts to translate coaching into managerial applications take place within the control-order-prescription paradigm."

Kirkpatrick (1982:81) concurred, saying: "The terms coaching and counseling are frequently used to describe the on-the-job conversations that take place between boss and subordinate."

Between 1980 and 1989, however, the trend toward a more humanistic approach continued. As a result, while the majority of references to coaching continued to appear in business literature, for the first time a few journal articles began to appear in the literature of psychology attempting to provide some theoretical models or background on executive coaching. As the decade drew to a close, references to coaching appeared more and more often, and in an ever-wider number of disciplines. Training and management articles, for example, constituted nearly a quarter of the total, with the rest appearing in human resource, psychology, and organization development journals. Six management books, with coaching in their titles and focusing on how managers could use coaching to improve performance, were published during the 1980s (Brock, 2008:168).

At the same time, coaching also began to be mentioned in leadership development training programs and management practice, directed toward personal learning skills as well as the entire management process. Block, following Schein, describes the three models of consultation as: collaborative, expert, and pair-of-hands (Brock, 2008:168). The collaborative model of consultation was already quite similar to coaching, especially insofar as it presumed a dialogue, rather than simple instruction. The quality, or expert movement, focusing on plan-do-check-act, increased in the 1980s as, in the words of Pauline Willis, "Japan was eating our lunch" (Willis, 2006, pers. com.). In this sense the "check" signified personal feedback, and that entire process could already be described as coaching – or one-to-one development – although the formal title at the time was "quality improvement facilitator" (Brock, 2008:169).

In 1981 Personnel Decisions International (PDI), a management consulting firm staffed by psychologists, began offering executive coaching as a stand-alone service. Peterson, from PDI, says much of the early work was "helping people be less abrasive and deal with some of the same things we provide coaching on today" (Peterson, 2006b, pers. com.). And yet it may not have been exactly as we define coaching today, as it was being offered. Some say that the term executive coaching came into use during the late 1980s because coaching sounded less threatening than other types of intervention (Tobias, 1996:87).

Also in 1981, Erhard, with Flores and others, re-created the est training as the Forum training, which included the linguistic and philosophical teachings of Flores. As with the original est, this LGAT was intended to transmit personal growth philosophies to large audiences in a relatively short amount of time (Brock, 2008:49). Controversial both then and today, at least in terms of the training's ability to bring about lasting personal change, Erhard's efforts were nonetheless an important part of the genesis of coaching (Brock, 2008:49–50).

The three organizations of Erhard's est, John-Roger's MSIA, and Hanley's Lifespring, dominated the human potential movement in the 1970s, and then moved deeper into the corporate world in the 1980s (Main and Riley, 1987). According to Main and Riley (1987:2), "their goals and

methods were vague, expressed in words such as alignment, commitment, breakthrough, breakdown, and coaching". By 1984 Erhard had formed a corporate business division – Transformational Technologies – to bring personal development methodology to business, which in essence promoted coaching from a consulting perspective (Brock, 2008:297). And Jim Selman, first president of Werner Erhard's Transformational Technologies, released a video workshop titled *Coaching: Beyond Management* in 1988.

According to Jay Perry (2006, pers. com.), Erhard, through Transformational Technologies,

> … had a powerful impact on the business world, because they developed an arm of consultancies that … were licensed to use Landmark-style material [in corporations]. It was huge, and coaching CEOs in some of the biggest companies in the world and training them in these communication techniques and breakthrough thinking. Tracy Goss's book, *The Last Word on Power: Executive reinvention for leaders who must make the impossible happen*, is one of the early coaching books that reflected that about winning formulas.

The rapid expansion of coaching was not limited to the United States During the early 1980s Timothy Gallwey's Inner Game methodology took hold in the United Kingdom – principally through the efforts of Whitmore, Alexander, and Downey (Brock, 2008:423–424). Although it initially started in the sports arena, some of the clients wanted to bring it into their companies – and by the mid-1980s it was well established in the business sector. Whitmore (2006, pers. com.) recalls using the more generic term "coaching" to describe what they were doing, because at that time it was "quite difficult to sell American ideas in Europe". Alexander (2007, pers. com.) describes their approach as follows:

> A very awareness-based way of coaching. The proposition is if you help someone to help raise the awareness about different aspects of themselves and their lives and so on, they can advance … [and] move forward. As the name The Inner Game implies, I also looked at the mental [or] inner side, of success … Things like attitudes and inner obstacles were a big part of The Inner Game.

Jinny Ditzler, who worked for Werner Erhard in the United States and Europe, founded Results Unlimited in the United Kingdom in 1981 to provide life coaching services and train coaches to deliver these services. She remembers, "I had never even heard the word coach, because it wasn't used in the UK" (Ditzler, 2006, pers. com.). Ditzler brought in Alexander as her business partner, and then Ian Prosser, who had a background in est and the Inner Game (Prosser, 2007, pers. com.). Soon after, they were joined by McGhee, who was director of Erhard's Hunger Project, and Ben Cannon, who went on to be responsible for professional development at Goldman Sachs (Prosser, 2007, pers. com.).

The Results Unlimited program, according to Ditzler (2006, pers. com.), used a facilitative approach: "You light the candle, and you keep it lit, and hopefully they take it". McGhee (2007, pers. com.) sees it as an "integrated approach to you increasing your ability to see results and be successful in the world"; while Prosser (2007, pers. com.) says that "I suppose in those early days

we were doing what is now called life coaching". By the mid-1980s, Results Unlimited began providing services to the business community, and Alexander (2007, pers. com.) describes their approach as "strong on turning hopes and dreams into tangible actions … helping people grow their will, their determination, and their confidence". In looking at some materials used by Results Unlimited in the early 1980s I notice similarities to coaching tools and techniques in use later in the 1980s by Thomas Leonard and Laura Whitworth in the United States. This similarity may be in part due to the common est background all three shared.

A similar movement had already begun in Canada. In 1975 Peer Resources was founded by Rey Carr, Greg Saunders, and David de Rosenroll in Victoria, BC, to work with peer mentoring in education. According to their own literature, in "1985 Peer Resources incorporated to establish a Canada-wide network of peer coaches and trainers. We wanted to build on natural skills and to increase the likelihood that everyone would have access to a peer coach" (Peer Resources, 1999:1).

Coaching also began moving into corporations in German-speaking countries during the 1980s. Peter Szabo (2006, pers. com.) believes that "Wolfgang Looss, for the German-speaking countries, was one of the key pioneers in making coaching acceptable for top executives in a business community". According to Szabo, what Looss did was "like building a Trojan horse, packing a lot of psychologists into it, but wrapping it with something that came from the US and the UK" (Szabo, 2006, pers. com.). Werner Vogelauer, another pioneer in the German-speaking countries, remembers using:

> the term coaching about 1987 or 1988 [and we] started then in 1992 with the first coaching workshop in Austria … about 24 days. … It's a good starting point, and we developed our own process, our own kind of holistic coaching approach, and integrated our OD work as well as our psychological work with Gestalt and NLP (Vogelauer, 2006, pers. com.).

Peter Szabo (2006, pers. com.) also remembers taking a course from "a guy called Werner Herren [who] ran the first coach training in Switzerland" in the late 1980s.

The year 1986 was a busy one for the growing field in the United States, and witnessed the arrival of several companies offering both service and training. Flaherty founded New Ventures West in San Francisco to deliver his Coaching to Excellence program in corporations, and Hudson founded the Hudson Institute of Santa Barbara to deliver the Life Map strategies program (Brock, 2008:389). In 1987, PDI launched a significant research project on coaching that tracked the progress of 370 coaching participants, intending to create a thorough picture of the coaching process (Peterson, 2006, pers. com.). KRW International was also formed in 1987 in Minneapolis, Minnesota, by Fred Kiel and 16 other psychologists offering executive coaching services intended to help senior people change their behavior, and raise their awareness. That same year Kaplan, of the Center for Creative Leadership, connected with Kiel, who notes they both "had come to the same idea about how you help senior people change by empowering them and bringing them data … we just approached it differently". Kiel goes on to say that "I had a clinical approach, that is,

you can't get too far ahead of them [the executive], and you've got to present this as a joint discovery process, rather than one that is coming from on high and being delivered to them" (Kiel, 2007, pers. com.).

Along with the advent of Forum training, perhaps the biggest breakthrough in the field occurred in October 1987, when Erhard, along with Selman, hosted a seminar, broadcast via satellite, with Red Auerbach, George Allen, John Wooden, and Tim Gallwey to explore the uniform characteristics of coaching, regardless of the activity. Evered and Selman's abstract of the meeting listed 12 key coaching principles:

1. Coaching is a comprehensive and distinctive way of being related to others in an enterprise.
2. Coaching provides a player/performer or team with the possibility of dealing with what is not seen, or even seeable, from the prevailing paradigm.
3. Coaching as a way of being and relating at work can provide managers with a way of developing themselves and others in what has customarily been explained away as the "art" of management.
4. Coaching is "missing" as a way of being and relating in most organizations.
5. Coaching is "missing" by virtue of our cultural blind spots or paradigm that we have termed our control-and-order structure of thinking.
6. Coaching is a two-way process, which suggests that being a great coach also includes being a great coachee.
7. Coaching produces results solely through a medium of communication.
8. Coaching is driven by commitment, both the commitment of the coach and the commitment of the players.
9. Coaching is a dyad, like leader/follower or director/actor.
10. Unlike other types of supportive relationships (counselor, friend, instructor, trainer, mentor, etc.), coaching calls for a high degree of interpersonal risk and trust on the part of both the coach and the person who is coached.
11. Coaching generates new possibilities for action and allows for breakthroughs in performance.
12. Coaching calls for rethinking and transforming our traditional models of management, organization, work, and society (Evered and Selman, 1989:13–14).

By 1987, coaching pioneers such as Homan, Belf, Stephen Cluney, and Steve Straus were calling themselves professional coaches (Belf, 2006, pers. com.; Cluney, 2006, pers. com.; Homan, 2006, pers. com.; Straus, 2006, pers. com.). At the time, Laura Whitworth and Thomas Leonard were accounting colleagues at Werner Erhard and Associates (L. Whitworth, 2006, pers. com.). By 1988 had Leonard created the College for Life Planning to train life planners (Theune, 2006, pers. com.; L. Whitworth, 2006, pers. com.), and Echeverria left Chile to work for Flores in California (Echeverria, 2006, pers. com.).

In 1989, New Ventures West began publishing the quarterly coaching newsletter *Distinctions* and offered the first quarterly Coaching Roundtable in San Francisco (Flaherty, 2006b, pers. com.). That same year, Laura Whitworth and Karen Kimsey-House conducted their first workshop, called Design Your Life (K. Kimsey-House, 2006, pers. com.). Belf, who had owned SUN since 1987, remembers:

> At the end of 1988, or the beginning of 1989, my son got a job which involved setting things up on the Internet. … He punched 'coaching' into the equivalent of Google in those days and got 22 hits, not sports coaching of course, but professional and life coaching … and almost all of them were Thomas Leonard or his students. That's how I connected with Thomas [Leonard]. I said, 'Oh, wow. It sounds like you're doing what I'm doing' (Belf, 2006, pers. com.).

Coaching literature also expanded during the 1980s. According to Grant (2004:7), the "1980s saw the emergence of empirical evaluations of the effectiveness of coaching with early doctoral work from Duffy (1984), Wissbrun (1984), and Grant (1985)". Of the 29 articles published during the decade, 15 dealt with management and development; six with performance improvement; three with training; and six dealt with aspects of coaching in business, such as career development and teams. Five books on coaching were published during the same period – Kirkpatrick (1982), Parson (1986), Stowell and Starcevich (1987), Hunter and Russell (1989), and Kinlaw (1989). In 1989 Jim Selman, first president of Werner Erhard's Transformational Technologies, released a video workshop titled *Coaching: Beyond Management*.

This burst of activity wasn't limited to the United States. In the summer of 1986, Franz Biehal published an article in Germany titled: "Coaching: personal counseling of leaders" (Vogelauer, 2006, pers. com.). According to Werner Vogelauer (2006, pers. com.), Biehal began by addressing the aims of the coaching-sessions, with the following four goals:

1. To work for a clear orientation to the problem and its parts.
2. To establish a process for the further steps and solutions.
3. To create a larger view and combinations, i.e. career planning.
4. To talk about activities like literature, special seminars, etc.

During the 1980s, service organizations specializing in coaching in business were established, coaching literature increased, and training programs in effectiveness were developed. Formal coach training programs, academic programs, and professional associations, however, did not yet exist for the coaching discipline. Counselors, therapists, and organizational psychologists continued counseling executives during this period (Brock, 2008:393).

Perhaps as important as the processes themselves was the open discussion of self-improvement. During the mid-1980s, consulting psychologists still worked behind "closed doors" with managers who had created problems in the organization, or were considered to be damaged or even broken parts of the whole (Brock, 2008:461). By the mid-1980s, however, psychotherapist-turned-coach

Strozzi-Heckler began to see "people that were basically highly functional. They were there for therapy and they had questions around meaning, purpose, and different breakdowns they were creating either in their workspace or their personal lives" (Strozzi-Heckler, 2006, pers. com.). Again, the problems had always existed, but a combination of the changing times, and advances in psychology, made new approaches acceptable.

The late 1980s also saw the inclusion of coaching and counseling in performance processes for management. These attempted to bridge the gaps between expectations and performance, and involved day-to-day work to improve results. Cavanagh (2006, pers. com.) notes that the solution-focused approach of organizational psychology also began in the late 1980s, and was "brought into organizations as a change methodology that involved shifting the workplace into a coaching modality". According to Alan Collins (2006, pers. com.), at this time the term "coaching" first began to be used in the sense familiar today – i.e. "do you want to be coached on this or that part of your job description?"

That said, coaching wasn't yet considered a distinct job; it was still an activity. Thomas Leonard, through his life planning courses in the late 1980s, was one of the first to suggest that coaching move from an activity to a formal process (Collins, 2006, pers. com.).

1990s

With the stage set by the events of the 1980s, the growth of coaching quickened perceptibly, marked by an astonishing increase in the literature. Between 1990 and 1999, 129 articles appeared on coaching – almost three times as many as the previous decade. Of these, 35 appeared in management journals; 27 appeared in training journals; 24 appeared in psychology journals; and 10 appeared in business journals. (Much of the increase in the field of psychology was due to the 1996 special issue of *Consulting Psychology Journal: Practice and Research* that focused entirely on executive coaching.) The remaining 33 articles were divided among various disciplines, including science, organization development, finance, and performance (Brock, 2008:168).

1990s

- Coach-specific training schools/programs grew from two to eight in 1995, to 164 in 2004.

- Professional coach associations grew from zero to 12 in 2004; annual coach conferences grew from zero to 16 in 2003.

- Coach industry publications grew from zero in 2000 to four in 2004.

- Six peer-reviewed coaching publications began 2001 or later in support of evidence-based coaching.

- Coaching psychology (identified as distinct in 2000) special interest groups created in United Kingdom and Australia psychology organizations.

- United States consulting psychologists published three journal issues on executive coaching.

- Virtual teleclass coach training supported global spread of coaching; first internal coaching assignments in companies created; 79 coaching books published during 1990s with 62 per cent in 1998–1989; 132 coaching articles published in business and psychological journals; "coaching culture" become common term in business.

    1992   Book: *Coaching for Performance* (Whitmore).

    1992   The Coaches Training Institute (CTI) and Coach University founded.

    1998   Book: *Co-Active Coaching* (Whitworth, Kimsey-House, Sandahl).

    1998   Book: *Evoking Excellence in Others* (Flaherty).

These trends were confirmed by Kilburg (1996b:136), who conducted a review of the literature on executive coaching that "demonstrated an extensive history and broad empirical base, with the application of coaching as a concept and set of techniques to management growing rapidly through the 1980s and 1990s".

Popular coaching articles in other magazines and newspapers also grew markedly during the 1990s, ranging from business to alternative publications. In 1993, *Fortune* magazine published an article titled "The executive's new coach" (Smith, 1993), which featured KRW International and Kiel. Thomas Leonard's February 1996 article in *Newsweek* (Hamilton, 1996), discussed earlier, greatly increased public recognition of the coaching discipline. The *New Age Journal* article (Rigoglioso, 1996), featuring Cheryl Richardson, further expanded public knowledge of coaching.

In 2002, the ICF presented a list that identified media coverage in newspapers and on radio and television for its members since 1993. This list also identified 11 periodicals by coach associations and training schools, 36 electronic newsletters by members, 20 regular columns by members, and 24 books as of 2002 by members. The ICF publicity totals, in newspapers, on radio and television from 1993–2002, break down as follows: 41 January through October 2002; 60 in 2001; 290 in 2000; 176 in 1999; 129 in 1998; 61 in 1997; 101 in 1996; seven in 1995; four in 1994; and 20 in 1993 (Brock, 2008:399). (This media coverage list does not contain articles by coaches who were not ICF members.)

In 1992, Whitmore went one step further; his book offered actual tools and techniques on coaching for performance. Between 1993 and 1995, nine more books on coaching were published, six of which focused on coaching in management, one on coaching in sports, one on coaching for clinical supervision in psychology, as well as Hargrove's 1995 book on general principles and models of coaching.

In 1996 and 1997 five more books were published, the first four of which focused on coaching in management, while the last addressed coaching in training. Between 1998 and 2000, 29 more coaching-related books were published. These included books by L. Whitworth, H. Kimsey-House and Sandahl (1998); Berman-Fortgang (1998); T. Leonard and Larson (1998); C. Richardson (1999); Hudson (1999); Flaherty (1999); Jay (1999); Kilburg (2000); M. Goldsmith and Lyons; and M. Goldsmith, Lyons, and Freas (2000). For those who wish to track the astonishing increase in books on the topic, Appendix A contains the full list.

It should be noted, however, that these additions to the literature showed a wide variety of approaches to coaching. To name but a few, Peltier (2001) saw psychodynamic theory as an effective executive coaching approach, while Hudson (1999) believed that mentoring was a more useful model for the emerging discipline. Schein (2006) saw coaching as a subset of consulting, and C. Richardson (1999) saw coaching as a means of self-development.

Once again, these approaches were not purely academic. They were as much a result of changing mores as of advances in the field. Zoran Todorovic, for instance, notes that as coaching emerged from the personal development movement it began to enable businessmen and women to progress from having a dream – I want to have an ideal life, business, or relationship – to experiencing that dream as a reality (Todorovic, 2007, pers. com.). Or as Marcia Bench puts it, coaching offered a way for people to find "some sanity in the midst of this sometimes insane world – to find ways to carve out personal space and personal boundaries and to be true to ourselves even in the midst of all of the influences that are around us" (Bench, 2006, pers. com.).

Whitmore's 1992 book popularized the GROW model, which was developed in 1985 as a result of interaction between early Inner Gamers, the Alexander Corporation, and McKinsey and Company (Downey, 2006, pers. com.; Alexander, 2007, pers. com.; Morgan, 2007, pers. com.). In 1994 the McNeill Group was formed to deliver Coach U technology to Fortune 1,000 companies as an integral part of corporate executive development programs (McNeill, 2006, pers. com.). Those I interviewed confirm that the first internal coaching assignments with management occurred in the 1990s. Ann Durand, for instance, received her first internal coaching assignment in 1990.

> We hired a forward-thinking consultant … and he said the CEO needed a Coach. The CEO decided he didn't want to … [work with] Human Resources, so he asked me to be his Coach. I started coaching him, while being coached by the consultant, because I didn't have a clue what we were doing. The question was: how can we modify his behavior so that change would happen from the top down? (Durand, 2006, pers. com.).

In 1996 Ernst & Young sponsored Cynder Niemela to attend The Coaches Training Institute (CTI), and in 1997 she became their first internal coach and a lead coach with client engagements. In 1998, Jane Creswell received her first official assignment as internal coach with IBM after convincing management that "I can give you a greater return on my salary as a coach than I am currently giving you as a boss". Within 48 hours she had rewritten her job description and signed up for Coach U's first Corporate Coach U International class (Creswell, 2006, pers. com.).

This period was characterized not only by the rapid growth of coaching literature, professional activity, and public awareness, but also by the emergence of training programs, professional associations, and publications devoted to the discipline – in short, the emergence of a coaching culture (Brock, 2008:150).

By 1995 the number of coach training organizations had grown from three in 1990 to eight. New Ventures West was founded by Flaherty in 1986, Success Unlimited Network (SUN) purchased by Teri-E Belf in 1987, and the Hudson Institute, founded in the 1980s, shifted its focus from mentoring to coaching in 1991 (Hudson, 2006, pers. com.). That same year Olalla and Echeverria founded Newfield Network, while Erhard closed the companies that offered his programs to the public, and his former employees founded Landmark Education (Landmark Education, 2006). In February 1992, Laura Whitworth, with Henry and Karen Kimsey-House, founded the non-profit The Coaches Training Institute in San Rafael, California (L. Whitworth, 2006, pers. com.; H. Kimsey-House, 2006, pers. com.; K. Kimsey-House, 2006, pers. com.; Carlile, 2006, pers. com.). At about the same time, Coach University (now Coach U) was founded by Thomas Leonard as a virtual coach training program (Vilas, 2006, pers. com.; C. Richardson, 2006, pers. com.). (In 1996 Vilas had purchased Coach University from Leonard.) The Optimal Functioning Institute was founded by Madelyn Griffith-Haynie in 1994 to train coaches to work with people who had attention deficit disorder (ADD) (Griffith-Haynie, 2006, pers. com.). This activity was mirrored in 1995 when Top Human was founded in China by Eva Wong and Lawrence Leung (Brock, 2008:395).

In 1996, Coach for Life was founded by Peter Reding, and the Gestalt Institute of Cleveland, spearheaded by Dorothy Siminovitch, held its first coach training course (Reding, 2006, pers. com.; Siminovitch, 2006, pers. com.). In 1997, nine additional coach training programs were established, including the School of Coaching in London (Downey, 2006, pers. com.), and Coach 21 in Japan, as a licensee of Coach U (D. Goldsmith, 2006, pers. com.; Hirano, 2006, pers. com.). During 1998 and 1999 at least eight more coach training programs were created each year (Brock, 2008:395).

In 1998, the first academic coaching and leadership university degree program in South America was created by Selman and accredited by the Argentinean government (Selman, 2006, pers. com.), and Coach U licensed its materials in Singapore and Australia (Corbin, 2006, pers. com.).

Coaching's first professional associations also appeared during the 1990s, beginning with the short-lived National Association of Professional Coaches (NAPC), established in 1992 by Thomas Leonard for people who had attended his courses (Theune, 2006, pers. com.). In November 1993 the first international association was formed in San Francisco – the International Association of Professional and Personal Coaches (IAPPC) – through the efforts of Laura Whitworth and others (Carlile, 2006, pers. com.; Hayden, 2006, pers. com.). According to the IAPPC newsletter, *The Coaches Agenda*, coaching was defined as "a professional relationship that enhances a client's ability to effectively focus on learning, making changes, achieving desired goals, and experiencing fulfillment" (IAPPC, 1994).

Further coaching associations formed in the United States during the 1990s included the Professional and Personal Coaches Association (PPCA), the International Coach Federation (ICF), and the New York Coaches Alliance, all established in 1995, and the Professional Coaches and Mentors Association (PCMA), founded in southern California in 1996 to serve business coaches and mentors. In 1997 the National Association of Business Coaches (NABC) was founded as a for-profit organization for business coaches (Brock, 2008:267). In May 1999, eight coach training schools founded the Association of Coach Training Organizations (ACTO).

During 1999 coaching in Europe moved forward with the launch of the Coaching and Mentoring Network in the United Kingdom, the creation of the European Coaching Institute (ECI) as an accreditation body linked to a coach training program (Brock, 2008:397), and the establishment of the Nordic Coach Federation. In the same year, ICF Australasia was launched, and a coach association was founded in Japan. (See Chapters 11 and 12 for more information on coaching associations.)

In addition to the professional coach associations, the 1994 Organization Development Network conference hosted a two-day pre-conference on coaching by L. Whitworth and K. Kimsey-House (L. Whitworth, 2006, pers. com.). Linkage Incorporated, a special events group, began hosting annual coaching and mentoring conferences in 1998 (Brock, 2008:398).

The twentieth century for coaching was capped off when Jerri Udelson, from the United States, created "National Personal and Business Coaching Week" February 1–7, 1999 and listed it in Chase's *Calendar of Events* as a way to promote the coaching profession. During this week, coaches offer a variety of *pro bono* services in their communities, including free coaching sessions, lectures and workshops, and longer-term coaching for non-profit agencies (Udelson, 2007, pers. com.). By 2000 the name of the event was broadened to "International Personal and Business Coaching Week" and by 2004 it was being called "International Coaching Week" (Udelson, 2007, pers. com.). As Jerri recalled, "When I started 'National Coaching Week' I had no idea that it would soon take on a life of its own. I really am delighted that this Week is becoming a focal point for both publicizing coaching worldwide and providing the public with a sense of the possibilities that coaching offers" (Udelson, 2007, pers. com.). Today, "International

Coaching Week" has two purposes: the first is to allow coaches and their clients to acknowledge the process and results of coaching; the second is to help educate individuals and organizations about the benefits and value of working with a coach (Udelson, 2007, pers. com.).

2000 through 2010

During the first decade of the twenty-first century the practice of coaching continued to expand, a fact amply demonstrated by the widening scope of the literature on the topic, the entry of coaching psychology into the field, and the continued expansion of coach training organizations and associations.

In the first nine years of the new millennium, 425 papers on coaching appeared, more than four times the amount of all papers published in the 62 years between 1937 and 1999 (Grant *et al.*, 2010:13). These papers were spread across journals of psychology, management, training and organization development, in addition to dissertations and research studies.

Two reviews of existing academic literature on coaching published in 2003 and 2005 respectively by Grant and Cavanagh document a similar increase (Brock, 2008:29). The first review states that by 2003 the coaching industry had matured and research had gained a foothold. In the second review, Grant *et al.* (2005b:1) note "the use of coaching in workplace or organizations settings to enhance work performance and executive development is increasing in popularity".

Coaching research got a boost with coaching-specific research journals, organizations, and events. Several organizations began conducting surveys of coaches and coaching clients. The Foundation of Coaching was established in November 2005 by Ruth Ann Harnisch and David Goldsmith, and funded coaching research with US$100,000 in grants annually (The Foundation of Coaching, 2009a). Conferences on evidence-based coaching research were held from 2003 in Australia, United Kingdom and United States. Ten English-language journals/magazines got their start between 2003 and 2008. A total of 350 coaching books were published from 2000 to 2009, with 22 of them being evidence-based books. In 2008 an evidence-based coaching conference was held at Harvard, followed by an International Coaching Research Forum in the same location (The Foundation of Coaching, 2009a).

The years 2000 through 2009 witnessed an increase in professional coach associations, as well as credentialing for individual coaches and accreditation for coach training programs. In 2000 the Assciationa of Coach Training Organizations (ACTO) was created. Thomas Leonard, freed from his "non-compete" agreement with Coach U, founded CoachVille in 2001 and the International Association of Coaches (IAC) in 2002 (Brock, 2008:267). During the first four years of the new millennium, the global expansion of professional coaching associations continued: in 2002 the Association for Coaching (AC) in the United Kingdom was established as an independent body for professional coaches (Tulpa, 2006, pers. com.) and coaching was added to the British based

European Mentoring Council (creating the EMCC) (Megginson, 2006, pers. com.). That same year, the British Psychological Society and Australian Psychological Society established coaching psychology interest groups (Willis, 2006, pers. com.). On May 31, 2002, Wendy Johnson assumed the full rights to and ownership of specified NABC assets. These assets were rolled into a new federally incorporated limited liability company in Canada which conducted business as the Worldwide Association of Business Coaches (WABC), serving and developing coaching in the United States, Canadian and overseas business coaching markets (WABC, 2007).

In 2003 Eva Wong launched the China Coaches Association, which was disbanded in 2007, and in 2004 attendees of the Executive Coaching Summit launched the North America-based International Consortium for Coaching in Organizations (ICCO) (Brock, 2008:268). In 2004 the United Kingdom Chartered Institute of Personnel and Development (CIPD) began hosting coaching conferences, conducting coaching research and training, and publishing coaching literature (CIPD, 2004). Although the EMCC was initially active only in the United Kingdom, in 2005 it spread its umbrella over the whole of Europe (Brock, 2008:268). The year 2005 heralded the Association for Professional Executive Coaching and Supervision (APECS) in the United Kingdom and the Graduate School Alliance for Executive Coaching (GSAEC) in the United States. These groups were special interest coaching groups with membership limited to executive coaches and accredited graduate schools with coaching programs respectively (Brock, 2008:268). In April 2008 the Society for Coaching Psychology was launched as an accreditation and certification body for coaching psychology (SCP, 2009).

As the number of professional coaching associations increased, so did the number of coaching conferences and special events. By the end of this period, at least 20 major coaching conferences were held annually by professional coaching associations. Following 12 months of collaborative dialogue, a Global Convention on Coaching (GCC) was held in July 2008 in Dublin, Ireland, bringing together coaches and coaching leaders from across the globe in "an evolving, self-nurturing platform for coaching stakeholders to share, explore, research and collaborate for the good of our profession" (GCC, 2008). The purpose of the convention was to finalize possible future scenarios for coaching and address key areas for development of the coaching field.

During this decade the number of coach training programs increased significantly across the globe, with exponential growth in the number of accredited academic institutions offering coaching graduate degrees and certificates. University of Sydney, under the direction of Anthony Grant, launched the first coaching psychology degree program in 2000 (Cavanagh, 2006, pers. com.; Grant, 2006, pers. com.). Existing coach training companies expanded internationally, some licensing their training materials to organizations in other countries while others offered their training in international locations. These included the major networking community and training organization founded by Thomas Leonard in 2001 (Buck, 2006, pers. com.).

During this decade, national and multinational corporations began hiring employees to be coaches. Many of these internal coaches worked through leadership and organization development functions. Some companies hired experienced coaches, others hired outside coach training companies to train their human resource personnel to coach. It was during this period that manager-as-coach training became popular.

From 2000 through 2004, another 123 books on coaching were published (see Figure 30). Of those, books focusing on a career in coaching made up almost 40 per cent of the total. Business coaching books made up another 36 per cent, and books focusing on both work and life made up another 18 per cent. Despite the shift from practical techniques to career building, for the first time many coaching books included theoretical underpinnings from psychology. Another 190 coaching books were published from 2005 through 2007 (Brock, 2008:Appendix D).

Figure 30   Coach-specific books published in English annually 1970 through 2007
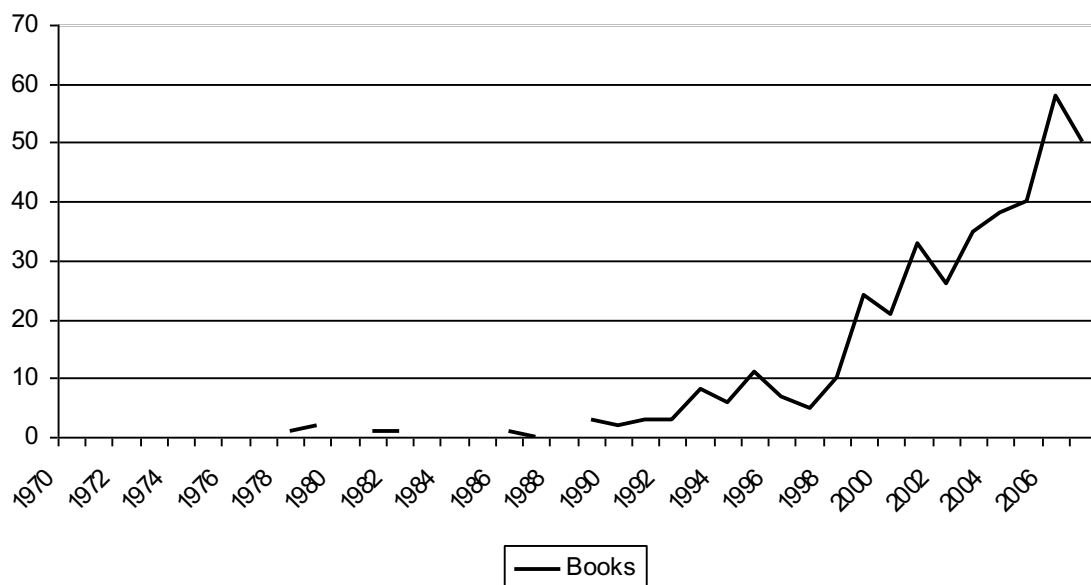
Source: Brock (2008:242)

A pattern, first seen in the 1990s when AD/HD coaching specialty associations and training organizations appeared, continued in this decade. The specialties of executive, business, psychology, Christian, and wellness coaching became populated with associations, credentials, and training.

Coaching lost three pioneers during this decade. Thomas Leonard passed away unexpectedly from a heart attack on February 11, 2003. Laura Whitworth battled lung cancer for over two years before succumbing on February 28, 2007. Australian Suzanne Skiffington passed away at the end of 2007 after a short bout with cancer (Zeus, 2009, pers. com.).

Summary

Although the theories and tools that shaped coaching had been in existence from the 1930s, as a result of socioeconomic conditions and the influence of the personal development sub-discipline of humanistic psychology, coaching emerged as a distinct field in the final decade of the twentieth century. My intent in presenting a decade-by-decade timeline of key events in the evolution of coaching through 2010 is to provide the reader with an accurate picture of the influences, influencers and events which shaped coaching. The bottom line is that no one person, place, or root discipline created coaching as we know it today, and without the interactions of people, places and root disciplines, coaching as we know it today would not exist.

Chapter 8

Global expansion of coaching

Coaching emerged simultaneously in several different countries, and in some cases in different groups within those countries. The culture of each, of course, influenced the styles and approaches used by that country's coaches, in much the same way that socioeconomic factors shaped the global emergence and application of the discipline. Given that the previous chapters have focused on events in the United States, and to a lesser extent the United Kingdom, this chapter will take a step back and cover the expansion of coaching in countries and regions outside the United States (See Figure 31).

Figure 31   Geographic spread of coaching by earliest coaching program or company
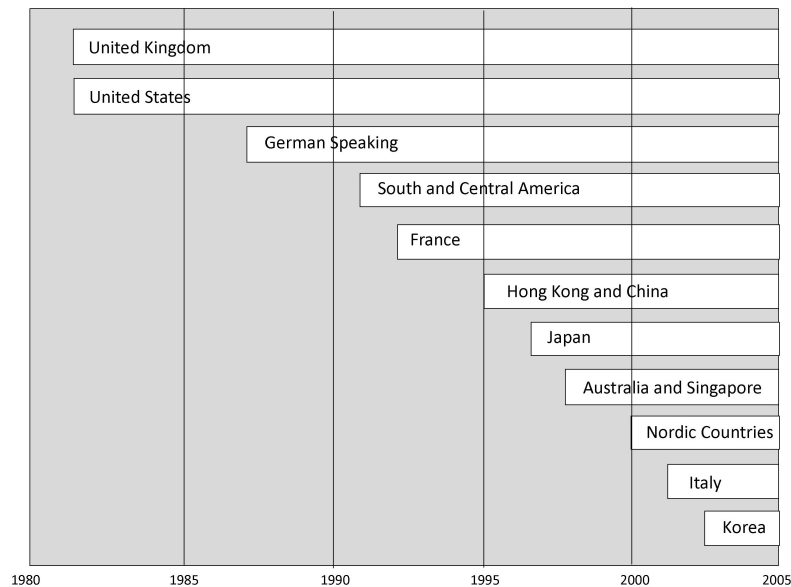
Source: Adapted from Brock (2008:397–398)

While a majority of the world's first coaches were trained in the United States, and the field's first professional associations were formed there, coaching emerged in the rest of the world soon after it did in the United States – and in some cases, even before. The issue of who was first to the field is somewhat pointless; far more important is the effect individual cultures had in shaping coaching's varied appearances around the world. Melinda Sinclair (2006, pers. com.) notes that while "every coaching approach is culturally influenced, [the] link between the cultural soup [coaches] are swimming in and what they are doing in coaching" is not always apparent. That the difference exists, however, seems unarguable. Werner Vogelauer, speaking of Europe, puts it this way:

> I think the development of coaching in Europe is also different enough. There's no similarity between the new European countries [and] the central east European countries. There's a difference between these countries and also the German-speaking part, as well as the Nordic part, and as well as the rest of European part (Vogelauer, 2006, pers. com.).

Hannes Entz (2006, pers. com.), for instance, is unwilling to put the United States at the front of the pack, saying that "coaching developed in various places [at the same time it did] in the United States". And while many of those I interviewed agree with Entz's assertion, they usually disagree about whose country was first in line. To some extent, their opinions depend on the type of coaching being discussed. Whitmore (2006, pers. com.), for example, fixes 1980 as the year business coaching began in England. Peterson (2006b, pers. com.), on the other hand, feels that the business he worked for "was the first to formally offer executive coaching services [in the United States] … [although] there was a company in 1981 [in London] that had begun to market themselves as coaches". (The company in London was Results Unlimited, which I discussed in Chapter 7.) Entz (2006, pers. com.) and Vogelauer (2006, pers. com.), to name two others, provide examples of coaching being practiced in Germany and Austria during this time.

USA/UK – Inner Game coaching based on Tim Gallwey's book (1980).

UK – Jinny Ditzler (1980) founded Results Unlimited (Werner Erhard influence).

Switzerland – Werner Herren (NLP and Therapy) taught coaching to Peter Szabo (1989).

Mexico/Chili/Argentina/Venezuela/Australia/Canada – Through Newfield Network and "Mastery of Professional Coaching" (1990s).

Austria/Germany – Werner Vogelauer – coach training school (1992).

France – Jane Turner founded Le Dojo (influenced by Frederic Hudson's work) (1993).

China – Top Human founded by Eva Wong and Lawrence Leung (1996).

Japan – Coach 21 and Coach A founded by Mamoru Itoh (1997) as Coach U franchise.

Singapore – Coach U franchise (1998).

Australia – Coach U franchise and David Rock Results Coaching (1998).

Nordic countries – Nordic Coach Federation chapter meetings began 1999 – Johan Tandberg.

Italy – Coach U franchise (2003).

Korea – Coach U franchise (2003).

While we may not be able to say exactly where coaching first appeared, there is no doubt that the global expansion of the field began during the last years of the twentieth century. The information age was certainly one factor, and as markets opened up around the world multinational companies also began to include coaching as part of their corporate cultures. The 1997 scholarship program at Coach U, and the virtual nature of that training – i.e. phone bridgeline – was another of the primary causes (Corbin, 2006, pers. com.; McDougall, 2007, pers. com.; Tandberg, 2006, pers. com.). Training programs, too, such as those offered by CTI and Erickson College, also led to the worldwide spread of coaching (Gabel, 2006, pers. com.; Shook, 2006, pers. com.; Atkinson, 2006,

pers. com.; Krigbaum, 2006, pers. com.). Coach U, for instance, licensed their materials to Japan in 1997; to Australia, New Zealand, and Singapore in 1998; to Italy in 2002; and to Korea in 2003 (D. Goldsmith, 2006, pers. com.; Vilas, 2006, pers. com.; Corbin, 2006, pers. com.). CTI trained coaches in the United Kingdom in 1999, in Japan in 2000, and in Norway in 2001 (Gabel, 2006, pers. com.; Shook, 2006, pers. com.). Results Coaching from Australia trained coaches in the United States in 2001, in the United Kingdom and Singapore in 2002, and in South Africa in 2004 (Rock, 2006b, pers. com.). And Newfield Network had already begun to deliver coach training in the United States, Canada, and Mexico in the early 1990s (Olalla, 2006, pers. com.). Today, other training companies such as New Ventures West, B-Coach, Adler International and Institute for Life Coach Training (ILCT) offer coach training in many global markets (Flaherty, 2006b, pers. com.; Jay, 2006, pers. com.; Patrick Williams, 2006c, pers. com.).

According to Margaret Krigbaum, though, as coaching spread it was often "derided by [existing] professions, or simply ignored" (Krigbaum, 2006, pers. com.). Many of those I interviewed agree, including Cardon (2006, pers. com.), who notes the common criticism that many early practitioners hadn't "changed anything, but [just] put coaching on their business cards". This phase, of course, was common to many of coaching's root disciplines, and could certainly be said of psychiatry's opinion of the emergence of psychology.

This chapter is organized into major groupings depending on the extent of coaching and geographical region:

- United Kingdom;
- Europe;
- Australia and New Zealand;
- Canada;
- Latin America;
- Asia:
    - Japan, China and Southeast Asia,
    - Russia,
    - Middle East,
    - Western and South Central Asia; and
- Africa.

United Kingdom

In the United Kingdom in the late 1970s, there was a wave of interest in managers as coaches. According to David Megginson (2006, pers. com.), this was because corporations "wanted their managers to coach rather than to use command and control". In 1977, Megginson and Tom Boydell completed a coaching booklet for managers, published in 1979 and titled *A Manager's*

Guide to Coaching, which sold 10,000 copies before 1990. A quote from the booklet stated that "One of the skills of a good coach is that his ideas become merged with the ideas of those he is coaching" (Megginson and Boydell, 1979). Another way of saying this is that a coach is never the same after he/she has worked with a client.

Early influencers from the United Kingdom

- David Megginson.
- David Clutterbuck.
- John Whitmore.
- Jinny Ditzler.
- Graham Alexander.
- Myles Downey.

In 1980 John Whitmore brought technology from the United States to England and delivered it to individual practitioners "with the result that it spread around more broadly" (Whitmore, 2006, pers. com.). That same year, Jinny Ditzler, who had worked for Erhard, started Results Unlimited. Her company delivered personal counseling, or life coaching as we call it today, through a Personal Effectiveness Plan (Ditzler, 2006, pers. com.). Several of those I interviewed from the United Kingdom say that at the time the British thought "coach" referred either to a bus, or was sports-related, so they used the term consultant or counselor instead (Ditzler, 2006, pers. com.; E. Ferguson, 2006, pers. com.). By 1984, Inner Game and Results Unlimited consultants had also begun to deliver coaching services directly to businesses (Whitmore, 2006, pers. com.; Ditzler, 2006, pers. com.). As was true with much of Europe, NLP had a significant influence on coaching in the United Kingdom. Myles Downey was also doing management development in the 1980s, "using a training film that was made in Britain, which was talking about coaching in the job context" (Downey, 2006, pers. com.).

According to Whitmore (2006, pers. com.), coaching in England:

> Was a little earlier in terms of the humanistic therapy than it was on the continent, because we had the same language as Americans. I think it just got to England first. I don't think England was ahead.

Richard Bentley (2006, pers. com.) notes the effect of economic trends:

> The rise of coaching in England was influenced by a number of different influences … one of which was the downsizing of many of the large corporations, [which were] shedding people, particularly those getting older.

In 1992, Megginson and Clutterbuck founded the European Mentoring Council as an alliance between academics, corporations, public service organizations, and consultants. Initially based in the United Kingdom, in 2002 they renamed it European Mentoring and Coaching Council

(EMCC) to include coaching, and expanded in 2005 to serve continental Europe in addition to the United Kingdom (Megginson, 2006, pers. com.).

By 1997 Downey, also an Inner Game coach, founded the School of Coaching in London. This, according to Downey, was the first United Kingdom-based coaching school "utterly devoted to the development of coaching skills in leadership populations and also for aspiring professional coaches" (Downey, 2006, pers. com.). John Leary Joyce (2006, pers. com.), having researched executive coaching in the United Kingdom, concurs. In 1998 Eric Parsloe launched the Oxford School of Coaching and Mentoring, which by 2008 had graduated over 1,000 students from its qualification programs.

Also in 1998, the ICF UK was established by Elizabeth Ferguson, Aboodi Shabi, Philippa Fitzpatrick, and Carolyn Matheson. Through the early 2000s this group delivered one-day or one-and-a-half-day events to support and grow coaching in the United Kingdom (Ferguson, 2006, pers. com.).

Other professional coaching associations were launched in the United Kingdom during the first five years of the twenty-first century. These included the Association for Coaching (AC) co-founded by Katherine Tulpa and Alex Szabo in July 2002, and the Association for Professional Executive Coaching and Supervision (APECS) co-founded by Patti Stevens and John O'Brien in January 2005 (Brock, 2008:268).

In the United Kingdom and Australia, psychologists and consultants doing coaching co-exist beside each other. It is no surprise that the United Kingdom, along with Australia, led the growth of coaching psychology with the 2002 establishment of a Special Group in Coaching Psychology within the British Psychological Society. This led to the creation of coaching psychology units at City University London in 2004 and University of East London in 2007. By 2009 there were at least nine coaching degree programs in the United Kingdom, including Oxford Brookes University, Sheffield Hallam University, and Middlesex University, among others. In 2006 the Society for Coaching Psychology was established as an accreditation and certification body for coaching psychologists (SCP, 2009).

Coaches in the United Kingdom increased the professional nature of coaching with the publication of coaching journals and magazines – *International Journal of Evidence-Based Coaching and Mentoring* in August 2003; *Coaching at Work* magazine in 2005; *The Coaching Psychologist* in July 2005; and the *International Coaching Psychology Review* in April 2006 which is co-published with the Australian Psychological Society.

An equally large number of coaching books have been published in the United Kingdom, beginning with John Whitmore's seminal book *Coaching for Performance* in 1992.

Collaboration is a focus in the United Kingdom coaching arena, and in 2007 the UK ICF Chapter and EMCC boards co-sponsored a roundtable dialogue with ICF Headquarters to explore future collaboration opportunities.

Europe

Coaching evolved in continental Europe from the same origins as the United States, particularly in the unique command of assessment centers and development centers, and feedback to people forming assessment centers. In the European context, people are coming into coaching from counseling, psychotherapy, and psychology. This phenomenon is more pronounced in Europe than in the United States, while the United Kingdom sits between the two and is definitely much more strongly influenced by America than are Germany or France. There is a special relationship between the United Kingdom and the United States in that sense, yet the United Kingdom is also increasingly influenced by ideas and thinking from key business partners in continental Europe through its membership of the European Union.

Early influencers from Europe

Germany – Wolfgang Looss.

Austria – Werner Vogelauer.

Switzerland – Werner Herren.

France – Vincent Lenhardt, Danielle Darmouni.

Scandinavia – Johan Tandberg.

A recent business coaching survey by Frank Bresser Consulting finds that there are about 18,000 business coaches operating in Europe, making it the continent with the highest number of coaches (Frank Bresser Consulting, 2009:8).

However, this is not evenly distributed; United Kingdom and Germany (nearly 20 per cent of the European population) comprise around 70 per cent of all European business coaches. In contrast, only about five per cent of all coaches are based in the area of the former communist countries (40 per cent of the population). The density of coaches in Europe is one coach per 45,000 inhabitants (without Germany and United Kingdom it would be 1:120,000). The density in the European Union is 1:29,000 (which is the same as the density of coaches in United States plus Canada (Frank Bresser Consulting, 2009).

The nature of coaching in Europe is generally characterized by a great diversity of coaching styles, practices and development degrees; probably due to the existing multiplicity of cultures and countries on the continent. Another significant element of coaching in Europe is the high degree of internationalization and continuous convergence in the field (Frank Bresser Consulting, 2009).

Generally speaking, there is a West-East and a slight North-South divide in the development of coaching. The Anglophone region, the Founder Countries of the European Community and Scandinavia have well-developed coaching industries. This is less true for the Mediterranean region, and even less the case for the former communist region. Within each of these regions, however, the practice and development of coaching may differ enormously. Coaching may be far advanced in Europe, but there also remains a lot to be done. This is illustrated further by the following findings:

- In 14 countries (all Western or Northern Europe), coaching is widely accepted and used as a business tool. However, in 22 countries it is not. In five countries this question is undecided.

- In 15 countries (mainly Western/Northern Europe), professional one-to-one coaching is far advanced towards becoming a profession. However, in 21 countries it is not. In five cases this is undecided.

- In 16 countries, business coaching is already in the growth phase, in another 15 countries it is in the introduction phase. In two countries, coaching has already entered the maturity phase. However, in eight countries, coaching is still in the pre-introduction phase.

- Many national and international coaching associations exist across Europe. In some countries there are even several (e.g. Germany has about 20 major ones). So the infrastructure in terms of coaching bodies is well advanced in Europe. However, this is less the case in Eastern and Southern Europe.

- There is a slight slant towards non-directive coaching in Europe. While in four countries a directive coaching approach prevails (Greece, Ireland, Latvia, Portugal), non-directive coaching predominates in 12 countries. However, in most countries (25), this is undecided.

- The use of supervision is common in one-fourth of European countries (10), while in 17 it is not. In 14 this is undecided.

- The concept of coaching cultures is quite well known and widely used in 10 countries; in another 10 countries coaching cultures are known. In 21 countries, however, the coaching culture concept is hardly or not known at all (Frank Bresser Consulting, 2009:9).

Sir John Whitmore voices the following thoughts on the spread of coaching throughout Europe:

> If we look at coaching's spread into Europe, I think coaching really started in England quite a lot before anywhere else. This was because we had Inner Game colleagues who went and spread it out to other parts of England and it mushroomed. The whole Inner Game was based in the United Kingdom; although we ran the ski school in France and Switzerland, the clients all came from England. And England was a little further ahead in terms of the humanistic therapy than it was on the continent. This is due in part because we had the same language as Americans, and coaching got to England first (Whitmore, 2006, pers. com.).

While cultural ties with the United States and the common language unquestionably led to coaching's more rapid diffusion in the United Kingdom, the spread of coaching in the late 1980s and early 1990s in the rest of Europe was more piecemeal. Many of those I interviewed see different patterns of adoption in Northern, Central, Eastern, and Southern Europe. Hannes Entz

(2006, pers. com.) sees "Germany, France, and Austria as developing concurrently, yet separately [and] the German-speaking area of Switzerland, and Austria, as developing at the same time together". Entz also sees coaching developing at approximately the same time in Europe and the United States and "originating out of organizational development and corporate psychology" (Entz, 2006, pers. com.) Vogelauer also refers to the debt coaching owed organization development when he says:

> Between the Tavistock work in England (more group dynamic work and structural/logical development) and the Netherlands Pedagogic Institute in Holland (a more anthroposophic institute, founded in the mid-1950s), I think the basis of our work is a systemic approach (Vogelauer, 2006, pers. com.).

Maryvonne Lorenzen (2006, pers. com.) asserts that in continental Europe early coaching was largely based on NLP or Transactional Analysis. Jeannine Sandstrom (2006, pers. com.) puts it this way:

> Europeans were truly much further ahead of us [United States] from the psychological standpoint, being comfortable with 'Here is who you are' from the expertise of their psychology, and transitioning to a coach approach of 'Here's the way you are and options for what you can do about this knowledge now'.

Zoran Todorovic (2007, pers. com.), on the other hand, points to the influence of Landmark and Anthony Robbins, while Margaret Krigbaum (2006, pers. com.) feels that "the evolution [of coaching] in Europe was clearly more of a corporate business evolution … [rather] than a life coaching evolution". According to Whitmore (2006, pers. com.), the humanistic and performance-based coaching from England first spread to Scandinavia, and in particular Sweden and Denmark, and then into Italy and Spain. Lorenzen (2006, pers. com.) believes that many of the early coaches in Central Europe went to the United Kingdom or other countries for training, and thus "the different countries are in various states of development". Vogelauer (2006, pers. com.) believes that differences in coaching in Central Europe are the result of a "more psychological [approach] … [involving] direct talking to the person and … more focused on the Gestalt".

One lineage of coaching in Scandinavia began in 1997 when Johan Tandberg received a scholarship to attend Coach U, attended the 1998 ICF conference, and became a member of the ICF board in 1999. Tandberg gathered together a group of eight people from Scandinavian countries in 1999, who formed the nucleus of the Nordic Coach Federation, which was launched in 2000. As the first president, Tandberg rotated the location of the Nordic conference among different Scandinavian countries to support the growth of coaching throughout the region (Tandberg, 2006, pers. com.). According to Lori Shook (2006, pers. com.), in 2001 CTI brought it's training to Norway, using a trained cadre of Scandinavian coaches as trainers.

In the early 1990s, Philippe Rosinski developed a one-year program for individuals and teams in Belgium that sought to "help people find their own solutions" (Rosinski, 2006, pers. com.). Not until 1995, however, when Rosinski was working for the Center for Creative Leadership and

speaking at conferences about coaching, did he begin to think of himself as a coach (Rosinski, 2006, pers. com.).

Coaching developed in parallel in France and German-speaking countries in the late 1980s and early 1990s as it did in the English-speaking countries of United Kingdom and United States, although they may have called it different names, according to Hannes Entz (2006, pers. com.). In France, coaching evolved from psychotherapists and psychology with strong Freudian roots, according to Jane Turner (2006, pers. com.) and Alain Cardon (2006, pers. com.). A 1971 French labor law stipulated that if large organizations did not spend at least 1.2 per cent of their salary mass on personal training, then the sum would be taxed (Cardon, 2008). According to Cardon (2008):

> By the time coaching came into the picture around 1995, the 1971 law had already helped create a very performing and reasonably mature training market. When coaching appeared as a new approach in France, the money and infrastructure was already there for it to rapidly develop. All coaches had to do was surf on the existing context, much in the same way as Transactional Analysts, NLP experts, team building and other 'training fads' had developed in the preceding years.

Describing the French tradition as very analytical, "a mental approach of what went wrong … a lot of times questions are asked to understand what is going on … to find solutions that are analytical", Cardon (2008) observes the development of coaching in France and identifies three key elements:

1. Coaching is included in the general field of humanists psychology, and many coaches are convinced that coaching is an offshoot of either TA or NLP, or a mix of other such humanist approaches.
2. Business training is the market that has focused on developing professional coaching, and thus the life coaching market is much less developed.
3. Individual coaching focusing on developing people is much more advanced than team or organizational coaching, which will support a future need for a system-wide approach.

Since 2004, coach training programs have exploded in France, with numerous coaching schools, institutes and university programs offering comprehensive long-term coach training programs. Independent training and supervision programs are also offered by advanced, recognized or certified coaches to help develop coaching professionalism (Cardon, 2008). One of the early schools to incorporate coach training was Le Dojo, founded by Jane Turner in 1990 to train in human relations, NLP, TA and general semantics. Coach training was included in 1993, and became a full-blown coaching certification in 1995 (Turner, 2006, pers. com.).

In an effort to organize the coaching profession, Jane Turner created the French Society for Coaching (SF Coach) in 1995, which looked upon coaching as "a course of action to feel good and keep feeling good" to reduce the fear of cults issue (Turner, 2006, pers. com.). Since then, a

French branch of the ICF has been established as the other main professional organization. In 2007 these two organizations represented a total of over 500 active coaches in France.

Lorenzen (2006, pers. com.) identifies Vincent Lenhardt as another early pioneer of coaching in France who "introduced Transactional Analysis in Europe, [and] was talking coaching before Thomas Leonard. Lenhardt's first coaching book was published in 1992". Since Thomas Leonard began training coaches in the United States during the early 1990s, this apparent discrepancy highlights the regional emergence of coaching, during which there was little if any connection between influencers, a condition which ended in the mid-1990s when media coverage, professional associations, and large coach training organizations appeared.

Many of those I interviewed agreed that in the German-speaking countries coaching had a somewhat different history, and relied on a different foundation. According to Entz (2006, pers. com), coaching emerged in Germany "in and around the same time as it did in the United States, … around the late '80s, early '90s … out of organizational development and workplace psychology". In 1986 in Germany, Franz Biehal, a colleague of Werner Vogelauer, wrote a short article under the title "Coaching: Personal counseling of leaders", describing coaching as "personal counseling and clearing of the problem with a neutral talking partner who has experience with the business and private situations as well as experienced in professional conversation" (Vogelauer, 2006, pers. com.). Vogelauer describes the five-session process as:

> What are the aims of the coaching-sessions?
> - To work for a clear orientation to the problem and its parts.
> - To establish a process for the further steps and solutions.
> - To create a larger view and combinations for example to career planning.
> - To talk about according activities like literature, special seminars, etc.
>
> Your contract may be by telephone, a coaching talk with a date and we run a first session to bring in your situation. This first session is without cost (Vogelauer, 2006, pers. com.).

This approach is quite similar to that used by today's practitioners, including coaching by telephone and a complimentary first session. Entz (2006, pers. com.) also notes the difference between the foundations of English-speaking and German-speaking coaching, where most of those providing coaching services were "a lot of very established people that came out of the psychological realm, rather than people development … out of the NLP area". That said, he notes that "the paradoxical thing about Germany is that it has the biggest NLP association in the world, and yet … there is also great apprehension regarding NLP, because a lot of people say it's manipulative" (Entz, 2006, pers. com.). German coaching has strong foundations in organization development, training, and workplace psychology.

In 2006 Entz (2006, pers. com.) counted "somewhere around 180 coach training programs in Germany, Switzerland, Austria", many of which are conducted in German only. He also says that at the time "ICF chapter leaders are in conversation with 11 other associations in Germany, trying to get more 'oomph' with regard to regulation issues" (Entz, 2006, pers. com.). Another factor,

according to both Vogelauer (2006, pers. com.) and Peter Szabo (2006, pers. com.), is the active role of supervision in German-speaking countries. This, says Vogelauer (2006, pers. com.), has led practitioners to question whether "coaching [is] a part of supervision [and how] supervision and coaching are identified".

According to Peter Szabo (2006, pers. com.), in the German-speaking world, Dr. Wolfgang Looss of Germany is the grand old man of business coaching. A psychologist, he recognized the power of giving a space for reflecting to people who were in managerial positions. In the late 1980s he combined what psychologists were doing in business with ideas from the United States and the United Kingdom, and called the result coaching. He was one of the key pioneers in making coaching acceptable for top executives in the business community (Szabo, 2006, pers. com.).

Vogelauer (2006, pers. com.) notes the difficulties coaching associations had in Austria, especially in terms of licensing and legal status "where there are two groups, one … the life and social counseling, and the other … business consulting. They both are legally recognized, where coaching is not." For these reasons, and because so little was known about coaching at the time, attempts to found a Swiss Coaching Association in 1995 were unsuccessful. Peter Szabo (2006, pers. com.) notes that:

> It's a general tendency in Switzerland right now to get more regulation and order into the different professions. … Getting things properly and orderly regulated is an important factor in a German-thinking set of mind and culture. Having academic titles for coaching is very big right now, and having bodies that officially recognize a profession as a profession and define with security and [the] regulation side of a profession is something that is very comfortable for German cultural mindsets. And Switzerland is part of that mindset.

Lorenzen (2006, pers. com.) points out that coaching is less important in the business worlds of Spain and Italy, where there are fewer schools and fewer coaches. This may be changing, however, following Coach U's entry into Italy in 2003 and CTI's entry into Spain in September 2004 (Shook, 2006, pers. com.).

Australia and New Zealand

In their global survey of business coaching, Frank Bresser Consulting (2009:8) find about 4,300 business coaches operating in Australasia, of which around 4,000 are based in Australia and 300 in New Zealand (in Papua New Guinea, the estimate is up to 10). They further find that:

> Australasia is the continent with the highest density of coaches (one coach per 7,500 inhabitants). Although it only represents 0.5 per cent of the world population, about 10 per cent of all business coaches across the globe are based here. There is a clear divide between Australia and New Zealand on the one hand, where coaching is in the growth phase, widely accepted and used as a business tool and well advanced towards becoming a profession and Papua New Guinea on the other hand, where it is still in the pre-introduction phase. Australia has the highest density of coaches in the world (1:5,300); New Zealand has the

fifth highest (1:14,300). Accreditation, codes of ethics and professional coaching bodies are highly developed in Australia in particular. A directive and straightforward style of coaching is generally preferred and common practice in both countries. Supervision is not currently widespread in Australasia; however, it is increasingly gaining momentum in Australia and New Zealand. In New Zealand, the coaching culture concept is well known and widely used; in Australia this is also the case, but less strongly (Frank Bresser Consulting, 2009:8).

Coaching in Australia seems to have arisen simultaneously from several different traditions. One was the Coach U license for Australia and New Zealand procured by Tony Fitzgerald in 1998 (Corbin, 2006, pers. com.). Another was the founding of Results Coaching by David Rock in 1998 (Corbin, 2006, pers. com.; Rock, 2006b, pers. com.). Christine McDougall, who trained at Coach U in 1997, became a member of the ICF board in 1998, and launched the ICFA in Australia and New Zealand in 1999, was another key player in Australia (McDougall, 2007, pers. com.). By 2009 the ICFA had over 1,100 members.

During the late 1990s, Australian psychologists and various other people-development professionals were engaged in coaching mainly in sports, education, business and lifestyle domains (Alder and Elliott, 2005:5). In 1999 Ray Elliott hosted "A Dialogue About Coaching From Different Psychological Perspectives" within the Australian Psychological Society (APS), and by 2000 had turned his focus to coaching psychology within APS (Alder and Elliott, 2005:5).

Yet another pioneer was Dr. Anthony (Tony) Grant, who graduated from the University of Sydney's Department of Psychology with a Doctorate in Psychology in 1998. His Doctoral thesis, *Towards a Psychology of Coaching: The impact of coaching on meta-cognition, mental health and goal attainment*, was one of the first to explicitly examine coaching psychology (Grant, 1998). He is both a practitioner and an academic. In January 2000, Grant established and became Director of the world's first Coaching Psychology Unit at the School of Psychology at the University of Sydney (Grant, 2006b, pers. com.). Grant is the leading proponent and published researcher in evidence-based coaching (see Chapter 13 for the rise of evidence-based coaching).

Although not as well known outside Australia, Grant (2006b, pers. com.) points to Cynthia Thoreau as one of the pioneers and founders of the business coaching movement in Australia, as separate from coaching psychology. With two PhD degrees, one in adult learning and one in clinical psychology, Thoreau began presenting communication skills training courses for managers in the mid-1980s, combined with follow-up coaching. The style was similar to the one used by Marshall Goldsmith – very behavioral and in your face. John Matthews is another American who worked for Cynthia Thoreau early on in 1996 until he left to set up yet a different coaching style that more suited his background in Eastern and Western spirituality (Grant, 2006b, pers. com.).

Christine McDougall (2007, pers. com.) puts John Matthews ahead of all the rest of the pioneers, saying that when she started coaching in 1997 there were only "five other people coaching in Australia, and one of them was John Matthews". Grant (2006b, pers. com.) agrees and adds that Matthews very much typifies the quiet and humble leadership paradigm, which is the culture of Matthew's Institute of Executive Coaching. In 1999 Matthews founded The Institute of Executive Coaching (IEC) as a center of excellence for executive coaching in Australia and the Asia-Pacific. He teamed up with fellow New Yorker Chip McFarlane, who came to Australia in late 1995 after having worked with a coaching organization in New York City called ExecuChange. Since that time IEC have trained over 2,000 coaches, and have become known as one of the region's most respected coaching and coach training organizations (Mathews, 2009, pers. com.).

Another major player in Sydney, Peter Stephenson, was the Managing Director of the Stephenson Partnership and specialized in executive coaching, career consulting and mentoring since 1990. Peter worked in a number of company positions and was the founding Managing Director of Deloitte Consulting Group. He also worked with many of Australia's top 100 companies on planning and implementing change, and on providing career consulting and coaching for directors and executives (Grant, 2006, pers. com.).

Two other players in Australia were Perry Zeus and Suzanne Skiffington. In the early 1990s, working with clients in the telecommunications sector, they developed some assessment tools that were used to select suitable candidates to be trained by Zeus as internal coaches – they did not call it coaching, however, as organizations still had their clinical psychologists inside the company. Zeus began using the term "coaching" to market to prospective clients in 1993–1994, after he did some research and found some articles about life skills coaches in New York in the 1970s (these life skills coaches are the same ones who were used as the model for the Canadian NewStart Life Skills group training). By 1994 they were rolling out services to the financial and insurance industries Australia-wide.

In 1995 Zeus started writing articles in the local psychology journals in New South Wales describing the coaching work they were doing. At about this time he discovered Thomas Leonard who, according to Zeus (2006, pers. com.), "was focused on life coaching and believed that anyone could be a coach". This presented a dilemma, as Zeus and Skiffington were focused on using evidence-based psychological work as the foundation for their coaching – primarily sports and developmental psychology research, which allowed them to talk about how highly successful athletes use coaching to go to the next level. Soon after that, they heard that Tony Grant was starting a Coaching Psychology Unit at the University of Sydney, and they saw this as a way to give the coaching discipline some academic credibility. It followed that Skiffington was one of the first guest lecturers for the university program. In the late 1990s they took their one-to-one coaching programs to North America and then to the UK, followed by group training as the market matured in the early 2000s (Zeus, 2009, pers. com.).

Canada

Canada is home to at least 1,600 business coaches and has a highly advanced and growing coaching industry which is widely accepted and used in business. Coaching in Canada has a high emphasis on the (self-directed) role of the individual and delivery of services primarily through telephone coaching (Frank Bresser Consulting, 2009:9).

Canada was home to many of coaching's first advances. As early as 1971, NewStart Life Coaching Skills group training began counseling disadvantaged job seekers (Paynter, 2006, pers. com.). In 1981 Canadians Rey Carr, Greg Saunders and David de Rosenroll founded Peer Resources to provide peer mentor resources and training for students, using five- to eight-day formats plus experiential opportunities. Coach resources and training were added in 1997 (Peer Resources, 1999:1). In 1988, Dan Sullivan started Strategic Coach with a lifetime-focused structure for entrepreneurs (Strategic Coach, 2007). Julio Olalla, another early influencer, began training coaches in Canada in 1990 (Olalla, 2006, pers. com.). From July 1998, United States based CTI offered the first in-person complete training programs in Vancouver, British Columbia (Zimmerman, 2009, pers. com.).

Despite these firsts, Canada, according to Melinda Sinclair (2006, pers. com.), was "further behind the curve in terms of general knowledge about coaching … or just awareness about coaching". While the spread of coaching in Canada, like that of the United Kingdom, is closely tied to the emergence of coaching in the United States, Margaret Krigbaum (2006, pers. com.) notes that coaching in Canada "is a separate culture, a separate identity … [and it] has evolved in a fairly pure form". According to Krigbaum (2006, pers. com.), the five or six coach training schools in Canada "have done a much better job of blending the academics with the private" in the 2000s, without being competitive with one another.

In 2000 in Vancouver British Columbia, the ICF held its first global conference outside the United States, and the Greater Toronto Area (GTA) chapter of the ICF launched the Prism Award to recognize companies for excellence in coaching. In another first, Steve Mitten was elected the first non-United States president of the ICF in 2005 (Mitten, 2006, pers. com.). And the first Canadian professional coach association, the Worldwide Association of Business Coaches, was established in 2002 by Wendy Johnson, when she assumed the full rights to and ownership of specified NABC assets (WABC, 2007).

Canadian organizations offering coach training programs became prominent in the early twenty-first century. Adler International Learning, located in Toronto, Ontario, was the first Canadian coach training program accredited by the ICF on January 31, 2002. Their program is delivered in Canada, the United States, and Europe. On June 2, 2003, through the efforts of Lori-Anne Demers, the Royal Roads University Center for Advanced Management coaching certificate program received accreditation through the ICF. With the help of Demers, Erickson College, a global educational organization since 1980, received accreditation from the ICF for its coach

training program on September 15, 2003. By 2009 the Erickson program was being delivered in more than 20 countries. Coaching and Leadership International, located in Victoria, British Columbia, was co-founded by Betska-K and John Burr in 1991. Their coach training program was accredited by the ICF October 1, 2004 (E. Crouch, 2009, pers. com.).

One of the industry's first coaching-specific publications, *Choice: The magazine of professional coaching* (www.choice-online.com) was published from 2003 onwards in Toronto, Ontario by Canadians Garry Schleifer and Maureen Lambert, and Brad Stouffer of California. As of 2009, 2,500 copies of this 52-page publication were being mailed quarterly to subscribers in 28 countries, of which 80 per cent were from North America. Another 1,100 copies are also distributed within the marketplace (Schleifer, 2009, pers. com.).

Latin America

There are about 2,200–2,300 business coaches operating in South America, with another 600 in Mexico, and about 100–150 in all of Central America and the Caribbean (Frank Bresser Consulting, 2009:9–10). Coaching in Central America is in the pre-introduction phase – in the Caribbean few coaches are operating, most notably the Dominican Republic and partly in Jamaica – while coaching in Mexico and Puerto Rico is widely accepted and growing as a business tool (Frank Bresser Consulting, 2009:9). South America is generally quite advanced in the development of coaching, with the density of business coaches at one coach per 170,000 inhabitants (Frank Bresser Consulting, 2009:10).

Business coaching in Central America has the following characteristics:
- Puerto Rico coaching is well advanced towards becoming a profession, while in all others it is clearly not, not even in Mexico.
- Coaching professional bodies are absent in Central America and the Caribbean. Mexico has local chapters of international coaching associations emerging, although they haven't yet been able to establish professional standards successfully in the market.
- The coaching culture concept is known somewhat in Puerto Rico, however in Mexico the concept is only slightly used. In the remaining 11 countries, it is not known.
- One-to-one coaching is in its infancy, yet in Honduras and Costa Rica coaching is emerging as a tool of group facilitation (group coaching) in multinational organizations (Frank Bresser Consulting, 2009).

According to the survey by Frank Bresser Consulting (2009:10–11), business coaching in South America is generally quite advanced:
- While Brazil is the country with the highest number of business coaches (1,000), due to its large population its density of coaches is lower (1:195,000) than the continental average. The highest density of coaches is in Columbia at one coach per 88,000 inhabitants.

- In Argentina, Colombia and Peru, coaching is already widely accepted and used as a business tool. In another six countries, this is undecided. In three (comparatively small) countries, coaching is not much used.

- In five of the 12 countries – Argentina, Brazil, Colombia, Peru and Chile – coaching is in the growth phase. In another five it is in the introduction phase. In two countries, business coaching has not yet visibly developed.

- In Argentina, Chile and Peru, coaching is well advanced towards a profession. In seven countries it is not. In two this is undecided.

- A characteristic of coaching in South America is the high number of countries having a national coaching association (e.g. Argentina, Brazil, Chile, Peru). This suggests that coaching bodies are actively shaping the development and understanding of coaching in a more local way. International coaching associations are also present on the continent.

- A typical South American coaching approach doesn't exist. Depending on each country, there are many different local characteristics and preferences in the way coaching is understood and delivered. Coaching is not predominantly directive on the continent; on the contrary, there is even a slight slant towards non-directive coaching.

- Despite coaching being already quite advanced in a number of countries, the number of business coaches is low when compared with developed coaching markets on other continents.

- There are sometimes cultural reservations about coaching (e.g. conservative style, authoritarian attitude, resistance, expectation of a directive coach) that need to be overcome (e.g. in Uruguay, Ecuador, Brazil and Chile).

- Venezuela is the only country in South America where coach supervision is widely spread. This is mainly due to the fact that key providers of coach training in the country strongly promote it. Apart from this, supervision doesn't play a major role in South America.

- The coaching culture concept is well known and widely used in Argentina. This is slightly true in Brazil, Uruguay, Venezuela, Colombia and Chile, but in the remaining six countries, the concept is not known.

Coaching in Latin America got its start in the late 1980s, from Olalla, a student of Fernando Flores. Olalla (2006, pers. com.) recalls that in 1990, after he fled Chile, he began doing three-day ontological coach trainings in Canada, United States, and Mexico, and that people quickly wanted more. Jim Selman (2006, pers. com.) feels that, due to Olalla's work, the ontological school of Flores and Olalla has had a more formal grounding in South America than in the United States, at least until more recently. In fact, in 2009 it had the strongest foundation for coaching in Latin America (Stout-Rostron, 2009:43). Margaret Krigbaum too points to Olalla, saying that "Julio is really the force in South America and yet a lot of it is still unseen to us because of language … but he is not the only force in South America, as he once was" (Krigbaum, 2006, pers. com.). Sonia Sinesterra (2006, pers. com.) of Columbia agrees, noting that the first movement toward coaching occurred "in Chile, [and was] ontological coaching through Julio Olalla". Sinesterra, another

South American pioneer, was trained by CTI and went on to found Coaching Hall International in Bogota, Columbia, in 2003 (Sinesterra, 2006, pers. com.). According to Karen Kimsey-House (2006, pers. com.), "Sonia [started] doing work based on the co-active coaching model, but has really gone and created her own thing". Sinesterra, who worked primarily in the northern part of South America and Central America, puts it this way:

> The trend in Central and South America [came from] OD … [Businesses] have a strong tradition of hierarchical management. … [It's] about finding how you as a manager can really help others evolve … this paradigm shift is what coaches are bringing to South America and Central America. Many students have come to get their professional coach certification in Coaching Hall but we are also seeing a growing interest from leaders to learn how to become effective leader-coaches. I find that in Central and South America, countries are at a different stage of understanding what coaching really is and at the same time, we are certainly observing greater maturity from organizations and individuals in terms of taking the time to learn about different training options, requesting for coaches credentials and asking for high standards in the teaching and application of coaching; as in many other countries, we also continue to observe many consultants, psychologists or trainers, offering coaching that has really nothing to do with ICF´s definition of this profession. The work developed by ICF specially is helping set clear standards, but we still have a long way to go (Sinesterra, 2006, pers. com.).

Lupberger, Olalla's business partner in Newfield Network, notes the cultural influence of the region, and its influencers:

> We have our sister company in South America, Chile, and coaching is just so different … people go to Newfield in Chile, not because they want to hang a shingle called coach. That has changed over the last three years. Some people are starting to go to Newfield because, at the end, what they're looking for is that certification. But, most people are still going because of what coaching allows for, what powerful way of communicating, coordinating action, being with other people, as opposed to … certification (Lupberger, 2006, pers. com.).

Sunny Stout-Rostron (2009:44) agrees:

> Coaching based on neuro-linguistic programming (NLP) is the most popular form of coaching in Chile, because NLP coaching is perceived to offer a more scientific approach to leadership and management development. The majority of coaches in the Chilean Association for Coaching have a strong background in NLP, reinforced by the fact that Joseph O'Connor, co-author of the book *Introducing NLP* (1990), is the Honorary President.

Once introduced, coaching quickly spread to Argentina. In the mid-1990s, coaching got its start in Argentina:

> … at the Organizational Learning Center (OLC) as part of the Technological Institute of Buenos Aires (ITBA); the OLC was initially launched in agreement with the OLC at the Massachusetts Institute of Technology. A range of corporate organizations initially sponsored the program in exchange for executive coaching interventions. … However, at the time, coaching did not achieve enough serious commitment at executive level, which

would have meant a greater systemic impact on the organizations involved in the project. Because the program was considered to be too costly for organizational budgets, the OLC was eventually disbanded. The Argentinean OLC was managed by Fred Kofman, an Argentinean who, at the outset, worked closely with Peter Senge at MIT. Kofman trained in coaching at the Newfield Network in Chile, which today has the strongest foundation for coaching in Latin America (Stout-Rostron, 2009:43).

As Stout-Rostron (2009:44) notes, Professor Thomas Kottner, Director of the Swilcan Institute for Integral Leadership in Buenos Aires, "suspects that the OLC was unable to expand because it did not embody a cross-cultural focus. He explains that [Argentinean] businesses are not yet ready for long-term systemic learning and development processes. This is primarily because, for the last 60 years, Argentina has had a significant economic crisis every five years."

In 1998, Jim Selman founded the Institute for Professional Coaching in Buenos Aires, which in 2009 was still the only state-approved institute for coaching in Argentina. Selman's program, accredited by the Argentina government, is the first academic coaching and leadership university degree program in South America (Selman, 2006, pers. com.). In 2001, Rosa Krausz hosted an international conference in Brazil to talk about executive coaching. By 2003 she was training others through a 120-hour program (Krausz, 2006, pers. com.).

According to Kottner (2008, summarized in Stout-Rostron, 2009:44–45):

> During the last few years there has been a proliferation of short courses in Argentina, mainly because it is good business. However, many coaching programs are offered without an appropriate level of education or an understanding of the requirements for professional delivery. One of the key issues with the expansion of executive and business coaching is that coaches with a strong or academic background in business and top management still represent a small minority. A few years ago the Argentinean Association of Professional Coaches was formed. It currently has about 280 active members, with Jim Selman as an honorary member. The institution has facilitated an annual Congress, with the previous Congress inviting presenters from other Latin American countries to share their coaching experience. Even though there is a myriad of training offers, there are only 12 institutions or educational initiatives approved with a standards seal by the Association. There is still no certification from international coaching bodies, which presents an interesting market opportunity.

The coaching practiced in Argentina is primarily ontological, with a focus on personal change processes. In recent years businesses have favored two types of coaching intervention:

1. *Executive coaching* – focusing on cognitive aspects for senior management, and on behavioral aspects for middle managers. There is a deliberate distinction made between leadership and management; leadership matters are managed with ontological coaching.

2. *Team building and performance coaching for operational teams* – there is a concern about the lack of measurable results for team coaching, but it provides an alternative to individual executive coaching, to which there is some resistance (Stout-Rostron, 2009:44).

Argentina has evolved as an individualistic society, and so there is still little active involvement from members who wish to expand the frontiers of coaching for the general benefit of the profession. Language also presents a barrier to the incorporation of the diverse approaches which are sustained globally. Coaching is nevertheless on a growth path as more and more business executives are informed about its benefits, with a growing ability to discern the differences between the variety of programs and types of coaching. The educational programs and the coaching on offer inside organizations will become more professional as market demand grows. There is an absence of relevant practices such as coaching supervision, and coaching research is almost non-existent; both may grow, however, due to the need for benchmarked evidence if the coaching marketplace is to develop (Stout-Rostron, 2009:45).

In May 2007 the International Consortium of Coaching in Organizations (ICCO) held a symposium in Mexico City which was attended by 35 executives from Bayer Crop Science, Exxon Mobil and Banco Santander (the host) to explore how they can use and leverage coaching for leadership development. This symposium to help companies understand coaching as a change management tool was repeated in 2008 in Guatemala and 2009 in Costa Rica (Mura, 2009). Agnes Mura, ICCO president, acknowledges the need to adjust the coach approach to specific cultures and resist the temptation to impose Western cultural values – for example concepts of hierarchy, expectations of leadership, sense of identity, and life priorities (Mura, 2009).

Asia

Frank Bresser Consulting's 2009 survey of business coaching found that there are about 4,300–4,700 business coaches operating in Asia (Frank Bresser Consulting, 2009:7).

Specific findings from the survey on business coaching in Asia include the following:

- Japan and South Korea – with about four per cent of the Asian population – have around 2,500 business coaches comprising about 55 per cent of all Asian coaches. Another 10 per cent of coaches are based in the region of Singapore, Malaysia and the Philippines.
- The density of coaches is one coach per 900,000 inhabitants in Asia (without Japan it would be one coach per 1.4–1.6 inhabitants).
- In general, Eastern and South-eastern Asia may be regarded as the two largest and most dynamic coaching regions. There are major coaching activities in only a few other countries (e.g. United Arab Emirates, Israel, India).
- In Japan, Malaysia, Singapore and South Korea, coaching is widely accepted and used as a business tool. In 32 countries (about 75 per cent), it is not. In another six countries this is undecided (India, United Arab Emirates, Israel, Philippines, Lebanon, Bahrain).
- In Japan and South Korea, one-to-one business coaching is well advanced towards a profession. In 37 countries, it is not. Only in three countries, this is undecided. There is a tendency in Asia to see and develop coaching more as a service rather than as a profession.

- In five countries (Japan, Singapore, South Korea, United Arab Emirates and the Philippines) coaching is in the growth phase, in another 17 countries it is in the introduction phase. In the remaining 40 countries, however, business coaching hasn't yet visibly developed – no coaching industry could be identified.

- There is no prevailing coaching style in Asia. However, there is a slight slant towards directive coaching: 13 countries claim directive as the dominant style (in Bangladesh and Pakistan coaching is highly directive), whereas six countries claim non-directive coaching as the predominant style. In 23 countries, this is undecided. So there is not a typical Asian approach. Depending on each country, there are many different local characteristics and preferences in the way coaching is understood and delivered.

- In three countries (Japan, Philippines, Malaysia), the coaching culture concept is already well known and used. In another five countries (China, India, Israel, Saudi-Arabia, United Arab Emirates) this is partially the case.

- International coaching associations are quite active in Asia and contribute to the development of coaching there. At the same time, a number of local coaching initiatives have already emerged in Asia and have started to define and develop coaching specifically for the respective region or country. National or regional coaching bodies partly exist or are starting to emerge and be formalized. Also a first international (i.e. Asia Pacific) coaching association in the region has been set up. So coaching is clearly on the rise and in the process of becoming more mature in Asia in terms of quality and infrastructure.

- However, coaching is still mainly driven and determined by multinational clients or international coaching. As a result, you rarely find specific Asian coaching forms and approaches. So while local initiatives increasingly take place in Asia, these still remain rather limited (Frank Bresser Consulting, 2009:8).

Hu-Chan (2007:7) from "Hybrid World: Coaching and the Complexities of Age, Values and Asian Business" suggests that any understanding of how to coach Asian leaders must begin with an awareness of the generational changes sweeping the globe". In support, she cites a lead article in *Fast Company* magazine contending that Generation Y in China has presented the corporate world with a new creative class which blends youthful innovation with more traditional Chinese culture (Chen, 2007; cited in Hu-Chan, 2007:7).

Hu-Chan (2007:7) notes that "The business coach entering today's global marketplace is challenged to address new dualities in business and culture. In Asia in particular, a radical shift toward business is blending with, but not eliminating, traditional values. The coach must meet clients in a new virtual space". She advocates a greater understanding of the emerging synthesis of "traditional Asian veneration of age as wisdom … counter-balanced by a wave of upstart entrepreneurs" (Hu-Chan, 2007:7). Hu-Chan makes the salient point that when coaching business leaders in Asia, coaches should be careful not to be lured by their own individual assumptions about Asian culture: "Don't assume that just because the leader is Asian he or she will have an indirect communication style". And she warns coaches to be aware that "Asians aren't always of

the same ethnic background. For example, in the Greater China region, there are 56 cultures and ethnicities in Hong Kong, the mainland, and Taiwan" (Hu-Chan, 2007:9). The main message is to "understand emerging Asian business and adapt your approach". Hu-Chan talks about the rapidly transforming culture of business in Asia, and one of the key learnings from her study is that the coach needs to be culturally well-informed and constantly aware of their own assumptions, keeping pace with "the emergence of Asia as a dominant force in the world economy with China at the helm" (Hu-Chan, 2007:8).

Following this overview of the current state of business coaching in Asia and the challenges of business coaching in Asia is a look at the history and evolution of coaching is the specific areas of:

- Japan, China and Southeast Asia;
- Russia;
- the Middle East; and
- South and Western Asia.

Japan, China, and Southeast Asia

Coaching in Japan and Korea, much like coaching in the United Kingdom, grew out of the North American tradition (Cook, 2006, pers. com.; Corbin, 2006, pers. com.). According to Margaret Krigbaum (2006, pers. com.), that cultural legacy was "driven by [the] licensing of United States-based programs … by people going through those programs, and then bringing that human technology back to their countries".

The key players in the emergence of coaching in Japan were Mamoru Itoh, Masato Homma, and Hide Enomoto. According to Homma (2006, pers. com.), who attended a training by Itoh in 1985, Itoh ran a human awareness seminar company based on Lifespring called It's a Beautiful Day (IBD). Itoh also published a best-selling book by the same name which sold 300,000 copies by 1998, and trained almost that many individuals in the IBD conversation, which was about creating from a more conscious level or view of the planet. In 1997, Itoh started the first coach training company in Japan, called Coach 21, to provide Coach U programs in Japan (D. Goldsmith, 2006, pers. com.; Hirano, 2006, pers. com.; Homma, 2006, pers. com.). According to Keiko Hirano (2006, pers. com.), who translated many of the materials, the two asked David Goldsmith to come to Japan to do a workshop for them in June 1997. In a telling comment on the cultural differences between East and West, Hirano says that most of the "people who came to this training were housewives … but now it is more executive people, especially men" (Hirano, 2006, pers. com.). By 1999 coaching had achieved trend status in Japan, and David Goldsmith continued presenting annual workshops for Coach 21 for several years (D. Goldsmith, 2006, pers. com.).

In 1999 Enomoto published a coaching book called *Stretch Your People by Coaching*; by 2006 it had sold more than 100,000 copies (Enomoto, 2006, pers. com.). The response was so great that

Enomoto was able to bring CTI to Japan in May 2000, when H. Kimsey-House and Enomoto himself presented the first workshop. According to Enomoto (2006, pers. com.), "I thought we might have to change how we present our programs, but it turned out that I was wrong. Japanese people loved it the way it was."

By that time, coaching had already begun to spread across Japan. PHP Institute, which stands for "peace and happiness through prosperity", was opened in 1999 by Matsushita, the founder of Panasonic (Enomoto, 2006, pers. com.). PHP Institute was run by Mr. Tajika, who used to work for Breakthrough Technologies, what was Landmark Japan. In Breakthrough Technologies trainings a facilitator is called a coach. Masato Homma, creator of Learnology (the science of learning), at one time worked for PHP Institute providing corporate management training and indicated that PHP's coach training program content was NLP based (Homma, 2006, pers. com.). In 2001 Homma published two books – *Introduction to Business Coaching* and *Coaching Scenario* – and both he and Enomoto conducted coach training for a time with PHP Institute (Homma, 2006, pers. com.; Enomoto, 2006, pers. com.).

According to Enomoto (2006, pers. com.), there are three kinds of coaching businesses in Japan; one which trains people to become professional coaches, another teaches coaching skills to corporate managers; and the last offers individual coaching for corporate managers and executives. Japan Coach Association (JCA) started in 1999 with graduates of Coach 21 and according to David Goldsmith (2006, pers. com.) is "affiliated with ICF and has a license from the ministry of education to certify coaches in Japan".

Coaching in China evolved separately. Its earliest pioneers were Wong and Leung, who founded Top Human in Hong Kong in 1996 "by applying a fusion of Western management principles and ancient Eastern philosophies to a Chinese Environment" (Wong and Leung, 2007:cover). TOP stands for "Talent Of People" and according to marketing materials (Wong, 2006, pers. com.), the company was "committed to re-engineer the talent of every single person … [and] it is through this basic philosophy that TOP recognizes the potentiality of human being, and the importance of supporting people to expand themselves in a more efficient as well as effective manner via transformational training". In 1997 they took the Top Human training, based on Taoist principles, to China (Wong, 2006, pers. com.). According to Wong:

> Some of the methodology, perspective, and theories coming from the West … some local Chinese are having difficulties with that type of training. Coaching is very cultural based. You need to be able to appreciate the culture before you can coach the others. How people are operating here … some of the behavior is coming from 5,000 years ago (Wong, 2006, pers. com.).

Catherine Ng (2006, pers. com.) concurs, pointing to Top Human's "focus on skill … and [on] people to improve their management style and improve the company, and remind them of their social responsibility". Wong formed China Coach Association in 2003. Before the doors were

closed it was the only official association for coaches in China, where, as in Japan, all organizations must be sanctioned by the government (Wong, 2006, pers. com.).

Chinese coaches got noticed in March 2004, according to the ICF *Coaching World* newsletter (ICF Coaching World, 2004c),

> … when more than 800 people attended an awards ceremony held in Shenzhen to honor the outstanding professional achievements of coaches, and to enhance the coaching profession's image throughout the country. The event, the first of its kind in China, attracted the attention of major Chinese media outlets. It was organized by Top Human Technology Ltd, China's largest coach training firm, and that country's first ICF-accredited coach training program. Eva Wong, the president of Top Human, is an ICF member and the leader of ICF's China regional chapter.

In 2007, Eva Wong was arrested and both Top Human and the China Coach Association are no longer in operation – although in 2010, Wong attended the Conversation Among Masters (CAM) event in New Mexico (Brock, 2010, pers. com.). According to Mark Joyella (2009:1):

> By one estimate, the company had sales in excess of five million dollars (USD) a year. Wong was seen by many coaches and coaching groups as the person 'who was going to be opening up China to coaching', said Bronwyn Bowery-Ireland, CEO of the International Coach Academy (ICA), which is training coaches in China. … Wong had targeted 2008 for taking Top Human public, but the initial public offering never happened – instead, the phenomenon that was Top Human simply evaporated. Eva Wong was arrested and imprisoned by Chinese authorities, and Top Human – with its 10 offices across mainland China and 500 staffers – ceased to exist.

Joyella's article continues with quotes from Bronwyn Bowery-Ireland, who said that despite Top Human's glowing press in 2007 as high-priced coaches to China's corporate elite, the real bulk of the company's clients were middle management. "It was local people, mostly who were sold a concept" (Joyella, 2009:2).

> Bronwyn Bowery-Ireland says a former top deputy to Eva Wong described the program in early 2008 during a job interview with Bowery-Ireland's company after the collapse of Top Human. 'The description this man gave me was that … you come to this weekend workshop, and in this weekend workshop, the doors are locked and no one's allowed to leave and the aim is to crush the spirit and to completely transform the person using the philosophy of Eva.' 'It was sold as coaching', said Bowery-Ireland, but it was seen by the Chinese government as 'total brainwashing'. … Wong's arrest, according to several sources, was officially unrelated to coaching and described as a violation of tax law, though the investigation may have been driven by a desire to shut down the company – and its unique brand of coaching (Joyella, 2009:1). … Bowery-Ireland, a master certified coach, runs China's only ICF-accredited Chinese coaching program. The Chinese-language program has 50 students, and new applicants every week. … Bowery-Ireland predicts coaching will sweep China, as the change that is spreading across the country produces an intense hunger for the kind of learning coaching brings. "We'll see an enormous number of coaches here",

said Bowery-Ireland, who anticipates China soon rivaling if not exceeding North America as coaching's largest market (Joyella, 2009:2–3).

The Hong Kong International Coaching Community (HKICC) was founded in Spring 2001 by the first Hong Kong-based graduating class of Coach U. Officially registered in December 2002 as the Hong Kong Coaching Community (HKCC), Angela Spaxman served as founding president from 2002–2005. Since its inception, monthly meetings have been held to further the learning, develop the community and collaborate on promoting the benefits of coaching to the Hong Kong public. The first HKCC newsletter was released in 2002 and the website www.coachinghk.org was created. Since 2003 HKCC has supported the community, including offering a free coaching program for those affected by SARS (2003), conducting a voluntary mentor coaching project with the Salvation Army (2004), and being acknowledged as a "Caring Organization" by the Hong Kong Council of Social Services (2005). The HKICC was incorporated in March 2006, and its name changed from HKCC to HKICC. Open to those who use coaching as part of their job, or anyone who is interested in becoming a coach or learning about coaching, as of 2009 the HKICC had approximately 150 members. Past presidents include Bonnie Chan, 2005–6; SK Shum 2006–7, and Charlie Lang 2007–9 (Spaxman, 2006, pers. com.).

Coach U was responsible for the field's early footholds in Korea and Singapore. According to Jennifer Corbin (2006, pers. com.), president of CoachInc, Terry Phillips licensed Coach U materials in 1998 and went on to train many coaches in Singapore, while Ken Gimm brought the Coach U program to Korea in 2002, as well as introducing Stephen Covey's work there.

ICF is very active in Singapore. See Luan Foo founded the Asia Pacific Association of Coaches (APAC) in 2009. APAC is an alliance of coaches in the Asia Pacific Region, formed to create a forum in the Asia Pacific region for coaches to reach new coaching professionalism and collaborate with one another. The alliance aims to bring the power of coaching to every workplace and home in the Asia Pacific region during the next several years.

Two leaders of coaching in Korea are Ken Gimm and Paul Jeong. In 1994 Ken Gimm, PhD established The Korea Leadership Center (TKLC) to bring Stephen Covey's work and other communication trainings to South Korea. Ken and Susan Gimm got coach training from the United States in 2001, the same year TKLC started an executive coaching service for Korean business communities. The next year one of Ken's business partners, Edward Choi, licensed the Center for Management and Organizational Effectiveness (CMOE) Korea from Steven Stowell, a co-author of the 1987 book *The Coach: Creating Partnerships for a Competitive Edge*. In rapid succession, Ken and Susan established The Korea Coaching Center (KCC) in 2002, Ken founded the ICF Korea Chapter and Korea Coaches Association in 2003, and in 2004 published the first Korean-language coaching book, *How to Become a Professional Coach* (K. Gimm, 2006, pers. com.).

Korea Coaches Association held the first annual conference in 2004 to promote coaching in Korea. Sandy Vilas, the first ICF co-president, was a keynote speaker at this conference which was attended by over 350 coaches and media reporters. With the leadership of Ken and Susan Gimm, Edward Choi, Dooyun Kim, and Euisook Hong, the success of this conference did much to educate Koreans about the coaching profession. In 2005 Susan Gimm signed a license agreement with The Coaches Training Institute and founded CTI Korea, and by 2008 the ICF approved the first Korean-language ACTP program (K. Gimm, 2006, pers. com.).

Paul Jeong established NCD (Natural Christian Development) Korea in 2000 and licensed the TLC Christian Coaching in 2002 from Dr. Joseph Umidi of the Regent University. An ICF Master Certified Coach and IAC Certified Coach, Jeong's coach training program was accredited by the ICF on February 25, 2001. When Top Human closed their business in China, Jeong's Global Coaching Company stepped up to provide coach trainings in China. Based on Western and Eastern integration, by 2009 his company was providing training in China, Korea, Dubai, India, United States, Europe, and Lebanon. In 2006 Jeong founded ICF Korea Seoul, which won the 2008 ICF Chapter Award Finding Our Voice-Marketing/PR in the small chapter category. The chapter, which now has 100 members, found its voice by integrating coaching with education, a highly emphasized part of Korean culture (ICF, 2009a). In a personal project with Jeong's company, coaching was introduced to Seoul's city mayor (Korea's next president candidate), president cabinet members, and non-government organization (NGO) leaders like World Vision and Save the Children (Jeong, 2007, pers. com.). Jeong was also on the International Association of Coaches (IAC) Board of Governors from 2005–2009 (ICF, 2009a).

As of November 2009, South Korea has become one of the best examples of launching the coaching profession successfully in a mere eight years. The Korea Coaches Association has over 500 members; Korea has over 1,000 professional coaches; and 12 coach training schools deliver over 130 workshops monthly. The executive coaching business is booming, and life coaching is getting popular (ICF, 2009a).

Angela Spaxman (2006, pers. com.) from Hong Kong describes coaching in Thailand, Vietnam, Malaysia, Philippines, Indonesia and Cambodia as quite limited due to the influence of corporations providing coaching for their staff, or individual coaches getting training from overseas.

Russia

Coaching in Russia evolved from LGAT personal development through est and Lifespring in the late 1980s. Svetlana Chumakova, a pioneer of coaching in Russia, attended est classes taught by Werner Erhard and was general manager for Lifespring Russia between 1993-1996. In 1996 she and five other trainers formed their own company to bring personal development to business.

In 1997 Chumakova hired a coach from California, United States and enrolled fourteen people in Erickson College's NLP program (Chumakova, 2011, pers. com.). Marilyn Atkinson, founder of Erickson College in Canada, began working in Russia in 1991. She first taught NLP to groups of 200 to 300 people, and later helped develop the coaching discipline itself (Atkinson, 2006, pers. com.). Svetlana Chumakova co-founded Coaching Academy International in 1998 in Moscow after she completed "The Art and Science of Coaching" and was certified by Erickson College in 1998.

To expand her perspective, meet coaches and learn new models, Chumakova attended the first ICF European conference in Switzerland in 2001. In 2002 she met John Whitmore at the ICF conference in Spain and invited him to teach Coaching for Performance in Russia. She went on to found the Russian Chapter of the ICF in Moscow in 2002. During the early years, the chapter had few people, yet by 2010 graduates from the Coaching Academy International took over responsibility for the chapter as the successors to Chumakova. Since then, students from the Baltic countries have founded their own ICF chapters (Chumakova, 2011, pers. com.).

In November 2002 Russia held its first of four ICF conferences, with 120 attendees in St. Petersburg and 250 in Moscow. Keynote speakers were Zoran Todorovic and Marcia Reynolds, the then-current ICF President. In 2003 Chumakova earned her ICF Professional Certified Coach designation, followed in 2006 by her ICF certification at the Master Certified Coach level (Chumakova, 2011, pers. com.).

Chumakova opened up Russia to coaching by starting the conversation, bringing in education, and creating community. She also translated coaching books into the Russian language, including Co-Active Coaching (Whitworth, et. al.), Coaching for Performance (Whitmore), Becoming a Professional Life Coach (Williams & Menendez), and Coaching with Backbone and Heart (O'Neill) (Chumakova, 2011, pers. com.).

When asked why she started the coaching movement in Russia, Chumakova (2011, pers. com.) said: "I saw people with huge potential who didn't have the opportunity to grow and flower in the authority of the country. Coaching is most useful for Russian people to reach inside. The hearts and minds of Russian people are more than oil and gas."

Middle East

As Margaret Krigbaum (2006, pers. com.) points out, the "Middle East has a much smaller coaching tradition, as they are busy worrying about things like war". Sara Arbel, who graduated from Coach U in 2001 and is considered the first coach in Israel, agrees, saying "there is a sense of urgency to live the life we have, because we may be dead tomorrow" (Arbel, 2007, pers. com.). This is reflected in her coaching style, which is to hold the truth and get to the heart of the matter. Arbel describes her introduction to coaching in the 1990s through a friend in London who had just received a large brown envelope from Thomas Leonard:

> After reading the materials, she handed me the brown bulky envelope and said: 'My Dear, this is about you'. I didn't understand what it was all about, until I finished reading, from that moment on I fell in Love, the drums of my heart sounded 'Hallelujah' and my soul sung the songs of Glory, my spirit lifted up to the ceiling and out of the very large British living room. I knew that my life will not be the same; I knew that my calling finally found me (Arbel, 2007, pers. com.).

When Arbel called Thomas Leonard, he was very excited to speak with someone from Israel, "the small country with a lot of noise" as he described it. Arbel was the first "foreign"-language student and communicated with Leonard over the years about her learning and reporting cross-cultural differences and issues of diversity. During this time Arbel closed several lucrative businesses, put all her energy, time and resources to study coaching, get involved in founding and developing coaching communities in Israel and the Middle East. As she describes this time:

> Israel, the days were days between two Gulf wars, terror attacks and political turmoil, there was no knowing if you stay alive to next day; buses, shopping malls, cars, were blown up, days of grief and loss, stress and uncertainty, that was my everyday reality. I kept joining the classes and listening to the challenges of other students and couldn't but envy them for having a normal quiet life where the challenges were the 'clutter in the basement', 'normal relationship challenges', 'the pet that needs to be looked after'. I was sitting on my side of the globe crying because I couldn't match the world I met on the other side of the line (Arbel, 2007, pers. com.).

Arbel invested a lot of effort to educate and expose the Israeli public to coaching, including being interviewed by the media. As she describes it, "The concept of coaching started to catch up with Israel. After incubating for years, the epidemic of coaching hit Israel as well, the opportunity was recognized, coaching schools and coaches were appearing on every corner, just like mushrooms after rain" (Arbel, 2007, pers. com.).

To get a sense of Israel as a country and the state of coaching at the end of 2009, Arbel provides the following information:

> Israel being a very small country, almost as big as New Jersey [United States] in population and size, didn't accept the concept of telephone coaching; the coach and coachee met one on one, in coffee shops and restaurants. Israel, being a very young country (in her early 60s) is characterized by a very diverse, colorful multicultural mosaic of different cultural and ethnic profiles. Diversity is the beauty and the strength of Israel as well as its challenge. Hebrew and Arabic are the leading languages and English is used by a large population. The total population is 6.5 million on the size of 8,500 square miles (22,000 square kilometers) – almost the size of New Jersey (Arbel, 2007, pers. com.).

Coaching has taken hold in Israel with between 60 to 80 coaching schools, and between 6,000 to 10,000 coaches, depending on whom you count. As in the rest of the world, there are those who have just printed a business card and decided to join the trend. The average profile of an Israeli client, as described by Arbel, is:

> Throughout my coaching career in Israel I recognize an average profile of the Israeli client: he is on one hand in survival mode due to the constant state of war and threat, and on the other hand in constant state of celebrating life. The Israeli client is mostly ambitious, thriving on hope, trust in self, mostly in a positive and joyous state of embracing the good moments of life. The constantly challenging reality keeps the average client in a state of reality check as opposed to his comfort zone. This kind of high awareness provokes creativity and an endless search for outstanding originality, innovation, almost a childish striving to reinvent the wheel. They are fast runners for long distances, and yet not avoiding their constant readjustments to changing realities. If I needed to describe the profile of the average Israeli client I would say – entrepreneur (Arbel, 2007, pers. com.).

As the pioneer of coaching in Israel, the founding president of the ICF chapter since 2000 where in the early years it was only she, Arbel is now surrounded by an active professional group of coaches. As she sums it up:

> Israel has many coaching schools, different methodologies and two organizations that claim to represent the coaching community. The government is working on regulatory steps to protect the coaching consumer from malpractice as well as defining the profession as close as possible to other recognized existing professions (Arbel, 2007, pers. com.).

Looking at the growth of coaching in other Middle East countries, many are just beginning to establish a community of coaches. According to Maryvonne Lorenzen (2006, pers. com.), Dubai, in the United Arab Emirates, is another point of contact for coaching, and most practitioners are formal British citizens and have trained in the United Kingdom. Led by Dania Darwish, who discovered there were at least 23 other coaches in Lebanon, a group of coaches met November 17, 2009 to establish the Lebanese Coach Association. Another coach is contacting other coaches to create a community in Kuwait.

There is much war in the Middle East, and Sara Arbel relates the following story about the power of coaching:

> During the year 2006 I started to organize a Mid East Coaching Conference, that was my dream from start. I contacted all coaching chapter leaders in the Middle East, sent emails, started correspondence, was very politically correct, making sure not to step over any sensitive political boundaries. The theme of the conference was named: 'LISTENING FOR PEACE' – The idea was to invite different leaders of the region to a coaching conference where they could get the most important tool when we talk about Peace and that is 'LISTENING'. I was in touch with embassies and foreign affairs delegates and all embraced my project. But then, the Lebanon war started, all stopped and there was a crisis and loss of hope for peace. That is how I met Samir Elias Zehil, a Lebanese coach, very smart, intelligent successful and warm human being. Both our countries were bombarded and both of us were looking for shelters, and in between, emailing in secret, supporting each other and worrying about each other's families, I felt as he was my gift as I have lost a son his age, and that is when he entered my life. Since then we are in a very warm, loving and supporting relationship, even thou we are not allowed to disclose it as our countries don't have telephone or any communication lines connected and it is not allowed. So, we talk

when we are abroad and hope to meet sometime in a country outside of ours. I am sure that we will hug each other as great friends, not as enemies that our countries are (Arbel, 2007, pers. com.).

This story demonstrates that coaching is not bound by political or ideological beliefs – in fact it transcends all boundaries.

Western and South Central Asia

India is in the early phase of coaching development. Shrikanth (2009:1, cited in Stout-Rostron, 2009:41) points out that "As in ancient Greece, India had its share of historical 'royal coaches' like Krishna and Chanakya, whose wisdom is enshrined in the Gita and Arthashastra. These ancient 'case studies' are still analyzed by MBAs and corporate leaders at business schools and research institutes." He explains that multinational corporations currently rely on their global coaching partners to bring executive coaches into India.

The relevance of coaching to senior executives in India began to be acknowledged in the early 2000s due to the growing complexity of business. Deepak Chandra, Associate Dean of the Centre for Executive Education (CEE) at the Indian School of Business (ISB) explains that "As a concept, executive coaching is still new in India. In our past, the Gurukul system was an example of the one-to-one coach for individual students. It was built on a deeper interpersonal relationship." He acknowledges that in today's globalized world, senior management has been prompted "to counsel, seek, and simply talk to a person who can be an amalgam of a sounding board, a critic, a seer, a friend, etc." (ISB, 2007:1, cited in Stout-Rostron, 2009:40–41).

Benz and Maurya (2007:22, cited in Stout-Rostron, 2009:41) note that Indian businesses are largely a mix of two groupings:

1. The first group includes multi-national organizations, entrepreneurs who have taken their business offshore, and local business organizations with public holdings and stock market listings. This group acknowledges that there is a need for coaching, but only in a limited sense; in-company mentorship is the wider practice. As long as there continues to be investment in developing high-potential employees by these organizations, the need of this group for business coaches will increase.
2. The second group are "closely-held businesses with no stock market listing, partnership business/ trading companies, and independent business owners". This group has less concern in investing in the development of their staff, and tends to view coaching "as an expense".

What seems to set India apart in its adaptation to business coaching practice is that the coach/client association is spiritual as well as professional. According to Commander Girish Konkar, CEO of Beyond Horizons, "coaching is looked upon as a spiritual association, as opposed to a 'business/commercial' association. Indian history describes the strong association

with a guru throughout any learning process" (Benz and Maurya, 2007:24, cited in Stout-Rostron, 2009:41–42).

D. Satya Murty, identified as the founding father of the new coaching movement in India, has brought training programs from the United States and Australia to India, established ICF chapters in major cities, and in mid-2009 launched the first Indian-grown accredited coach training program. Murty has hosted teleconference calls with Master Certified Coaches across the globe, and Karen Tweedie became the first ICF president to visit India in April 2009. She spoke at the first coaching conference ever held in India, with over 170 attendees, sponsored by Murty and the ICF Bangalore chapter (Reddy, 2009).

Africa

According to the 2009 coaching survey by Frank Bresser Consulting, there are between 2,000 and 2,500 business coaches operating in Africa, where coaching is still in its infancy:

- Only in Morocco is coaching already widely accepted and used as a business tool. In three other countries (South Africa, Egypt, Libya) this is undecided.

- In two countries (Morocco and South Africa) coaching is already in the growth phase, and in another nine countries it is in the introduction phase. In the remaining 36 countries, however, business coaching hasn't yet visibly developed.

- In Morocco and South Africa, one-to-one business coaching is already well advanced towards becoming a profession. In all other 46 countries, it is not. No country is undecided.

- National coaching associations have successfully developed in Morocco and South Africa. Emerging coaching communities may also be found in Uganda and Nigeria. However, the overall situation with regard to professional coaching bodies in Africa (national or international) is poor.

- The coaching culture concept is almost unknown in Africa. Only in South Africa, and here above all in the context of multinational companies rather than in local companies, is it mentioned.

- There are few local coaching initiatives in Africa yet (only in Morocco, South Africa and partly in Uganda, Nigeria and Egypt) which define and develop coaching specifically for their country or region. Coaching is more driven and determined by multinational clients and international coaching, if it exists at all. You rarely find specifically African coaching approaches on the continent at this early stage. General issues are the need for better education of clients and the challenge to overcome existing cultural barriers.

- Geographically speaking there are huge gaps: coaching features in Northern Africa, in South Africa and Botswana, in Kenya and Uganda in the East, and in Nigeria and Gabon in the West, but the rest of the continent is still undiscovered in terms of coaching.

- The use of coach supervision is widely spread in four countries. Remarkably, these have a rather "small" coaching industry (10–60 business coaches). In contrast, in South Africa with about 1,600 coaches, supervision is not widely used.

- There is a strong directive dimension to coaching in Africa. In six countries a directive coaching approach prevails and a non-directive approach predominates in no single country. Also, where it is undecided, it is mainly because there is simply no coaching industry yet. In nearly all countries, it is an issue that clients expect to get advice and direction from (potential) coaches (Frank Bresser Consulting, 2009:7).

Sunny Stout-Rostron is an executive coach based in South Africa who contributes the following history:

> Since 1994 South Africa has been undergoing a process of transformation from an apartheid racial tyranny to a democracy. The move to executive and leadership coaching for individual executives in South Africa emerged as a strong trend only during the early 2000s. This was related to an explosion of talent development as the nation fast-tracked its managers into executive positions in every field of industry, government and education. Like much else in South Africa, coaching was isolated from mainstream professional development due to international restrictions during the years of apartheid. Only within the last five to ten years has coaching sprung to the forefront of managerial leadership development in South Africa.
>
> Coaching became more visible and accessible in South Africa at the turn of the twenty-first century, as new coach training schools sprang up, and graduate business schools accommodated 'leader as coach' programs. Since 2005, organizational development (OD) and human resources (HR) departments of large corporations have been training 'internal' coaches, and designing assessment programs to bring external coach consultants into the organizational 'suite' of coaches needed for their top executives (Stout-Rostron, 2009:40).

According to Cardon (2006, pers. com.), the diffusion of coaching in South Africa was driven by coaches trained in the United States and Europe. Global coach training companies such as US-based New Ventures West and Australian Results Coaching, among others, are training coaches in the South African market (Flaherty, 2006b, pers. com.; Rock, 2006b, pers. com.). In 2003, Marc Steinberg brought the Creative Consciousness International (CCI) coach academy to South Africa. The Pat Grove Coach Academy in South Africa, founded in the 1970s and another descendent of the Flores/Erhard lineage, specializes in executive coaching using an ontological foundation (Selman, 2006, pers. com.).

Business coaching in South Africa became more visible at the start of the twenty-first century, and due to the history of racial differences, many times the issue of color predominates in coaching conversations (Stout-Rostron, 2006). Coaching can and is having an effect in open and frank discussions that are beginning to dismantle past beliefs and shepherding in transformation. According to Stout-Rostron (2006), Founding President of Coaches and Mentors of South Africa

(), "coaching is viewed as a privilege far beyond the hopes of all but an elite few" and "many organizations remain subject to male culture and assumptions".

In response to the need for a professional body to which coaches can belong, an important development has been the founding of Coaches and Mentors of South Africa (COMENSA) in 2006. COMENSA's overriding brief has been to provide for the regulation of coaching and mentoring in South Africa, in order to develop the credibility of coaching as an emerging profession, and to align national standards of professional competence to international standards. One of the crucial and continuing roles of COMENSA is to build relationships and alliances between the organizational buyers of coaching and the individual and small-company providers of coaching services, and to build connections with other professional bodies such as the Worldwide Association of Business Coaches (WABC), the European Mentoring and Coaching Council (EMCC), and the International Coach Federation (ICF) (Stout-Rostron, 2009:39).

In short, COMENSA, an umbrella association in South Africa, has the purpose to provide for the regulation of local coaching, to develop the credibility and awareness of coaching as a profession, and to promote the effective empowerment of individual and organizational clients. Academic research has been undertaken in South Africa since before 2006, with a number of Masters and Doctoral theses being published. "Supervision may be the new and innovative context in South Africa for coach practitioners to contribute to the development of self-reflective practice and practitioner research. This might be a contributing factor to the move towards becoming more 'professional'" (Stout-Rostron, 2009:40).

Summary

Coaching emerged simultaneously in the United Kingdom, United States and Germany, due in part to the integral perspective of humanistic and transpersonal theories and models, connections between influencers, and the rise of multidisciplinary solutions to socioeconomic conditions. The global spread of coaching has been fueled by rapid technology advances, relationships between individuals, and the influence of the evolution of global consciousness and spiritual paradigms.

By 2000, coaching was prevalent in the Latin American countries of Chile and Argentina; the Asian countries of Japan and China; continental Europe; and the English-speaking countries of Australia and New Zealand. In the first five years of the twenty-first century, coaching emerged in locations from South Africa to Russia.

This chapter completes a look at the first coaches, the emergence of coaching, and its global expansion. In the final chapter of Part II I will explore those features which distinguish coaching from its root disciplines.

Chapter 9

What distinguished coaching from its root disciplines?

In Part I of this book I took a look at the socioeconomic trends that led to the emergence of coaching, identified the root disciplines of coaching, and tracked their evolution through the twentieth century. In Part II I focused on the first coaches, dividing them into three generations depending on their roles, and then outlined the emergence of coaching, both in the United States and around the world. Now in the final chapter of Part II, I'll turn to the modern practice of coaching, attempt to draw some boundaries around the field.

At the beginning, coaching was closely connected to the theories and tools of its root disciplines, and was practiced almost exclusively in the world of business by psychologists. As in the case of all emerging disciplines, agreed-upon definitions, protocols and boundaries did not exist. Some of coaching's root professions experienced the following as they struggled to become recognized: sociology struggled with creating core theories; education relied heavily on extrapolation and inference from psychological research; consulting mimicked a profession without becoming one; and organization development still has a diversity of practitioner backgrounds, lacks a unified definition, and has fuzzy parameters.

Coaching's lack of agreed-upon definitions, protocols and boundaries was due in part to the sheer number of models, theories, and tools adopted by coaching's earliest practitioners. While the variety of these influences made it possible to apply the field in many venues, it also blocked coaching's attempt to achieve a separate identity. And since that identity had not yet been established – and not everyone agrees that it has been today – anyone, without training or certification, could declare himself or herself to be a coach. In addition, of course, none of the earliest pioneers of coaching – originators, transmitters, and later generations alike – had any training or certification themselves, because coach training did not exist until the early 1990s, and certification of coaches did not exist until the late 1990s.

This chapter, therefore, begins with a look at the practice of coaching – by which I mean its purposes, the roles of coaches in its various specialties, the nature of its clientele, its present standards of ethics, and the bodies of knowledge it inherited from its root disciplines. I will follow that discussion with a review of the general requirements for effective coaching, including specific training options and certification procedures.

Practitioner boundaries

Further complicating the issue of boundaries, as coaching seeks to establish itself as a separate field some of its techniques are or have become integral to the modern practice of its root

disciplines. Consultants, for example, see coaching as process consultation, and organization development practitioners see coaching as an organization development intervention. Industrial and organizational psychologists see coaching as an evolved form of psychology, and coaching as a tool in the practice of industrial psychology. And while those I interviewed cannot agree whether coaching is a fully distinct discipline today, most agree that the knowledge, skills, and abilities of today's coaches are being steadily adopted by the field's root disciplines. In other words, the lines separating coaching from its related disciplines are still mostly dotted, not solid. That said, it will naturally be difficult for practitioners who have moved into coaching to fully separate themselves from their original disciplines. Many are attempting to do so by assembling a body of knowledge on coaching practice, establishing a course of professional preparation, and agreeing upon a means of certification. This need not involve the rejection of root disciplines, just an acknowledgment that coaching often puts their theories and techniques to a different use.

Psychology, for instance, is primarily concerned with healing people, not making money. Businesses are run, instead, to make a profit, and until recently few of them showed strong interest in the personal development of their employees. Coaching sits somewhere in between; in order to succeed as entrepreneurs and employees, coaches must market the benefits of their services, and then deliver on their promises in order to be paid.

In the beginning, of course, coaching's parameters were non-existent. By the mid-1990s, though, the first professional organizations had been created, and training programs had been developed. At about the same time, the field developed a need for ethical standards, and initially drew these from psychotherapy and business, as it had the theories and techniques forming the basis of the discipline. As a result of the slowly vanishing links to its root disciplines, the theoretical foundations of coaching were more closely examined in the new millennium, and that in turn led to the assembly of a body of knowledge culled from evidence-based coaching, graduate education programs, and research. (Chapter 13 explores the growth of evidence-based coaching.)

Coaches are still not required to hold membership in a professional organization, to present credentials of any sort, or to follow any ethical code. Thus they do not have to acknowledge the limits of their expertise, or to restrict their offerings depending on their knowledge and skills. This is partly a result of the contextual nature of coaching, dependent as it is on the goals and characteristics of the client, which makes limitations as difficult to establish as a generally accepted definition of the discipline. Thus the dotted line that separates coaching from its related professions – all which can include coaching, and all of which modern coaches can practice (with the exception of psychotherapy, which requires a licensure) – continues to present difficulties for both clients and practitioners. That said, a consensus on standards and eligibility is beginning to form among some coaches, even if it is most often stated in exclusionary terms. Writing about executive coaching, Levinson (1996:115) suggested that " … it is impossible to coach someone about role behavior unless one has a comprehensive understanding of organizations". Diedrich and Kilburg (2001:203) put it a little differently, writing that "psychologists who coach executives

need not necessarily be executives themselves, but they must have an in-depth feel for the lives that these … people lead". In short, in the absence of a system of accreditation, who can define competency? If you have a psychology background, are you qualified to be a coach? If the answer is yes, does that mean you're qualified to be a business coach, a life coach, or both?

Peterson (2006b, pers. com.) looks at the issue from the other side, decrying the attempt to make coaching all things for all people:

> There are a wide range of existing techniques and approaches for learning, behavior change, and improving effectiveness. And we've done a disservice by blurring them all into this [coaching] category. People now talk about coaching in a way that includes a lot of what I would call consulting, team facilitation, training, [and] group workshops.

Bergquist (2006, pers. com.), on the other hand, sees the growth of subcultures within the field as "one of the signs that coaching is truly emerging as a profession", and goes on to say that such "polarities have emerged in almost every profession I've looked at". These polarities can and do lead to turf wars, such as the one Pauline Willis (2006, pers. com.) sees occurring between psychology and coaching:

> It has been at the bottom of it all, and my belief is that a lot of the [discussion regarding the] distinction between the two and the confusion [regarding certification for coaches] is grounded in the fear that if coaching is recognized then psychology, which has had such a huge influence on coaching, will no longer be a part of it. People who aren't qualified in that area won't be able to coach, [and that creates] a lot of fear.

Some have attempted to resolve the conflict in the academic world. Grant and Cavanagh, for instance, formalized the term "coaching psychology" in a degree program at the University of Sydney, Australia, in 2000 (Cavanagh, 2006, pers. com.; Grant, 2006b, pers. com.). Despite such efforts, Jordan Goldrich (2006, pers. com.) notes that this "debate is going on among the academic branch of the profession. It's not going on in the business community." David Matthew Prior (2006, pers. com.) concurs, noting that "coaching is becoming legitimate as a professional endeavor … the public is legitimizing it … and the theoretical underpinnings are being named".

Again, this can be considered a normal process for the emergence of a new profession or discipline, and part of that process involves resolving the identity crisis that troubles both practitioners and the public. In response, nine professional organizations now offer guidance on ethics, competencies, and credentialing. And the more than 230 English-speaking coach training schools, in addition to 180 academic institutions, are also attempting to formalize the discipline's boundaries, identify its core competencies, and add value to their programs through accreditation. One example of this trend is the Coaching Research and Curriculum Project, sponsored by the Harnisch Foundation's Research Division, concerned with the creation of an academic discipline for organizational and executive coaching by identifying a shared body of knowledge within the community (GSAEC, 2010).

The goals of psychology, business, and coaching

Another way to define coaching involves comparing its goals and purposes to those of psychology and business, using specialties within each sector as examples.

Coaching is a non-pathological model that helps people develop new capabilities, new horizons, and new opportunities for themselves and those around them. In the words of Cavanagh and Grant (2006a:147), coaching is "a goal-directed, results-oriented, systematic process in which one person facilitates sustained change in another individual or group through fostering the self-directed learning and personal growth of the coachee". Grant (2006b, pers. com.) shortens this definition to "applied behavioral science to enhance performance and well-being for people from non-clinical populations". Terrence Maltbia (2006, pers. com.) sees it much the same way, saying that "coaching is an interactive process that helps individuals and organizations develop more rapidly and produce more satisfying results".

In Table 10 is a continuum adapted from the *Coaching and Buying Coaching Services Guide of the Chartered Institute of Personnel and Development* (CIPD, 2006a), which I will use as a framework for subsequent definitions of coaching.

Table 10	Coach definition continuum attributes
Directive	Facilitative (Non-directive)
Holistic	Specific
Short-term	Long-term
Individual leads agenda	Others lead the agenda
High personal content	Low personal content
High business content	Low business content
Developmental	Remedial
Source: Adapted from CIPD (2006a)	

This continuum framework can be displayed by using three overlapping bell curves of therapy, coaching, and consulting, where there is some overlap between the tails or the ends of each bell curve – depending on the coach. According to Sylva Leduc (2006, pers. com.), "for someone that has a background in therapy or psychology, they can recognize what those tails are and … know if they are going to get more of that therapeutic background and know when to put a stop to it". Cavanagh and Grant (2006:150) use a single bell curve to distinguish between clinical and non-clinical issues, although they admit that "the distinction between clinical and non-clinical issues is often a difficult one to make in practice". Grant (2006b, pers. com.) offers the following metaphor to describe the difference: the psychotherapist helps someone who has broken a leg to heal it, and a coach works with a runner to help him or her improve his or her performance.

According to Pam Richardson (2006, pers. com.):

> I put together a spectrum of directive/non-directive, and at the non-directive end is the
> listening, the questioning, the gaining clarity, the creative thinking [and] maybe, solution
> thinking. Then if you move across the whole spectrum, then that represents the directive or
> coaching and mentoring style. You move across the solution seeking into giving advice,
> training, teaching, and telling.

According to Chris Morgan (2007, pers. com.), Whitmore brought over to England the concept of
what might now be called non-directive or facilitative coaching, which he licensed from Tim
Gallwey and The Inner Game. Jordan Goldrich (2006, pers. com.) describes a more directive style
of coaching that he says is more similar to Marshall Goldsmith's coaching, that is highly
behavioral and systems-oriented.

Psychology

Coaching and psychology exhibit many connections, some similarities, and quite a few
differences. Neenan and Palmer (2001:1), for instance, believe that "cognitive behavioral
approaches emphasize that how we react to events is largely determined by our views of them, not
the events themselves. … [when used with clinical populations] we call CBT [cognitive
behavioral therapy] and when used with non-clinical groups, cognitive behavioral coaching
(CBC)". Many of those I interviewed also point to the similarity between cognitive behavioral
psychology and coaching. For instance, Ben Dean (2007, pers. com.), founder of MentorCoach,
states that "virtually everything that is done in coaching, some people can frame as being directly
out of the cognitive behavioral era". Sylva Leduc (2006, pers. com.) notes other overlaps,
concluding that "brief therapy … was more partnership- or clients-focused and future-focused at
the same time". John Leary Joyce (2006, pers. com.) looks to the beginning of the relationship to
determine the nature of what followed, saying that "Gestalt is about creating a great relationship,
and from that everything else emerges". Skiffington and Zeus (2003:12) write that "behavioral
coaching adopts a scientific approach to coaching to bring about measurable, sustained learning
acquisition and change". Jim Selman (2006, pers. com.) sees "psychology [as] a paradigm to
explain human behavior [and] coaching as a paradigm to generate human behavior".

Michael Cavanagh (2006, pers. com.) describes the contrast by saying that "in therapy, often what
you're doing is comforting the disturbed [whereas] in coaching, you are more often disturbing the
comfortable". Jeffrey Auerbach (2006, pers. com.) agrees, noting that "psychotherapy usually
focuses on resolving illness or trauma, whereas coaching focuses on enhancing achievement and
fulfillment". Jeannine Sandstrom (2006, pers. com.) also sees the difference between the coach or
therapist view of the person with whom they're working:

> From a psychological standpoint of 'this is broken, you need to fix it', rather than from [a
> coaching standpoint of] 'here's what has been identified, here are the gaps, let's uncover in
> a discovery methodology your choice of what you want to do in the here and now, and in
> the future'.

Jeffrey Auerbach (2006, pers. com.) believes that "the trick is to integrate analytic or dynamic thinking into coaching without pathologizing the client or relationship". David Peterson (2006a:51) notes that while behavioral psychology, much like coaching, is goal-oriented and accompanied by progress checks and adjustments, "behavioral [psychology] approaches that reduce complex human behavior to mechanistic stimulus-and-response chains will not succeed".

Recent orientations in psychology have more similarities than differences with coaching. Humanistic psychology is one of these, which according to Edwin Nevis (2006, pers. com.) is "a model focused on health rather than illness … that really brought back an interest in consciousness and awareness and living in the present moment". Transpersonal psychology, according to Whitmore (2006, pers. com.), "is [where] the human will comes in, so it becomes directional and purposeful".

Several applied psychology specialties blend tools and techniques of the four major forces of psychology. Clinical psychology, according to Marcia Bench (2003:12–13):

> Focuses on exploring the origins of current emotional and/or psychological problems, often drawing on the past and trying to better understand it to resolve current issues. Coaching, in contrast, begins in the present and focuses on moving clients forward to get more of what they want in the future. It is action-oriented and results-focused. Another distinction is that therapy often seeks to remedy pathology, whereas coaching focuses on developing possibilities, leveraging clients' strengths, and helping clients achieve their goals. Coaching is not a substitute for therapy and, in fact, can be used together with therapy when the client's situation warrants it – for example, when a client is clinically depressed or suffers from some other form of mental illness.

Some coaches, just like developmental and educational psychologists, look at age-related changes in behavior over the life span, and according to Axelrod (2005:118) are "guided by an understanding of how the imperatives of psychological development in adulthood play out in the here and now". Sports psychology, another example of an applied psychology specialty, looks at how activities "may enhance personal development and well-being throughout the life span" (AAASP and APA, 2003:1). Health psychology, as with some coaching, addresses the way that thoughts, feelings, and actions relate to physical health (APA Division 38, 2008). Both counseling psychology and psychotherapy, according to Feltham (2006), focus attention on normal developmental issues and on problems associated with physical, emotional, and mental disorders.

Coaching can also be viewed as a counterpart to counseling and psychotherapy, although Marilyn Atkinson (2006, pers. com.) notes that it is usually voluntary, not necessarily remedial, and that employment is not dependent on the outcome. These differences, according to Rey Carr (2006, pers. com.), have led "many people trained in counseling [to realize] that it is not seen as desirable as coaching, and … therefore quite a lot of people who were previously counselors are shifting over and becoming coaches".

The applied specialty of coaching psychology, in a group by itself, is the best example of the way that coaching has affected one of its root disciplines. Perhaps because of its unusual origin, the relatively new sub-discipline does not seem to fit neatly into other areas of psychological practice. According to Cavanagh and Grant (2006:150), "one reason for this may be that each of the established areas of applied psychology (clinical, counseling, organizational, health, and sports) rightly identifies significant similarities between what they do and coaching". The Australian Psychological Society (APS) defines coaching psychology as "the systematic application of behavioral science to the enhancement of life experience, work performance and well-being for individuals, groups and organizations who do not have clinically significant mental health issues or levels of distress that could be regarded as abnormal" (APS, 2007:3). Cavanagh and Grant (2006:150) concur, writing that coaching psychology "deals with non-clinical and non-distressed populations", and "may use theories and techniques developed in clinical settings". They go on to say, however, that content, style, and tempo in coaching psychology is often dramatically different than coaching (Cavanagh and Grant, 2006:150).

Business

The majority of coaching is still conducted in business environments, and thus there are many connections and similarities, as well as some significant differences, between coaching and specialties in the business sector. Since the 1970s, some management models have viewed coaching as a form or competency of supervision aimed at improving performance. Mike Jay (2006, pers. com.) notes that while the knowledge, skills, and techniques of coaching are often used in management today, the manager, in contrast to the coach, has responsibility, authority, and accountability for the person in question.

Coaching and consulting, for instance, often overlap, but they are not synonymous; coaching focuses on asking the right questions, while most consulting focuses on providing the right answers.

Schein (2006:24) draws the following distinction:

> The coach should have the ability to move easily between the roles of process consultant, content expert, and diagnostician/prescriber. The ultimate skill of the coach, then, is to assess the moment-to-moment reality that will enable him or her to be in the appropriate role.

Grodski and Allen (2005) agree, and point out that by viewing the roles as complementary one can see coaching in service-oriented positions supporting the implementation of the consultant's solution to a problem.

Organization development (OD), according to David Jamieson (2006), is designed to improve the organization's performance, the organization's capacity for future change (especially as it relates to transfer of knowledge), and an individual's development (i.e. skills, knowledge, and personal

potential). Within this specialty's framework, coaching can be viewed as an organization development intervention helpful to clients in specific circumstances. While both coaching and OD have to do with change, OD generally focuses first on the larger system and coaching first on the individual. And since organizational change requires individual change, the consultant often works with leaders on their role in leading the change process.

When looking at coaching as an organization development intervention, a consultative coaching approach may be used by an organization development specialist to achieve specific measurable business results (Scott *et al.*, 2006). The organization development consultant may use inquiry and discovery to raise a leader's level of awareness and responsibility, while advising and educating on the larger change effort (Bennett and Craig, 2005:52). Finally, while organization development and business coaching are concerned with results in a business context, coaching can also focus on personal development that may or may not be linked to specific business success.

Clientele

Coaching's clientele are primarily a non-clinical population, typically individuals or small groups focused on growth and results. Regardless of the client or the environment, coaches work only on non-clinical issues. This does not preclude a coach from working with those who are part of a clinical population, although the intervention might typically be about finding better ways to achieve life balance, improve relationships, or be more productive at work. For example, a coach can work with someone who has anxiety, depression, or attention deficit disorder (ADD). However, if a coach without the appropriate training and license works with someone to reduce these symptoms, then they are clearly crossing professional boundaries.

Psychology

The client population is perhaps the most important factor distinguishing psychology from coaching and coaching psychology. Cavanagh and Grant (2006:150) note that coaching and coaching psychology "typically deal with non-clinical or non-distressed populations. This makes the context of coaching quite different to other clinical and counseling interventions".

Psychology typically works with a clinical population, although humanistic, clinical, and counseling psychology techniques are also used with non-clinical populations. Marilyn Atkinson (2006, pers. com.) believes the primary difference between coaching and these psychology specialties can be found in the assumptions and expectations of the client. One exception to this is restorative coaching, the clients of which have been defined by Leonard and Larsen (1998) as "someone who is emotionally healing, is a 12-stepper, or who is learning basic life skills for whatever reason". Kiel (2007, pers. com.) notes that the word "coaching" is especially useful with non-clinical populations "because the metaphor is so acceptable in the business world and in the non-business world as a way [to avoid] saying therapy is therapy".

Business

Here too a non-clinical population is presumed, with the approach dependent on who the client is and who initiated the request for services – the individual or the organization. While much of coaching focuses on the individual, management and OD consultants generally work on the entire organization. According to Ginny Storjohann (2006, pers. com.), "organization development's primary client is the organization, though there may be interventions on an individual basis within the context of an organization intervention". However, many coaches, most notably Marshall Goldsmith, also employ a systems approach, focusing on the people around the client (M. Goldsmith, 2006, pers. com.).

Ethical standards

Generally speaking, the ethics and standards of coaching are values-based, and address competence, integrity, and professionalism on the part of the coach, and respect for client's rights and dignity. Sork and Welock argue not only that the discipline is obliged to develop an ethical code, but that such a code can offer several benefits. It can steer practitioners away from borderline ethical practices, contribute to policymaking within oversight agencies, provide clients limited protection from unethical practices, and be used in the professional preparation of practitioners. A code can also make the moral dimension of the practice more visible and, when enforced by oversight agencies, differentiate those with credentials from providers who do not subscribe to such a code (Sork and Welock, 1992).

Law (2005:19) writes that "ethical thinking and its principles are usually embedded in many professional bodies in the form of self-regulation … [and] the main aim is to protect clients and the public from dangerous practice with the objectives to: benefit clients; ensure safety; protect clients; manage boundaries; and manage conflict". Law, using coaching psychologists as an example, summarizes their ethical code as follows:

> Do no harm, act in the best interest of our clients and their organization, observe confidentiality, respect differences in culture, apply effectively the best practice in everything we do, help our clients make informed choices and take responsibility to improve their performance and well-being, and recognize our role as a coaching psychologist (Law, 2005:19).

From 1994, the International Association of Professional and Personal Coaches (IAPPC) recognized the importance of ethics and standards by creating a standing committee to oversee this area. From its start in 1995, the Professional and Personal Coaches Association (PPCA) required its members to agree to abide by a code of ethics which contained the following categories: client protection, conflicts of interest, personal gain, confidentiality, accurate representation, access to coaching, when we cannot serve a client, respect for all coaches, and ethical violations. As Breeze Carlile (2006, pers. com.) says, "We're not into reinventing the wheel … we went to those places [Society of Human Resources Management and other successful

personal human organizations] and examined ethics and standards". In 1997, the ICF Ethics Pledge was created, containing the following categories: honor the coach-client agreement, respect my limits, conflicts of interest, confidentiality, be respectful and constructive, be coachable, be professional, maintain professional distance, and be a model. In the late 1990s the ICF began to use materials developed by the PPCA prior to its merger with ICF in 1998 (Raim, 2006, pers. com.). Raim (2006, pers. com.) says that "there are other things that the PPCA does that are much better than ours [ICF's] … the whole ethics and certification process".

Hayden (2006, pers. com.) agrees, stating that "ICF got the majority of their ethics and standards material from PPCA". The ICF ethical guidelines, approved in August 1998, covered coaching relationships and contracts, client protection, confidentiality, conflicts of interest, referrals and terminations, and ethical violations. Published in early 2000, the ICF's revised ethics code included sections on the philosophy and definition of coaching, an ethics pledge, and 18 standards of conduct. It also contained a set of core competencies that included compliance with ethical standards (ICF, 2000a).

According to Patrick Williams (2006a:15), between 2001 and 2003 the state of Colorado attempted to legislate coaching's inclusion into the state's "broad definition of psychotherapy". Williams (2006a:26) goes on to say that a grass-roots effort by the Colorado Coalition of Coaches, with support from the major North American professional coaching associations, successfully changed the law 18 months later [in 2005] to exempt coaching from the legislatures' oversight. In 2009, Israeli government officials were seeking to regulate coaching for the protection of clients.

In 2002 and 2003 many professional coach associations either published their first codes of ethics or revised their existing codes. The ICF, for example, revised their code in July 2002 for "further clarification of our philosophy and definition of coaching, the pledge we take as ICF members … and the ethical standards we agree to uphold as coaches" (ICF, 2002). The ICF revised their ethics code again in March 2003, creating standards of ethical conduct in four areas: professional conduct at large, professional conduct with clients, confidentiality/privacy, and conflicts of interest (Brock, 2008:227). The NABC, the predecessor to the Worldwide Association of Business Coaches (WABC), released a "voluntary Member Code of Ethics and Conduct" in November 1999, which the WABC re-released in October 2003 after revisions by an advisory task force (WABC, 2007). The International Association of Coaches (IAC) released their ethics principles and code in February, 2003. According to Barbara Mark (2006, pers. com.), "the foundation for the actual ethics code itself … was based pretty much on the APA's [American Psychological Association's] code". In June 2006 the IAC code was revised and more closely aligned with ethics codes from other coach associations (Brock, 2008:228). The Association for Coaching (AC) code of ethics and practice (AC, 2006), first released in April 2003, retains much the same format today. In September 2003, the European Mentoring andd Coaching Council (EMCC) adopted their code of ethics, which was:

… developed following a series of consultations with a wide range of coaching and mentoring organizations, and has drawn heavily on the work of the Employment National Training Organization (ENTO), the International Coach Federation and the UK-based Association for Coaching (EMCC, 2005:1).

Finally, the European Coaching Institute (ECI) released their code in March 2005, and the Association for Professional Executive Coaches and Supervision (APECS) released their code in January 2006 (APECS, 2006).

For the seven professional coaching associations that have an ethical code, each one has detailed complaint procedures for dealing with ethical complaints and violations. Although the code structures differ, there are many similarities between them, including principles and philosophy, qualifications, awareness of client interests, honoring client agreements, confidentiality, and non-discrimination. In addition, respect for client rights and dignity, reflecting positively on the profession, and maintaining records are addressed in six of the seven codes.

Respect for diversity and non-discrimination figure prominently in all the codes. The APECS code, for example, promotes "awareness of and sensitivity to difference" (APECS, 2006:2), while the ECI code supports awareness of "cultural, regional and linguistic differences", and also directs its members to "not knowingly participate in or condone unfair discriminatory practices" (ECI, 2008:1–2). The EMCC code, taking a slightly different tack, "respects diversity and promotes equal opportunities" (EMCC, 2005d:2), while the AC code cautions its members to "be sensitive to issues of culture, religion, gender, and race" (AC, 2006:1). The IAC code also asks its members to remain "aware of cultural, individual, and role differences" (IAC, 2003:1), and the WABC code advises its members to avoid "all conduct that amounts to sexual, racial or other forms of discrimination, harassment or inappropriate relations with clients or their colleagues or superiors" (WABC, 2007:3). The ICF code, finally, holds that coaches must "treat people with dignity as independent and equal human beings" (ICF, 2008a:2).

Prohibitions regarding sexual conduct with clients are directly addressed in the WABC, ICF, IAC, ECI, and EMCC codes, while the APECS code more generally prohibits taking advantage of the client (Brock, 2008:233). Additionally, the AC requires coaches to "consider the impact of any dual relationships they may hold" (AC, 2006:2).

There are several differences in the ethical codes of the European and North American professional coach associations. The European professional coaching associations each call for supervision; the EMCC and APECS require supervisory reports back to the professional organization (Brock, 2008:233), and the AC expects coaches "to have regular consultative support for their work" (AC, 2006:1). While the ECI code does not directly address supervision, it does state that "coaches will monitor the quality of their work and seek feedback from clients and other professionals" (ECI, 2008:2).

None of the North American associations require, or even recommend, such supervision. While the IAC code addresses supervision of subordinates, and the ICF code requires conduct in accordance with the ICF code of ethics when a coach trains or supervises either students or working coaches, the WABC does not address the issue of supervision, or anything related to it, in their code (Brock, 2008:233).

Continuing professional development is yet another difference between the continental organizations. The topic is addressed in all three European ethics codes, but not directly mentioned in any of the North American codes. Of the European organizations, the AC ethics code is unique in specifying that coaches "undertake a minimum amount of 30 hours of continuing professional development in the theory and practice of coaching on an annual basis" (AC, 2006:2). The APECS code advises coaches to "continue to learn and grow in their professional knowledge and expertise" (APECS, 2006:3), while the EMCC code requires coaches to "develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities" (EMCC, 2005:2). The ECI code also addresses "relevant training and appropriate Continuing Professional Development" (ECI, 2008:2), and the IAC requires coaches to "undertake ongoing efforts to maintain competence in the skills they use" (IAC, 2003:2). The WABC and ICF ethics codes do not address the topic; however, both have credentialing requirements that address a minimum amount of ongoing training for renewal (Brock, 2008:229–232).

A somewhat similar topic regards the personal limitations of the coach. The APECS code, for instance, mentions a coach's responsibility for "caring for [one's] self" (APECS, 2006:2). The AC code refers to coaches "maintaining their own good health and fitness to practice" (AC, 2006:1), and the ECI code states "coaches have a responsibility to monitor and maintain their fitness to practice at a level that enables them to provide an effective service" (ECI, 2008:2). IAC advises coaches to be "cognizant of their particular competencies and limitations" and to "recognize that they too may experience personal problems which may exert an adverse effect upon the coach-client relationship" (IAC, 2003:1). The ICF code includes the following passage: "I will at all times strive to recognize personal issues that may impair, conflict or interfere with my coaching performance" (ICF, 2008a:1). Neither the WABC nor the EMCC address this topic in their codes.

Unique to the APECS ethics code is the reference to fairness and justice, adherence to "foundation principles underpinning ethical thinking and behavior", and the requirement that in the face of problems coaches will undertake a proactive rather than a reactive approach (APECS, 2006:2). For example, should difficulties arise, the coach will "be prepared to disclose to the sponsor or the competent authorities … [and] the client should be given the first opportunity to disclose" (APECS, 2006:4). EMCC, ICF, and IAC address the same circumstances, but refer only to the coach notifying the authorities (Brock, 2008:235).

Conflict of interest, to turn to yet another topic, is addressed by the codes of the EMCC, ECI, IAC, and ICF codes (Brock, 2008:235), but not by APECS. Instead, APECS, as noted above, addresses "fairness and justice", the "commitment to establishing high-quality and high-level healthy relationships", doing "what benefits the well-being of all", and avoiding "whatever might harm others" (APECS, 2006:2). AC (2006:1), as noted above, asks that coaches "consider the impact of dual relationships", while the WABC does not address the topic (Brock, 2008:235).

This section on the evolution of ethics within the coaching field demonstrates the process of convergence, which occurs over time. Unless or until the coaching field agrees on a uniform code of ethics, there will continue to be slight differences due to culture, client focus, and underlying philosophy. While a universal code may one day be created, for the moment it is most important that each coach subscribes to some code of ethical conduct.

Psychology

Ethics and standards in the field of psychology differ from those of coaching primarily because of the difference in the clientele; a client in therapy, according to Dorothy Siminovitch (2006, pers. com.), is not fully functional, and thus deserves additional protection. Ho Law agrees, writing that "coaching psychology is a different practice from counseling and therapy; it requires us to have different attitudes, knowledge, skills, and ethical thinking as part of our professional competence" (Law, 2005:20).

Law's writings on ethical principles in coaching psychology highlight some of the differences between coaching and coaching psychology, as well as the rest of psychology. His suggested code of ethical practice for coaching psychologists includes doing no harm, acting in the best interests of clients and their organization, observing confidentiality, respecting differences in culture, effectively applying best practices, helping clients make informed choices, taking responsibility to improve the client's performance and well-being, and recognizing the proper role of the coaching psychologist (Law, 2005:19). These areas, of course, are similar to those for nearly all professional coach associations.

Business

Ethical codes exist for human resources, training, and organization development as well, and in general promote the participation of healthy and responsible individuals. At the international level, in 1981 the OD profession began a participative process (involving more than 600 people from more than 25 countries) designed to co-create *A Statement of Values and Ethics by Professionals in Organization and Human Systems Development*, along with an *Annotated Statement*, and a summary *CREDO*. The *CREDO* and the *Annotated Statement* were endorsed as working statements by several OD leaders, including Dick Beckhard and Bob Tannenbaum. The *CREDO*, adopted in July 1996, consists of ethical guidelines grouped under a set of core values and principles that guide behavior. These include respect and inclusion, collaboration,

authenticity, self-awareness, and empowerment. Similar to those used for coaching, OD standards disallow or prohibit the misrepresentation of the consultant's skills, professional/technical ineptness, misuse of data, collusion, coercion, the promise of unrealistic outcomes, and deception or conflict of interest (Brock, 2008:236).

The Society of Human Resource Management (SHRM) also has a code of ethical and professional standards organized by core principle, intent, and guidelines. The six code provisions include: professional responsibility, professional development, ethical leadership, fairness and justice, conflicts of interest, and use of information (Brock, 2008:237). As noted above, the IAPPC reviewed the SHRM code when creating their own (Carlile, 2006, pers. com.).

Body of knowledge

The theories and methodologies that constitute a body of knowledge do not typically exist when a new discipline emerges. This was certainly the case for coaching's earliest practitioners, who adapted tools and models from psychology, personal growth, organization development, and leadership. To take but one example, Richard Kilburg (1996a:60) notes that the body of knowledge for executive coaching is said to include "traditional organization development methods, adult education, management training, industrial-organizational psychology, and generic consultation skills".

This propensity for adapting the theories and methods of other disciplines is not unique to coaching. Organization development, according to David Jamieson (2006), relies heavily (but not exclusively) on behavioral science knowledge and technology. Both Edwin Nevis and Fred Kiel note that many methods developed for use in psychotherapy have been adapted to organization development (Nevis, 2006, pers. com.; Kiel, 2007, pers. com.).

Coaching psychology's body of knowledge, compared to those of other specialties in psychology, highlights much of what can be said about the discipline of coaching itself. For example:

> The breadth of knowledge-base, rather than its uniqueness, is one of the features that distinguishes coaching psychology from other forms of psychological practice … While coaching psychologists may use theories and techniques developed in clinical settings (e.g. cognitive restructuring, brief solution-focused interventions), the content, style and tempo with which these techniques are used is often dramatically different in coaching (Cavanagh and Grant, 2006:150).

Although the development of coaching-specific scientific literature is proceeding, "the lack of detailed, empirically validated and easily accessible coaching-specific studies has forced coaching psychologists to adapt theories and techniques drawn from across the wider behavioral science literature" (Cavanagh and Grant, 2006:146). Cavanagh, Grant, and Kemp (2005:8), in fact, write that the "behavioral sciences are possibly the key body of knowledge for coaching because coaching is essentially about implementing and maintaining human and organizational change –

one of the core foci of the behavioral sciences". (Chapter 13 on the growth of evidence-based coaching looks at the developing body of coach-specific knowledge through research.)

The professional literature of coaching

The professional literature represents the formal body of knowledge in a discipline. It is important, according to Imel (2001:134), "not only because it contains the information that makes the field unique – thus separating it from other disciplines – but also because it demonstrates what is known about the field of practice".

As I have noted previously, prior to the 1990s little was written about the practice or the professional discipline of coaching. In the last decade of the twentieth century, academic and journal writing began focusing on professional coaches, and soon thereafter coaching journal articles, association and training journals, and industry publications increased exponentially. Figure 32 charts increases in the annual totals of journal articles, association and school publications, and industry publications. The categories are not necessarily distinct.

For coaching, the professional literature addresses professional development of a coach's business as well as his/her coaching. The professional literature in coaching includes professional journals, academic papers (Doctoral and Masters), and books for coaching practitioners.

The literature of coaching began to emerge during 1992 with Sir John Whitmore's (1992) book *Coaching for Performance*. The first evidence-based special edition on executive coaching appeared in 1996 in the American Psychological Association's *Consulting Psychology Journal*. Professional coaching journals began to emerge during the late 1990s at the same time as Fredric Hudson's (1999) *The Handbook of Coaching* and the Executive Coaching Forum's *The Executive Coaching Handbook*.

The history of *The Executive Coaching Handbook* is typical of the collaborative and innovative days of early coaching. In the spring of 1999, a group of executive coaches, executive development managers and human resource professionals in the greater Boston area began a regular series of meetings to discuss how to develop and maintain the highest standards for the practice of executive coaching. These discussions helped create principles and guidelines for use in their own practices and organizations. In May of 2000, they then decided to self-publish and distribute free-of-charge *The Executive Coaching Handbook* (TECF, 2009:14–15). This quote from the First Edition is still representative of their efforts:

> Our purpose in this Handbook is to establish definitions, guidelines, and standards for the practice of executive coaching, a practice area tightly defined by the population it serves and the nature of the three-party contract between executive, coach, and sponsoring company. Our goal in this Handbook is to share these proposed standards with the greater community. We hope to stimulate a continuing dialogue and process that enhances the professionalism of executive coaching.

Figure 32 Coaching literatures 1970 through 2002
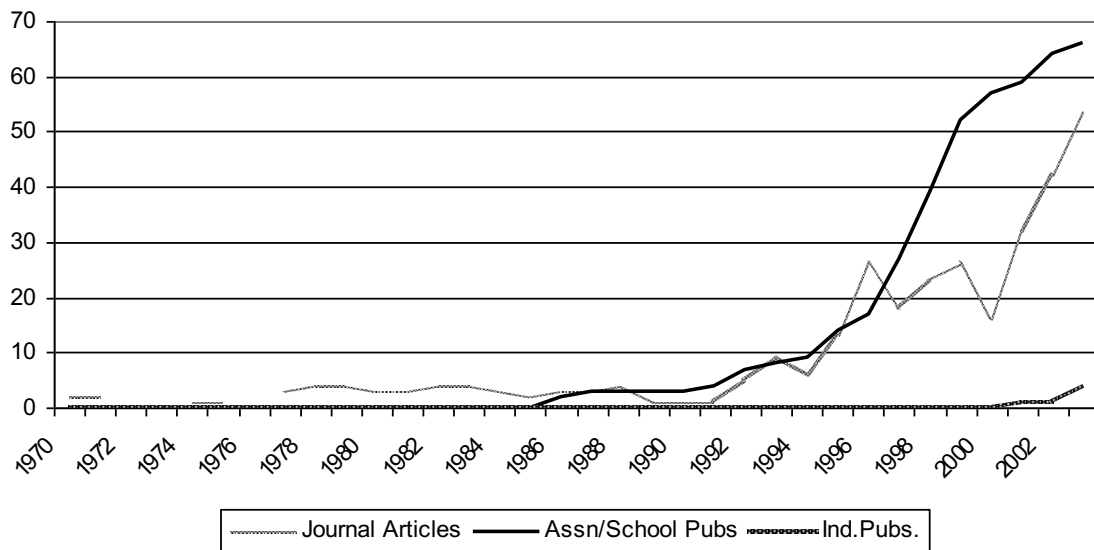
Source: Brock (2008:239)

In 2001, some of the original collaborators formed The Executive Coaching Forum (TECF) to continue the discussions, enhance the *Handbook* and create a website to promote their efforts. Since then this loose-knit group of coaching professionals has developed a competency model for coaches and added many resources to their website. The *Handbook* has been used by thousands professionals in over 25 countries, and is standard reading in many training programs for coaches (TECF, 2009:5). Copies of the *Handbook* and Coach Competency Model are available free of charge on the website www.executivecoachingforum.com.

According to Grant and Cavanagh (2004:1), journal articles discussing coaching appeared as early as 1935 and ranged between zero to eight in each of the following five-year periods, until 1985–1989, when they increased to 12. In the next two five-year periods, journal articles increased from 12 in 1990–1994 to 29 from 1995–1999, and to 49 from 2000 through November 2003. (The appearance of evidence-based peer-reviewed literature is addressed in Chapter 13.)

Coaching publications

As late as 2000 there were no magazines or journals devoted to coaching. Now there are eight evidence-based coaching journals published in English, seven of which are associated with professional associations, among them the *International Journal of Mentoring and Coaching* published by the EMCC, *Coaching at Work* published by CIPD, the *International Journal of Coaching in Organizations*, and the *International Coaching Psychology Review*. There are another nine that are not evidence-based – seven are associated with a professional coach association and two are independent – such as the independent *Choice* magazine and *Christian Coaching Journal*, and the organization-associated *Coaching World* and *Business Coaching*

Worldwide. A Spanish publication, published by Leonardo Esteban Ravier, began as *Coaching Magazine: Desarrollo Personal Y Organizacional* in August 2007, and is currently published as *Coaching Magazine International* (Coaching Magazine International, 2010).

Similarly, most of the past and current publications (see Table 11) would not have existed were it not for the professional coach associations. Five former publications were launched by professional coach associations, and one was independent. Of the 17 existing publications, 13 (76 per cent) are by professional coach associations, and four (24 per cent) are independent of a professional coach association (Brock, 2008:Appendix B).

From the literature and interview data I tracked the increase in coaching-specific publications since 1995. The first publication was a monthly newsletter published from July 1994 to November 1995 by the International Association of Professional and Personal Coaches (IAPPC). This was superseded by a paper journal for the Professional and Personal Coaches Association (PPCA). This journal stopped publication in 1997, when the PPCA merged with the ICF. On April 11 1996 the ICF began publishing its newsletter, *The Coaching News*, which was superseded around July 2001 by *Coaching World*. An online newsletter for American Coaching Association also appeared in 1995, before stopping publication in 1997. The Nordic Coach Federation began publishing *Coaching in Action* for their members in September 2000, and Peer Resources Network published the first issue of *Compass* in 2001. Until 2003, all coaching publications were for members only (Brock, 2008:Appendix B).

In 2003 *Choice* magazine began publication (see Chapter 13 for details). Three peer-reviewed journals also began publication in 2003, one each from Australia, the United Kingdom, and the United States. The AC began publishing its quarterly bulletin in 2003. Both the ECI and the IAC newsletters began publication in January 2004. From February 2005 to February 2006, Susan Austin published *The Coaching Insider*, funded by The Harnisch Foundation, a provocative e-zine for the coaching community. Information on the eight evidence-based coaching journals, including four which started between 2005 and 2008, is contained in Chapter 13.

Of the 23 publications identified (including the evidence-based journals), four were unaffiliated with coaching organizations, eight were peer-reviewed, eight were complimentary, eight were for members only, three were for members only or for purchase, and four were for purchase. Nine non-peer-reviewed publications are still in existence, one of which began in 2000, two in 2001, two in 2003, two in 2004, one in 2005, and one in 2007. Of the eight peer-reviewed journals, three began publication in 2003, two in 2005, one in 2006, and two in 2008 (Brock, 2008:241–242).

Books and journals remain central to the literature of the coaching discipline. Prior to 1992, books on coaching generally addressed coaching used by supervisors to improve performance. The first book for professional coaches was written by John Whitmore in 1992, followed by Robert Hargrove's book in 1995. By the late 1990s, trade books making coaching accessible to the public

began to appear. Laura Berman Fortgang and Cheryl Richardson authored popular self-coaching books in 1998 and 1999 respectively (Brock, 2008:117).

Today, coaching has a much broader range of information on which to draw. Periodicals (which include regularly published journals, magazines, and newsletters) provide more up-to-date and peer-reviewed material than found in books. Documents, which may not be easily accessible beyond a limited scope – such as project reports, brochures, regional or statewide publications, surveys, and conference proceedings – are also available. Computer networks abound, including electronic mail discussion groups, e-zines, and websites (Brock, 2008:243).

Other coaching related publications that fit into the category of professional literature and trade literature include websites, newsletters from individual practitioners, and, more recently, blogs. In 2002 ICF reported that their members published 36 electronic newsletters, had 20 regular columns in newspapers, and appeared regularly 41 times on radio and television or in newspaper publicity (Brock, 2008:243). In 2001 Thomas Leonard launched CoachVille.com as a Web portal, using the tagline "Everyone's a Coach" (Buck, 2006, pers. com.). Finally, in 2008, a blog-based portal called The Coaching Commons emerged, funded by The Harnisch Foundation, described as the place "Where radical possibilities are explored and pursued" (Brock, 2008:243). (See Chapter 13 for detailed information on CoachVille and The Harnisch Foundation.)

Qualifications

As of this writing, no single, generally accepted qualifying organization exists for coaching. Nor does one exist for consulting, organization development, or management. By "qualifying organization" I mean one similar to that for certified public accountants, or organizations such as the American Psychological Association for psychologists. While Skiffington and Zeus (2003:230) point out that there is "no agreement on training and academic standards, requisite competencies, a code of ethics or ongoing professional development", coaching does have some qualifying standards in common. For example, both the ICF and IAC standards include competencies, requisite number of practice hours, and coach-specific training. The ICF certification attempts to address the need for professionalism and the uniform regulation of the discipline. The desire for professionalism also concerned the PPCA, which, according to John Seiffer (2006, pers. com), "had actually been doing a lot of work in the credentialing area" as early as 1996–1997 and prior to its merger into the ICF. As Margie Heiler (2006, pers. com.) points out, "the state of Washington wanted to regulate coaches and therapists around the 1997–1998 timeframe, so … [ICF] people got together to come up with the credentialing of the accreditation process … otherwise it would have been mandated state to state". In 1998, when ICF rolled out their credentialing program, in addition to ensuring minimum standards for coaches and coach training agencies and assuring the public that minimum standards are met, the stated purpose of the program was to "reinforce professional coaching as a distinct and self-regulating profession" (ICF, 2000). Galbraith and Gilley (1985:12) define professional certification as "a

Table 11	Coaching publications – without evidence-based journals						
Publication	*Editor*	*Association*	*Start*	*End*	*Timing*	*Availability*	
Being in Action – The Journal of Professional and Personal Coaching	C.J. Hayden	PPCA	Autumn 1995	Winter 1997?		Members only	
Bulletin of the Association for Coaching (www. associationforcoaching.com)		Association for Coaching	Feb. 2003		Quarterly (online)	Complimentary	
Business Coaching Worldwide (www.wabccoaches.com)		Worldwide Association of Business Coaches	Spring 2005		Quarterly (online)	Complimentary	
Choice: The magazine of professional coaching (www.choice-online.com)	Janet Lees		Sept. 2003		Quarterly (paper)	Purchase	
Coach Approach newsletter (www.americoach.org)		American Coaching Association	Spring 1995	Summer 1997	Quarterly	Members only	
Coaching in Action		Nordic Coach Federation	Sept. 2000		(paper)	Members only	
Coaching Insider (www.coachinginsider.com)	Susan T. Austin		Feb. 2005	Feb. 2006	Bi-Weekly (online)	Complimentary	
Christian Coaching Journal	Jerome Daley		Fall 2007		Bi-Weekly (online)	Purchase	
Coaching World (www.coachfederation.org)		ICF	Aug. 2001		Monthly (online)	Members only	
Compass: The Magazine of Peer Assistance, Coaching and Mentoring (www.peer.ca/compassinfo.htm)	Rey Carr	Peer Resources Network	2001		Annual (print and online); Peer-reviewed	Members only	
ECI Newsletter (www. europeancoachinginstitute.org)		European Coaching Institute	Jan. 2004		Monthly (online)	Complimentary	
IAC Voice (www.certifiedcoach.org)		International Association of Coaches	Jan. 2004			Members only	
The Coaches Agenda		IAPPC	July 1994	Nov. 1995	Monthly (paper)	Members only	
The Coaching News (www.coachfederation.org)	Judy Feld	ICF	May 1995	July 2001?	Monthly (online)	Members only	
Source: Brock (2008: Appendix M)							

voluntary process by which a professional association or organization measures the competencies of individual practitioners".

Credentialing standards typically include experience, training, mentoring (sometimes called supervision), and competence requirements. The ECI, for instance, provides coach accreditation for individuals "to demonstrate their training and experience … [and] to attract more clients" (ECI, 2008:1). The IAC (2008) seeks to "inspire the ongoing evolution and application of universal coaching standards", and the ICF (2008a) has a three-fold purpose for their credentialing program:

1. Establish and administer minimum standards for credentialing professional coaches and coach training agencies.

2. Assure the public that participating coaches and coach training agencies meet or exceed these minimum standards.

3. Reinforce professional coaching as a distinct and self-regulating profession.

The WABC (2007:1) declares the purpose of its credentialing program as the setting of "the highest international standards of ethics, integrity and professional responsibility for members by engaging in self-regulatory activities that build and maintain public trust". The EMCC does not provide individual credentials; however, they are an independent source for standards. A comparison of the credentialing standards across professional coach associations is displayed in Table 12.

Certification, it should be noted, is different from licensing, which is a mandatory legal requirement in some professions, and accreditation, which is based on an evaluation of instructional programs. In 2006 Patrick Williams could write that "there are no licensing requirements for coaches at this time", going on to note that counseling legislation passed in the state of Colorado in 2005 specifically does "not apply to professional coaches who have had coach-specific training and who serve clients exclusively in the capacity of coaches" (Patrick Williams, 2006a:19). In contrast, once again, psychologists have strict qualification requirements and need a license to practice. (Chapter 13 on evidence-based coaching looks at the movement toward establishing qualification requirements for coaching psychologists.) Marcia Bench (2006, pers. com.) notes that even career development professionals are required to have a Master's degree to practice in most states in the USA.

There are conflicting opinions about credentialing and certification, as well as whether coaching is or is not a profession. As William Bergquist (2006, pers. com.) puts it:

> In the emergence of every profession, there is the pull by those who want this to become a profession. We need credentialing, and we need to say, 'Here's what it is and here's what it isn't'. This is the classic Professional Culture. And over against that, the stronger the Professional Culture gets, the stronger becomes the counterculture, which is the Alternative Culture. That's the kind of pull that you can expect in the profession called Coaching as it emerges.

Table 12	Professional associations' credentialing standards				
	ECI	*EMCC*	*IAC*	*ICF*	*WABC*
Individual credentialing level	WECI, PECI, CECI, SECI, MECI, FECI		IACCC	ACC PCC MCC	ChBC™ CMBC™ CBC™
Written exam	No		Yes	Yes	No
Oral exam	Yes		Yes	Yes	No
Competencies	No		9	11	15
Experience	Yes		?	Yes	Yes
Training	Yes	-	?	Yes	Yes
References	Yes		?	Yes	Yes
Program accreditation	Workshop Short course Program	Foundation - Intermediate - Practitioner - Master	No	Hours program	Program – practitioner and Master
Ethics-standards	Yes	Yes	Yes	Yes	Yes
Source: Brock (2008:251–252)					

Linda Miller (2006, pers. com.) identifies the danger that coaching may be "at the stage right now where there are a lot of different credentialing, accreditation schemes, before there's a fallout". Indeed, in 2009 an issue with the ICF credentialing scheme drew the attention of the ICF membership and other credentialed coaches, with some calling for a global credentialing scheme for coaching and others calling for abandoning credentialing schemes altogether (ICFCTAS, 2009).

Preparation

Preparation options for today's coaches vary widely, just as they do in its related disciplines of consulting, training, human resources, organization development, and leadership training. None are required by law. In addition, coaching services have been added to many consulting and outplacement firms, and managers are now often being called coaches, whether or not they have been trained as such. As Richard Bentley (2006, pers. com.) sees it, "some people are natural coaches, or have a coaching style within organizations … [and] we should be training managers to be coaches".

Conversely, many believe that all coaches must have some basic knowledge of psychology because, in the words of Frederic Hudson (2006, pers. com.), "you need to know your boundaries when you are coaching and [also] where you shouldn't tread". Pam McLean (2006, pers. com.) is

of the same mind, and believes that minimum requirements should include "four essential ingredients … theory and concept; understanding yourself as a coach; understanding the coaching process; and finally, coaching practice".

Others I interviewed, including Ken Abrams (2007, pers. com.) and Judy Feld, believe that some barriers to entry are necessary. As Feld (2006, pers. com.) says, this position

> … is not exclusionary. It has to do with standards of quality … I believe universities are the place where serious professionals will now go for their education, not training, in coaching … [and so] there still remains a place for the excellent commercial schools.

Knowledge requirements for coaching specialties

Both the literature and those I interviewed were split on the importance of being familiar with or expert in the area in which one coaches. Some thought the context in which one chooses to coach – i.e. business, family, or organization – should be based on experience and/or expertise, since it makes for an efficient and time-saving relationship with the client. Others thought it important that a coach had experience in the area in which they chose to specialize. Jordan Goldrich (2006, pers. com.) talks about how "large organizations … are putting out criteria of what they want in a coach … [and] want you to be a Master's-level person in some related field".

The need for or the belief in non-coaching-specific knowledge can be divided into three different approaches:
1. insight, content, and process;
2. outcome-focused; and
3. foundations of belief or evidence (Brock, 2008:254–255).

Coaches who employ an insight, content, and process approach need to have knowledge about the area in which they are coaching, as well as facilitation skills. Outcome-focused coaches need to be familiar with goal-oriented models and techniques. Belief-based approaches can involve a mix of personal experience, practical coaching knowledge, and personal development skills, whereas an evidence-based approach requires familiarity with data from research, theory, and practice (Brock, 2008:254–255).

Those coaches who approach their work through insight share the fundamental belief that the client has the answer; as a result, they focus on helping their clients clarify what it is they want. Marshall Goldsmith and the Center for Creative Leadership (using 360-degree assessments and feedback) are good examples of this approach (M. Goldsmith, 2006, pers. com.). Content-based coaches, instead, bring expertise from particular areas, such as education, business, or psychology. Content coaches may also focus on specific business, presentation, or influencing skills. Process coaching focuses on helping people clarify what they want to do, help them to understand how to do it, and then follow through. Examples of process coaching include CTI's co-active coaching model, the work done by psychologists who are experts in the process of behavior change, and

those life coaches who are experts in helping people clarify goals and achieve them (Brock, 2008:255).

Looking at coaching through an outcome lens leads to an entirely different methodology. Witherspoon and White (1996) describe one well known goal-oriented business coaching approach as results-based (i.e. based on skills and present job focus, strategies, methods, behaviors, attitudes, and perspectives associated with the success of the organization), solution-focused (i.e. focused on performance and problem behavior correction before it jeopardizes productivity or derails a career), self-directed (i.e. concerned with development and preparation for career moves, often as part of succession planning), and evolution (i.e. fulfillment and learning in the largest sense to reach a higher functional level, using confidants, sounding boards, and feedback leading to enhanced personal meaning and a more balanced life). According to Otto Laske (2004), another approach focuses on developmental (or growth) and behavioral change (or results or performance), which can occur separately or together, although the latter is generally more sustainable. This approach is used by the Academy for Coach Training (ACT) and is characterized by "deepening the learning and forwarding the action" (Fisher, 2006, pers. com.). Growth-oriented coaching, according to C.J. Hayden (2006, pers. com.), is "a means to an end", and results coaching involves "having the end in mind".

The contrast between belief-based and evidence-based coaching, as suggested by Rushall (2003) in the context of sports, is a third way of looking at coaching. Belief-based coaching is a traditional form of coaching where the practice is guided by a mix of personal experiences, selected incomplete knowledge of current coaching practices, and the self-belief, or conviction, that the coaching is being conducted correctly (Rushall, 2003). Belief-based coaching was the foundation of most early coaching development approaches, with the exception of Newfield Network, New Ventures West, and Hudson Institute (Brock, 2008:256). In contrast, evidence-based coaching, as described by Grant and Stober (2006), is adapted from a medical context, and the term "evidence-based" refers to the intelligent and conscientious use of the best current knowledge in making decisions about how to deliver coaching to clients. Such an approach depends on using the best current knowledge, or up-to-date information from relevant and valid research, theory, and practice. The knowledge areas that form the foundation of evidence-based coaching include the behavioral sciences, business and economic science, adult education (learning and development), and philosophy. Since 2003 the case for evidence-based coaching has been growing in popularity, largely through the efforts of coaching psychologists Grant, Stober, Cavanagh, and Kemp (Brock, 2008:257).

Coach-specific training

The coaching field has a plentiful supply of coach training available. Coach training programs have been available since the mid-1980s, with a surge in their numbers occurring during the late 1990s. The most well known non-academic coach training schools depend on philosophical

foundations from the human potential movement, principally through T. Leonard, L. Whitworth, and Erhard. These include programs like CoachInc (including the Coach U and Corporate Coach U programs, established in 1994 and 1998 respectively), The Coaches Training Institute (CTI), and CoachVille, followed by other schools accredited by the ICF (Brock, 2008:258). (The early coach training organizations are addressed more fully in Chapter 10.)

Academic schools entered the coach-specific training market in the twenty-first century, teaching a structured curriculum linked to theoretical models and theories from the root disciplines. Graduate study includes formal academic preparation of those who practice in the discipline. (Academic coaching programs are described in Chapter 13.) As Cervero (1992:46) notes, the university-based model of research and training within most professions unites "the production of knowledge and the production of practitioners" into the same structure. Until the early 2000s, when peer-reviewed journals were launched and graduate-level degrees were created for coaching, private coach training organizations, academic certificate programs, and individual practitioners produced much of coaching's knowledge base. Since then, there has been a growing movement toward evidence-based coaching and toward a scholarly practitioner foundation for the profession (Cavanagh and Grant, 2006). This is evidenced by increased research, two evidence-based coaching books, five peer-reviewed coaching journals, and research conferences beginning in 2003. The Foundation of Coaching, a project of The Harnisch Foundation, was created in 2005 with the goal:

- to promote and support coaching-related research worldwide;
- to become recognized as a global leader in coaching-related research; and
- to provide resources that would enable the development of quality research and the global coaching-related research community (The Foundation of Coaching, 2009a).

The project began by awarding US$100,000 annually in grants for coaching related research, and the goals were met in 2008. The project culminated by co-sponsoring (with The Coaching and Positive Psychology Initiative of Harvard Medical School, McLean Hospital) the first International Coaching Research Forum at the Harvard Faculty Club. There, an international group of coaching researchers gathered to create a ground-breaking list of 100 coaching research proposals that would move the field forward as a profession (Institute of Coaching, 2007:2). (Chapter 13 contains more information about this activity.)

Exploring the value of graduate study as a professional development experience, Zeph (1991:79) makes the following observation: "To graduate from a degree program certifies that an individual has learned a body of knowledge, possesses certain skills, and is qualified to practice a chosen profession; completion of graduate school is often thought of as a major step in the professionalization process". The Graduate School Alliance for Executive Coaching (GSAEC), based in the United States, in 2010 is in the process of identifying the areas of knowledge and skill most relevant to graduate study for coaches. Completing a project funded in part through a

grant awarded by The Foundation of Coaching, GSAEC surveyed six countries and identified 214 graduate institutions with coaching programs, distributed as follows:

- 17 in Australia;

- 21 in Canada;

- 52 in the United Kingdom, Ireland, and Scotland; and

- 124 in the United States (GSAEC, 2010:1).

Coaches' self-definition

This section introduces the topic of self-definition, or how coaches define both themselves and their practice of coaching. In my research I asked individuals to identify themselves by their coaching specialty, or niche, and whether or not they have formal qualifications or have undertaken formal preparation to practice as coaches.

One of the side-effects of such self-definition is fragmentation. In Wendy Johnson's words, "Today, many different professional associations, groups, and networks around the world represent or provide formal or informal 'communities' for business coaches, corporate coaches, executive coaches, organizational development coaches, etc." (Johnson, 2005:1). This fragmentation, which occurs both within and without such groups, is perhaps best characterized by the debate over the difference between personal (or life) and business coaches.

Coaching niches and specialties

Primarily used for purposes of marketing, many of coaching's niches and specialties arise from practitioner legacy disciplines. After only two decades, the current discipline has branched out into a diverse array of specialties, theoretical frameworks, and practices – again, based on the theoretical grounding of each pioneer's legacy disciplines. These range from ontological coaching (Flores, Olalla, Echeverria) to performance coaching (Gallwey, Whitmore, Alexander), and from executive coaching (Kilburg) to life coaching (L. Whitworth, T. Leonard). I have listed 43 niche or specialty areas, grouped by sector, in Table 13. Coaches, on average, define themselves by five or six niches or specialties.

The business specialties are categorized by the clientele, the client's role, the situation being coached and the focus of the coaching. The three main subgroups within this category are:

1. business, entrepreneur, organization and team, professional, practice building, sales, cross-cultural diversity;

2. leadership, executive, and management; and

3. career transitions, planning, and development (Brock, 2008:271–272).

Table 13	Coaching niches and specializations	
Business	*Business and personal*	*Personal*
Business	Academic/education/student	Addictions
Career planning and development	ADHD	Authenticity
Career transitions	Conflict resolution	Christian
Cross-cultural / diversity	Communication	Clarity
Entrepreneur	Financial	Creativity
Executive	Mentor	Divorce
Leadership	Personal productivity	Family
Management	Stress reduction	Gay/lesbian
Organization/team	Time management	Integrity
Practice building		Life purpose
Professional sales		Life transitions
		Life (transform, empower, self-express)
		Lifestyle design
		Motivation
		Parenting
		Relationship
		Retirement
		Self-care
		Sexuality
		Spiritual
		Teens/children
		Vision
		Wellness
Source: Brock (2008:271–272)		

The personal or life specialties concern issues and situations outside the workplace, including the quality of life, relationships, personal identity, and change. Personal-related specialties can be divided into five main subgroups:

1. life, purpose, vision, lifestyle design, motivation, creativity, integrity, authenticity, clarity;

2. relationship, family, parenting, teens/children, gay/lesbian, sexuality;

3. transitions, divorce, retirement;

4. ADHD, wellness, self-care, addictions; and

5. spiritual, Christian (Brock, 2008:272–273).

The remaining categories cross work and personal boundaries, and include personal productivity, stress reduction, time management, conflict resolution, financial problems, mentoring, communication, and education (Brock, 2008:273).

Although I have grouped niches and specialties by business and personal, there are differences of opinion within the coaching field as to the viability of such grouping. Margie Heiler (2006, pers. com.) believes there is a "need to consider the individual [being coached] in a variety of contexts rather than just the individual without any context". Clearly, the contexts that have received the most attention to date are personal and business contexts, although some 10 per cent of those I interviewed did see not much difference between personal and life coaching. David Lane (2006, pers. com.) for instance, talks about a place "somewhere in the middle, [where] business issues and personal issues overlap. That [place] is primarily where coaching is happening."

Richard Boyatzis (2007, pers. com.) makes the point much more strongly.

> As a psychologist, if a person says to me, 'I keep my work and my personal life separate', I know that that's a form of pathology. We've known that since pre-Freud, when people compartmentalize, they actually segment their personality. At mild forms it's dissociation. At major forms it's called psychosis. It's unhealthy. It's one of the things I say in my talks, in my classes, all the time. If somebody says, 'It's not personal' they obviously are a fool, because there isn't anything in life that isn't personal.

Others of those I interviewed saw a bold line between business and personal (or life) coaching. William Bergquist (2006, pers. com.), for example, sees "personal coaching [as] working with someone who's going through some major life or career transition, and organizational coaching [occurs] when you are working with someone who wants to stay where they are and be more effective in the current work they are doing".

Role blending

Coaching niches and specialties, which often involve the integration of several disciplines, may result in role blending. This means that practitioners use skills from other disciplines when the client, situation, or context requires it. Role blending may also occur when practitioners within other disciplines add coaching skills to their practice. In this section I will look at role blending from the perspective of niches and specialties, where the disciplines inform the coaching, as in the case of executive coaching, as well as from the opposite perspective, where coaching informs another discipline's practice, as in the case of coaching psychology. Table 14 contains some examples of influence on, and influence by, coaching.

Several niches and specialties blend roles from other disciplines with coaching, such as executive coaching, peer coaching, consultative coaching, and mentor coaching. Richard Kilburg (1996a:59) wrote that "traditional organization development methods, adult education, management training, industrial-organizational psychology, and generic consultation skills are being blended together to define a sub-discipline of executive coaching". David Peterson (1996:85), echoing Kilburg, defined executive coaching as a "consultative, relationship-based service provided by seasoned consultants who serve as advisors and objective sounding boards to senior executives". Kilburg (1996b:137) also wondered "whether executive coaching is simply the newest label practitioners

Table 14	Examples of influence on and influence by coaching
Discipline coaching	*Coaching discipline*
Mentor coaching	Coaching psychology
Executive coaching	Blended training
Consultative coaching	Manager as coach
Peer coaching	Teacher as coach
Christian coaching	Financial advisor as coach
Career coaching	Fitness trainer as coach
ADHD coaching	
Retirement coaching	
Source: Brock (2008:275)	

are putting on a specific focus of consultation and set of techniques that they use in their work with executives". Five years later, Diedrich and Kilburg (2001:203) wrote that "when a consulting psychologist is hired by an individual or by an organization … for a person who has managerial authority and responsibility, he or she has moved directly into the realm of executive coaching". By 2006 even more definitions of executive coaching existed, ranging from specific to general, yet each contained an element of role blending. Agnes Mura (2006, pers. com.) puts it this way:

> Ninety per cent of PCMA members were members of ODN and/or ASTD when they first started out [in 1996 and] in the professional executive coaching community … nobody just woke up one day and became a coach without having some other background either in training or HR or facilitation or some other discipline.

Consultative coaching is a specific example of the way other disciplines have blended with coaching. Speaking of that combination, Cheryl Belles (2000:11–12) asserted that few business situations require either pure consulting or pure coaching, and advocated looking at the optimum blend of coaching and consulting for added value. Ann Durand (2006, pers. com.) agrees, saying "executive coaching is more of a consultative coach; it's more around consulting and mentoring, and you need knowledge of OD or a good business background to be able to relate to the type of people that you're going to coach". Jeannine Sandstrom (2006, pers. com.) notes that more than one coaching organization had used similar models, saying that PDI, Personnel Decisions International and Center for Creative Leadership use a blended consulting model.

Coaching has in turn influenced other disciplines, some of which have integrated its roles and delivery methods, including coaching psychology and blended training. Coaching psychology is a formal blending of the disciplines of coaching and psychology. Grant (2006a:16) writes that "coaching psychology sits at the intersection of sports, counseling, clinical, and organizational and health psychology". Terry Bates (2006, pers. com.) goes even further, asserting that coaching psychologists "all have to be qualified psychologists". The recent service offering of blended

training, which links training with follow-up coaching, is a widespread example of this role blending trend.

Recognition as a profession

In 1997 Merriam and Brockett listed three requirements that must be satisfied for a discipline to be considered a profession: professional associations, professional literature and information resources (including core theories and models, agreed-upon definitions, practices, and boundaries), and graduate study. Based on the literature, not all of coaching's root disciplines meet these criteria, to say nothing of coaching itself. Many are still evolving, and still face challenges within their disciplines. Sociology, for example, contains multiple core theories, though graduate study programs do exist. Training, to take another, lacks an articulated philosophical and theoretical foundation, and yet boasts several professional organizations. Communication, although it has been integrated with other disciplines and has borrowed theories from other social sciences, does offer graduate study programs. The practice of adult education, finally, is still amorphous, shaped by the changing values and beliefs of individuals and society (Brock, 2008:368).

What are the indications that a discipline is moving toward professional status? Professions do seem to be the result of a process, influenced by socioeconomic factors as well as internal stages, much like corporate lifecycles. Those I interviewed offered several clues regarding coaching's move toward professional status, and the benefits and difficulties that might arise from such a move.

William Bergquist (2006, pers. com.), choosing medicine as an example, notes that disparate standards initially characterized the field, and that the attempt to standardize them had unintended effects. The medical commission put into place to create standards was afterwards forced to make recommendations regarding existing institutions, and as a result every medical school that served African Americans, women, or alternative medicine was shut down. American medicine, in other words, became homogenized through its governing body's attempt to create standards.

Richard Boyatzis (2007, pers. com.) raises the issue of licensing and its role in the professional process: "Back in the 1970s I was an avid critic of any attempt at licensing because … what almost every licensing movement does is institutionalize mediocrity, and exclude groups." Such exclusion can occur either in terms of how coaches practice, or who is allowed to practice. Bergquist (2006, pers. com.), touching on the latter topic, notes "the concerns that are beginning to emerge now about diversity in coaching – accusations that the field tends to be lily white". In other words, as disciplines mature, they also tend to become more rigid. Jeannine Sandstrom (2006, pers. com.) uses the term "commodity approach" to describe the limits of such standardization.

Jim Selman, who actively supported the professionalization of management consulting, warns of the tendency of those within a field to attempt to control, own, or capture position. He further states:

> I definitely am a supporter of standards, criteria, and ways of assessing competencies. If that's enough to make it a profession, then I guess I do want a profession. On the other hand, if we start talking about nomenclatures and objective tests and various other things, I think what you start to do is kill the space of it. For example, you could try to imagine codifying leadership. What you end up doing is killing the essence of what leadership is, which is the creative lack of boundaries (Selman, 2006, pers. com.).

Bergquist, Boyatzis, Sandstrom, and Selman are not alone in pointing out the challenges that face professionalization. Elizabeth Crouch (2006, pers. com.) states, "I don't care if [the profession is] five years old, 15 years old, or 50 years old, [it's] still going to have to educate itself and the public on what it is that it does." According to Bergquist (2006, pers. com.), "In the emergence of every profession, there is the pull by those who want this to become a profession: we need credentialing, and we need to say, 'here's what it is, and here's what it isn't'."

Although many of those I interviewed argued against professionalization for the reasons stated above, some respondents made an equally strong case for such a move, based on market perception, quality of coaching, skills, models, and theoretical underpinnings. Many respondents note that while the ICF has done a good job of highlighting competencies and ethics, those are only part of the picture. Judy Feld (2006, pers. com.) says "there's got to be more on top of those competencies that I predict will define a professional, masterful coach … perhaps back to academic underpinnings".

Ken Abrams (2007, pers. com.) is yet another who supports a licensed and regulated profession, and believes that "when we get rid of the phonies it'll be a whole lot easier for our profession. I think [of] the model [I had to follow] as an insurance agent and financial professional; I had to get registered with the state, maintain my continuing education, and maintain my professional degree." Richard Bentley (2006, pers. com.) says "We've got … a differential between coaches who are committed to becoming professionals and coaches who think it's a damn good way of earning money; between life coaching and other forms of coaching; and in the methodology behind coaching."

Many raised the issues of standards for entry – in essence, the question of being inclusive or exclusive – and the resulting impact on the profession. Licensing, certification, professional memberships, and education can all be considered standard barriers to entry. Rhonda Britten (2007, pers. com.) asks, "How are we really going to be inclusive if there are all these organizations that all of us can join based on which one fits us, [and] they all have different rules?"

Richard Strozzi-Heckler (2006, pers. com.) talks about a solution involving an:

umbrella organization in which people identify the things that we can look at to make this high-quality. There is oversight with it, which requires coaching schools to have a curriculum set and to listen deeply to the needs of the culture and how the society is changing within the historical times in which we live.

According to Terrence Maltbia (2006, pers. com.), socioeconomic forces also influence the move toward professionalization, saying that when the market claims coaching as a recognized profession "the market wants consolidation and some degree of clarity about what coaching is, how do you certify, how do you know when you are getting a quality coach, and so on". Organizations, too, have begun to weigh in on the topic. Jordan Goldrich (2006, pers. com.), who sees coaching becoming more regulated as it becomes more recognized, notes that "In organizations, particularly large organizations, the purchasing departments are determining the criteria for selecting coaches for their workforce."

Drake and Stober (2006:3) believe that coaching must build:

> a new type of profession that draws on historical precedence while evolving within an integral perspective that allows for innovation, creativity, flexibility, collaboration, and inclusiveness. … coaches must realize that the historical and cultural context has changed significantly from these earlier periods and, as a result, many of the demands and opportunities for building a profession and a field of study are unique to this time.

Drake and Stober (2006:4) see this as an opportunity, writing that:

> Coaching can become a successful post professional practice – creating a new but effective integration of science and service and building a new type of profession that draws on historical precedence but seeks out new metaphors for its identity.

Summary

Boundaries between coaching and its root disciplines share fundamental similarities – all seek to help their clients to change and grow – as well as differences based on the purpose of the coaching, the practitioner's role, and the needs and circumstances of their clientele. As Chris Barrow (2007, pers. com.) puts it, the "number-one purpose of business is to make a profit", while the purpose of coaching, according to ICF (2006), is to inspire clients to maximize their personal and professional potential.

PART III – COACHING AS A DEVELOPING PROFESSION

PART III – COACHING AS A DEVELOPING PROFESSION

Introduction

Since the early 1990s the proliferation of institutions, associations, and journals dedicated to coaching demonstrates not only the dizzying speed with which the discipline has emerged, but testifies to its continuing expansion – in the number of its practitioners, in the growing list of its specialties, and in geographical breadth.

The rapid growth of practitioners, organizations, and specialty fields within the discipline has, however, come with a price. Nearly a decade into the twenty-first century, neither coaches nor the organizations that represent them can agree upon a single definition of the discipline or a code of ethics to follow. Nor can those organizations that train coaches, or those that offer them credentials, agree. So, as the field grows, so do the definitions of coaching, and the approaches of its practitioners.

The ICF, for example, holds that "coaches do not advise clients" and that "the client has the answers" (ICF, 1999). Others in the coaching community believe just as firmly that clients hire coaches to provide specific knowledge, experience-based advice, and timely counsel. And some business coaches, while subscribing to the notion that coaches do not offer specific advice, admit when pressed that they provide their clients a form of consultative coaching. Finally, while accredited courses of study now exist for those who wish to enter the field, many of those who call themselves coaches have simply added the title to their business cards and learned on the job – often at their clients' expense.

Outside the field, there is even more confusion among clients and the public about what constitutes coaching, and what sort of training truly qualifies someone to coach. Some envision a form of personal management consulting, while others expect their coaches to help them balance the demands of their working lives and personal lives. Some clients view coaching as they once did psychotherapy – that is, as a series of scheduled consultations continuing over the course of many years. Others see coaching as a specific, finite intervention intended to address a single short-term need.

Some of those clients who seek business help reasonably wonder whether certification from an accredited coaching school is more important than experience in the industry in which a coach practices. On the other hand, those clients who seek some sort of balance between life and work might question whether a coach accustomed to corner offices will be able to help them plot a safe course through the conflicting demands of marriage, parenting, and home economy.

With this in mind, Part III looks at the early coach training organizations, professional associations, and the evidence-based coaching movement in academics.

Chapter 10

Early coach training organizations

When we talk about coach training schools, just what do we mean? In today's world, we mean schools providing programs to train people to be professional coaches, or (less commonly) to use coaching in their work or personal life.

Coach training companies prior to 1990

In the 1970s and 1980s, coach training meant something entirely different – it meant (1) providing people with the mindset, tools, and skills to be more effective and successful, or (2) training staff to support individuals in trying to be more effective and successful. For example, Pat Grove, with a background in est and the Forum, offered transformational and ontological training in South Africa from the 1970s, yet his Pat Grove Coaching Academy to train professional coaches was not established until after 2000 (Selman, 2006, pers. com.). Another example is Canadian LifeSkills Coach Training, which was started in 1971 at Holland College to provide life skills to disadvantaged job seekers. Although the term "coach training" was used, the training was in life skills rather than in becoming a coach as we know it today (Paynter, 2006, pers. com.).

Rey Carr, Greg Saunders and David de Rosenroll founded Peer Resources in 1981 to provide peer mentor resources and training for students throughout Canada, using five- to eight-day formats plus experiential opportunities. Coach resources and training were added in 1997 to support the development of a variety of coaches and coaching resources, while at the same time working to prevent the factors or conditions that interfere with natural coaching. Officially recognized by the Canadian government as an educational institution, Peer Resources also acts as a clearinghouse for relevant literature, responds to service needs of practitioners, and creates and distributes resources to enhance standards and practices. A continuously updated website for peer, coach, and mentor information is maintained at www.peer.ca.

Other early coach training programs were small-scale, with the purpose of training people within a service company to deliver coaching to clients. In the United Kingdom, three such companies were Results Unlimited, Performance Resource Consultants, and the Alexander Group (Ditzler, 2006, pers. com.).

Jinny Ditzler founded Results Unlimited in December 1980 to provide life transformation and success services (now called coaching) in the United Kingdom. Ditzler's background included attending est training in 1972 and being an employee of Werner Erhard and Associates until 1980, which included starting up their European office in 1979. The eight- to 10-week program she offered was called PEP or Personal Effectiveness Program, and closely resembled life coaching

today. According to Chris Morgan (2007, pers. com.), this process was delivered one-to-one "to put individuals in touch with their life goals through dialogue experience to realize their potential". Clients would make a plan with their coach, meet every few weeks to review progress toward their goals, and look at limiting paradigms. Key skills used by the coaches included questioning, listening and reflecting. As Ditzler (2006, pers. com.) says, "I knew I had to have a contract with them that was more of a 'you promise to give it everything you're got, you promise to come to every session, you promise to pay, you promise to do you best to let go and learn', and I promised to give them everything I had." Later Ditzler put together 12 monthly lessons that created a simplified and foolproof process for creating results (Ditzler, 2006, pers. com.).

In mid-1981 Ditzler was joined by Graham Alexander, one of the top business coaches in the United Kingdom. Alexander (2007, pers. com.) describes Results Unlimited as "applied enlightenment". By 1982, Ditzler and Alexander began to train coaches to deliver the program. In March 1983, the newspaper *The Standard* published an article about Ditzler and Results Unlimited doing what was then called "individual counseling" (Ditzler, 2006, pers. com.).

Many people involved with Results Unlimited met through Werner Erhard's programs. First was Alexander, who was also an Inner Game coach with John Whitmore at the time, and second was Ian Prosser. They were quickly followed by 20-year-old Sally McGhee, who had been director of Werner Erhard's Hunger Project, and 19-year-old Ben Cannon, who later went on to work with Graham Alexander at Alexander Corporation, and was responsible for professional development at Goldman Sachs until he died at the age of 45 after a long illness (Prosser, 2007, pers. com.). What Ditzler did through Results Unlimited was bring in talented people, empower them to support others, and then let them go. Results Unlimited ceased to exist in 1990 when the key players went their own way. Today Ditzler and her husband Tim run the Best Year Yet company, based on this early work, from their home in Colorado (Ditzler, 2006, pers. com.).

John Whitmore and Graham Alexander had been friends since the early 1970s, when they both became interested in the human potential movement. Around 1980 they began to train people to be sports coaches using the Inner Game techniques, through Performance Consultants. By the mid-1980s they had progressed to using Inner Game techniques in business. According to Ian Prosser (2007, pers. com.), "Results Unlimited and Inner Game always had a very tight relationship, we did things together and there was this synergy in the way that we spoke and how we worked with people". In 1986 Alexander left both Results Unlimited and Performance Consultants to start Alexander Corporation, which focused on coaching to help people live more successful and fulfilling lives, which in turn would enable them to be more useful and valuable in business. When asked about the collaboration and connection demonstrated in the United Kingdom in the 1980s, Sally McGhee (2007, pers. com.) describes this United Kingdom contingent as "a tribe or a network of people that were exceptionally interested in making the contribution and doing it really well". This network also included Tony Buzan, who created mind

mapping; Russell Bishop of Insight Seminar Trainings; and Werner Erhard of est (McGhee, 2007, pers. com.).

Many coach training programs sprang up in the United States during the early 1980s. One was developed by Dave Ellis, who had started a Student Development Center in 1978 at National American University in Rapid City, South Dakota, to assist students to be successful. This evolved into a required course at the university, which he took on the road to other institutions in 1981. Similarly to Ditzler, he provided coach training to others so they could deliver life coaching services. Teachers began calling him to ask how to use the book *Becoming a Masterful Student* that he developed for the course, so he hired people to be coaches of college teachers, who were trained to be coaches of college students. Ellis first offered coach training in 1983 to his employees to assist them to have a great life. His employees were trained and assigned to coach each other. By 1986 Ellis was using the word "coaching" officially and publicly, and calling his training Effectiveness Coaching. Ellis's background included est and Thomas Gordon's Parent Effectiveness Training, as well as reading many of the self-help writers of the early 1970s. In 1998 Ellis wrote and self-published *Life Coaching: A New Career for Helping Professionals*. An early attendee at his first life coaching think-tank in 1999 was Patrick Williams, who had just started Therapist U (which later became the Institute for Life Coach Training), and who used Ellis's Life Coaching materials until he published his own book in 2002. Ellis's training evolved into the Falling Awake training program, accredited by the ICF in February 2004, for people who wanted to become professional coaches (Ellis, 2007, pers. com.).

In 1979 in New York, Jay Perry, David Rosen, and Susan Perry founded Actors Information Project (AIP), an organization designed to provide a full range of career and life development services for its actor members, who were in a field with a 99 per cent unemployment rate. The catch phrase for AIP was "Acting is an art, finding work acting is a business".

Henry Kimsey-House, co-founder of The Coaches Training Institute (CTI), joined AIP as an actor in 1980, got hired as the sales manager, and was then promoted to career consultant. Cynthia Loy Darst, who had just graduated from University of California San Diego with a Masters degree in acting, moved to New York City in 1983. The first person she met when she walked into AIP was Henry Kimsey-House, and by 1986 she had left acting and gone to work for AIP. As she remembers it, a 12-week course that Henry Kimsey-House taught was called RISK, which stood for "really intense shit-kicking" – and the first six weeks were spent just clearing things out of your life so you could focus on what is most important (Darst, 2006, pers. com.).

According to Darst (2006, pers. com.), former board member of the Professional and Personal Coaches Association and one of the first CTI trainers, "about 1986 we started doing life purpose work at AIP", which Perry (2006, pers. com.) describes as a "primitive form of coach training". At its height, AIP had about 800 members between New York and Los Angeles, and served about 5,000 people over 12 years. As Perry describes it, "We had to develop a program to train coaches,

or 'career consultants' as they were called at the time, and we were making it up as they went". He also says that in addition to basic business planning skills, some roots of this training came from Werner Erhard's work and trainings. Another aspect of this was that it was structured as a community – people connecting and leaving behind the individual – to get farther faster and have a whole lot more fun doing it (Perry, 2006, pers. com.).

In addition to Henry Kimsey-House and Cynthia Loy Darst, some of AIP's trained coaches, who all began as members, included Madeleine Homan, who works for Ken Blanchard Companies; David Matthew Prior, former ICF board member; Rick Tamlyn, from the Bigger Game; Isabel Parlett, who expanded the Distinctionary for Thomas Leonard and also wrote Coach U's Daily Word; and Eric Kohner, an MCC who was one of the first trainers at CTI. Members of AIP also included Laura Berman-Fortgang, the first coach to appear on Oprah (Perry, 2006, pers. com.).

By 1987 demand exceeded capacity, due in part to the policy of offering unlimited services for one small fee. One day Henry Kimsey-House came up to Perry and said that "Jay, we should be doing this for people outside of here, and charging them lots of money". Perry's response was "No, nobody would ever pay for that" (Perry, 2006, pers. com.). It was soon after this that Henry Kimsey-House and Laura Whitworth started The Coaches Training Institute. After doubling in size every year for 10 years, the business began to slow down, and in 1991 very burned-out Perry closed AIP (Perry, 2006, pers. com.). Perry and many of the people who came through AIP have left a lasting legacy in the field of coaching.

In the 1986 the Hudson Institute was founded to deliver week-long seminars called Life Map Strategies, working with people to be intentional about their motivations and how they want their lives to unfold (Hudson and McLean, 2006, pers. com.). James Flaherty founded New Ventures West, based on ontological and Integral principles, in San Francisco to deliver his course called Coaching: Evoking Excellence in Others (Flaherty, 2006, pers. com.). In 1987, Teri-E Belf attended and purchased an offshoot of Results Unlimited, reopening it as Success Unlimited Network (SUN), a spiritual-based program provide life coaching to individuals (Belf, 2006, pers. com.). These three programs evolved into some of the earliest programs to train people to be professional coaches.

Coach training companies after 1990

It was not until the 1990s that some of these early training companies began to train people to be professional coaches. Three of these – Hudson Institute, New Ventures West and Newfield Network – are included in this section along with The Coaches Training Institute (CTI), Coach U (formerly Coach University), and several others founded in the 1990s specifically to train professional coaches.

In 1992 CTI and Coach U were the first training companies to start training professional coaches (Brock, 2008:395). By 2006 there were more than 275 English-language coaching schools, including academic institutions like Fielding Graduate Institute, the University of Texas at Dallas, and Georgetown University; the private training schools of Adler School of Professional Coaching, Institute for Life Coach Training (ILCT), and Success Unlimited Network (SUN); and the international schools of the Academy of Executive Coaching in the United Kingdom, Coach 21 in Japan, Results Coaching in Australia, and Institut de Coaching in Switzerland (Peer Resources, 2006).

Education and training programs can also be grouped according to their worldviews. Jordan Goldrich (2005), for instance, proposed the following four coaching paradigms based on worldview and change methodologies:

1. the human potential paradigm (world as integrated whole, law of attraction, people are inherently magnificent);
2. the ontological paradigm (we create reality through language and can choose our reality);
3. the developmental/empirical paradigm (belief in models and techniques proven by the scientific method); and
4. the mentoring or content paradigm (similar to apprenticeship).

I have chosen the first three paradigms to use in this book. As the fourth paradigm, mentoring, appears less frequently in coaching organizations and schools, I have omitted it. Although practitioners and programs may contain a mixture of the first three paradigms, I have chosen to group the early coach training programs based on their principal paradigm (Brock, 2008:259).

Using Goldrich's (2005) definitions, The Coaches Training Institute (CTI), Coach for Life, the School of Coaching, and the Academy for Coach Training (ACT) are classified under the human potential paradigm. The approaches of CTI, Coach for Life, and ACT programs are all based on the belief in the potential of each human being. The School of Coaching (in the United Kingdom) was heavily influenced by Gallwey, and his background in sports and humanistic and transpersonal psychology. Coach U is based on a mixture of the ontological and human potential paradigms, with some mentoring content added to the mix. Thomas Leonard, who founded Coach U, was heavily influenced by Erhard and Flores in the design of the program (Brock, 2008:259).

New Ventures West (NVW) and Newfield Network grew out of the ontological paradigm. Founders of both programs, James Flaherty and Julio Olalla, were mentored by Fernando Flores, a proponent of ontological coaching. The Hudson Institute and later coach training programs, such as Adler School of Professional Coaching, Oxford School of Coaching and Mentoring and academic programs, are classified as developmental/empirical. Their programs rest on systems models, psychological models and theories from psychodynamic, behavioral/cognitive, and humanistic approaches (Brock, 2008:259–260).

Human potential paradigm

The coach training programs that come from the human potential, or growth, paradigm are those that sprung from the work of Werner Erhard and other personal growth programs. In this section I address the six earliest programs, which were:

1987 Success Unlimited Network (SUN) (www.successunlimitednet.com).

1992 Coach U (CU) (www.coachu.com).

1992 The Coaches Training Institute (CTI) (www.thecoaches.com).

1994 Optimal Functioning Institute (OFI) (www.addcoach.com).

1995 Academy for Coach Training (ACT) (www.coachtraining.com). Now called InviteChange (www.invitechange.com).

1996 Top Human Inc.

The two largest and best-known programs are Coach U and CTI. Their students and graduates went on to form many of the later-generation coach training programs.

Success Unlimited Network (SUN)

An American version of the London-based Results Unlimited, Success Unlimited was set up by Sally McGhee (Hedges at the time) to train and certify US-based Teri-E Belf in its coaching process. Belf had been taught to coach in 1982 through Flores's Communication for Action program. As she describes it, "we were put in little groups, we were given 'you're in business and this is what you want' – we were taught legitimate coaching, meaning comparable to nowadays" (Belf, 2006, pers. com.). This same program influenced McGhee, who had been the director of Werner Erhard's Hunger Project in the 1980s.

This structure of the Success Unlimited coaching was eight face-to-face sessions, for which Belf flew McGhee over from London. This was followed by another nine trips and 160 hours to become certified. Belf (2006, pers. com.) describes coaching as

> about helping clients learn how to master the ability to produce the results that they want in all areas consistently, with a sense of well-being. With this perspective, the foundation for the SUN program begins with life purpose, so students and clients will have a way to make choices that are in their highest good from a holistic point of view. Another philosophy is to set your goals and expectations, let go of them with the same passion that you created them, and then be in the present.

Belf purchased McGhee's company and renamed it Success Unlimited Network in 1987. The current program is based on several traditions, including sports psychology, management theory, NLP, the Inner Game, integrative learning, and accelerated learning. Spirituality is integrated into coaching, and graduates get full support in setting up their business. Since 1992 Belf has been a coach trainer, with 90 certified coaches having graduated from SUN by 2006 (Belf, 2006, pers. com.).

Coach U (CU)

Coach University was birthed out of Thomas Leonard's College for Life Planning, which he formed in 1988 at the age of 33 when he left his job in the accounting department of Werner Erhard and Associates (WEA) (L. Whitworth, 2006, pers. com.). Among his early students pursuing the designation of certified life planner were Sandy Vilas and Laura Whitworth (L. Whitworth, 2006, pers. com). Shirley Anderson, known as "Coach Miami", signed up for a two-day Thomas Leonard "Design Your Life Weekend" workshop in Fall 1989, and continued on to be trained as a coach in the College for Life Planning (S. Anderson, 2006, pers. com). Apart from disappearing for six months at a time, Leonard led live seminars in Florida, Texas and several other states during the next few years (Vilas, 2006, pers. com.).

Coach University was officially started in September 1992 (Vilas, 2006, pers. com.). Pamela Richarde entered Coach University at the end of 1992 when she saw an article in the local throw-away in Los Angeles written by Leonard (Richarde, 2006, pers. com.). When Cheryl Richardson entered Coach University the curriculum was a three-year program (C. Richardson, 2006, pers. com.). According to Madelyn Griffith-Haynie (2006, pers. com.), the modules were organized into Personal Coaching, Business Coaching, and Coaching Fundamentals.

The next wave of students and teleclass leaders arrived in 1993 – including Sherry Lowry, Diane Menendez, Jeff Raim, Judy Feld, John Seiffer and D.J. Mitsch (Lowry, 2006, pers. com.). Bruce Anderson remembers attending a workshop in October 1993 in Houston Texas with Thomas Leonard, where at lunch Leonard asked participants whether they would be interested in helping him with the beginning of Coach University as a teleclass mode (B. Anderson, 2006, pers. com.). Leonard was a synthesizer of material, and most members of the Coach U Advisory Board had been through the Landmark Forum, so it was no surprise that much of the language and concepts were aligned with and similar to those used by Landmark. This culminated in a lawsuit by Landmark during the mid-1990s which was settled out of court in 1999, long after Sandy Vilas had purchased Coach U in 1996 (Vilas, 2006, pers. com.).

Thomas Leonard was a leading-edge early adopter of the Internet and other technology, so it will come as no surprise that in 1991 friends of Jane Turner (founder of Le Dojo in France) searched the Internet and found Coach University (Turner, 2006, pers. com.). Over the next two years Leonard would gather his early students together, later called his R and D group, to have conversations about various ideas, which he would expand to create the curriculum. In 1993 Leonard acquired the technology for bridgelines, and co-opted his early students into leading the teleclasses in early 1994 for free tuition at Coach University. Jay Perry, formerly of AIP, was the first teleclass leader (Perry, 2006, pers. com.).

In 1994 the Coach University Advisory Board was created from the first students and clients Thomas Leonard invited to attend the program – he could no longer run the company himself, and needed others to help develop Coach University. Some of the names will be familiar – Jay Perry,

Susan Corbett Klein, Joan Cook, Stephen Cluney, Cheryl Richardson, Laura Berman Fortgang, Cindy Reinhardt, Sandy Vilas, Bruce Anderson, John Seiffer, Shirley Anderson, Jeff Raim, Steve Straus, Madelyn Griffith-Haynie, Madeleine Homan and Marlene Elliott (now Panet-Raymond) (Klein, 2006, pers. com.). They met on the phone weekly, and once a year for three years in January/February for a face-to-face meeting. The first two meetings were at the Florida home of Susan Corbett Klein, followed by one in Kissimmee, Florida, and a final meeting in Jamaica without Leonard. It was during these meetings that the "hot seat" technique was perfected, where one person would sit on a chair and be surrounded by everyone coaching them at the same time (B. Anderson, 2006, pers. com.). In 1994 Jeff Raim, Madelyn Griffith-Haynie, Shirley Anderson and Thomas Leonard became the first graduates of Coach University (Griffith-Haynie, 2006, pers. com.).

It was during this time that the actual curriculum was codified, and by October 1994 the program consisted of 36 modules of comprehensive coach training, and the 10-pound box of materials that students received when they enrolled in the program was complete. I remember receiving that box when I entered the program in late 1995. The fifth and sixth graduates of Coach U were Steve and Pam Straus in June 1995, followed by Karen Whitworth, Cheryl Richardson, Laura Berman Fortgang and Connie Ceccanese by the end of 1995 (Griffith-Haynie, 2006, pers. com.).

The early faculty, also members of the Advisory Board, remembered that all their communication was by telephone and fax, until 1994 when the Internet became accessible. Madeleine Homan (2006, pers. com.) remembers a time when all she had was a course title and a roster of students. She would call Thomas Leonard 30 minutes before she was to teach and he would tell her what to do – then after she taught it she would fax her notes to Leonard and this became the course. By 1995 Leonard declared that he would not use fax any more – it was all email from then on, much to the dismay of many of the Advisory Board members (Panet-Raymond, 2006, pers. com.). It was at this time that he hired Judy Feld to help with the websites for Coach U, and she also taught the CyberSkills teleclasses to help coaches become Internet-savvy (Feld, 2006, pers. com.).

In January 1995 Thomas Leonard hired David Goldsmith to be president of Coach University, although they did not meet in person until April 1995 at a Houston, Texas training session (D. Goldsmith, 2006, pers. com.). With Feld, Goldsmith and others, Leonard was poised to use his unique kind of marketing to increase visibility of coaching and Coach University. In February 1996 the famous *Newsweek* article (Hamilton, 1996:48) came out, featuring a picture of Leonard in front of his RV with a computer on his lap and a phone in his ear. I remember being a part of the Rapid Response Team to handle all the calls and provide information on Coach University. Leonard got to be on major TV networks, including the Donahue show, and large daily newspapers (D. Goldsmith, 2006, pers. com.).

With the explosion of Coach University following the *Newsweek* article, the decision was made to shift from the Landmark volunteer model to begin paying the teleclass leaders. At Pamela

Richarde's urging, Thomas Leonard hired a full-time staff person, Jennifer Corbin, as his first employee (Richarde, 2006, pers. com.). Before she even started work, in July 1996 Leonard sold Coach U (as it was now called) to Sandy Vilas so he could focus on his writing, and agreed to stay on as head of R and D (Vilas, 2006, pers. com.). At this time 331 students had enrolled in Coach U. Things happened rapidly from then – including the spinoff of the International Coach Federation from Coach U at the 1997 Coach U Advisory Board meeting in Jamaica (Raim, 2006, pers. com.).

In 1997 Vilas hired Joan Cook as Director of Training to ensure teleclass leaders were properly trained and that there were enough of them to teach all the classes being offered (Cook, 2006, pers. com.). It was during this time that the Coach U Certified Master Coach (CCMC) designation was created. Having been awarded to only 43 people, it was retired when the ICF developed the Master Certified Coach (MCC) designation (Coach U, 2006:1). Thomas Leonard spent February–June 1997 in London, England opening up the international side of Coach U (Leonard, 2006:1). By Spring 1997, to speed up international expansion, Coach U gave a scholarship to the first five people in each country who enrolled in the full program (Corbin, 2006, pers. com.). Mamoru Itoh became the first licensee of Coach U in 1997 when he founded Coach 21 Company Ltd in Japan. Australia and New Zealand followed the next year, as did Singapore. Then Italy was licensed for the corporate program in 2002, followed by Korea in 2003 (Corbin, 2006, pers. com.).

Thomas Leonard launched his Attraction Program in Fall 1997, and at the end of 1997 Corporate Coach U was launched, along with the Coaching Clinic developed by Jeannine Sandstrom and Lee Smith.

In 1998 the Certified Mentor Coach (CMC) designation was launched, which changed to the Professional Mentor Coach designation when the CMC designation was sold to CoachVille upon its launch in 2001.

Coach U began to hold their own conferences in May 1999, beginning with "Mastery for the Millennium" which attracted 450 coaches from around the world to Dallas, Texas. By this time Coach U was in 36 countries and had established 125 local chapters worldwide. Over 250 media stories featuring Coach U were published worldwide from the February 1996 *Newsweek* article to December 1999. In late 1999 CoachInc.com was formed as the holding company for Coach U and Corporate Coach U. In 2000, Coach U sponsored Leonard to conduct a "Millennium Coaching Tour" to 100 cities around the US in his 37-foot RV (D. Goldsmith, 2006, pers. com.).

Coach U had their own training conferences for only two more years – June 2000 in Atlanta, Georgia titled "The Business of Human Evolution", and the final one in 2001 in Hawaii. Corporate Coach U held a conference titled "Coaching for Corporate Evolution" in March 2000 in Toronto, Canada, which was attended by 500 coaches (Miller, 2006, pers. com.).

Some of the graduates of Coach U and Corporate Coach U have started their own programs – such as Patrick Williams and the Institute for Life Coach Training, formerly Therapist U; Will Craig with Coach Training Alliance; and Jeffrey Auerbach with the College of Executive Coaching (Patrick Williams, 2006, pers. com.; Corbin, 2006, pers. com.; J. Auerbach, 2006, pers. com.).

The Coaches Training Institute (CTI)

Founded by Laura Whitworth and Henry and Karen Kimsey-House in 1992, CTI has been based in San Francisco, California since its inception. Each of the founders' backgrounds (finance, acting, and business respectively) influenced the experiential and expressive nature of the curriculum. Karen Kimsey-House (2006, pers. com.) describes the CTI philosophy and experience as intimate, tribal and evolutionary.

Laura Whitworth and Henry Kimsey-House first met in a Werner Erhard course in 1988, and Henry became Laura Whitworth's second client. Just one year later, Henry moved from New York City to San Francisco and met Karen Kimsey-House when she co-facilitated a workshop with Laura Whitworth. In the early 1990s Laura Whitworth and Henry Kimsey-House assisted at The Essential Experience workshop designed by David Crump. They also connected with Julio Olalla and his business partner Rafael Echeverria, founders of Newfield Network, who had business offices not far from their office (H. Kimsey-House, 2006, pers. com.).

From 1990 Laura Whitworth started getting together with Henry Kimsey-House about founding CTI, and although he was not interested at the time, she had the tenacity to make it happen. By 1991 Henry agreed to form a company with Laura and they began giving workshops in February 1992 – and the attendees included Fran Fisher, Breeze Carlile, Caterina Rando, Cat Williford, Eric Kohner, and Cynthia Loy Darst, who all wanted further coach training (Carlile, 2006, pers. com.). Breeze Carlile was hired to work for CTI in 1992, and the business was run out of her living room (L. Whitworth, 2006, pers. com.).

Thomas Leonard offered Laura Whitworth and Henry Kimsey-House his College for Life Planning materials to create coach training for the California region, which he had given to them. However, just before they conducted their first course in 1992, Leonard demanded his materials back. Although they gave back the materials, Leonard threatened lawsuits, which created a schism – and thus began the fierce competition between CTI and Coach U. Laura Whitworth and Henry and Karen Kimsey-House took this opportunity to create the co-active coaching model for delivery in the workshop. Henry Kimsey-House (2006, pers. com.) remarks that this schism thus helped form the CTI that exists today.

Breeze Carlile was hired to work for CTI in 1992, and the business was run out of her living room. By 1993 Laura Whitworth and Henry and Karen Kimsey-House had incorporated CTI as a not-for-profit organization so they could use their non-profit status to help disadvantaged students

take the program. According to Laura Whitworth (2006, pers. com.), this actually handicapped CTI, and they incorporated as a for-profit in 1995.

The first certified graduates of CTI were Breeze Carlile, Caterina Rando, Cat Williford and Elizabeth Marymond, in July 1994. By this time, CTI had created its leadership program, initially to develop faculty. Eric Kohner and Cynthia Loy Darst, two of the few who attended CTI and Coach U simultaneously, were the first two faculty hired in 1995 to lead courses for CTI – while they were still students in Coach U, until Thomas Leonard expelled them because of the perceived conflict of interest (Darst, 2006, pers. com.).

In 1994 Jeff Staggs and Phil Sandahl brought the CTI program to Minneapolis, Minnesota (Staggs, 2006, pers. com.). In 1995 and 1996, Fran Fisher sponsored CTI training in Seattle (Fisher, 2006, pers. com.). In November 1996 CTI moved into their first physical office and hired Andrew Gabel to run it, which he did for more than 10 years, as well as running the Co-Active Network, which is CTI's alumni association (Gabel, 2006, pers. com.).

CTI took live training courses overseas to the United Kingdom in 1998. In November 1998, Laura Whitworth, Henry Kimsey-House and Phil Sandahl published *Co-Active Coaching*. The reason that Karen Kimsey-House was not listed as a co-author was because they thought four names were too many, and she generously decided that since "Kimsey-House" was already on it, she didn't need to be (L. Whitworth, 2006 pers. com.).

CTI began its international expansion in May 2000 when Hide Enomoto brought Henry Kimsey-House to Japan to lead CTI courses, which were very successful. Phil Sandahl spent the next 18 months in Japan while Hide developed CTI Japan (Sandahl, 2006, pers. com.). In September 2000 CTI UK was launched in London by Linda Taylor. The expansion, under the direction of Lori Shook, then continued in Norway and seven other European countries (Shook, 2006, pers. com.).

Three of the earliest coach training schools started by CTI graduates are the Academy for Coach Training, by Fran Fisher in 1995; Coach for Life, by Peter Reding in 1996; and the Gestalt Institute of Cleveland's coach training program, by Dorothy Siminovitch in 1996 (Fisher, 2006, pers. com.; Reding, 2006, pers. com.; Siminovitch, 2006, pers. com.).

Optimal Functioning Institute (OFI)

Madelyn Griffith-Haynie originally created the materials used by OFI as an attention deficit disorder (ADD) specialty coaching program for Coach U in 1994. When Thomas Leonard cancelled the program during launch week she formed her own company to deliver the curriculum (Griffith-Haynie, 2006, pers. com.). Some of the factors leading to Leonard's decision to cancel the program were negative press about ADD medications, along with the uproar created by Scientology and an ensuing congressional investigation (Griffith-Haynie, 2006, pers. com.). At the same time the popular ADD book titled *Driven to Distraction* was published by Edward

Hollowell and John Ratey (1995) – and it said that the single most effective tool for ADD health management was coaching (Griffith-Haynie, 2006, pers. com.).

Following a six-month delay to scrub references to Coach U from her materials, Griffith-Haynie delivered her first class, which was attended by many of the top individuals in the field of ADD coaching. Griffith-Haynie brought in David Giwerc as her first president. Just three weeks before the 1999 ICF Conference in Orlando, Florida, he informed her that he was leaving to start his own company, called ADD Coach Academy, which he wanted to launch at the conference during the ADD panel they were hosting. Griffith-Haynie supported his decision, although because of a series of mishaps her presence during the conference was dimmed and David's was brightened. This set her back three years or so. The OFI program comprised telephone courses supplemented with a mentoring system, manuals and workbooks (Griffith-Haynie, 2006, pers. com.).

Academy for Coach Training (ACT)

Founded in 1995 by Fran Fisher in Bellevue, Washington to train people to facilitate the Living Your Vision (LYV) process, which required teaching them some coaching skills as part of that training, the first ACT coaching skills course was taught in May 1997. The full ACT curriculum, developed by Fran Fisher, Ron Roesler and Kathy Mallory, was rolled out in October 1998 (Fisher, 2006, pers. com.).

Fisher's background was heavily steeped in personal growth work from 1980. In 1991 Fran met Laura Whitworth and Henry Kimsey-House in a personal growth seminar called Essential Experience. L. Whitworth and H. Kimsey-House were assisting Judy and Bill Elbring, of LifePartners, who were sponsoring the course. When L. Whitworth and H. Kimsey-House decided to pilot a coaching skills course in February 1992, they invited Fisher to attend. Fisher indicated that she was not interested in being a coach; however, Laura Whitworth and Henry Kimsey-House convinced her that coaching skills were transferable for working with anyone. By the end of that weekend course, Fisher became a flag-waving champion of coaching, and ultimately became a graduate of CTI's first complete coaching program. With Henry Kimsey-House as her coach, Fisher developed her Living Your Vision® (LYV) process through weekly coaching meetings. Working with Henry through 1994, she developed and built her business which culminated in 1995 in LYV Certification Training. Fisher then worked with Laura Whitworth as her coach for the following three years, in a unique relationship as collaborators as well as competitors (Fisher, 2006, pers. com.).

In 1997, while bringing CTI to Seattle to train coaches, Fisher was approached by people requesting her to train them as coaches. Laura Whitworth and Henry Kimsey-House reviewed her training materials prior to publication and were clear there was no proprietary infringement on the CTI materials. Fisher then launched the ACT Certified Coach Training curriculum with the LYV

process at its core. In 1998, ACT was recognized by ICF as one of the first three accredited coach training schools (Fisher, 2006, pers. com.).

The LYV process provides a transformational experience of coaching from the inside out. Student coaches identify their unique vision and purpose, clarify their values, and create a life plan for success – which is followed up by coaching to support action. ACT's definition of coaching, in Fisher's words, is that "coaching is the sacred space of unconditional love, where learning, growth, and transformation naturally occur" (Fisher, 2006, pers. com.).

In 2007, five graduates of ACT purchased the company, which has since evolved into InviteChange with expanded offerings (Harvey, 2009, pers. com.).

Top Human Ltd

Top Human Ltd employed a philosophy of embracing external and internal learning. "Rén" is a Chinese word for "human" or "person", and the symbol (人) is made up by two strokes like a triangle. The stroke on the left side represents knowledge and skill, while the right-hand stroke is about one's beliefs and attitude (Wong, 2006, pers. com.).

Eva Wong founded Top Human because she wanted to do something for China. Registering her company, Top Human Technology Ltd, in Canada, she looked at the Internet and found several companies in North America who were doing coaching, including Coach University. Founded in Hong Kong in 1995 to provide experiential coach training, Top Human Ltd expanded to mainland China in 1997 (Wong, 2006, pers. com.).

Wong designed her own coach training program grounded in experiential learning, skills used in management and counseling. Wong found that the skills of shifting paradigms, thinking out of the box and making distinctions could be assets used to help others while being a coach for oneself. The comprehensive nine-month experiential training program for professional coaches covered public speaking, listening and coaching skills, persistency, empowerment, personality expansion, and enrolment skills, with objective standards and results. Tai Chi, Zen Buddhism, Confucius and Taoism elements were included in Wong's coaching program (Wong, 2006, pers. com.).

By 2006 Top Human Technology Ltd had 100 faculty and 12 offices. Wong continually upgraded the program, and spent 10 years developing, practicing and refining the Ren Coaching Model, which was published in book form by Wiley (Wong, 2006, pers. com.). In 2007, however, following publication of *The Power of Ren*, Wong and her husband Lawrence Leong were arrested by Chinese authorities. Top Human disappeared from the Internet and Wong disappeared from the coaching field (Brock, 2008, pers. com.). Although Top Human no longer is in business, in 2010 Wong attended the Conversation Among Masters (CAM) event in New Mexico (Brock, 2010, pers. com.).

Ontological paradigm

The ontological paradigm of coaching sprang from the work of the Chilean philosopher Fernando Flores during the 1980s. Flores's work is grounded in the work of Humberto Maturana (biology of cognition), Francisco Varela (philosophy of language), and John Searle (general philosophy) (Flaherty, 2006, pers. com.).

According to Lupberger (2006, pers. com.), the two earliest coaching programs with an ontological foundation were:

- New Ventures West (1986), www.newventureswest.com; and
- Newfield Network (1990), www.newfieldnetwork.com.

Alan Sieler, director of Newfield Australia, published *Coaching to the Human Soul: Ontological Coaching and Deep Change: Volume I* in 2003 and *Volume II* in 2007. These books are must-reads for those interested in ontology and coaching. They describe the theory behind and methodology of ontological coaching practice which, according to Sieler (2003), allows a coach to observe and work with the domains of language, emotions and body to support clients in developing new perspectives that generate more effective behaviors.

New Ventures West

Created in 1986 by James and Stacy Flaherty, New Ventures West is located in San Francisco, California. This program provides an Integral Coaching curriculum emphasizing didactic and experiential methods focusing on self-awareness and competence building, and based on a strong theoretical foundation (Flaherty, 2006a).

Among many great teachers, James Flaherty was strongly influenced by Fernando Flores, whom he met in 1978 when he took a class from Flores called Communication for Action. As Flaherty (2006b, pers. com.) describes it:

> I started working closely with him, and got a lot of my education because I worked free for him for a day per week, and he would teach me what he knew. It was a little apprenticeship program. He's the first person that talked about coaching not just as somebody in the world of sports. His way of talking about coaching was that in a game there are three people: the player, the commentator who is saying 'that was good' or 'that was bad', and then the coach who has conversations with the players so that they would be more confident or more proficient and actualize whatever it is they were setting out to do.

Soon afterward, Flaherty became a more serious Zen student, cultivating self-observation, awareness, and presence. He also continued reading widely in philosophy (including Ken Wilber), sociology, biology, literature, and spirituality, and he incorporated his training in Rolfing and other somatic studies into his approach (Flaherty, 2006b, pers. com.).

New Ventures West's initial offering in 1986 was a six-month Coaching I program in New York and San Francisco, which soon expanded to Washington, DC, Boston, Little Rock and Minneapolis. In 1988 Coaching to Excellence was designed and offered publicly to Pacific Bell, Chrysler, and other organizations. In this same period, Coaching II was added to the curriculum, followed by a series of other courses. By 1989, free Coaching Roundtables were being offered quarterly in San Francisco and the quarterly coaching newsletter *Distinctions* was published for the first time. As the demand for coaching grew, the year-long Professional Coaching Course (PCC) was first offered in San Francisco in 1994, designed to train and certify people who were ready to make coaching their career. It expanded to Washington, DC in 1996 and Ottawa, Canada in 1999, followed soon after by Boston, Chicago, and then Cape Town, South Africa in 2005 (Flaherty, 2006b, pers. com.).

The philosophical foundations of the New Ventures West programs are pragmatism, ontology, linguistics, biology, adult development theory and Integral theory. Publication of Flaherty's book, *Coaching: Evoking Excellence in Others* in 1999 shared his philosophical and practical approaching to coaching, and capped off the twentieth century for New Ventures West. The twenty-first century began with certification of the PCC by the ICF as an Accredited Coach Training Program (ACTP) (Flaherty, 2006b, pers. com.).

Newfield Network

Founded in 1990 in California by Julio Olalla and Rafael Echeverria as the Newfield Group, Newfield Network provided training grounded in the philosophical traditions of the biology of cognition, the philosophy and ontology of language, and body movement studies. A key concept is that human beings constitute themselves in and through language, moods and emotions, and the body. The coach helps a person to expand the kind of observer he or she is, in order to see patterns, context and questions that they haven't been able to see. This program focuses on the wisdom necessary to lead a masterful life, and emphasizes whole-body learning, observing, and coaching (Newfield Network, 2006).

Born in Chile, Olalla and Echeverria trained with and worked for Fernando Flores from 1979 and 1988 respectively. Olalla started teaching based on the philosophy of language and doing coaching in 1982. Their first course was called Mastering the Art of Professional Coaching (MAPC), which they delivered in a three-day format in South America, Mexico and then North America. After this three-day program people wanted more, which resulted in the creation of a long program lasting nine months. In 1996 Echeverria and Olalla went their separate ways. Echeverria's company became Newfield Consulting and focused on organizational work. Olalla's company became Newfield Network, which focused on delivering the public transformation programs. In 1998 when Terrie Lupberger became Olalla's business partner, Newfield had trained over 35,000 individuals in advanced communication skills throughout the United States, Canada,

Argentina, Australia, Brazil, Chile, Mexico, Spain and Venezuela. In July 2009, Terrie left Newfield to pursue other interests (Lupberger, 2009, pers. com.).

According to Terrie Lupberger (2006, pers. com.), the philosophies of New Ventures West are closely aligned with those of Newfield Network due to their similar lineage, although Newfield puts more emphasis on emotions and movement as well as on how they impact your capacity for action. Because of their deep commitment to transformation, Newfield will not have a new student start coaching until the fourth month of the program, because "you have to do your own work first – deconstruct how you see reality and what's working for you and what's not" (Lupberger, 2006, pers. com.).

Newfield's sister company in Chile uses coaching because it allows for a powerful way of communicating, coordinating action, and being with other people – although by 2005 some people were starting to attend Newfield because they were looking for coach certification (Lupberger, 2006, pers. com.).

Developmental/empirical paradigm

Only one coach training program came from the developmental/empirical paradigm in the early to mid-1990s, and this was the Hudson Institute of Santa Barbara (www.hudsoninstitute.com) that was founded by two developmental psychologists. This evidence-based coaching perspective, which was based on linking existing theories and models to coaching practice, gained popularity around 2000 as academic institutions entered the coach training field. (Academic coaching programs are reviewed in Chapter 13.)

Hudson Institute of Santa Barbara

When the Hudson Institute was founded in 1986 by Frederic Hudson PhD and Pamela McLean PhD, mentoring was their primary model to help people sustain change. The domains of knowledge informing the work of Hudson and McLean include adult development, humanistic psychology and philosophy, adult learning systems, human and organizations systems thinking, and transformational change theory. Much of this learning technology was honed at the Fielding Graduate Institute, at which Frederic Hudson was founding president from 1973–1986 (McLean, 2006, pers. com.).

Under Hudson's leadership, Fielding was a learning organization whose mission was providing graduate degrees to mid-life adults through an innovative self-directed learning model that embraced the intersection of change and development in the learning paradigm. According to Hudson (2006, pers. com.) and McLean (2006, pers. com.):

> Many of these concepts and perspectives continue to be evidenced in our work at the
> Hudson Institute today. Earlier influencer and thought leaders in change management,

human development and adult development and learning shape the curriculum and foundational approach at Hudson. Influencers included Malcolm Knowles, father of adult learning; Robert Tannenbaum, Edgar Schien and Richard Beckhard, from Organizational Development domains. Marjorie Lowenthal Fiske, well-known developmentalist and researcher on intentionality; Fred Jacobs, founder of Leslie College and innovator in adult learning; Robert Goulding, MD, founder of Redecision psychotherapy; Art Chickering, PhD, professor and author who taught us that learning changes as we develop; social scientist, Nevitt Sanford, and so many more influencers – Vivian McCoy, Carol Gilligan, Daniel Levinson, along with the earlier work of many theorists and researchers, including Robert Kegan, Jean Piaget, and Abraham Maslow.

The primary theoretical roots of adult development, human systems thinking and change theory forming the foundation of Hudson Institute programs developed well before the field of coaching emerged (McLean, 2006, pers. com.).

In the 1980s Hudson Institute delivered week-long seminars called Life Map Strategies which worked with people to be intentional about their motivations and how they wanted their lives to unfold. One of the people involved with the Hudson Institute from the early days was Edie Seashore, who served as president of the National Training Laboratories (NTL) and received the Organization Development Network Lifetime Achievement Award (Seashore, 2009, pers. com.).

The shift from mentoring (which has a more hierarchical feel to it) to coaching (which was much more collaborative and "how do we move forward") occurred during the early 1990s. The global influence of this work is demonstrated by a conversation with Jane Turner, founder of Le Dojo in France. She knew a Frenchman who traveled to Santa Barbara and met with Hudson to learn about coaching, which at the time was seen as growth versus therapy (Turner, 2006, pers. com.).

The Hudson Institute coaching program was well under way when Frederic Hudson received an invitation from Laura Whitworth to attend the International Association of Professional and Personal Coaches forum, which was held in San Francisco in Spring 1994 (L. Whitworth, 2006, pers. com.).

Fast-forward to the twenty-first century, and McLean (2006, pers. com.) describes the four essential ingredients in good coach training to include (1) theory and concept, (2) understanding self as coach, (3) understanding coaching process, and (4) coaching practice. To enter the Hudson Institute coach training program, students must complete its LifeLaunch course and must then apply to be accepted into the coach training program; not all applicants are accepted. Accredited in January 2001 by the ICF, a maximum of 75 people complete the program every year (McLean, 2006, pers. com.).

Timeline of other coach training programs

Many coach training programs were founded in the remaining years of the twentieth century from a variety of paradigms. The timeline below lists these schools, naming their founder(s) if known, and briefly outlines the history of the school.

1990　Le Dojo (Jane Turner, France) – Initially founded to provide training in human relations, NLP, transactional analysis (TA) and general semantics, coach training was included in 1993 and became a full-blown coaching certification in 1995 (Turner, 2006, pers. com.).

1996　Coach for Life (Peter Reding and his partner Marcia, USA, www.coachforlife.com) – This school was founded out of excitement for the power and empowerment of coaching. An international consultant by trade, Reding did his initial coach training with CTI, while Marcia attended CTI and a form of Coach U training. Seeing the basic tenet of coaching as the client knows their own best answer, they figured that if you got both the coach and the client connected to their own source, however they define it, then real change could occur. From a spiritual base they created The Fulfillment Coaching Model™, which is the foundation of the Coach for Life training program. Reding created a not-for-profit foundation in 2003 to bring this model of learning to everyone (Reding, 2006, pers. com.).

1997　School of Coaching (Myles Downey, UK, www.theschoolofcoaching.com) – Started by Myles Downey, of the Alexander Group and Inner Game, this school is a joint venture with the Work Foundation (a charity that consults and campaigns on work-based issues). Created out of his frustration with two-day coaching skills courses in business, this organization is focused on the development of coaching skills in leadership and aspiring professional coaches (Downey, 2006, pers. com.).

1997　Coaching de Gestion (Jean-Pierre Fortin Canada, www.coaching.qc.ca) – this school provides a coaching program primarily for French-speaking people from all countries who want to practice corporate or business coaching. Courses are offered by telephone, and participants get involved in many coaching scenarios where they exchange and receive feedback (Peer Resources, 2006:1).

1997　Life on Purpose Institute (Brad Smith, USA, www.lifeonpurpose.com) – This year-long coach training program consists of three modules: living the fulfilled life foundational program; coaches training and practicum; and business building on purpose and advanced coaching (Life on Purpose Institute, 2010:1).

1997　Coach 21 Co. Ltd (Marmoru Itoh, Japan, www.coach.co.jp) – This program began as a licensee of Coach U to provide on-site and teleclass training in Japanese. David Goldsmith facilitated and taught the early courses (D. Goldsmith, 2006, pers. com.).

1997　Center for Executive Coaching (William Bergquist, USA, www.psychology.edu) – This center was established at the William James Institute of the Professional School of Psychology in Sacramento, California (Bergquist, 2006, pers. com.).

1997　Relationship Coaching Institute (formerly LifePartnerQuest Relationship Coaching Resources; David Steele, USA, www.relationshipcoachinginstitute.com) – a therapist,

Steele stumbled on coaching in 1997, and after attending some life coaching classes, developed his own program involving five stages that a person would go through from being single to being in a fulfilling life partnership. All courses are offered by teleclass, with two levels of certification each for working with singles or couples (RCI, 2010:1).

1998 1 to 1 Coaching School (Suzanne Skiffington and Perry Zeus, Australia, www.1to1CoachingSchool.com) – This behavioral program was delivered by Skiffington on a one-to-one basis through in-person dialogue or small group instruction plus follow-up mentoring. Courses focused on four areas: learning how to provide educational/training services, learning about consultation services such as assessment and coaching needs analysis, learning how to use the latest behavioral change and sustainable learning tools, and learning how to measure the results of coaching. With Skiffington's death in 2007, this program is carried on by Zeus and his team of coaches (Zeus, 2008, pers. com.).

1998 Adler International School of Professional Coaching (originally Linda Page now Adria Trowhill, Canada, www.adlerinternational.ca) Created in 1998 by Linda Page at the request of students in her counseling psychology program, the curriculum of the Adler School of Professional Coaching (as it was initially called) was designed by Melinda Sinclair and her coaching colleagues who had graduated from several different schools (Sinclair, 2006, pers. com.). When Page took the program herself she noticed how congruent it was with an Adlerian approach. Her next step was to propose a department of coaching in the Adler school, rather than housing it in the psychology department. Adler coach training's foundational coaching model is based on the principles of psychology and includes a mix of face-to-face, interactive courses, assignments and teleclasses, and a practicum. Specialties such as leadership and coaching skills workshops, parent coach training, and team coach training are also offered (Page, 2006, pers. com.).

1998 Oxford School of Coaching and Mentoring (OSCM, Eric Parsloe, UK, www.theocm.co.uk) – Launched in 1998, OSCM is led by Eric Parsloe, one of the founding members of the European Mentoring and Coaching Council (EMCC). It offers a range of seven- to 12-month qualification programs from Certificate in Coach-Mentoring Practice to Improve Performance to Advanced Professional Practice in Coaching and Mentoring (Senior Management Leadership). By 2008, OSCM had graduated over 1,000 students from its qualification programs. The OCM was born when The Oxford School of Coaching and Mentoring (OSCM) merged with its sister companies the Oxford Total Learning Group (OTLG) and the Oxford Coach-mentoring Channel (OCMC), all three organizations being owned and managed by Eric Parsloe (OCM, 2010:1).

1998 Coaching and Leadership International (Betska K-Burr and John Burr, Canada, www.coachingandleadership.com) – Live seminars focus on analytical business coaching and heart coaching for personal issues. This program uses process and whole-life coaching models presented in a four-level system (CLI, 2010:1).

1998 Institute for Life Coach Training (formerly Therapist U, Patrick Williams, USA, www.lifecoachtraining.com) – This program assists experienced helping and learning

professionals make the transition to life coaching by using a whole person approach to coaching that can be applied to any niche or specialty. Courses are delivered primarily by teleclass and the training incorporates the theories and foundational philosophy from positive, humanistic and transpersonal psychology as well as solution focused therapies. Program specialty niches include Christian coaching and wellness coaching (Patrick Williams, 2006, pers. com.). In late 2009, Williams sold the Institute to the LifeOptions Group, a health media company that "Brings Well-Being to Life" by equipping professionals with training web enabled media and resources, where he is Executive Vice President.

1998   MentorCoach (Ben Dean, USA, www.mentorcoach.com) – Created to provide working, licensed therapists with the knowledge and skills to add coaching to their ongoing clinical work, emphasizing the development of a transformational relationship. Offered by telephone, the program is based in the philosophy of positive psychology (Dean, 2006, pers. com.).

1998   Results Coaching Systems (formerly Results Life Coaching, David Rock, Australia, www.resultslifecoaching.com.au) – Dedicated to improving human performance through coaching, the Results Coaching model is results-focused and utilizes the latest findings in neuroscience, adult learning, and change theory. Delivered live and via telephone to individuals and internally in corporations, this program began in Australia, and expanded to New Zealand in 2000, the United States in 2001, Singapore in 2002, and South Africa in 2004 (Rock, 2006, pers. com.).

1998   Accomplishment Coaching (Christopher McAuliffe, USA www.accomplishmentcoaching.com) – This one-year program is being-based and results-oriented. In-person training and coaching are included in the program, which offers weekend intensives and weekly coaching session (Accomplishment Coaching, 2008:1).

1999   B-Coach Systems (Mike Jay, USA, www.b-coach.com) – this program is based on Jay's book *Coach2 – The Bottom Line: An executive guide to coaching performance, change, and transformation in organizations*. It uses telephonic and web-based delivery modes, and features extensive use of an action learning approach with behavioral event feedback (Jay, 2006, pers. com.).

1999   College of Executive Coaching (Jeffrey Auerbach, USA, www.executivecoachcollege.com) – This school was intended to provide skills retraining for psychologists or therapists who wanted to help people by coaching them about enhancing performance or getting more satisfaction from life. Beginning with a single six-hour course, in 2000 courses about using assessments in coaching and coaching appreciative inquiry were added. The school was established as a postgraduate institute, and from inception stipulated admission requirements (Auerbach, 2006, pers. com.).

1999   Comprehensive Coaching U (also known as The Coaching Institute, Terri Levine, USA, www.comprehensivecoachingu.com) – Providing training to individuals who want to learn coaching skills and/or become certified. Encompassing an Organizational Coaching Skills

Program since 2000, individuals completing the program gain personal confidence and strengths and learn effective coaching techniques, in addition to discovering how to run a successful coaching business (Peer Resources, 2006:1).

1999 Institute for Professional Empowerment Coaching (IPEC, Bruce Schneider, USA, www.ipeccoaching.com) – Focused on coaching, consciousness and the development of human potential, IPEC provides students with tools to set goals and accomplish tasks using intuition and other inner-directed abilities. This program is based on a variety of paradigms ranging from consulting to psychotherapy, and from emotional intelligence to metaphysics (Peer Resources, 2006:1).

1999 ADD Coach Academy (David Giwerc, USA, www.addcoachacademy.com) – provides training for coaches to work with persons with attention deficit disorder (ADD) to design a life plan based on strengths, skills and successes (Peer Resources, 2006:1).

1999 Institute of Executive Coaching (John Matthews, Australia, www.iecoaching.com) – This organization specializes in training executive coaches, and operates primarily in Australia and the Asia-Pacific regions. The training is based on experiential, in-person methods that consist of three levels: Levels I and II focus on coaching theory and practice, while Level III focuses on "metaskills" or a more advanced approach to coaching (Peer Resources, 2006:1).

The twenty-first century has witnessed the founding of hundreds more coach training programs, both by private training schools and within academic institutions (addressed more fully in Chapter 13). These programs are located from India to Korea, and from Columbia to Iceland. Many use a variety of delivery methods including face-to-face sessions, telephone, Internet, and books. Some students attending these programs want to become professional coaches, while others want to use coaching skills to be more effective in their career, as parents, and for a multitude of other reasons.

Summary

The earliest coach training programs – SUN, Hudson Institute, and New Ventures West – were founded during the 1980s to offer personal growth and improvement opportunities for individuals. By the mid-1990s these companies had shifted to offering coach training for individuals who wanted a career in coaching. At the same time, companies such as Newfield Network, Coach U, and CTI were springing up to offer coach-specific training. Before the end of the 1990s, coach-specific training programs were available globally. By the start of the twenty-first century, graduate academic institutions (see Chapter 13) were offering certificate, and later degree, programs for individuals desiring to become professional coaches and those wanting to use coaching skills to be more effective in their chosen profession.

Chapter 11

The first professional associations for coaching

A discipline's movement toward professionalization is demonstrated by the formation of professional associations and the development of professional literature, information resources and graduate study. This chapter traces the origin and growth of the first professional associations in the field of coaching.

Figure 33   Emergence of coaching professional associations

IAPPC	PPCA	PCMA	NABC				WABC (Canada)		ICCO	GSAEC
	ICF			ACTO			IAC			IAAC
	ACA		**United States**							
United Kingdom							BPS-SGPC			APECS
							AC			
							EMCC			EMCC (Europe)
Other			JCA (Japan)	NCF (Nordic)		APS-IGPC (Australia)	CCA (China)			
1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005

Source: Brock (2007:23)

Professional associations can be distinguished according to the roles they perform (Brockett, 1989:122). Some professional associations perform one of two roles: (1) to help unify divergent segments of the discipline (umbrella function), or (2) to provide a home for specialized interests (specific segment). Associations are also defined by the geographical range of audiences they serve – that is, by their scope. Five such levels include local, state-provincial, regional, national, and international. It is common for practitioners to belong to several associations that help meet different sets of professional development needs. Houle has pointed out that "professional associations play a variety of roles, including addressing 'a need for status, a sense of commitment or calling, a desire to share in policy formation and implementation … a feeling of

duty, a wish for fellowship and community, and a zest for adult education'" (Houle, 1980, cited in Merriam and Brockett, 1997:224).

Professional associations have had an impact on professional development and socialization for coaches over the years. Most coaching conferences have been under the sponsorship of one or more professional associations. Of the 74 conferences held since 1996, 65 (83.8 per cent) have been sponsored by professional coach associations and 12 (16.2 per cent) by non-professional coach associations. The 12 conferences not sponsored by a professional coaching organization have been sponsored by Linkage (58 per cent) from 1998 to 2002 and The Conference Board (42 per cent) from 2003 to 2007. Similarly, most of the past and current periodicals and many influential books would not have existed were it not for associations.

Professional associations provide benefits to individuals, the field, and society (Brockett, 1989). Regarding benefits to individuals, Darkenwald and Merriam (1982) have suggested that the most valuable function of associations is professional development. This is achieved through such activities as conferences and publications, as well as informal networking opportunities gained from involvement in the association. These activities also serve to acquaint new practitioners with the field's perspectives, philosophies, values, and mores – a socializing process common to all professional groups (Brockett, 1989).

Professional associations can play a key role in helping to shape the identity of the field and increase its visibility with important constituencies. By creating greater awareness about the field, associations can promote understanding of the field in the larger society. In 1990 there were no coaching professional associations. Many different types of professional association serve the coaching field today. A cursory review of some of the professional associations with which coaching practitioners affiliate highlights the breadth of membership even among like-minded groups. Moreover, for some, coaching represents anything and everything that might be offered. In 2006 there were 16, including the International Coach Federation, the largest professional coaching organization by membership in existence today, the Association for Coaching in the UK, the Graduate School Alliance for Executive Coaching in the United States, and the European Coaching and Mentoring Council (EMCC). Approximately 25 per cent of the 16 professional organizations confer credentials for individuals and training organizations, with the EMCC awarding reciprocal credentials.

Table 15	Pioneering coaching associations			
Acronym	*Association name*	*Founded*	*Ceased to exist*	*Covered in chapter*
AC	Association for Coaching	2002	-	12
ACA	American Coaching Association	1995	-	12
ACTO	Assciation of Coach Training Organizations	1999	-	12
APECS	Association for Professional Executive Coaching and Supervision	2005	-	12
APS-IGCP	Australian Psychological Society– Interest Group in Coaching Psychology	2002	-	13
BPS-SGCP	British Psychological Society – Special Group in Coaching Psychology	2002	-	13
CCA	China Coach Association	2003	2007	12
EMCC	European Mentoring and Coaching Council	1992 (2002)	-	12
GSAEC	Graduate School Alliance for Executive Coaching		-	13
IAAC	Institute for the Advancement of AD/HD Coaching	2005		12
IAPPC	International Association of Professional and Personal Coaches	1993	1995	11
ICCO	International Consortium of Coaching in Organizations	2004	-	12
ICF	International Coach Federation	1995	-	11
JCA	Japan Coaches Association	1999		12
NABC	National Association of Business Coaches	1997	2002	12
NCF	Nordic Coach Federation	1999	2005	12
PCMA	Professional Coaches and Mentors Association	1996	2011	12
PPCA	Professional and Personal Coaches Association	1995	1997	11
SCP	Society for Coaching Psychology	2006	-	13
WABC	Worldwide Association of Business Coaches	2002	-	12

This chapter will discuss three coaching associations that were formed in 1994 and 1995 in the United States: the International Association of Professional and Personal Coaches (IAPPC), which was incorporated into the Professional and Personal Coaches Association (PPCA), and the International Coach Federation (ICF), the only surviving organization of the three. The history of 15 other coaching professional associations will be chronicled in Chapter 12.

Prior to 1994, an early attempt at a coaching professional association was tried by Thomas Leonard – the National Association of Professional Coaches (NAPC) (Theune, 2006, pers. com.). On November 1, 1992 the association was incorporated by Dodie Theune in the state of Delaware, with each person chipping in US$25 for seed money (Theune, 2006, pers. com.; S. Anderson, 2006, pers. com.). Leonard informally printed up membership certificates and sent them out to people who had attended his courses (Theune, 2006, pers. com.).

Another early initiative was the New York Coaching Alliance, founded in 1994 or 1995 as an informal community for coaches in the greater New York area, which published the *New York Coaching Alliance News*, a one-page newsletter. Steering committee members included David Matthew Prior, Angie Pincin, Laura Berman Fortgang, Jane Jakimetz, and Isabel Parlett. The group met monthly and included all coaches, regardless of their training background or affiliation. It ran into difficulties when the Coach U community and the CTI community both began separate professional coaching groups (Prior, 2006, pers. com.).

International Association of Professional and Personal Coaches (IAPPC)

Founded in November 1993 at a meeting of northern California coaches, the International Association of Professional and Personal Coaches (IAPPC) purpose was to promote the value of coaching, develop the coaching profession and educate its members. Breeze Carlile (2006, pers. com.), IAPPCs first president, says that people taking The Coaches Training Institute (CTI) courses wanted structure and support for being coaches after they graduated – they wanted to continue having conversations about coaching and improving – and because there wasn't anywhere to do this, the Association was established.

A full professional association with bylaws, a board of directors and accountability, IAPPC held monthly meetings with 20–30 coaches in attendance from the San Francisco Bay area. Membership in the IAPPC was extended to professional members (defined as those employed at least 20 hours per week as a professional coach and having received monetary compensation as a coach for at least one year) and associate members (defined as anyone else interested in the profession of coaching).

1994 IAPPC Founding Steering Committee

Breeze Carlile – Whole Life Expo

C.J. Hayden – Newsletter

Ric Lobosco – Public Relations

Lisa Nichols – Ethics and Standards; Whole Life Expo

Stefan Smith – Fun

Laura Whitworth – Program and Business

Other committees

Karen Kimsey – Membership/Communications

Elizabeth Merriman – Membership

C.J. Hayden – Newsletter Editor

The IAPPC launched a hard-copy newsletter titled *The Coaches Agenda* in July 1994, edited by C.J. Hayden, which was published through November 1995. Coaching, as defined by the IAPPC

(1994:1), "is a professional relationship that enhances a client's ability to effectively focus on learning, making changes, achieving desired goals, and experiencing fulfillment". According to *The Coaches Agenda*, the benefits of IAPPC membership included:

- professional credibility;
- networking with other coaching professionals;
- monthly educational programs;
- monthly member spotlights;
- publicity for the profession and members;
- membership card and certificate; and
- monthly newsletter (IAPPC, 1994).

The IAPPC became a PPCA chapter in January 1995. Also in January 1995, it was announced in *The Coaches Agenda* that the first election of directors was be held in March 1995 for one-year terms. The February 1995 issue of *The Coaches Agenda* identified the focus of the terms for this founding board of directors as being "to complete the process of incorporation, develop bylaws, expand member benefits, and increase our membership." According to the March 1995 issue of *The Coaches Agenda*, the six elected directors included Susan Berland, Breeze Carlile, Kathy O'Donnell, Aaron Ulysses Parnell, Laura Whitworth, and Richard Winetzky.

> During early 1995, Laura Whitworth of CTI and Sandy Vilas of Coach University started the idea of getting as many leaders in the world of coaching together for a coaching caucus (L. Whitworth, 2006, pers. com.). According to Breeze Carlile (2006, pers. com.), "We went searching and reaching to different places and organizations for all these people and then made an invitation – 'Would you like to come to San Francisco and get in a room together and discuss the future of coaching?'" These non-denominational invitations were sent to as many coaching leaders as they could identify. When Thomas Leonard, founder of Coach University, saw Laura's name on the invitation he presumed this was for the benefit of CTI, and forbade any Coach University people from attending (Carlile, 2006, pers. com.).

In May 1995 the IAPPC hosted the first non-partisan Coaches Caucus in San Francisco, for the purpose of writing a definition of coaching and giving form to the coaching profession. This group of professional coaches gathered, at their own expense, at this landmark event on Memorial Day weekend. Represented were regional coaching groups and coach training programs from across the United States. Approximately 20 coaches from the United States and other countries, identified as representing a group or body of coaches, were invited to attend. These groups included, for example, those delineated by geography (such as the New York or Los Angeles Coaches Associations); a body of graduates from a coach training program; a professional association such as the National Coaching Network; and coaches for those with ADD.

According to the history of the PPCA, as presented at their 1997 conference:

One of the proposed outcomes of the Caucus was to see if this field called coaching, as represented by all the attendees and which was emerging spontaneously all over the world, had enough in common – enough philosophical and methodological similarities – to call itself a profession (PPCA, 1997).

As Breeze Carlile describes it (2006, pers. com.):

We sat in the room at Laura's old office at 560 Commercial for a weekend and we struggled to write the same definition of coaching that is still being used today. We wrote the definition of coaching that all these different coaching schools were going to agree that this is what we are offering the world.

As the history of the PPCA recounts:

The planning committee was encouraged by the diverse experiences and groups the attendees represented. The work accomplished that first weekend was phenomenal. We emerged from the Caucus on Sunday afternoon with a definition of professional coaching, a list of the necessary and essential elements of a professional coaching relationship, and a commitment to form a national association of coaches before the end of the year. We created a vision for the association, a mission statement, and a preliminary code of ethics. We concluded the Caucus by establishing a subcommittee to design our association structure, define its membership, and develop an action plan (PPCA, 1997).

By September 1995, the IAPPC had 70 member coaches. In January 1996, the IAPPC was designated the first local chapter of the newly formed Professional and Personal Coaches Association (PPCA).

Professional and Personal Coaches Association (PPCA)

The PPCA was a professional association of coaches with a member-elected membership, formed to provide leadership and vision to forward the development of the coaching profession globally. Founded in November 1995, the PPCA grew out of the Coaching Caucus held in San Francisco Spring 1995. A sub-steering committee consisting of David Matthew Prior, C.J. Hayden, Cynthia Loy Darst and Breeze Carlile was created out of the Coaching Caucus to continue shaping the community of coaches formed at the Caucus. Coming from the premise that it was time for a more inclusive global organization, a series of weekly telebridge meetings were held May through August 1995 (Prior, 2006, pers. com.; Carlile, 2006, pers. com.).

The PPCA official history described its founding as follows:

On August 1, 1995, in a national teleconference call, the Caucus delegates approved the subcommittee's recommendations and designated an Acting Board of Directors. The Professional and Personal Coaches Association was officially launched and began accepting membership dues on October 1, 1995. PPCA acknowledges the enthusiasm and generosity of the SF Bay Area coaching community known as IAPPC, founded in 1994, whose 70 members hosted the Caucus both through conference planning and with funding. It was

IAPPC through its member dues that provided the startup funding for the initial financial needs of PPCA. We envisioned an international association of and for professional coaches as well as for those who apply coaching skills and methodologies in their professional and personal lives, with regional communities across the country and active application groups for professional development (PPCA, 1997).

An interesting historical note is that Sandy Vilas was elected as the first president of PPCA in March 1995, along with the other founding board members Laura Whitworth, Fran Fisher, Diana Dring, Breeze Carlile, and David Matthew Prior. Prior and Vilas both ran for president in the first PPCA general election of officers in 1996, Vilas was elected and resigned within one week, and the elected vice president, Breeze Carlile, stepped up to become president. Several people, including Vilas himself, state that Thomas Leonard was instrumental in his decision to resign (Vilas, 2006, pers. com.).

According to the PPCA's (1996a) *Membership Directory*, among the 113 charter members were Teri-E Belf from Virginia, the recipient of the first ICF MCC credential; Dorothy Siminovitch from Ohio, who created the coach training program at the Gestalt Institute of Cleveland; Madeleine Homan from New York, who was one of the first Coach U instructors; Laura Berman Fortgang from New Jersey, who was the first coach to appear on Oprah (Berman Fortgang, 2006, pers. com.); Jeff Raim from Arizona, who was the second president of the ICF; Roy Oster of Canada LifeSkills Coach Training, from Vancouver, British Columbia (see Chapter 8); Jerri Udelson from Massachusetts, who created International Coaching Week; Nancy Ratey and Susan Sussman, who pioneered ADD coaching; and Sandy Vilas from Texas, who later purchased Coach U from Thomas Leonard.

The first issue of the PPCA's journal, *Being in Action*, edited by C.J. Hayden, was published September 1995. In this issue, the following membership classifications were identified:

- *Professional Member Coach*: The highest membership classification offered by the PPCA … Includes basic benefits plus listings with Referral Service and Speakers' Bureau and use of PPCA logo in Marketing.

- *Experienced Member Coach*: (temporary classification until standards for Professional Membership are established.) A professional coach who has conducted a coaching practice for a minimum of 200 hours during the past 12 months, and has completed an application form declaring themselves to be an experienced coach who concurs with the definition of coaching below, and agrees to abide by the PPCA Code of Ethics. … Includes basic benefits plus listings with Referral Service and Speakers' Bureau.

- *Member Coach*: A new coach establishing a practice, or a professional coach in training, or an applicant for Professional or Experienced Membership awaiting approval. Includes basic benefits.

- *Affiliate*: An individual who uses coaching skills in their profession but is not establishing a coaching practice, or a student, or any individual interested in the profession of coaching. Includes basic benefits (*Being In Action*, September 1995).

A coaching definition was also presented in this first issue of *Being in Action*:

> Professional coaching is an ongoing relationship, which focuses on the client taking action toward the realization of their vision, goals or desires. Coaching uses a process of inquiry and personal discovery to build the client's level of awareness and responsibility, and provides the client with structure, support, and feedback (*Being In Action*, September 1995).

Additional "Necessary and essential elements of professional coaching" were described, which were still present in the ICF in 2009.

- Professional coaching is a designed alliance, proactive and responsive, a process that occurs over time.

- Professional coaching uses … a client-initiated agenda, discovery and inquiry, planning and goal-setting, listening, accountability, feedback that empowers, flexibility, understanding, and requests for action.

- Professional coaching … holds the focus on the client's agenda; provides prospective, structure and support; builds awareness and responsibility; enhances skills; addresses attitude and behavior; surfaces internal obstacles; refers therapy issues to other professionals (*Being In Action*, September 1995).

PPCA 1996 Charter

Our Vision – is a world in which everyone has access to coaching theory and application: teachers, parents, clergy, teenagers, senior citizens, corporate executives, managers, company employees, parents and all others. Through this expanded vision, coaches will become increasingly respected and visible in our societies. PPCA is an international association, championing vision and passion for coaching in the world. Coaching can be shared throughout the world as people learn coaching skills, develop applications for coaching, and use coaching in their daily lives.

Our Mission – is to promote the ever wider use of coaching and the principles upon which it is based, to stimulate the growth and development of coaching theory and application, to provide a global forum for education and the free exchange of ideas, and to set standards of ethics, qualifications and quality.

Who We Are – PPCA represents and includes coaches of all backgrounds and training, and those who have experience with coaching applications. PPCA is guided by an elected board that is accountable to its membership. PPCA has 430+ members internationally from Canada, Holland, England, United States, Germany, and Columbia. Now in its second year of operation, PPCA is in the process of establishing standards to recognize training, certification and experience, as well as establishing applications for coaching and regional coaching communities.

Source: PPCA (1996d)

The PPCA established the first ethical guidelines for a coaching professional association, following extensive research on existing ethical standards and structures in organizations such as

the Society of Human Resource Managers (SHRM). As described in *Being in Action* (PPCA, 1996c), it was emphasized that:

> The PPCA expects its members to always operate at a high level of professionalism, so that clients' visions, goals, and desires and the profession of coaching will be positively advanced. Following are the basic ethical guidelines which we expect all PPCA Coaches (Experienced Member Coaches, Professional Member Coaches, and Member Coaches) to observe and operate under at all times:
>
> 1. *Client Protection* – At the beginning of any coaching relationship, PPCA Coaches agree to put the terms and conditions of the client/coach relationship in a signed written agreement. PPCA Coaches recognize the high level of trust inherent in any professional relationship and will not take advantage of a client, either personally, sexually, or financially …
>
> 2. *Conflicts of Interest* – PPCA Coaches will strive to conduct themselves in such a way to avoid conflicts of interest. PPCA Coaches will discuss the potential for conflicts of interest before beginning work with the client. However, if a conflict of interest does arise, the coach will attempt to resolve it in the client's best interest after disclosing the conflict of interest to the client. If resolution is not possible, the coach will terminate the coaching relationship with the client.
>
> 3. *Personal Gain* – When a PPCA Coach recommends any person, service or vendor to the PPCA, to another PPCA member, or to a client, the coach will inform the PPCA, PPCA member, or client of any personal or professional profits or gains the coach will receive as a result of making such a recommendation.
>
> 4. *Confidentiality* – PPCA Coaches will use best efforts to respect and honor client confidentiality as it is agreed upon with the client in the client agreement.
>
> 5. *Accurate Representation* – PPCA Coaches will accurately represent their qualifications, experience, and expertise.
>
> 6. *Access to Coaching* – PPCA Coaches will promote an atmosphere of respect for and sensitivity to the dignity of every person, and broadly support all individuals in having access to coaching, regardless of age, disability, gender, nationality, race, religion, or sexual orientation.
>
> 7. *When We Cannot Serve a Client* – If a PPCA Coach, for any reason, feels that he/she cannot serve a client, the coach will make an appropriate referral.
>
> 8. *Respect for All Coaches* – PPCA Coaches will treat all professional and personal coaches with respect, professional courtesy, and dignity in all spoken or written communications.
>
> 9. *Ethical Violations* – If a PPCA Coach knowingly or consistently breaches these ethics, they will be asked to explain their actions and may be expelled from the Association. Anyone who is expelled from the Association must no longer claim to be a member and must remove all references to the association from their literature.

The 1996 board of directors was expanded to 12 individuals, who focused on hosting an annual conference among other activities. Teri-E Belf, who held an International Coaching Symposium

in Atlanta in 1996, joined the PPCA board as membership chair, and during that year increased membership to 430 coaches (Belf, 2006, pers. com.).

PPCA sponsored their first annual conference on October 4–6 1996 in San Francisco, titled *Creating the Future – Coaching for the Twenty-first Century*, with 250 people in attendance. The conference was designed and produced virtually (Fisher, 2006, pers. com.). As Fran Fisher (2006, pers. com.) describes it, "We all met each other for the first time – it was a huge, collaborative celebration". Sir John Whitmore, Roger Herman and Joyce Fioia delivered the keynote addresses; and Teri-E Belf, Laura Whitworth and C.J. Hayden held pre-conference workshops. Others on the program included Jeff Staggs, Eric Kohner, Karen Kimsey-House, David Matthew Prior, and Fran Fisher (PPCA, 1996b). Conference tapes were available for purchase by PPCA members and conference attendees (Fisher, 2006, pers. com.). Thomas Leonard deliberately scheduled the first ICF conference three weeks before this first PPCA conference (Hayden, 2006, pers. com.).

Still trying to be inclusive, the second annual conference "Weaving Coaching into the Fabric of Living" was held on September 25–28, 1997 in Atlanta, Georgia. Bob Davies, Jean Hollands and Laura Whitworth were the keynote speakers (PPCA, 1997). According to Sherry Lowry (2006, pers. com.), at this conference the first ethics and standards committee came together, and the first vestige of the credentials committee was put together. PPCA president Breeze Carlile, wrote in her welcome to conference participants that

> The next driver of social organization, says [Watts] Wacker, will be communities of strangers – people linked by identity and aspirations, rather than geography. That description sounds like our association to me. So, here we are in Atlanta. It was a risk the Board of Directors was willing to make to move the conference from [its headquarters base in] California so early in its existence because it is committed to the PPCA being an international association (PPCA, 1997).

Carlile did not know at the time how big a risk this was. The conference notice described the theme as:

> Coaching will become a universal language for all people, acting as a catalyst to ignite their lives in the direction of personal, cultural and hence, global fulfillment. Different people and professions. All vary in desire and purpose. Woven together they create the ever-evolving story of humanity. Life is a tapestry. The possibility for coaching is that it becomes an integral thread in the daily routine of all walks of life. Imagine the vibrancy of this global tapestry with the many textures and hues are joined together with the common thread of coaching. A work of art begins with a dream and then a simple action…the thread! Come create the tapestry – the future of coaching and the world! (PPCA, 1997).

As with the first PPCA conference, Thomas Leonard scheduled the ICF conference for three weeks ahead of the PPCA event. According to David Matthew Prior (2006, pers. com.), the second PPCA conference was unsuccessful because they didn't have a large base of local coaches, the Coach U people went to their own (ICF) conference, and PPCA was unable to have enough attendance to cover the costs. As Fran Fisher, then PPCA treasurer, says, "We knew going into

this conference that we were losing our shirts financially because we didn't get the enrollment. We got maybe half the enrollment we needed to break even. We were in deep financial trouble there" (Fisher, 2006, pers. com.) Jeff Raim and Dawn AnJolais, ICF president and vice president respectively, registered and participated in the PPCA Atlanta conference, as did several others, including Sherry Lowry, with the intention of bridging the two organizations.

The discussion of credentialing took shape at this conference, as did the idea of one voice for the profession (Lowry, 2006, pers. com.). Fran Fisher describes the watershed impromptu conversation between the PPCA board and the ICF's Jeff Raim and Dawn AnJolais; others present included Rich Fettke, Laura Whitworth, Breeze Carlile, and Cynthia Loy Darst:

> We went around the room and … the idea was that we had a vision of the coaching industry becoming a profession. We can't afford to keep competing in the same market. Then what we choose to do is look at what's best for the coaching profession, and not our self-serving purposes. That is two different associations. We went around the room one by one, and we each shared our position, and literally a vote for whether to combine forces or not (Fisher, 2006, pers. com.).

Although not all PPCA board members were present, those in the meeting agreed informally to combine forces. Rich Fettke was elected and became the second PPCA president after the Atlanta conference (Lowry, 2006, pers. com.).

Fettke and Raim agreed that it was in the best interests of both organizations to bring the PPCA board and ICF board together. Jointly they convened a teleconference call with the PPCA board and ICF board to discuss the possibilities of a merger of the two associations. Subsequently, a decision was reached by the PPCA board to dissolve the organization and invite its members to join the ICF, on the grounds that having one representative coaching professional association would better serve the coaching community and the general public (Fettke, 2006, pers. com.; Raim, 2006, pers. com.).

At the time of its dissolution, the PPCA had 1,100 dues-paying members from all over the world, who came from a diverse coach training background and perspective. Additionally, PPCA had a traditional non-profit professional association structure, with a board of directors, a strong committee structure, an executive director, a quarterly journal, an annual conference, and ethical guidelines (Carlile, 2006, pers. com.).

The PPCA combined with the ICF on December 31, 1997. The merging of these two associations is discussed in the section following the next section on the ICF.

International Coach Federation (ICF)

Thomas Leonard announced the launch of the International Coach Federation (ICF) during a Coach University board meeting in 1995 at Susan Corbett Klein's home in Florida. Members of

the Coach University board at that meeting were: Mogens Gilmore, Thomas Leonard, Stephen Cluney, Jeff Raim, Marlene Elliott, Bruce Anderson, Madeleine Homan, Joan Cook, Jay Perry, Susan Corbett Klein, Sandy Vilas, Cheryl Richardson, John Seiffer, and Shirley Anderson (B. Anderson, 2006, pers. com.). Immediately after the board meeting, they were all involved in the ICF discussion. According to Bruce Anderson (2006, pers. com), "The idea for ICF originated with Thomas [Leonard] and his vision was not to have it separate from Coach University". Anderson also went on to say "Thomas Leonard had the ICF as a name, but had done nothing with it. ICF was reactionary to PPCA" (B. Anderson, 2006, pers. com.).

There are several versions of the founding of ICF depending on who is relating the story. These versions range from "Thomas Leonard had the idea in 1992 when he formed the National Association of Professional Coaches (NAPC)" to "Thomas Leonard formed the ICF in reaction to the Coaching Caucus held by the IAPPC in May 1995". In a letter sent through the United States mail and dated April 16, 1996, Leonard stated that:

> ICF is a great place for both the experienced and novice coach. And, ICF members do not need to be on the Internet – ICF has set up a fax-broadcast and mail distribution system to serve all members. The ICF is modeled after Coach U in many respects – progressive, volunteer-based, and attractive. Coach U has even contributed US$10,000 to ICF in funds and services to provide the necessary infrastructure and cash reserve to fund ICF's financial needs for the foreseeable future. As a coach in Coach University's Coach Training Program, you are automatically a member of ICF and will receive *The Coaching News* each week via email (Leonard, 1996a).

Jeff Raim's story conforms with the second of the two versions mentioned above, and he recalls what happened in this way:

> "The ICF was a whole different ball game. It came out of the fact that the PPCA was actually formed first. That was formed out of that whole Bay Area and that whole contingent. Thomas [Leonard] was from that area. To be honest, there were two things going on. One, you really did need to have an association, but the PPCA was following a traditional model and those models are very cumbersome, the way they're structured and trying to be democratic. When you're trying to create a new industry, it's not very efficient or effective. Second of all, Thomas wanted absolute control. He wanted the illusion that there was an independent association, but he was not a part of [that] independent association.

> When the PPCA was being formed, Cheryl Richardson and Sandy [Vilas] and I talked to Thomas and inspired him that we ought to get involved in the PPCA. He agreed, and the first meeting was set. I couldn't make it, but Sandy and Cheryl went. In fact, I think Sandy got made President. When he came back, Thomas was going through one of his dysfunctional episodes, and so what he told them was he didn't want to do it. He was going to create the ICF. I had gotten elected to an office as well, I can't remember what it was for the PPCA, even though I wasn't there. They were really reaching out. They were very genuine. Then Thomas called us up, and said, 'Okay, we're going to create the ICF and you all need to quit the PPCA'. Sandy and Cheryl said, 'Okay', and they resigned … I essentially got kicked out at that point from Coach University … I wrote the PPCA and said,

'I am resigning because I don't want to be in the middle of all this'. I told Thomas [Leonard] that if that's the way he felt then I wasn't going to be involved in Coach University or the ICF either" (Raim, 2006, pers. com.).

According to C.J. Hayden, the contribution from Coach University "made it possible for ICF to really do an enormous amount around public relations that IAPPC and PPCA could never do because they were operating solely on membership dues". Thomas Leonard's vision was to have a federation of coaches where leaders were appointed (not elected), no dues were charged, and chapters with hosts would be established to create a place for coaches to be in conversation outside of training (Hayden, 2006, pers. com.).

Although an email version of the ICF application form had already been sent to Coach University students and alumni, Thomas Leonard sent a letter to his list of coaches, inviting membership in the ICF and enclosing the first membership form, including the mission, benefits, and Coach Referral Service listing information. He was interested in providing the 350 ICF members with a paper form that they could share with their colleagues. The application stated that there were no dues for membership, and that ICF would be self-supporting through fees from the Certification Exam. The application also stated that by April 30, 1996 the ICF would have over 100 chapters in dozens of cities and countries. Every member was required to take the ICF Standards, Practices and Ethics Pledge and agree to support the ICF mission. Two levels of members were offered:

- *Associate Member* – anyone who is coaching or intends to coach.
- *Certified Coach Member* – has coached a minimum of 100 clients professionally for a minimum of one year, successfully completed written and oral portions of the ICF Certified Coach Examination (available June 1996), and live a personal and professional life which sets the standards for clients and other coaches (ICF, 1996).

As ICF member number 60 I received emails and information from the start of the association. In May 1996 Cheryl Richardson and Sandy Vilas were appointed as the first co-presidents of the ICF, though Vilas resigned in July 1996 when he purchased Coach University from Thomas Leonard. Susan Corbett Klein was the first secretary and Laura Hess was the first treasurer. This group of initial founders and directors steered the ICF during 1996–1997. Jay Perry, Bruce Anderson, Jeff Raim, and later John Seiffer, were the other members of the team who launched ICF. In time committees were formed and the heads of these were appointed to the board (Klein, 2006, pers. com.). Susan Corbett Klein describes how:

> for a while we had a combination Coach U and ICF board meeting and had the same people. It became problematic later, but initially we needed that because we needed some cohesiveness, we needed some consistency, and it was Thomas's decision because Thomas [Leonard] was the head of both Couch U and the head of ICF (Klein, 2006, pers. com.).

ICF Standards, Practices and Ethics Pledge

As a Member of the International Coach Federation, I pledge to pursue my calling with the highest level of ethics. I will put my Clients' interests ahead of my own, and pledge to serve them with integrity and competence.

I pledge to:

- Honor the coach–client agreement.
- Respect my limits.
- Guarantee confidentiality.
- Be respectful and constructive.
- Respond quickly.
- Be coachable.
- Be professional.
- Maintain professional distance.
- Maintain clear financial agreements.
- Be a model.

Source: www.coachfederation.org

From the beginning, the ICF board was interested in becoming separate from Coach U, and in May 1996 ICF acquired the domain coachfederation.org and moved all ICF email addresses, correspondence and website resources from coachu.com to that domain.

Thomas Leonard wrote the first edition of *The Coaching News*, launched April 16, 1996 as the official newsletter of the ICF, and Judy Feld edited it. It began "Dear Coach: We're Judy Feld and Thomas Leonard, co-editors of *The Coaching News*. This is the first issue, distributed to coaches worldwide who have subscribed … " There were 410 email subscribers. According to Judy (2006, pers. com.), after the first one he said "You do it", and she did for several years. This informal, weekly "electronic newsletter", which went to monthly some time in 1997, served to further connect coaches as a professional community. Frequent electronic "Special Broadcasts" kept members constantly updated. All ICF communications gave critical information and strategies to assist coaches in dealing with the increasing challenges facing our profession, including legal and regulatory issues. By the launch of *The Coaching News*, the ICF, a not-for-profit professional association, had 500 member coaches (ICF *Coaching News*, 1996).

The North Texas Coaches' Association became the first designated ICF chapter, changing its name to ICF-North Texas. Judy Feld and Pam Straus were the co-founders of this chapter (Feld, 2006, pers. com.). Other chapters on the West Coast of the United States formed during 1996 included the Los Angeles, California chapter founded by Howard Spizer, Christine Martin, and Tim Kline; and the Puget Sound Coaches Association in the Seattle, Washington area founded by Linda Miller and Vikki Brock (Miller, 2006, pers. com.). By May there were more than 60 ICF chapters worldwide (ICF *Coaching News*, 1996).

ICF held its first annual conference September 20–22, 1996 at the DoubleTree Hotel in Houston, Texas, with an optional training session on September 19. Chaired by Marlene Elliott, it was organized virtually by volunteers and coaches from the Houston chapter. Sign up for all sessions, roundtables, panel discussions and special bonus sessions were done at the conference. Attending this first conference were 250 coaches who paid less than US$300 to participate. Cheryl Richardson gave the opening keynote address, while Sandy Vilas facilitated a closing discussion on "The Future of Coaching". Thomas Leonard did not attend because he preferred a virtual presence to a public forum.

ICF was incorporated November 13, 1996 as a non-profit organization in Las Vegas, Nevada and bylaws were adopted. The signers were Susan Corbett Klein, Laura Hess, and Cheryl Richardson (D. Goldsmith, 2006, pers. com.). According to John Seiffer (2006, pers. com.), the bylaws did not require elections for a couple of years to give the organization time to get its feet under it and the officers could be appointed. In 1997 ICF member John Tessier created an ICF Ethics Pledge focusing on the following issues: honor the coach-client agreement, respect my limits; conflicts of interest; confidentiality; be respectful and constructive; be coachable; be professional; maintain professional distance; maintain clear financial agreements; and be a model (Tessier, 1997).

At an ICF advisory board meeting in Jamaica, Cheryl Richardson relinquished the presidency and interviewed three of the board members to take over the presidency. She selected Jeff Raim to complete the remaining six months of her term. As Richardson (2006, pers. com.) says, "I knew he would be strong enough to do the right thing in spite of any pressure from Thomas [Leonard]. And I also knew that he was a maverick and the organization needed a maverick at that time." According to Joan Cook (2006, pers. com.), Raim's conditions were "'I will do it but this is what I want to do, I want to make it an independent organization. It has got to come out and be its own entity, not under the auspices of Coach U', and we [the advisory board] all thought that was a good idea."

Raim was committed to maintain the direction of separating ICF from Coach U and beginning to charge dues. According to Raim and others, in this move to have ICF be independent and fiscally responsible he incurred Leonard's anger and was asked to leave Coach U. Leonard's vision was to have the ICF to stay with the Coach U community and continue as a loosely-linked organization. In a teleconference call between the board and Leonard soon after, the board supported the move to independence. Leonard then stated he was going to create another organization with chapters out of Coach U to compete with the ICF chapters.

Dave Buck, ICF member number 72 and inheritor of CoachVille from Thomas Leonard, says:

> There are two sides of it. There's one that's Thomas-the-bully. If he can't have it his way, he's going to do his own thing. And then there's Thomas-the-visionary, who had an idea that the way that the ICF was going was not going to serve the highly creative, innovative place the industry is in. Both are right. The ICF was right in creating the need for

establishment, the need for bureaucracy, the need for standards. And Thomas was right that it's highly evolving, highly growing (Buck, 2006, pers. com.).

An unofficial ICF meeting was held at Sandy Vilas's home in early 1997 with 30 people to talk about the future of coaching and the future of ICF. Cheryl Richardson, Jeff Raim and Laura Hess were among those attending (Raim, 2006, pers. com.).

The new board of directors, with Jeff Raim as president, was appointed in 1997. ICF's headquarters were moved from Houston, Texas (where Thomas Leonard resided) to Angel Fire, New Mexico (where Raim, the new president, resided). Butch and Audrey Farley were the staff for ICF during this period. Dawn AnJolais, a spiritual and business coach from Portland, Oregon, was appointed vice president; John Seiffer, a business coach, treasurer; and Susan Corbett Klein, a productivity coach from Florida, continued as secretary. Cheryl Richardson remained on the board as past president (ICF, 1997).

ICF's second Annual Conference "Making the Connection", was held in Houston, Texas September 11–14, 1997. Jeff Raim brought in Guy Stickney to run the conference, which was planned in two days by Raim, Stickney, and AnJolais. Sandy Vilas, then owner of Coach U, sponsored the first day. The focus of this conference, like the first conference, was to determine what coaching really wants to become and what the members wanted as the field moved forward. Many of the sessions were demonstrations of how to do coaching. Coach U had a "fish bowl" methodology that was demonstrated on Sunday, where four coaches were on a panel on stage, and a Coach U client would be brought up to be coached by each of the four panelists, and they would each coach the client for a little while. Several senior coaches, including Laura Whitworth from CTI, and a volunteer client were on stage working together along with the audience to help the client (L. Whitworth, 2006, pers. com.). A significant event at the conference is described by Elizabeth Crouch (2006, pers. com.) as "Laura [Whitworth] and Sandy [Vilas] getting up on stage and saying there was going to be a meeting of the minds and they were going to stop divisiveness between the organizations".

Jeff Raim and Dawn AnJolais attended the PPCA conference held two weeks later in Atlanta, Georgia. They continued the conversation and announced on October 1, 1997 that there would be one combined conference in 1998. This announcement came before the two organizations were merged.

On October 1, 1997, ICF become a dues-paying and member-supported organization, as well as sponsoring a Coach Referral Service (CRS). The Federation then had over 650 members, 89 chapters in almost every state of the United States and at least 10 other countries (including England, France, Canada, Virgin Islands, South Africa, Sweden and Australia), and two virtual chapters. At this time, ICF existed for three reasons:

- To foster the development of the community of coaches worldwide.
- To maintain and upgrade the standards and practices of the coaching profession.

- To support members in creating a high quality life and a successful coaching practice

During this process, the board revised the bylaws and added an election process, which hadn't existed before this. As John Seiffer (2006, pers. com.) describes it:

> there was a big discussion about how do you let people be nominated … we had to strike a balance between making nominations available to people but somehow not wanting it to be just where somebody could raise a bunch of rabble, take over the group, not know anything about the history, how it had been run, just not even be good at running a group but just be good at raising a lot of ruckus to get voted in. And our solution to that was … to have the nominating committee be made up of four directors picked by the past president provide a single slate of nominees and anybody who does want to run against them has a chance to petition.

On December 31, 1997, under the leadership of Jeff Raim, the ICF offered PPCA members full membership upon PPCA dissolution and fulfilled Raim's vision for a collaborative 30-person combined board. According to Guy Stickney (2006, pers. com.), producer of ICF conferences from 1998 through 2005, "had not Jeff Raim taken on the reins of the ICF and put his own money into it early on when he was first president and when we joined forces with the PPCA … I don't know that the ICF would be near what it is today [2006]".

ICF and PPCA become one

On December 31, 1997 PPCA dissolved and ICF invited former PPCA members to become members of ICF. The official statement from PPCA President Rich Fettke was communicated to members in a letter on June 22, 1998 as follows:

> At the ICF conference in September 1997 and at the PPCA conference in October 1997, strong support was expressed among the attendees regarding the creation of a unified vote for the professional coaching community. Attendees felt that this would provide greater effectiveness and efficiency for the coaching profession. ICF subsequently extended an invitation to the PPCA board and other coaching associations to align as one organization that will represent all of us with the following aspects:
>
> 1. Your current PPCA membership would be honored by the ICF …
>
> 2. You would be eligible for listing on ICF Coach Referral Service for US$150 a year …
>
> 3. ICF electronically publishes ICF *Coaching News* … (Fettke, 1998).

The official statement from ICF president Jeff Raim to members on January 10, 1998 was:

> At the International Coach Federation (ICF) conference in September of 1997, there was a unanimous agreement among attendees regarding the creation of a unified voice for the professional coaching community. We are happy to report that this request is now being honored. … The ICF has also extended an invitation to known professional coaching organizations, to add their talents and resources for aligning as one organization that will

represent the entire coaching profession. We are pleased to announce the board of the Professional and Personal Coaches Association (PPCA) has chosen to embrace the invitation extended by the ICF. In support of expanding coaching as a recognized and unified profession, the PPCA Board plans to cease daily operations and the ICF Board has voted to honor all PPCA memberships. … We believe these steps will assist us in building, supporting, and preserving the growth and integrity of our profession. Your past and future support is greatly appreciated as we strive together to take our profession to a new level (Raim, 1998).

PPCA brought ethics, credentialing, a journal, collaboration and inclusion, diversity and perspective – the characteristics of a more traditional non-profit professional association. ICF brought a large presence, better name recognition, more members, and financial stability – the characteristics of an entrepreneurial enterprise. Also, Jeff Raim's ICF presidency was about one voice for the profession, which included the successful combining of ICF and PPCA. It was after the ICF became independent from Coach U and prior to the merger that dues were charged for the first time for ICF (Hayden, 2006, pers. com.). According to John Seiffer (2006, pers. com.), ICF treasurer at the time, the two groups could not be merged because PPCA was insolvent financially and ICF wasn't in a position to take on their liabilities. So what ICF did was expand membership to say anyone who was a PPCA member could automatically become an ICF member free of charge. The ICF also expanded their board to include the PPCA board members (Fisher, 2006, pers. com.).

At the historic meeting in Scottsdale, Arizona on December 31, 1997, the PPCA board met with Jeff Raim, ICF president who, in addition to Cindy Reinhardt, was the only member of the ICF board to attend this meeting. Sherry Lowry, who was also in attendance, describes it as follows:

> At the very end of 1997 New Year's weekend, all of us went to Scottsdale. … Our entire 12-person board from PPCA attended, including Rich Fettke as President … He was key because he really promoted this .. and he had tears because this was one of the hardest things Rich ever had to do. We got to Scottsdale expecting to meet the ICF board there. [Only Jeff Raim and Cindy Reinhardt, supported by non-board members Guy Stickney and Marcia Reynolds, came.] The reason it was only Jeff Raim was because PPCA had lost their tail and had this US$25,000 debt they couldn't pay at the hotel in Atlanta. He told us the truth and he said, 'It's not fiscally responsible of ICF to take on your debt, [but] we need to do this [merger] and I want to do it for the industry. I am coming with my only vote, being mine, but in this case I can pull this off', and he did. I don't know how he did that, and we didn't ask, but what we did was leave that meeting that weekend with an agreement that we would merge the two boards (Lowry, 2006, pers. com.).

Fran Fisher says that "what Rich [Fettke] and I did, the PPCA President and the Treasurer, that year between Atlanta and Scottsdale, was, we filed bankruptcy for PPCA and we closed the doors, and we were in a one-down position negotiating with ICF because we had to go through bankruptcy. They got the deciding vote on the name. … We couldn't afford to bargain. They gave us a couple of thousand dollars – it was a sale negotiation of our database, and that gave us a

couple of thousand dollars to pay off some of our debts and complete the bankruptcy" (Fisher, 2006, pers. com.).

Bruce Anderson (2006, pers. com) gives Jeff Raim, the second ICF president, a lot of credit for providing the vision and leadership to have a truly independent professional organization independent of the training companies. Others give Rich Fettke and the PPCA much of the credit for fulfilling their vision of one unified voice for the coaching profession. Cheryl Richardson (2006, pers. com.) describes Fettke as "a sound, grounded, decent man with a lot of integrity". One point is clear – both Raim and Fettke wanted the professional association to be inclusive. As C.J. Hayden (2006, pers. com.) describes it, "when the public hears about coaching, we want there to be one source and to have all of us working together to promote this profession".

During this extremely turbulent time in 1998, what Raim did was to manage this combined board of 26 members with a focus on having people connect and feel included. All committee chairs held a board position as a director (Raim, 2006, pers. com.). The ICF held its first Annual Coaches Cruise aboard the windjammer *Mandalay* from Saint Maarten during the week of April 13–18, 1998 as an opportunity to bring coaches together from many different coaching groups. One of the goals of this cruise was to determine what ICF wanted to be, and how they were going to go about doing that (Raim, 2006, pers. com.; Stickney, 2006, pers. com.).

The combined board continued to meet regularly, sometimes two and three times a month, by phone to iron out the details of bringing together the two organizations (Raim, 2006, pers. com.). Cindy Reinhardt (2006, pers. com.) describes the tension that existed the first few years. Reinhardt, and other board members like Madeleine Homan and Sherry Lowry who had ties to both PPCA and ICF, spent much of the next several years being a bridge during this period of integration (Lowry, 2006, pers. com.). In addition to a revision to the bylaws, their work resulted in a revised description for the ICF, as stated on the website May 19, 2000, as a non-profit, professional organization of personal and business coaches that exists to build, support and preserve the integrity of the coaching profession (ICF, 2000b). According to Pamela Richarde (2006, pers. com.) from ICF, during this time she and Laura Whitworth from PPCA "worked diligently on dispelling the constant, competitive conversations in the communities". Former PPCA member C.J. Hayden (2006, pers. com.) states that "From that point on, all of us [PPCA] that had been involved in these earlier efforts gave our all to ICF and many of us [PPCA] served on the board as officers and in all sorts of roles".

The first time the combined board appeared together was at the third Annual Global ICF Conference "Connecting with Global Spirit" held in Scottsdale, Arizona, on October 17–19 1998. Butch Farley, staff to the ICF, got Wayne Dyer for a pre-conference event (for which tickets were sold to the public) and a keynote address to the conference. According to John Seiffer (2006, pers. com.), attracting a speaker of this caliber really put the ICF on the map.

Fran Fisher (2006, pers. com.) recalls that "We produced the Scottsdale conference collaboratively, and then at the conference we met as a combined board and we recreated a new board and went forward from there with a smaller board and an executive team. The idea was that we would take the officers of both boards, and they would become the executive team." Cynthia Loy Darst and Cindy Reinhardt, both students of CTI and Coach U as well as members of ICF and PPCA, were asked to be co-chairs for the 1998 conference. As Darst (2006, pers. com.) describes it, "Cindy [Reinhardt] and I were Batman and Robin. We were a fabulous partnership. We were able to see what was going on from both sides, and really keep the vision out in front of us of coming together." The content of this conference moved away from the coaching demos and provided more breakouts sharing coaching tools.

Jeff Raim looks back on his 18 months as president with love and respect for the people from ICF and PPCA who supported the changes that had transpired. In each case, the separation of ICF from Coach U and the joining of PPCA and ICF, the high road of integrity and collaboration amidst the underlying tension of personalities, control and competition had been taken. Raim's one regret is that he stayed president too long – as he describes it, "I realize that the universe rule for me here was to do what I did, I was the right person to do that, but I wasn't the right person to take it from there on" (Raim, 2006, pers. com.).

ICF growth and development

Governance and administration

By January 1999 *The Coaching News* had 6,814 subscribers. The third ICF president, and the first to be elected, was John Seiffer. All other board members, with the exception of Chrissy Carew running for vice president, ran unopposed. Former PPCA president Rich Fettke, whom Raim intended to be the third ICF president, was named to the executive committee to balance representation (Raim, 2006, pers. com.). Vice President Carew, not a member of the executive committee, focused on getting lots of media public relations exposure for the ICF. Over the next four years Carew, with Amy Watson, also conducted free public relations workshops to educate coaches on how to interact with the media (Carew, 2006, pers. com.).

When Seiffer became president there were 400 ICF members, and a year later there were 1,200. By October 1999 the ICF had 120 chapters throughout the United States and in 20 other countries. An astute businessman, Seiffer knew that the ICF could not continue to grow and still operate with only two staff members in Angel Fire, New Mexico and a raft of volunteers. He found the Association of Association Executives (ASAE) and became a member (Seiffer, 2006, pers. com).

Because the ICF had no executive director at the time, Seiffer hired Jenna Ryan, a freelance executive director (Seiffer, 2006, pers. com.). During this period Audrey and Butch Farley left and went to work for Coach U. When Jenna Ryan took a fulltime job, a search committee was put

together to look for association management companies to run the ICF. Seiffer's term was ending by the time a short list had been established, so Marcia Reynolds, the incoming president, and D.J. Mitsch, president-elect, made the decision to hire Bostrom out of Washington DC as the ICF's management company (Mitsch, 2006, pers. com.). Gina Ryan from Bostrom was the interim Executive Director until David Santini was brought in as the Executive Director. Kathy Schramek became staff support for credentials for the next five years.

The transition from Angel Fire, New Mexico to Washington, DC is described as difficult by all. Reynolds actually packed up the Angel Fire office and shipped everything to Washington, DC. The transition took six to eight months, and much of Reynolds's term as president was spent handling this transition. In the midst of computerizing the Angel Fire office, the records and other materials were not always available or well organized. Reynolds (2006, pers. com.) describes 2000 as a precarious time for ICF: "Financially we were really watching the budget, and we had to put a lot of money in the transition".

The Board of Directors elected for 1999–2000 included Marcia Reynolds as the first ICF president with a corporate background (Reynolds, 2006, pers. com.). Prior presidents had been a personal coach, and two business coaches for small businesses. The board structure was revised to include officers, a president-elect, and at-large directors (Reynolds, 2006, pers. com.). According to Judy Feld (2006, pers. com.), when she wasn't nominated to the board she petitioned and won a place as an at-large director. With the hiring of a management company the board had an opportunity to become a policy rather than operational team focused on crisis management.

The 2000–2001 ICF slate for Board of Directors, identified by the nominating committee, was elected by the membership with D.J. Mitsch as president and Bobette Reeder as president-elect (ICF, 2000c).

The free electronic ICF *Coaching News* newsletter was replaced by the free *Coaching World* newsletter in August, 2001. Published by the ICF, with all submissions provided solely by members, the purpose of *Coaching World* was to provide updated information about the ICF and about the coaching profession (Feld, 2006, pers. com.).

In the September 2001 issue of *Coaching World*, outgoing ICF president D.J. Mitsch highlighted three key accomplishments of her presidency: chartering of six ICF chapters; a chapter-pairing project for Japan and Chicago, and Rochester and Nordic Region; and the launch of the CICC for internal corporate coaches (ICF *Coaching World*, 2001b).

The ICF responded to global events surrounding the September 11, 2001 attacks by holding a "24-hour Global Heart-to-Heart" teleconference and initiating the Global Pro-Bono Coaching Project to help people affected by the terrorist attacks of 9/11 and subsequent events (ICF *Coaching World*, 2001c). By February, 2002 more than 580 coaches had signed up and more than 40 of these coaches had one or more clients (ICF *Coaching World*, 2002c).

ICF elected its Board of Directors for the year 2002, with Bobette Reeder installed as president, though as president-elect she had taken over for D.J. Mitsch the last six months of D.J.'s term due to D.J. starting a new business which had a contract to train 5,600 managers (Stickney, 2006, pers. com.). Judy Feld was elected as president-elect (Feld, 2006, pers. com.). As an aside, when a person becomes the volunteer president of ICF, historically they lose 50 per cent of their income due to the hours and commitment to the responsibilities of being president. Even with the hiring of a management company, the volunteer president still has enormous responsibilities as the face of ICF (Stickney, 2006, pers. com.).

By this time Daniel Martinage was Bostrom's staff executive director supporting the ICF. On February 27, 2002 ICF members received a message from Reeder about a concern the board had with a possible affiliation with a for-profit organization. In early March, Reeder followed up with a question-and-answer bulletin regarding CoachVille, the aforenamed for-profit organization. This bulletin stated:

> Thomas Leonard's CoachVille Program is developing a network of CoachVille Chapters and has invited existing coaching chapters to become or affiliate with CoachVille chapters. ICF chapters and CoachVille chapters may not be combined.

ICF's first strategic plan was created in November 2001 and implemented during 2002. In July 2002 ICF announced the results of it first member needs assessment surveys. President Reeder reported that two things stood out: "First, we need to do a better job listening to what your needs are. Second, we need to do a better job communicating what we're already offering" (ICF *Coaching World*, 2002e:1).

ICF members elected the nominating committee slate to the ICF Board of Directors for 2003 – Judy Feld was elected as president and Barbara Walton as president-elect – with one exception. For the second time in ICF history, Pamela Richarde was elected as a write-in, ousting nominee Margaret Krause. As a result of this the board unanimously voted to the revise the bylaws in April to change the required number of signatures a candidate needs to be placed on the ballot (ICF, 2003b).

As stated in the ICF *Coaching World* (2003a:1), "In less than 10 years the ICF had transitioned from a self-managed, small association with hundreds of members to a professionally managed association of more than 6,000 members with 188 chapters operating in 33 countries." Under Feld's leadership ICF headquarters began building bridges with the ICF global community through a monthly global forum to discuss the issues, standards, practices and policies (Feld, 2006, pers. com.).

Building on the 2002 strategic planning effort, the ICF Board of Directors and staff held a three-day planning retreat which was reported in the *Coaching World* to be concentrated on

> … positioning ICF to a much higher degree of focus … on those areas that we can, and should, do a superb job. This is a shift away from being 'all things to all people' and toward

optimal use of our resources. The ICF leadership identified critical factors that are, or should be, driving our strategic direction. Building upon these drivers, we developed a five-year strategic plan that commits to the following four initiatives:

- ICF's major focus will be on serving professional coaches – those people who are ICF Certified or who are working toward an ICF credential;

- demonstrating to the world that ICF coaches and training programs are the best in the profession;

- supporting our members to sustain and expand professional coaching businesses of excellence;

- eliminating regulatory threats through world-class self-regulation (ICF, 2003a).

Thomas Leonard's untimely death on February 11, 2003 brought an outpouring of words and responses from ICF members (ICF *Coaching World*, 2003b). In June 2003 Marilyn Schwader, who had taken over from volunteer Judy Feld in 2000, resigned her position as paid editor of the *Coaching World*. Beth Barry was hired as editor (ICF *Coaching World*, 2003c).

In a president's message in the August 2003 *Coaching World*, Judy Feld looked at the present, past and future of the ICF. "At present, the ICF had 23 committees who help to ensure the success of the ICF and the coaching field – and who meet quarterly for an ICF leadership call. An ICF Past Presidents' Advisory Council was established to harness their wisdom, experience and perspective in support of current and future ICF leadership and growth. The ICF leadership committed to nurturing future leaders, beginning with a leadership development event for chapter and committee leaders to be held at the annual conference".

Three key results of Judy Feld's ICF presidency were:
- expanding the international reach of the ICF and the coaching profession by launching the Blue Ribbon Global Commission and the Global Forum;
- implementing the first worldwide coaching survey; and
- strengthening connections and building bridges with coaching organizations and coaching schools, most notably CoachVille, bringing them into the ICF community (ICF *Coaching World*, 2003g).

The 2004 board of directors included Barbara Walton as president and Steve Mitten as president-elect. Cynthia Loy Darst was instrumental in getting Steve positioned as the first non-Coach U ICF president-elect (Darst, 2006, pers. com.). The full board and staff met in Quebec City, Canada, as described by Walton (ICF *Coaching World*, 2004b) "to plan items and actions necessary to continue building, supporting and promoting the art and science of coaching, and the success of professional coaches around the world". Four strategic initiatives were created in the key areas of regulation, organizational enhancement, marketing/public relations, and financial models. An ICF officer was responsible for a working group on each of these topics. Each group

identified an action plan that became part of the 2004 strategic plan (ICF *Coaching World*, 2004b).

In September 2004 ICF members were asked for the first time to provide input for a new strategic plan for the ICF. By then, the ICF had over 7,600 members from 132 chapters in 29 countries. Over 1,200 coaches had received their ACC, PCC or MCC designation from the ICF (ICF *Coaching World*, 2004d).

ICF celebrated its tenth year in operation during 2005. President Steve Mitten (ICF *Coaching World*, 2005a) identified the keys to success as unity, high standards and clear messages. In July 2005 a new management company was hired to handle day-to-day administration. Operating from Lexington, Kentucky, Host Communications, under the transition leadership of Lisa Simon, integrated the operations of the ICF and Host, hired and trained core staff, and created system efficiencies that allowed ICF to move forward quickly with strategic initiatives. As with the transition from Angel Fire, New Mexico to Washington, DC, this move had its ups and downs (ICF *Coaching World*, 2005d).

In January the 2006 board president Pamela Richarde and president-elect Kay Cannon were installed. Steve Mitten did not continue on the board as past president (ICF *Coaching World*, 2006a.).

ICF hosted a Global Summit "Evolving the Conversation: A Summit on the Future of Coaching" in Vancouver, British Columbia, Canada on August 11–12, 2006. The original intent of organizers Patrick Williams and Vikki Brock was to host an event similar to the 1949 meeting that launched the clinical psychology field. Thus, the intent in gathering the list of attendees was to go beyond ICF and any organization – to have a meeting of people that have and can influence and impact the future of coaching – and actually get them in a room and see what happens. The ICF board got involved and the actual attendee list included all past ICF presidents. The event was attended by coaches from 14 countries who represented a variety of coaching professional associations, backgrounds, and perspectives. Five areas were identified for continued exploration: marketing, alliance building and collaboration, research and theoretical base, and the spirit and soul of coaching. Additionally, a commitment to hold a future event with different attendees was made by The Foundation of Coaching (Patrick Williams, 2006, pers. com.).

Following on the heels of the Vancouver summit, the ICF commissioned the first global study of the state of the coaching profession. Administered independently by PricewaterhouseCoopers, the purpose of the study was to produce insights on the size and scope of the coaching profession. In addition to English, through the efforts of bi-lingual members the survey was offered in Mandarin, Japanese, French, German, and Spanish (ICF *Coaching World*, 2006d).

In 2007 the ICF board of directors was led by president Kay Cannon with the support of Diane Brennan, president-elect. Change was the theme, as executive director Lisa Simon left in March

and Gary Boyler took over the position of executive director due to the purchase of Host, the management company, by IMG. In April, along with the requirement for general membership to be credentialed, the ICF completed the transition to an annual dues billing process where every member would renew on the same date each year. The results of the ICF Global Coaching Study conducted by PricewaterhouseCoopers were presented in 2007, and plans were made to complete a companion Client/Consumer Study.

Diane Brennan was installed as the 2008 ICF president, with Karen Tweedie from Australia as president-elect. The first contested election for the position of president-elect occurred in 2007, when two board vice presidents, Søren Holm and David Matthew Prior, ran against the nominating committee candidate, Karen Tweedie. In response, ICF bylaws were updated in March 2008 by the board, including a change in the selection of officers for the organization. The three vice presidents and a treasurer would no longer be elected directly by the members, but would instead be selected from eligible board members. What this meant to the members is that they could no longer elect the executive committee directly. This update appeared to eliminate the option for candidates to petition to be added to the board for executive committee positions. In addition, current members of the board could not endorse, or campaign for or on behalf of, any of the candidates for Board positions (ICF *Coaching World*, 2008b:15).

For the first time in ICF's history, in 2008 two board positions were filled by the board when two directors ran for and were elected to vice president positions. Board members appointed to replace them were Philip Brew from the United Kingdom and John Annesley from Australia (ICF *Coaching World*, 2008a:3).

Karen Tweedie from Australia was the first non-North American to lead the ICF in January 2009, along with president-elect Giovanna D'Alessio from Italy. Continuing the pattern initiated under Kay Cannon, the board selected chairs and vice chairs of the eight ICF global committees: conference education steering; credentialing and program accreditation; ethics and standards; finance; marketing; membership and community; regulatory; and research and education (ICF *Coaching World*, 2009a).

The ICF board also approved the selection of the first board of trustees for the ICF Foundation, a separate non-profit entity from the ICF to serve education, research and charitable purposes of professional coaching. In addition to 2009 ICF board members Diane Brennan, Giovanna D'Alessio, Sylviane Cannio and past ICF board members Ginger Cockerham and Barbara Walton, Ruth Ann Harnisch president of The Harnisch Foundation and Beverly Wright from IBM were selected to the Foundation trustee board for 2009. Steve Mitten, ICF president 2005, had donated the proceeds from his book on marketing during his year of presidency, as seed money for the foundation (Mitten, 2006, pers. com.). With the ICF's transition from the previous management company to the current company, the foundation was in the background until it was formally established in 2009.

Due to the global economic downturn and other factors, ICF membership dropped from a high of around 18,000 to 14,000 members in 2009 (ICF *Coaching World*, 2009b). The ICF 2010 board of directors were announced in early October 2009, and for the first time, a board member with less than one year's experience on the board was nominated and elected as president-elect (Prior, 2009, pers. com.).

Credentialing, accreditation and ethics

Though PPCA and ICF had separately done some preliminary work on credentialing, at the December 31, 1997 meeting, Teri-E Belf

> made a plea to the whole group. We have to make this into a profession to be taken seriously. We need continuing education. We need accredited programs. We need to have standards of competency and multi-level credentials. I remember Jeff Raim the President looked at me, and said, 'Okay, Teri-E, do it'. I said, 'Who wants to help me?' and 17 magnificent, amazing people committed to the profession joined me and we spent a year and a half creating credentialing and accreditation and continuing education, and getting that whole thing launched (Belf, 2006, pers. com).

Teri-E Belf headed up continuing education, competency standards, multi-level credentials and accredited programs with 17 volunteer coaches (Belf, 2006, pers. com.). Fran Fisher and Sherry Lowry co-chaired the ethics and standards committee for the next two years and organized six committees of about 200 people. Lowry's role was to develop the ethics, standards, competencies and definition for coaching while Fisher's responsibility was to develop the credentialing for coaches and schools (Fisher, 2006, pers. com.). Fisher's then husband, Ron Roesler, chaired a credentialing subcommittee for the schools, and Fisher handled the coaches. Roesler formatted and designed 95 per cent of the rating form that is in use today. The entire credentialing process was put together in the nine months prior to the 1998 conference and rolled out over the next 15 months (Fisher, 2006, pers. com.). According to Lowry, about 30 of these people met weekly or every other week. Of the 200 people who were involved in this venture, Lowry did not know of a single instance of conflict of interest with the owners of training organizations, the board or committees, or in the grass roots. This allowed the drafting and piloting of a written test, a successful drafting and piloting of an oral test, and a roll out for coach training program accreditation (Lowry, 2006, pers. com.).

The credentials information released in the ICF 1998 Conference Binder "Definitions, Categories and Key Terms" identified the following terms:

- *Certification* – The act of testifying to the accuracy or truth or validation of status, qualification, and privileges given upon completion of a course of study and attesting to the attainment of standards of competency.
- *Credentialing* – A process entitling and attesting to specific requirements and the application of those requirements used as the basis for confidence, credit, or authority to call oneself a

Coach. A coaching credential is the written evidence of authority, status, rights, and entitlement of privileges earned by the applicant.

- *Professional Certified Coach* (PCC) – First level of credential for a Professional Coach.
- *Master Certified Coach* (MCC) – Advanced level of credential for a Professional Coach.

The ICF Credentialing Program's purpose was to:

- establish industry regulations and minimum standards for qualifications and proficiency of professional coaches and coach training agencies;

- assure the public that participating coach training agencies, professional coaches, and master coaches meet or exceed, and continue to operate in accordance with industry standards; and

- ensure that the professional coaching industry is clearly established as a distinct and self-regulating profession.

The first 20 Master Certified Coaches (MCCs) received their credential at the conference in Scottsdale, and immediately began to volunteer an enormous amount of time as assessors in a rapidly expanding credentialing process (Feld, 2009, pers. com.).

In the March 2006 issue of *Coaching World*, then ICF president Pamela Richarde describes how the core competencies were developed:

> Various committees were formed to address the development of standards, ethics, defining coaching, and more. One particular committee elected a sub-committee that was formed to create what we now call the ICF Portfolio Exam. Two leaders from two separate training programs were co-chairs. In their initial meeting, these two determined that several things had to occur before we could structure or 'write' an exam:
>
> 1. we needed to agree upon and finalize strong and clearly articulated competencies; and
>
> 2. we needed to be clear that the competencies that were created truly represented coaching. Thus we knew we needed to include a variety of the existing training programs in the creation conversations (Richarde, 2006:1).

As Fran Fisher (2006, pers. com.) remembers it, the various credentials subcommittees included:

- Application Review Committee – Jeff Raim (grandfathering) and Ron Roesler (schools).
- Exam – Laura Whitworth and Pamela Richarde.
- Portfolio – Terrie Lupberger and Travis Twomey.
- Internal Coaches – Katharine Halpin.
- Re-certification – Elaine Jaynes.

This sub-committee tasked with developing the portfolio exam, headed by Laura Whitworth from CTI and Pamela Richarde from Coach U, invited the heads of the eight coach training schools visible in 1999 to participate in this project. These schools were Hudson Institute, Newfield Network, The Coaches Training Institute (CTI), Coach U, Coach for Life, Success Unlimited

Network (SUN), Academy for Coach Training (ACT) and New Ventures West. Richarde (2006, pers. com.) describes the process which occurred over the following year:

> For the next year, these training entities came together weekly, and through their various lenses, filters and theoretical bases of coaching, co-created and finally ALL agreed on, the competencies that are the core of coaching as we know it today. WOW! What an amazing occurrence! No matter the theoretical base, the evidence was that the competencies that were pulled from the various backgrounds were inherent in all of the works. It was the first big step in the growth of coaching. And it was a collaboration that created an ongoing conversation with schools, ultimately to become ACTO (Association of Coach Training Organizations).

On March 31, 1999, ICF's introduction of independent credentialing was declared a success as the grandfathering period ended. There were 107 Master Certified Coaches (MCC) and 73 Professional Certified Coaches (PCC) grandfathered. Teri-E Belf, called by some the godmother of credentialing, was awarded the first MCC credential. The requirements for MCC were:

> The MCC requires a minimum of 2,500 direct client-coaching hours of experience which ICF has found usually takes at least four full years of active engagement to accumulate. An MCC also has to have made a voluntary contribution that is considered to have helped advance the field of coaching. It is helpful also if they have accumulated at least 125 hours of coach-specific training, though under grandfathering this was not required if an applicant could otherwise establish how their background and training specifically supported coaching competencies (Belf, 2006, pers. com.).

The requirements for PCC were:

> The PCC coach has pledged to have completed 750 hours of direct-client coaching which usually takes a full year-and-a-half of active, full-time engagement. Other specifications of training and relevant background were helpful though not required during grandfathering (Belf, 2006, pers. com.).

The ICF expressed its gratitude and excitement with the response to the credentialing program within and outside of the ICF membership (ICF Website 1999). Sixty-five senior coach volunteers gave their time, energy, and insight to help make this program possible, including Rich Fettke and Teri-E Belf who had the vision, and Sherry Lowry and Fran Fisher of the Application Review Oversight Committee (ARC) (ICF Website, 1999). Over a period of two years the ICF credentials, and the core competencies on which they were based, were defined. From 1999 Margaret Krigbaum was a driving force in thinking about credentialing, and instrumental in the developmental progression and implementation of credentialing standards and practices. Credentialing was, and still is, administered by master coaches who volunteer their time.

The creation of the ethics standards occurred during this same period. According to Sherry Lowry (2006, pers. com.), Skip Borst documented single-handedly almost every single ethics standard for 1997 through 1999. Dolly Garlo, Christine Martin and a woman named Janice out of Scottsdale worked closely together on drafting the ethical compliance process (Lowry, 2006, pers.

com.). A sub-committee, the Language Committee, chaired by Isabel Parlett, focused on using accurate and clear language, free from jargon and sloppy wording. This committee also drafted the definition of coaching (Parlett, 2006, pers. com.).

The coach training accreditation program was launched in June 1999 with three programs approved as Accredited Coach Training Programs (ACTP). The ACTP designation authorized the program to conduct the ICF credentialing exam at the PCC level. The first was The Coaches Training Institute (CTI) "Coach Certification Program" approved on June 24, 1999, followed by the Academy for Coach Training (ACT) "Coach Certification Program" on June 25, 1999. The Coach U "Certified Graduate Program was approved soon after. The fourth program accredited October 16, 1999, was Japan's Coach 21 Co. Ltd "Coach Training Program" (ICF, 2001).

The credentialing committee was chaired by Margaret Krigbaum, a former lawyer, and Kay Cannon, who at the time was responsible for credentialed providers, regulatory and legal compliance in a national health care company. Krigbaum recruited Cannon, who drafted a white paper on continuing education policies and procedures, which Krigbaum presented to the board. This paper provided the foundation for ICF policies and procedures on continuing education. They continued to co-chair this committee for the next five years (Cannon, 2006, pers. com.; Krigbaum, 2006, pers. com.). It was during 1999 that the portfolio process was developed as a secondary way to earn a credential. On this committee was Christine Martin, who volunteered to be a "guinea pig" for the process. After documenting her training and coaching hours, and passing the exam, she discovered that her application to be grandfathered as an MCC had been granted earlier and filed away in a bottom drawer (Martin, 2006, pers. com.).

When the PCC and MCC credentials were developed during 1997–1998 there wasn't much internal coaching occurring. However, in late 1998 Madeleine Homan and others (such as Jeannine Sandstrom, Lee Smith, Laura Whitworth, Cynder Niemela) identified the need to create a separate credentialing process for internal corporate coaches (Homan, 2006, pers. com.). Jan Austin led the Corporate Internal Coaching Certification (CICC) task force which was charged with identifying requirements for this new credential (Austin, 2006, pers. com.). The grandfathering period for the CCIC commenced on May 5, 2001 and ended May 31, 2001. According to Kay Cannon, ICF credentialing co-chair, as internal coaches became certified it was discovered that the core coaching competencies were the same regardless of whether one practiced internally or externally. The only difference was the context in which the core competencies were being used. The CCIC was therefore merged back into the PCC, which already had a natural progression to the MCC (Cannon, 2006, pers. com.).

In February 2002 the ICF launched two bulletins to educate and inform ICF members of the policies and changes occurring in the areas of credentialing and ethics. Margaret Krigbaum chaired credentialing and Dolly Garlo chaired ethics during this period (ICF *Coaching World*, 2002a:1). The *ICF Ethics Bulletin's* four issues focused on: ethics and good business practice, the

first ethical standard, ICF Pledge of Ethics, and a proposed revision to the ethics and standards materials. The *ICF Credentialing Bulletin* communicated the existing credentialing requirements and procedures as well as the beginning in July 2001 of a grandfathering individual credential period in Europe. The February 2002 *Credentialing Bulletin* announced a new credential, the Associate Credentialed Coach (ACC) designation, for coaches who are: committed to ICF definition of coaching, code of ethics and use the core coaching competencies; has completed 60 hours of coach-specific training; has coached at least 250 actual client coaching hours; is committed to obtaining their PCC within a three-year period; and commits to attending ICF sponsored educational classes for ACCs (ICF *Coaching World*, 2002b:1).

A new mission statement and Ethical Conduct Review (ECR) process were unveiled at the 2002 ICF international conference. This mission statement spoke to the higher purpose of coaching: "Our mission is to be the global forum for the art of coaching where we inspire transformational conversations, advocate excellence, and expand awareness of the contribution that coaching is to the future of mankind" (ICF Conference, 2002). The ECR process was a mechanism for review of professional behavior in coaching. As stated in the announcement:

> The Ethical Conduct Review (ECR) process developed by the ICF Ethics and Standards Committee will be available to the general public in December, 2002, for the review, investigation and resolution of coaching complaints. While we know that our emphasis on ethical guidelines for coaching will prevent many concerns, we also know that the hallmark of any true profession is the willingness to have ethical conduct defined and reviewed as supported by the ICF member pledge to uphold those guidelines. That pledge now has real substance through an oversight process (ICF *Coaching World*, 2002f).

In July, 2003 the Regulatory Committee stepped up efforts to educate lawmakers in the United States. Of key concern to the ICF was the New York State Mental Health Practitioner Law's broad definition of the mental health profession, and the desire to have coaching exempted from this law. At this time similar legislation was pending on Colorado, Florida, Minnesota and California (Williams and Anderson, 2006:16–18). By September 2003 the coaches in Colorado were facing serious regulatory challenges. According to the *Coaching World*, "The Director of the Colorado Mental Health Section, Amos Martinez, has voiced the interpretation that coaching meets the State statutory definition of psychotherapy, and therefore coaches must register as unlicensed therapists" (ICF *Coaching World*, 2003e). An *ad hoc* team called the Colorado Coalition of Coaches was formed, and by July 2004 Colorado had approved a new law that exempted Colorado coaches from mental health regulations (Williams and Anderson, 2006:18).

In June 2005, President Steve Mitten announced that the ICF was introducing new membership levels starting in 2006, and had proposed that the ICF credentials become the standard for the entire profession. This announcement brought both positive and negative reactions from the membership (ICF *Coaching World*, 2005c).

In the September 2005 issue of *Coaching World* changes to the coaching experience requirement for the ACC credential were announced. In addition to streamlining the process for coaches to obtain their first ICF credential, the experience requirement was reduced from 250 hours to 100 hours (ICF *Coaching World*, 2005e).

On April 1, 2006, the ICF introduced implementation of a multi-level membership program that would transition in over a period of 10 months. The levels described in *Coaching World* were:

- *Credentialed Coach* – professional coaches who have met the training and experience standards set by the ICF and who hold the ACC, PCC or MCC credential.
- *Affiliate Coach* – practicing coaches who have not yet attained an ICF credential, who are committed to the ICF Core Competencies, and who support the ICF mission and goals.
- *Industry Partner* – for non-coaches (individuals, organizations, businesses, associations and venders) who support the ICF mission and goals (ICF *Coaching World*, 2006b).

In June 2007 the ICF board decided to shape the credentialing system to be fully compliant with International Organization for Standardization (ISO) standards for bodies operating certification of person.

Significant changes to credentialing continued to be implemented by the board in 2008. Effective July 1, 2008, coaches applying for the ACC via the portfolio process were required to document 10 hours of work with a qualified mentor coach. In January 2008, with little member input, the ICF board voted several significant changes: first, to make the ACC credential renewable; and second, to revise the bylaws permitting the president and president-elect to be paid (Stevens, 2008:8).

A significant event in ICF history occurred in August 2009 when the Board announced a proposal to move to a single ISO credential instead of the existing three-tiered credentialing scheme (ICF *Coaching World*, 2009b). A group of ICF assessors were then joined by other ICF members in voicing resistance to this proposal. Calling themselves "ICF Coaches Take A Stand" (ICFCTAS), by November 2009 more than 700 ICF members (including past ICF presidents, board members, and committee chairs) signed a letter to the Board of Directors requesting seven actions, including halting the proposed move to one credential (ICFCTAS, 2009). Following a series of virtual meetings and a luncheon event at the ICF annual international conference, the board decided to defer the decision to change the credentialing system until 2012, and established working committees to research credentialing alternatives (ICF *Coaching World*, 2010b). Significantly, when the 2010 ICF president-elect was nominated in October 2009, and the board appointed a member to fill the resulting vacant position on the board, the person appointed was Meryl Moritz, who supported the ICFCTAS activities (Prior, 2009, pers. com.).

ICF global conferences

The Fourth Annual Conference "Tools for Today – Wisdom for Tomorrow" was held in Orlando, Florida October 14–16, 1999. Tim Gallwey was the opening keynote with Julio Olalla the closing keynote. In his pre-conference workshop, Gallwey took everyone out to the tennis courts and showed how anyone can play tennis using a coach approach. John Seiffer awarded the second 40 Master Certified Coach (MCC) credentials at the Orlando conference, thanks to the work of the first 20 MCCs who had received their credential at the 1998 Scottsdale conference (Feld, 2006, pers. com.).

In 2000 ICF's Greater Toronto Area Chapter (GTA) created an award to celebrate and recognize organizations that have achieved excellence through coaching. Called the Prism Award, it is given annually to a business or organization in the chapter's area. The award also recognizes coaches and coaching collaborations whose initiatives contributed to the success of the business or organization. The Calgary Association of Professional Coaches began awarding their own Prism Award in 2003, and in 2004 the Prism Award became available to all ICF chapters (ICF *Coaching World*, 2006d).

2000 was the first year that a conference strategy was defined. In recognition of the 15 per cent membership from Canada the decision to hold the global conference outside the United States for the first time had been made just before Jeff Raim left the board in 1999. The Fifth International ICF Conference was held on October 26–28, 2000 in Vancouver, British Columbia, and focused on "Beyond Borders: Co-Creating Conscious Change". Jan Marie Dore was the conference chair which featured poet David Whyte, author Richard Brodie, Coach Rich Fettke, and poet Oriah Mountain Dreamer as keynote speakers. The conference opened with a tribesman from Vancouver who did a blessing and created a whole thread about the Indian tradition of Vancouver. The conference sold out at 1,100 people, with 300 being turned away (ICF Conference, 2000).

The Sixth Annual International Conference "Coaching: The Global Business of Human Development" was held on August 16–18, 2001 in Chicago, Illinois. Pre-conference workshops by Margaret Wheatley, Cheryl Richardson, and Don Miguel Ruiz were complemented with keynote talks by Wheatley, Richard Strozzi-Heckler, and Suze Orman. "Margaret Wheatley spoke to us as 'pioneers and companions on the human journey' and said 'We are not making this up! It was given to us. Coaching is an opportunity to serve the universe!'" (Mitsch, 2006, pers. com.). By the time of this conference, ICF had 176 chapters in 30 countries (ICF *Coaching World*, 2001a).

D.J. Mitsch, the ICF president, had wanted the 2001 global conference to be held in Chicago, and in order to get a rate structure that would be reasonable to coaches it was moved out of the October-November time frame for the first time (Mitsch, 2006, pers. com.). This was fortuitous, as the 9/11 terrorist attacks in New York City occurred just three weeks later. The conference sold out, with over 900 first-time and 500 experienced coaches attending, making it the largest

coaching conference until then (ICF Coaching World, 2001b). The most well-attended events were the coaching demos, which had been included in the conference program at the insistence of Jay Perry (Perry, 2006, pers. com.).

The ICF Seventh Annual International Conference, *Partnering with People: Building Connections that Change the World*, was held in Atlanta, Georgia, October 24–26, 2002. Key concerns for the conference planning committee were whether a 60–70 per cent drop-off in attendance would occur, as it had with other professional conferences after the 9/11 terrorist attacks. Opening keynote speaker was Benjamin Zander and closing keynoter was Ken Blanchard. Rather than a volunteer coach, for the first time, ICF staff associate director Beth Burns was the conference chair (ICF Conference, 2002).

The ICF Eighth Annual International Conference "A Model of Excellence" was held in Denver, Colorado November 13–15, 2003. Over 1,300 people attended and joyously responded to Dave Buck, MCC and leader of the CoachVille Community, when he was invited on stage and announced "I am here to tell you that as the leader of CoachVille, with our 40,000 member coaches, the animosity toward the ICF is over" (Buck, 2006, pers. com.). More than 100 chapter and committee leaders attended the first-ever leadership forum. At the conference it was announced that more than 900 coaches throughout the world were ICF-credentialed, and 17 coach training programs had been accredited (ICF Conference, 2003). Winners of the 2003 ICF Chapter Awards were announced for three areas: Greater Toronto area for chapter and member development; New Jersey Professional Coaches Association for public relations; and Georgia Coach Association for community relations/service (ICF *Coaching World*, 2003f).

One day prior to the Eight Annual International Conference, ICF sponsored its first Coaching Research Symposium, a one-day event to bring together academics, researchers and practicing coaches to share ideas and build community. Keynote speaker Anthony (Tony) Grant, director of the Coaching and Psychology Unit of the School of Psychology at the University of Sydney, addressed current literature on coaching research and how "scientist-practitioners" can help build the coaching field's foundation. More than 90 presentations were made at this symposium, and a compendium of research findings, published by ICF in book form, sold out (ICF *Coaching World*, 2003f).

Prior to the Ninth Annual ICF Conference, the ICF sponsored the second Annual Coaching Research Symposium with keynote speaker Dianne Stober. The Symposium addressed powerful questions at the heart of coaching and coaching research, such as: What is the role of research in coaching? What is the value of coaching becoming "evidence-based"? What is the value to coaches of being able to prove the effectiveness of their services? How can coach training schools include research findings and methods in their curriculum? (ICF Conference, 2004).

Held in Quebec City, Canada, on November 4–6, 2004, the Ninth Annual Conference "The Global Forum for the Art and Science of Coaching" featured keynoter speakers Dame Anita

Roddick and conductor Benjamin Zander. A total of 80 speakers presented to 1,100 coaches from 31 countries. The Association of Coach Training Organizations (ACTO) and ICF sponsored an interactive program for credentialed coaches entitled "Being Stewards for the Soul of Coaching (a Senior Café)" (ICF Conference, 2004).

The September 2004 issue of *Coaching World* stated that nearly 9,000 professional coaches had attended ICF conferences by then, with attendance at each conference growing from 250 to nearly 1,500 (ICF *Coaching World*, 2004d).

The third ICF Coaching Research Symposium "Coaching Research: Building Dialogue" was held November 9, 2005 with more than 200 attendees. Keynoter W. Barnett Pearce presented a perspective on coaching as dialogue to an audience that contained practitioners and coaching educators (ICF *Coaching World*, 2005f). Chairperson Mary Wayne Bush said topics "included coaching skills for education leaders, evidence-based coaching practice, core coaching competencies, and ethical considerations of coaching research" (ICF *Coaching World*, 2005f).

The Tenth Annual ICF Conference *Be Inspired, Light The Fire* was held on November 10–12, 2005 in San Jose, California. More than 1,700 people participated, then the largest-ever gathering of coaches to come together in one place at the same time. Conference Chair Tracy Leighton indicated that 46 countries were represented. Fittingly, Cheryl Richardson, first ICF president, delivered a keynote address that reminisced about the beginnings and the more than 10-year history of coaching, and encouraged coaches with the future possibilities for the coaching profession. The first International Prism Awards were presented to IBM and MCI, and the first annual ICF President's Award recognized Frank Pederson of Norway for his contribution to coaching (ICF *Coaching World*, 2005f).

At this conference Joan Cook organized a private dinner for attendees who had been present at the creation of the PPCA and the ICF (Cook, 2006, pers. com.). Chrissy Carew attended and describes it as "Nobody knows us anymore. Even though we miss that, it has never been about us. And the fact that nobody knows us is a great thing because our beautiful industry has made it and continues to blossom" (Carew, 2006, pers. com.). Cook (2006, pers. com.) stated that "The evening was cathartic and eye-opening at the same time" – and the problem was that no central repository existed to capture the story of the organization. Breeze Carlile, first PPCA president, attended this event, which was very affirming and emotional for her and other PPCA founders (Carlile, 2006, pers. com.). A timeline of key events in ICF's history was posted at the conference; sadly, reminiscent of earlier days, it did not acknowledge PPCA's contribution.

The 11th annual ICF coaching conference "Quantum Thinking on Human Potential" was held in St. Louis, Missouri November 1–3, 2006. More than 1,400 coaches attended this conference chaired by Barbara Luther, Alison Hendren, and Amy Ruppert. International Prism Awards were received by University of Texas at Dallas (for providing a professional executive coach to each student in its Executive MBA Program), and Verizon Business (for providing one-on-one

coaching to accelerate senior leadership development and support emerging business leaders). The President's Award, accepted by Eva Wong and Lawrence Leung, was presented to Top Human for many achievements including their Corporate Social Responsibility program and philosophy. Steve Mitten was presented with the Canadian Coach of the Year award (ICF *Coaching World*, 2006e).

The 12th Annual International ICF Conference "Global-Learning – Connectivity" was held in Long Beach, California on October 31 through November 3, 2007. Keynote speakers included Zainab Salbi, Richard Tamas and Arun Wakihu. Over 1,600 coaches attended this global event. Prism Award winners were Deloitte and Touche, and LLP and NASA APPEL / 4-D Systems. Kay Cannon, in a continuation of her commitment to strengthen global ties with other coaching associations, presented the ICF President's Award Winner to Sir John Whitmore, a 30-year veteran of coaching from the United Kingdom. Canadian coaches recognized Adria Trowhill as the Canadian Coach of the Year. It was pointed out that by the end of 2007 the ICF had over 13,000 members in more than 80 countries, while over 3,300 coaches in nearly 40 countries held an ICF credential (ICF *Coaching World*, 2007a).

The 13th Annual International Conference "Diversity, Knowledge and Community" was held November 12–15, 2008, in Montreal, Quebec, Canada. Over 1,200 coaches from over 40 countries attended this conference. Keynote speakers included Vandana Shiva from India and Peter Senge from the United States. The British Broadcasting Corporation (BBC) and SYSCO Food Services of Canada were honored with the ICF International Prism Award (ICF *Coaching World*, 2008d).

The 14th Annual International Conference "Global Conversations: Inspiring individuals, Building communities, Impacting the world" was held for the first time in December. Over 1,000 coaches attended this four-day event held in Orlando, Florida (ICF *Coaching World*, 2010a).

ICF in Europe

In early 1998 Elizabeth Ferguson, a United Kingdom coach from a corporate background where qualifications were very important, discovered the ICF. Feeling there was a lot of synergy, she became one of the founding members of ICF UK along with Aboodi Shabi, Philippa Fitzpatrick, and Carolyn Matheson. By the end of 1998 ICF UK had 34 members, along with one or two other Europeans who were interested yet remained on their own. The next step was to define roles and responsibilities, and Ferguson connected with coaches in Australia, who were about six to 12 months ahead in their structuring process. According to Ferguson, one of the difficulties faced by the United Kingdom group was how to open a bank account when you have no address because the organization is virtual (E. Ferguson, 2006, pers. com.).

To build the European base and become truly international, in May 17–19, 2001 the first ICF European Conference was held in Grindelwald, Switzerland (Stickney, 2006, pers. com.).

According to Guy Stickney (2006, pers. com.), ICF headquarters decided to take on the responsibilities of the European conference for three years. Over 200 people attended this first conference, which faced some difficulties in getting started. A German ICF chapter with 60 members already existed, as well as numerous other German coaching associations. In the spirit of collaboration, Peter Szabo, Johan Tandberg, and other conference organizers invited participation by the European Coaching Association (ECA) based in Germany. This was not forthcoming, and instead a rumor spread that the ICF was Scientology. ICF Europe petitioned the ICF board to deny that the Federation was Scientology, and the board responded with a disclaimer that declared ICF's independence from other organizations (Tandberg, 2006, pers. com.).

The second European Conference "Carrying Coaching Between Cultures" was held in Sitges (Barcelona), Spain on May 8–11, 2002. Keynote speakers were Julio Olalla from the United States, Sir John Whitmore from the United Kingdom, and Alain Cardon from France. At the conference, grandfather testing of the ICF credential for professional coaches from non-English-speaking countries in Europe was conducted by a multicultural assessment team from France, United Kingdom, Germany, Switzerland, Austria, Canada and the United States (ICF *Coaching World*, 2002d:1).

The first Russian Coach Conference "Coaching Gives New Opportunities" was held in Moscow and St Petersburg on November 22–25, 2002. Arranged by Alexander Savkin Training Center in St Petersburg and The Center of Training, Consulting and Support "Aspect" in Moscow, the Conference was held under the sponsorship of the ICF, and attracted 120 participants in St Petersburg and 250 in Moscow. Among them were representatives of 36 regions of Russia, as well as members of the international coaching community including Marcia Reynolds (ICF Ex-President, USA), Daniel Martinage (ICF Executive Director, USA), Marilyn Atkinson (Canada), Gina Harris (United Kingdom), and (UK) (ICF Russia, 2002).

May 7–10, 2003 witnessed the third ICF European Coaching Conference "Are You Ready for a Quantum Leap?" organized by conference chair Giovanna D'Alessio and a host of volunteers. Held in Stresa, Italy, 350 coaches traveled from 30 countries all over Europe and the world to participate (ICF *Coaching World*, 2003c).

May 18–21, 2005 the Fifth ICF European Conference "Discover and Explore Coaching" was held in Tønsberg, Norway. Over 450 coaches from 26 countries attended this event coordinated by conference chair Lise Heiberg and Nordic Coach Federation president Frank Pederson (ICF *Coaching World*, 2005b).

The ICF Sixth European Coaching Conference "Interactions in Coaching" was held May 18–20, 2006 in Brussels, Belgium. Over 600 coaches attended from 30 countries. Keynote speakers included Robert Quinn, Marshall Rosenberg, Daniel Ofman, and Paul Jackson. From this point on, European conferences have been organized by Europeans rather than by ICF headquarters, and are held every two years, with the Nordic Coach Federation holding a conference in

Scandinavia on alternate years (ICF *Coaching World*, 2006c). A second Czech coaching conference took place in July 2006 in Prague, featuring two days of workshops (ICF *Coaching World*, 2006c).

In 2007, the European Mentoring andd Coaching Council (EMCC) and the ICF UK chapter board held a roundtable dialogue with ICF headquarters to explore future collaboration opportunities. The ICF Seventh European Coaching Conference, organized by the Finnish Coach Federation (FCF) in co-operation with the ICF Nordic Coach Federation (NCF), was held in Helsinki, Finland June 7–9, 2007. Conference chair Kaj Hellbom welcomed over 300 participants from 20 countries.

In 2008 a Global Leadership Forum, typically held yearly at the opening of the Annual International Conference, was held for the first time in conjunction with the ICF European Coaching Conference "Connecting Worlds" in Geneva, Switzerland on June 26–28. Over 400 coaches from more than 40 countries participated in the event, which was chaired by Virginia Williams (ICF *Coaching World*, 2008c).

ICF in Australasia

In a step forward toward becoming a truly global organization, ICF Australasia (ICFA) was launched on May 1, 2000 with Christine McDougall as president. Chapters in Australia, New Zealand, Papua New Guinea, Indonesia, Malaysia, Thailand, Philippines, Brunei, Hong Kong, Singapore and other South East Asian and Pacific Countries were included in this regional group. ICFA is directly affiliated and closely linked to the worldwide body of ICF (McDougall, 2007, pers. com.).

The July 2002 Australasia Inaugural Regional Conference "The Spirit of Coaching: The Spirit of Success", coordinated by conference co-chairs Margaret Krause and Lexie Palmer, drew more than 400 coaches and 22 coach training schools. The presence of "coaching psychology" in the general arena of coaching was represented at the conference in separate presentations by Tony Grant and Michael Cavanagh (Alder and Elliott, 2005:9). A report on the conference stated that "This was the first ICF conference ever held in the Australian and Asia Pacific region – and its success showed that coaching is alive and well in Australasia" (ICF *Coaching World*, 2002e:1).

On August 22–24, 2003 the second ICF Australasian conference "Partnering for Success – Building Excellence" was held. Keynoter speakers included John Whitmore, Matt Church, Alexander Caillet, and Gloria Burgess. This and all future conferences have been organized by Australian coaches, though ICF headquarters collaborates closely to help promote them (ICF *Coaching World*, 2003e).

The 2007 ICF Australasia Conference "Creating the Future Today" was held in Melbourne, Australia on October 2–5, 2007, attended by more than 300 participants (ICF *Coaching World*,

2007a). The next biannual Australasian conference "Creating Future Stories Together" was held August 31 through September 2, 2009 in Adelaide, Australia. The event was also a celebration of the tenth anniversary of ICFA, with reminiscences from past presidents about their leadership journeys and the development of the ICFA coaching community (ICF *Coaching World*, 2009c:18).

Summary

The founding and transformation of the IAPPC, PPCA and ICF have chronicled the growth of coaching from a fledgling to adolescent. The sometimes turbulent history is typical of a community who are creating a new way of interacting and collaborating as they develop and grow a new field. These organizations expanded their reach from northern California to cover the United States and eventually the coaching community around the world.

To get a more complete picture of the global growth of coaching, Chapter 12 looks at the history of some non-US coaching associations and newer North American coaching associations.

Chapter 12

Early professional associations

Chapter 11 summarized the history of the first coaching professional associations, including the ICF, which became the largest. This chapter covers 16 other coaching associations, including eight associations founded in the United States from 1995 to 2005, four founded in the United Kingdom from 2002 onwards, and three global coach associations founded between 1999 and 2004. Also discussed in this chapter are several annual events, which have contributed to the spread of coaching, coaching resource networks, and the coaching emphases of associations in related disciplines.

Associations based in North America

The history of eight coach associations within North America is summarized in this section. These associations were founded after the IAPPC, PPCA, and ICF that are the subjects of Chapter 11:

- American Coaching Association (ACA) – 1995.
- Professional Coaches and Mentors Association (PCMA) – 1996.
- National Association of Business Coaches (NABC) – 1997.
- Association of Coach Training Organizations (ACTO) – 1999.
- International Association of Coaches (IAC) – 2002.
- Worldwide Association of Business Coaches (WABC) – replaced NABC in 2002.
- International Consortium of Coaching in Organizations (ICCO) – 2004.
- Institute for the Advancement of AD/HD Coaching (IAAC) – 2005.

American Coaching Association (ACA)

(www.americoach.org)

Founded in 1995 by Susan Sussman for ADD coaches, the American Coaching Association (ACA) had the goal of making individualized coaching available to everyone who desires it. Specifically, "ACA's mission is to link people who want coaching with people who do coaching; acquaint the general public with the concept of coaching; provide coaches with training, supervision, and a professional community" (from www.americoach.org). To join, a person must have completed coach training. The ACA published 10 issues of the *Coach Approach* newsletter from Spring 1995 until Summer 1997. ACA is still active within the AD/HD coaching community providing training, networking, and coach referral services.

Professional Coaches and Mentors Association (PCMA)

(www.pcmaonline.com)

Business coaching was still in its infancy when, in 1994, a small group in Orange County, California were developing a new variation on consulting they called coaching. They started to meet on a regular basis to collaborate and share their experiences and ideas. As more and more people joined them in experimenting with this new concept called "coaching, business", a loose organization evolved. In 1996 the formal organization of Professional Coaches and Mentors Association (PCMA) was born (Mura, 2006, pers. com.).

PCMA founder Vance Caesar was the first president; other founders were Rick Eggleton, Joe Freire, Brad Leggett, Ken Masco, Madelon Miles, Agnes Mura, Steve Shipley, Rick Usher, and Dave Gentry, who is honored in memoriam. Originally serving the state of California, these founders, member coaches and mentors based the Association on the values of mutual support, learning and sharing. Since the mid-1990s when PCMA founders first met to support and inspire one another, PCMA has been a "high-touch" organization. They didn't realize it at the time, but the personal and professional relationships that grew from the founders' spirited discussions and mutual support became the model for "the PCMA experience". It is this experience that draws members, time and time again, to PCMA chapter meetings and special interest and mentoring groups (Mura, 2006, pers. com.).

The vision, mission, and values originally defined by the Association in 1994 were:
* *Vision*: The essential community for coaches and mentors who maximize the potential of the business leaders, teams and organizations they serve.
* *Mission*: The foremost organization serving business and organizational coaches and mentors; offering an environment that challenges, inspires and educates its members, develops the profession, and creates successful practices.
* *Values*: Sharing wisdom; making a difference; accelerating business results; committed to lifelong learning; demonstrating principles of abundance; and dedicated to each other's success (PCMA, 2009).

PCMA is a community of colleagues and business professionals, committed to life-long learning to better support business leaders and their teams, and to further the practice of business coaching and advising. As such, there are no eligibility criteria for membership. A non-profit coaching and mentoring association, PCMA prides itself on being an organization that serves emerging and master coaches alike, and the multiplicity of their internal mentoring programs and learning labs bears testimony to this fact (PCMA, 2008).

Although PCMA collaborates with organizations such as ICF and the International Consortium for Coaching in Organizations (ICCO), it remains a distinct and diverse group of professionals committed to business coaching and consulting. PCMA made the decision not to get into the

certification business, but directs its members to coaching schools and certification programs on its website (Mura, 2006, pers. com.).

PCMA currently has chapters in California, and virtual members in the United States, Europe, the Philippines, Russia and Australia. Formal chapters have been organized in the San Francisco Bay Area, Greater Los Angeles, and Orange County. These chapters hold monthly dinner meetings, featuring a speaker on the leading edge of coaching. The speaker's presentation is preceded by a structured, interactive learning session on a timely and relevant topic (MacLean, 2010, pers. com.). The PCMA held 10 annual national conferences from 1997 through 2007, each attracting between 200–300 people, and some outstanding keynote speakers.

In 2009 the PCMA Board of Directors, facilitated by Scott Coady, met several times off-site to review and refresh the PCMA Vision, Purpose Statement and Values, as follows:

- *Vision*: PCMA is an essential resource for business coaches around the world
- *Purpose*: PCMA provides a forum for the coaching community to connect, contribute and grow
- *PCMA Members are*: Business professionals committed to business coaching and mentoring
- *Values*:
    - *Acceptance*: Creating an environment of welcome and belonging.
    - *Compassion*: Genuine caring for the well-being of self and others.
    - *Curiosity*: A hunger to question, examine and challenge with an open heart and mind.
    - *Excellence*: Commitment to impeccable standards and best practices.
    - *Generosity*: We freely share our resources, wisdom and spirit.
    - *Integrity*: Our intentions, words and actions are aligned with PCMA values and our own highest standards.
- *Leadership Narrative*: PCMA is a vibrant community that nurtures heart, mind and spirit. Through our commitment to one another and, by practicing abundance, we create possibilities that transform leaders, organizations and the world (PCMA, 2009).

In 2008 the Board of Directors agreed on a strategic initiative to increase PCMA's visibility, expand its reach and provide additional member value via a new website with a "Find a Business Coach or Advisor" search function, that will connect purchasers of coaching and consulting with a qualified list of business coaches and advisors. The PCMA retains the acronym PCMA, yet now refers to itself as the Professional Coaches, Mentors and Advisors (PCMA, 2009).

Although historically PCMA has been a 300-person member organization based primarily in California, the advent of business coaching, the fact that PCMA coaches work internationally, and PCMA chapter meetings and conferences featuring internationally known speakers, have resulted in membership interest and inquiries from the global business coaching community (Mura, 2006, pers. com.). On December 31, 2011 PCMA officially dissolved as a 501 (c) 6 entity.

National Association of Business Coaches (NABC)

The National Association of Business Coaches (NABC) was founded in 1997 by Steve Lanning of Maryland and Hal Wright of Chicago, Illinois as a for-profit association for business coaches. Wright left the company in 1998 for health reasons, while Lanning stayed on to build the organization through its early phase (WABC, 2011:1; Johnson, 2006, pers. com.).

Dedicated solely to business coaches, NABC was created in direct response to the developing coaching profession, and specifically the growing interest in coaching among small businesses and corporations. During 1997–2001 the NABC introduced five certified coaching credential designations (WABC, 2011:1; Johnson, 2006, pers. com.). In addition, a voluntary member code of ethics and conduct (a set of personal commitments by members) was first published in November 1999.

NABC was a pioneer in business coaching when it introduced the Certified Business Coach (CBC) designation and program in 1997. The CBC designation was sought mainly – but not exclusively – by coaches who intended to work with owners of small businesses (fewer than 100 employees) and entrepreneurial start-ups. The CBC designation was awarded to member business coaches who passed a rigorous screening process and an examination on coaching owners and CEOs of small businesses. Recipients of the CBC designation therefore had significant experience in many facets of small business operation. The CBC designation was discontinued in 2002 (WABC, 2011:1; Johnson, 2006, pers. com.).

The Registered Corporate Coach (RCC) and Registered Internal Corporate Coach (RICC) designations were introduced in 2000. Candidates who successfully completed the Registered Corporate Coach (RCC) program, which is still offered by WABC, were at one time given the option of using either the RCC or the RICC designation. The RICC designation was considered more suitable for coaches who focused on internal coaching. While some members opted to use the RICC designation, most did not. The belief was that the different designation might lead to market confusion. Thus, in response to feedback from both instructors and participants, the RICC designation was discontinued (WABC, 2011:1; Johnson, 2006, pers. com.).

The Registered Corporate Coach (RCC) Instructor designation was also introduced in 2000. RCC Instructors taught the Registered Corporate Coach (RCC) program. RCC instructors were coaches who were organizationally-oriented and experienced in business. They taught the skills needed to become effective corporate coaches to qualified managers, consultants, coaches, psychologists, human resources and training professionals (WABC, 2011:1; Johnson, 2006, pers. com.).

The fifth designation was the Certified Executive Coach (CEC), introduced in 2001. The CEC was sought by coaches who intended to work one-on-one with high-level executives and fast-track or high-potential managers in organizations. The primary qualification to become a CEC was the ability to understand the requirements of high-level leadership and management, yet to

provide perspective by operating from a point of view different to the client's. The CEC designation was awarded to member executive coaches who passed a rigorous screening process and completed a program on one-on-one coaching of executives in organizations. Certified Executive Coaches had experience in both the corporate world and executive coaching, and were comfortable and effective working at the highest levels of leadership within any organization (WABC, 2011:1; Johnson, 2006, pers. com.).

The NABC enjoyed five years of growth before Lanning decided to sell it, and in May 2002 Wendy Johnson of Canada assumed the full ownership of and rights to specific NABC assets (WABC, 2011:1; Johnson, 2006, pers. com.). Under Johnson's leadership, in November 2002 the NABC was rebranded as the Worldwide Association of Business Coaches (WABC), which is discussed separately in a later section of this chapter (WABC, 2011:1; Johnson, 2006, pers. com.).

When Johnson assumed leadership of the NABC, the Association offered five coaching designations. After a careful review over the following months, it became clear that several designations did not match the newly-articulated core philosophies of the rebranded Worldwide Association of Business Coaches (WABC). Consequently, the Certified Business Coach (CBC), Certified Executive Coach (CEC), Registered Internal Corporate Coach (RICC) and Registered Corporate Coach Instructor designations were discontinued. WABC then focused on developing new credentials that better met certification best practices – in areas such as legal defensibility, detailed grievance and appeal procedures, certification renewal and maintenance requirements, and psychometric soundness – and that are more marketable (WABC, 2011:1; Johnson, 2006, pers. com.).

The NABC's discontinued designations are still valid credentials, and may continue to be cited by their holders. Today, besides WABC's new credentials (discussed later in this chapter), WABC continues to offer one designation created in the past: Registered Corporate Coach (RCC). In addition, instructors in various locations around the world still offer the RCC program, which will continue until further notice (WABC, 2011:1; Johnson, 2006, pers. com.).

Association of Coach Training Organizations (ACTO)

(http://actoonline.org/)

ACTO evolved out of collaboration by eight coach training organizations on ICF Certification Committee work during 1997–1998 to formulate core competencies, the credentialing exam and the Accredited Coach Training Program (ACTP) process. These eight schools were Coach U (led by Pam Richarde), Academy for Coach Training (Fran Fisher), Coach for Life (Peter Reding), The Coaches Training Institute (Laura Whitworth), The Hudson Institute of Santa Barbara (Frederic Hudson), Newfield Network-USA (Terrie Lupberger), New Ventures West (Pam Weiss), and Success Unlimited Network (Teri-E Belf).

According to Peter Reding (2006, pers. com.), several of the schools had met as early as the PPCA San Francisco conference in 1996, and talked about supporting each other in collaboration rather than competition. It was, however, during the ICF Certification Committee work that they all realized there was philosophical alignment around honoring the individual, though each taught or accessed it differently. New Ventures West and Newfield Network followed an ontological approach, where the body is really important in understanding the client, discovering what is going on, and supporting the coach in deciding appropriate types of question. The Hudson Institute followed an adult human development approach, in terms of understanding the different stages of life and what is important in each. The remaining schools followed a personal growth and human potential approach.

After credentialing and grandfathering were launched by ICF in 1998, the eight coach training institutions continued to function as an informal group in 1999. They met monthly by phone conferencing to develop and build bridges with each other, share literature and practices, explore ways to develop coaching knowledge and skills, and identify standards appropriate for ICF-approved training programs (Fisher, 2006, pers. com.). In May 2000 the leaders of the original eight founding schools met at the San Rafael, California headquarters of CTI and agreed to the creation of the Association of Coach Training Organizations (ACTO), a non-profit corporation. Fran Fisher was the first Executive Director of ACTO (Fisher, 2006, pers. com.). According to Bill Lindberg (2006, pers. com.):

> Formed by representatives of the first eight schools to earn the ICF's Accredited Coach Training Program (ACTP) designation, ACTO exists to serve as a steward of high-quality coach training. Its members include coach training school representatives, individual coaches, and other professionals who desire to increase the credibility and impact of the coaching profession throughout the world.

In November, 2000 these eight schools met for breakfast at the fifth Annual ICF Global Conference in Vancouver, British Columbia, Canada. As Fran Fisher (2006, pers. com.) describes it, "What came out of that conversation was that we want to be the stewards of the highest-quality coaching skills training – that's where we wanted to put our energy – so ACTO came out of that."

In June 2002 the founders of ACTO approved purpose statements as follows:

- ACTO exists to be stewards of high quality coach training now and in the future. As stewards we continue to explore, challenge and evolve the meaning and principles of quality coaching training.
- We support and align with the definition, ethics and competencies as espoused by the ICF as a base-line foundation for coaching training.
- We invite everyone who is dedicated to following and advocating high-quality teaching standards in the coaching profession to be a part of ACTO. As an independent member organization, our members include coach training school representatives, individual

professional coaches and other professionals who desire to further the credibility and impact of the coaching profession throughout the world.

- Our vision is to offer members the opportunity to share and explore opinions, thoughts and ideas on evolving topics related to coaching and coach training. Each member can choose for himself or herself how active a role they have in the organization. A member can be a financial supporter and first-hand observer of the evolution of the coaching profession, or they can be very active by being engaged in one or more of the following: researching, writing articles, public speaking, advanced training workshops, organizing member forums, helping to advance the understanding, definition, competencies, ethics and applications of coaching and the best practices on how to train them (Fisher, 2006, pers. com.).

What is noteworthy is that each of the founding schools held the ICF's ACTP accreditation and were closely linked with the ICF through their shared history of developing the key components of ICF's credentialing and accreditation requirements (Fisher, 2006, pers. com.).

At the November 2003 ICF conference, ACTO and ICF co-hosted an event titled "Coaching for the Good of All". Peter Reding was appointed as the second Executive Director of ACTO for 2003–2004 (Fisher, 2006, pers. com.). This partnership continued with the first annual ACTO conference held in San Diego, California May 26–27, 2004, titled "Partnership: ICF, ACTO Join Hands to Raise Awareness of Coaching" (Fisher, 2006, pers. com.). Daniel Martinage, Executive Director of ICF's management company Bostrom, wrote in the ICF newsletter that "This inaugural event brought together 20 'movers and shakers' from the coaching profession … [and] a major outcome of the conference was a commitment to raise pubic understanding of the benefits of coaching" (ICF *Coaching World*, 2004c). This partnership continued at the November 2004 ICF conference in Quebec City, Canada, where ACTO hosted a pre-conference workshop attended by over 80 senior coaches titled "Being Stewards for the Soul of Coaching". Dialogue also began between the free-standing coach training programs of ACTO and several university-based coaching programs (Lindberg, 2006, pers. com.).

Bill Lindberg became ACTO's third Executive Director in 2005 with the theme "Ask not what ACTO can do for you, but what YOU can do for ACTO" (Lindberg, 2006, pers. com.). The partnership between ACTO and ICF was so strong that monthly talks with ICF's Executive Director were started to gauge progress on five initiatives:

- Jointly sponsoring and supporting coaching research and the 2005 Coaching Research Symposium at the ICF Pre-Conference (part of the ICF's Annual International Conference in November).
- Continuing efforts to brand ACTO and ICF.
- Enhancing and expanding the coaching body of knowledge.
- Exploring whether ACTP schools can agree on a minimum number of hours for graduation.

- Supporting enhancements in the ICF credentialing process, including an exam for the MCC designation.
- Creating a brochure on how to select a coach training program (Lindberg, 2006, pers. com.).

By 2005 ACTO had 19 members who either had obtained ICF training program accreditation (accredited members) or were pursuing it (associate members). In addition to the founding eight schools, these included: Adler School of Professional Coaching International (Canada), The Coaching Academy UK Limited, Corporate Coach U, The Institute for Life Coach Training, International Teaching Seminars, Top Human Technology Ltd (China), Academy for Coaching Excellence, The Centre for Coach Training, CoachVille, Comeback LLC, and Fearless Living Institute (Fisher, 2006, pers. com.). A seasoned professional organization, ACTO holds monthly school teleforums, publishes a quarterly newsletter, and holds annual conferences (Fisher, 2006, pers. com.). In early 2006, ACTO was formally established as a California-based non-profit association (Fisher, 2006, pers. com.).

International Association of Coaching (IAC)

(www.certifiedcoach.org)

In April 2002, Thomas Leonard and CoachVille had an idea for another coaching association in the form of the International Coaching Standards Board (ICSB). Michael "Coop" Cooper agreed to head the Research and Development (R and D) Team to establish the ICSB in the following way:

> I sent Thomas [Leonard] an email saying 'Hey, I think this is a great idea to have another association'. Five minutes after that email he sent out a newsletter and I responded, 'Ok, I think this is a great idea'. That afternoon I was heading up the R and D (Cooper, 2006, pers. com.).

Cooper was chartered to conduct initial research on establishing ICSB as an independent professional regulatory organization that certifies coaches and protects those designations/brands. Two certifications were envisioned – the Certified Mentor Coach designation Thomas Leonard had taken with him when he left Coach U, and the new Certified Coach designation.

In May 2002 the research began. During the summer of 2002 members of the Board were identified, and its first meeting was held. Thomas Leonard personally asked Cooper, Laura Hendershot and Susan Austin to serve with him on the Board, now renamed the International Association of Certified Coaches (IACC). Cooper was the first president of the IACC, and Austin was the first board chairperson. In September 2002 Andrea Lee, General Manager of CoachVille, announced the formation of the IACC. Membership was free, and all CoachVille members were automatically IACC members (Lee, 2006, pers. com.). The IACC's Frequently Asked Questions (FAQs) document stated that:

IACC is forming as a not-for-profit, member-based and voting-oriented professional association with its own Board of Governors. CoachVille is funding the development of the IACC with a grant of US$25,000 in cash, online systems and use, plus the intellectual property associated with the 15 Coaching Proficiencies. Within a year, you'll see the IACC operate very independently, much like the ICF did after it was formed by Coach U back in 1994 (Lee, 2002).

The Certified Coach exam was based on the 15 Proficiencies which, according to Dave Buck (2006, pers. com.), Thomas Leonard described as his life's work. Cooper confirms that Leonard's intention was that the IACC would be given the proficiencies and ownership of that intellectual property over a three-year period. Cooper also states that everyone who worked on the exam process was a volunteer without credentialing experience. The exams included three segments: written exam, scorecarding and interview (Cooper, 2006, pers. com.). In October 2002, version 1.7 of the 15 proficiencies was released in a learning guide, which contained a historical introduction:

> The 15 Coaching Proficiencies are a distillation of over 20 years' work by hundreds of coaches. Originally developed by Thomas Leonard and Susan Austin, the 15 Proficiencies were tweaked and perfected by the CoachVille R and D Team of 1,000+ coaches over a year period. This material is an evolution of previous coach training and most coaches will improve their skills and knowledge by incorporating the 15 Coaching Proficiencies into their work with clients (CoachVille, 2002).

During this time the organization was renamed International Association of Coaches (IAC) (Cooper, 2006, pers. com.). Thomas Leonard died unexpectedly in February 2003 before the written exam was completed (Cooper, 2006, pers. com.). As David Goldsmith describes:

> IAC was just a concept and it was just in the brewing stages when Thomas [Leonard] died. The Goldsmith group formed the IAC and opened its first bank account to help get it off the ground and get it launched … after Thomas died I found extensive liability insurance for coaches in all 50 states as an IAC benefit. Just two days after Thomas's death the Ethical Principles and Code of Ethics were published. They appeared to be based on the American Psychological Association's ethics code and consisted of competence, integrity, professional responsibility, and respect for people's rights and dignity (D. Goldsmith, 2006, pers. com.).

IAC was officially launched in March 2003 as a non-profit entity in the state of New Mexico (D. Goldsmith, 2006, pers. com.). IAC was described by Andrea Lee, General Manager of CoachVille, in an email to CoachVille members as:

> a not-for-profit professional association offering coach certification (Certified Coach), coaching school accreditation (Coaching School Accreditation Board), the Board of Professional Review (coachingcomplaints.org), the Coaching Information Center, and much, much more (Lee, 2003).

In March 2003 Cooper stepped down as president, Austin stepped down as chair of the board, and Hendershot stepped down as secretary (Cooper, 2006, pers. com.). Shirley Anderson was elected

Chair of the Board and Barbara Mark was elected President. Mark (2006, pers. com.) describes the next two-year period as everyone being in grief mode over Thomas Leonard's death.

> For the most part what I did was I felt like I was the organization's foster mother. I felt like I had taken in the organization, that it was homeless, that its parents had died or needed to go away, and this organization needed a place to get itself together so that ultimately it would thrive.

Mark's focus was on negotiating with Dave Buck, who now owned CoachVille, regarding use of the proficiencies. According to Mark (2006, pers. com.), the result was that IAC had a license in perpetuity to use the 15 Proficiencies for the purposes of doing the certification that Thomas Leonard had intended the IAC to carry out.

In January 2004 the email newsletter was launched. By March 2004 the IAC had over 6,000 members, about the same as the ICF had at this time. On June 4, 2004 the IAC established a Professional Ethics Review Committee (PERC) to review complaints and discipline ethical violations. According to Mark (2006, pers. com.), the complaints process was:

> You can have a conversation with this person and see if you reach clarity, or you can have a conversation mediated by a member of the PERC committee to see if we can reach resolution. If at that point you felt dissatisfied still with the results you had gotten, then we would further carry the process along, and it could ultimately end with the person being asked to leave the organization, and their membership being revoked.

The PERC did not survive past the changes in the Board in 2005. However, the Ethical Standards remain (Mark, 2006, pers. com.).

Throughout 2003 and into 2005 the IAC was sustained by corporate gifts from Ruth Ann Harnisch, president of The Harnisch Foundation and secretary of the IAC board. During this time discussions continued about raising membership fees so that IAC could sustain itself in the future. By mid-2005 things had settled down and IAC turned its focus to developing its own intellectual property on which to base its certification. An international group of coaches was assembled to develop criteria for the IAC certification process that would be informed and created globally (Mark, 2006, pers. com.).

Between September 2005 and April 2006 the *IAC Voice* could not be released because of technical issues that took some major decisions, time and resources to repair (Spaxman, 2006, pers. com.). In January 2006 Mark, Harnisch, and secretary Barbara Lemaire stepped down and a new Board of Governors was elected, with Natalie Tucker Miller as the new president and Diane Krause-Stetson as vice president. Due to the efforts of Mark before she left the presidency, for the first time the board included several strong members of the international community. A new website, logo and mission were released in April 2006 and the *IAC Voice* reappeared with Barbra Sundquist as editor (Mark, 2006, pers. com.). The IAC's new mission statement is defined as follows:

> Our mission is to inspire the ongoing evolution and application of a universal coaching standard. Our rigorous certification process evaluates the demonstration of specific proficiencies that are the hallmark of the most effective and distinguished coaches, as well as [setting] high standards for the coach's ethical, professional, and business behaviors. The purpose of this standard is to provide the clients of coaches a valid measure of assurance that they will receive the best coaching (IAC, 2006).

The IAC describes itself as an independent certifying body and its website states that:

> The IAC's certification system is a performance-based system that measures a coach's mastery based on assessment of pre-recorded samples of coaching. This system requires a very high standard of coaching mastery but doesn't make any specific requirements for education, experience, references, mentoring or particular patterns or processes in the coaching … Since the *IAC's* certification system *doesn't* make any specific requirements for the process of learning how to coach, that means that coaches, mentors and schools are free to innovate in the way they learn and teach masterful coaching (IAC, 2006).

In January 2007, the IAC instituted annual membership fees and changed their name to the International Association of Coaching (from "Coaches") to reflect the broadened influence of coaching as a methodology as well as a profession. Organization and member focus is sustained by the guiding values of diversity, innovation, mastery, integrity, learning, trust, service, collaboration, and serving the coaching client (*IAC Voice*, 2007a).

September 2007 released the IAC Coaching Masteries® as the new set of standards to be used in evaluating coaches for certification. The transition to using only this standard to certify coaches was completed by January 2008, including a new online exam and scoring system for evaluating coaching recordings (*IAC Voice*, 2007b).

In April 2008 Angela Spaxman became the new President for a two-year term (*IAC Voice*, 2008a). The IAC launched a Coaching Masteries® Licensing Program in December 2008 to allow coach mentors, trainers and schools to use the IAC Coaching Masteries to help coaches prepare for IAC certification (*IAC Voice*, 2008b). In August 2009, the IAC started a major strategy process to envision the future of coaching, with the IAC enlisting the ideas of the membership (*IAC Voice*, 2009).

As of October 2002, the IAC had over 600 members, 53 certified coaches, 13,000 subscribers to the monthly email newsletter the *IAC Voice*, 24 chapters in 13 countries, and 25 licensed mentors and schools in 13 countries. Bob Tschannen-Moran became the IAC's fifth president in January 2010 (*IAC Voice*, 2010).

Worldwide Association of Business Coaches (WABC)

(www.wabccoaches.com)

On May 31, 2002, Wendy Johnson of Canada assumed the full rights to and ownership of specified NABC assets (see the section earlier in this chapter on the NABC). These assets were rolled into a new privately held corporation called WABC Coaches Inc., which was duly incorporated under Canadian law. Following a July 2002 member survey "Shaping A Global Future for NABC", in November 2002 NABC was rebranded as the Worldwide Association of Business Coaches (WABC), the name under which WABC Coaches Inc. does business. The WABC defines it purpose as being "to unify business leadership throughout the world through a mission to develop, advance and promote the emerging profession of business coaching, worldwide".

WABC is led by its full-time president and CEO, Wendy Johnson, who is responsible for strategic planning and global marketing for the association. On the re-branding of the NABC to the WABC, Ms. Johnson stated in a press release "Our new name is a more accurate reflection of the Association's international focus and global membership base". From this point, WABC has served and developed business coaches in the North American and overseas markets. A full-service website was launched by the end of 2002.

Since assuming the leadership in May 2002, the new president and CEO's emphasis has been on taking the Association to the next level through building the organization from the "inside out". This has meant focusing on creating the highest international standards of ethics, integrity and professional responsibility for its members. With this in mind, and given WABC's expanding international presence, over the last seven years Johnson has focused primarily on creating new standards and core services (Johnson, 2006, pers. com.).

The first step in 2002 was to establish standards for membership qualification and re-qualification, and a credential verification process. WABC's advanced admission and renewal membership standard is based on business experience, coaching experience and references. A credential verification process requires that members who wish to list their names, educational degrees and professional designations on their materials (e.g. marketing and promotional materials, résumés, business cards, website, etc.) that display the Association's trademarks (e.g. WABC name, WABC logo, WABC designations, etc.), must provide proof of these credentials.

WABC seeks to build highly selective alliances with leading experts, businesses and organizations willing to share their resources and expertise for the benefits of its members and the business coaching industry. As part of this business strategy, in October 2002 WABC entered into a strategic alliance with the Coach Connection for the purpose of connecting WABC business coaches with clients. This alliance was later discontinued due to lack of membership interest.

In May 2003 Johnson conducted a second membership survey, "Communications, Conferences/Seminars, Education, Leading Resources and Mentoring", followed by a third membership survey "Help Us Build Our New WABC Code of Ethics and Integrity" in July 2003. She also assembled several expert advisory task forces to focus on communications, ethics and integrity, and conferences and seminars. With regard to the draft *Code of Business Coaching Ethics and Integrity*, Johnson stated in an open letter to the WABC membership,

> after carefully reviewing membership feedback, analyzing other associations, codes and complaint processes, and researching other key related documents, the task force unanimously agreed that a brand new Code would best address the diverse range of business interactions and decisions faced by our members around the world.

The first edition of *WABC Code of Business Coaching Ethics and Integrity* was published in October 2003 on the WABC website. Designed to help direct members in times of uncertainty, the Code includes conciliation, adjudication, monitoring and review processes. This integrated Code contains three parts: (1) Business coaching definition, (2) Principles, and (3) Safe harbor conciliation and adjudication process, which allows members and their clients to speak with a WABC representative about highly sensitive ethical issues in a safe, confidential environment.

The first WABC Business Success Conference was held in Chicago, Illinois on October 23–25, 2003, with the theme "Accelerate the Future". The event brought together a mix of business owners, leaders, managers, WABC members and prospective members for business education, networking and a glimpse of business coaching.

Analysis of membership survey information led to identification of key initiatives for WABC in 2004, which included assembling a WABC Advisory Board (now the WABC International Advisory), building membership, offering advanced and specialized education, gathering leading resources, creating professional standards, and beginning research on an accepted Business Coaching Body of Knowledge. The communication and events teams, and the ethics and integrity committee were formalized based on the work of the 2003 expert advisory task force groups.

Between October 2003 and March 2004 WABC conducted a pilot "Ambassador Program" chaired by Lyn Christian. The purpose of this program was to find and create connections between businesses, coaches and the WABC. As part of the re-branding initiative begun in 2002, in July 2004 the US Patent and Trademark Office (USPTO) officially registered "Worldwide Association of Business Coaches" as a trademark.

A group of WABC International Advisors was assembled in May 2004. Included, among others, were Bronwyn Bowery-Ireland from Australia, John Whitmore and Lawrence Lyons from the United Kingdom, Marshall Goldsmith from the United States, and Philippe Rosinski from Belgium. Also in Spring, 2004, Wendy Johnson presented five interrelated issues facing the business coaching community and pledged to continue a grassroots effort to resolve the. These seven issues, which are still valid, were: (1) business coaching is an emerging profession; (2)

business coaching is a hybrid procession that lacks a unified body of knowledge, standard of training and system of credentials; (3) business coaching is a self-regulated industry; (4) business coaching is suffering from the effects of fragmentation; (5) business coaching can benefit from the power of unification, (6) a proliferation of coach training programs and designations are flooding the market, and (7) the business coaching industry needs an internationally focused coaching association to create a unified body of knowledge, standard of training and system of credentials. WABC pledged to address these issues and meet the goal "to see business coaching grow as a respected profession with WABC at the forefront".

The first issue of *Business Coaching Worldwide* (*BCW*) was published in Spring 2005. In July 2007 *BCW* was rated by Peer Resources judges as the top-rated e-zine from a professional association. Published three times a year, and available online with the option of printing a copy, this publication was described by the judges as "Unlike other professional association publications that focus only on promoting themselves and pretending to be 'worldly', this e-zine includes well-written articles prized by practitioners and authored by experts from a variety of fields and coaches from around the world on practice, marketing, assessment, ROI, and other highly-relevant topics". This free newsletter is available to WABC members as well as non-members; however, only members can participate in a discussion forum about the various topics.

WABC committed to developing evidence-based international certification programs for business coaches that follow industry best practices and require validation, carry re-certification requirements, and are subject to revocation. In 2005–2006, a 44-person International Certification Program Expert Panel was assembled to support the development of a new international certification program for individual practitioners. The panel evaluated WABC's certification program and provided feedback to ensure that the program was relevant, met strict standards and could be marketed around the world. David Lane, Director of Research International Centre for the Study of Coaching at Middlesex University in the United Kingdom, an international authority on developing competency and accreditation models for professions, led this initiative. The certification program would be focused on business coaching at senior level, and would be developed with broad stakeholder involvement. The evaluation processes would be transparent and independent of the WABC, and accreditation by leading accrediting bodies would be sought.

In October 2007 the WABC released a new business coaching definition and associated business coaching competencies. The WABC business coaching definition includes a range of practice (e.g. team and individual coaching), yet throughout there is a clear focus on achieving business objectives. It also states "*Business coaching addresses the client's development for the purpose of achieving business outcomes rather than achieving personal or career goals*".

The business coaching competencies are divided into three areas: (1) self-management – knowing oneself and self-mastery; (2) core coaching skill base; and (3) business and leadership coaching capabilities. Within each of these areas are levels, which range from "categories" (most

comprehensive) at the top, through "competencies" (specific) in the middle, to "indicators" (most specific) at the bottom. The categories and competencies, as described on the WABC website, include:

A. Self-management – knowing oneself and self-mastery:

    1. Knowing yourself – self-insight and understanding.

    2. Acknowledging your strengths and development needs.

    3. Self-mastery – managing your thoughts, feelings and behaviors in ways that promote behavior contributing to career and organization success.

B. Core coaching skill-base:

    1. Creating the foundations for business coaching.

    2. Developing the business coaching relationship.

    3. Promoting client understanding.

    4. Facilitating the personal transformation.

    5. Professional development.

C. Business and leadership coaching capabilities:

    1. Alignment.

    2. Leadership knowledge and credibility.

    3. Coach as leader and developer of own business.

    4. Creating and maintaining partnerships with all stakeholders in the business coaching process.

    5. Understanding organizational behavior and organizational development principles.

    6. Assessment.

    7. Having respect for and knowledge about multicultural issues and diversity.

The four coaching designations formerly offered by the NABC were superseded (though coaches who had earned those designations could continue to use them), and only the Registered Corporate Coach (RCC) designation would continue to be offered by the WABC.

In 2007 the WABC Chartered Business Coach™ (ChBC™) designation, intended for senior coaches, was announced. This designation recognizes business coaches who apply their coaching in a variety of contexts, the outcomes of which may be unpredictable. Business coaches at this level are accountable for critical analysis, diagnosis, design, planning, execution and evaluation. They exercise substantial personal autonomy, and show significant influence and leadership within their organization, the profession or academic settings. The CBC™ is a stand-alone credential and the third or highest level of certification.

In 2008 the WABC Certified Master Business Coach™ (CMBC™) for experienced business coaches was announced. Business coaches at this level are equipped to operate at all levels of an organization and to deal with the ambiguity of an open coaching agenda. The CMBC™ is a stand-

alone credential, an advanced level of certification, and the second level of WABC certification. The ChBC™ and CMBC™ designations can also lead to a fully accredited Masters degree in business coaching. The Master of Arts in Professional Development (Business Coaching) program, offered by Middlesex University in the UK, is open to both ChBC™ and CMBC™ holders.

In November 2008 the new WABC Certified Business Coach™ (CBC™) credential was announced, intended for practitioner business coaches. WABC recognizes business coaches who apply their coaching to a narrower range of contexts. Business coaches at this level may be internal coaches who practice within one organization, or external coaches who provide limited services to a narrow client base, usually in terms of a fixed agenda related directly to business outcomes. The CBC™ is a stand-alone credential and the first level of certification.

In 2007–2008 an International Accreditation Program Expert Panel was assembled to support the development of a new international accreditation program for training providers. The panel evaluated the WABC's accreditation program and provided feedback to ensure that the program was relevant, met strict standards and could be marketed around the world. A 2008 pilot led to the offering of the WABC Accredited™ designation for business coaching programs which are build around business coaching competencies. To become WABC Accredited™, a training program has to undergo rigorous independent assessment and regular re-evaluation. There are three levels of distinctions for programs, the Practitioner Level and the Master Level, that are generally available to the marketplace. The third or Charter Level has been reserved exclusively for Professional Development Foundation (PDF)/Middlesex University, and is not open for application. The Practitioner Level is for training providers whose programs aim to develop practitioner coaches. These are primarily internal coaches who practice within one organization. They may also be external coaches who provide limited services to a narrow client base, usually to a fixed agenda related directly to business outcomes. Practitioner Level is the first training level WABC will consider for accreditation. It is seen as equivalent in level to a postgraduate certificate in business coaching. The Master Level is for training providers whose programs aim to develop master coaches. These are coaches qualified to provide services across a range of organizations. They are equipped to operate at all levels of an organization and to deal with the ambiguity of an open coaching agenda. Master Level is an advanced training level for the purposes of accreditation. It is seen as equivalent in level to a Masters degree in business coaching.

In 2008, WABC began preliminary work on new professional standards for its members. Once again, WABC is collaborating with the Professional Development Foundation (PDF) based in the UK on this work. Over a year was spent on a scoping piece, as developing professionalism within business coaching has become a "hot issue" around the world, and significant contributions are being made. WABC wants to take full benefit of these contributions before creating its new professional standards.

WABC held its first international conference, celebrating the tenth anniversary of the Association, on May 18–19, 2009 in Vancouver, British Columbia, Canada. The conference hosted a blend of attendees from 11 nations, ranging from longstanding WABC members to non-members with just an inkling of knowledge about WABC, and from seasoned and mid-level coaches to novice coaches just looking to break into the field. Master of Ceremonies Peter Coppin introduced presenters who included Marshall Goldsmith and David Lane.

Over the years WABC has created strategic alliances for the benefit of their membership and the business coaching industry. Beginning in November 2002 with an exclusive strategic alliance with Rey Carr and Peer Resources, this continued with a 15-month alliance with Jack Phillips and the ROI Institute from August 2004 to November 2005. A second strategic alliance was formed with Business Book Reviews in January 2006, which provides WABC members with a library of over 700 eight-page summaries of top business books. In August 2009 WABC announced an exclusive strategic alliance with Professional Development Foundation (PDF), through which evidence-based research, programming, information, reports and other leading-edge services are being brought to WABC members and the industry at large. WABC has continued to expand its services and programs, and to learn more please visit its website.

International Consortium of Coaching in Organizations (ICCO)

(www.coachingconsortium.org)

The International Consortium of Coaching in Organizations (ICCO) originated out of the Executive Coaching Summit (ECS):

> At the 2003 Executive Coaching Summit, the seeds were planted for the formation of a new organization. ECS participants had expressed a desire for something more than a once a year event with resultant white paper, something that would endure. Two core questions were at the heart of this shared intention: What is missing in executive coaching today? How can we do more to impact leadership? (ICCO, 2005:1).

Mike Jay and William Bergquist facilitated the initiative at ECS which conceived of and funded the start of ICCO during 2003 and 2004. A Steering Committee was formed to create the organization requested by participants at the 2003 Executive Coaching Summit. The actual Steering/Transition committee was co-chaired by John Lazar and Wanda Lee (ICCO, 2005:1), and Lazar served as Acting Executive Director for 14 months. As described in an update to members:

> Over the past year, an eight-member Steering Committee team and four task forces (credentialing, value proposition, ethics, research) conducted multiple conference calls, the outgrowth of which was the launch of a new organization, the International Consortium for Coaching in Organizations (ICCO). The ICCO is a not-for-profit organization that is [a] results-oriented, client-focused, research- and scholarship-based bridge to the broader coaching community. The proposed charter was accepted and signed during the 2004 Executive Coaching Summit (ICCO, 2005:1).

The ICCO charter created a forum for members in the organizational and business world, so that it would have a broader reach extending beyond executive coaches (Pomerantz and Boisvert, 2005):

> At the 2004 Executive Coaching Summit, we spent some time the second afternoon discussing what this new organization could be and created initial committees where people could locate themselves per their interest and commitment. The committees include the alliance/outreach committee, the research committee, the governance committee, the events committee, and the marketing/PR committee (ICCO, 2005:1).

With the publication of the Charter of the International Consortium for Coaching in Organizations (ICCO), and its announcement at the 2004 Executive Coaching Summit, the role of the Steering Committee shifted to providing a leadership perspective, bridge and transition between the time of the announcement of ICCO and the establishment of a formal leadership structure (in the form of an elected Executive Committee) to move ICCO forward. The Steering Committee offered recommendations to the Executive Committee, and had completed its mandate and decommissioned itself by the end of January 2005.

ICCO was incorporated as a not-for-profit corporation in Illinois in October 2004. ICCO is a consortium, defined as a loosely-coupled yet committed group that may include individual members, organizations, associations and professional firms. There are no membership criteria, and members include organizations, coaches, coach training programs, coaching firms and associates (ICCO, 2005:1). According to the ICCO website:

> ICCO's purpose is to maximize the success and efficacy of coaching solutions in organizations, at a global level. This encompasses: the ongoing expansion of knowledge about how and why coaching produces positive results; the continuous creation of coaching resources – theoretical and practical – and sharing of best practices. Critical to this endeavor is the integration of all stakeholders in dialogue, research and debate, to contribute to the growing success of coaching solutions in organizations (ICCO, 2006).

The ICCO Charter defines five distinguishing characteristics for the organization:
1. Results-focused.
2. Non-political and non-ideological.
3. Research/scholarship focus.
4. Focus on client effectiveness.
5. Bridge to the broader coaching community (ICCO, 2004).

The Charter provides for the ICCO to be governed by an Executive Committee of 12 members, of whom four are practitioners, four are members of organizations extensively using coaching services, two are members of institutions that train organizational coaches, and two are representatives of other coaching associations. The ICCO membership also selects an Executive Director who is appointed for a two-year term and compensated for fulfilling 10 specific tasks (ICCO, 2004). Agnes Mura became the first chairperson of the ICCO, with Suzi Pomerantz as vice chairperson, Bob Johnson as secretary, and William Bergquist as treasurer (ICCO, 2005:1).

Two sets of events were developed to provide benefit to members and guests alike: teleforums (one- to one-and-a-half-hour presentations with question and answer on specific topics, delivered by identified subject matter experts over a conference call bridge line) and symposia (two- to two-and-a-half-day in-person events limited to 30 participants excluding design team members, topic/theme-related, case-study-driven with animation questions to foster reflection and dialog). In addition, the CoachLeader Update (CLU) was created as a quarterly electronic newsletter. Teleforums have been held periodically (ICCO, 2007).

The first ICCO Symposium was held in Spring 2006 in Sacramento, California, and included 25 attendees who interacted using Open Space Technology (ICCO, 2007). The second ICCO Symposium was held in New York City, October 2006, followed by the third ICCO Symposium, featuring David Rock who presented on brain-based coaching, that was held in Seattle, Washington, in June, 2007 (ICCO, 2007). Subsequent symposia have been held in Mexico City; Guatemala City; San Jose; Costa Rica; Oslo; Washington, DC; Chicago; Los Angeles; Kalamazoo, Michigan; and Istanbul (ICCO, 2009). In addition, a new signature deliverable has been developed called ICCO Learn, consisting of a series of 10 teleclasses and a symposium-like event on the topic of organizational coaching and assessment (ICCO, 2009).

Institute for the Advancement of AD/HD Coaching (IAAC)

(www.adhdcoachinstitute.org)

The IAAC was formed in May 2005 by a group of leaders within the AD/HD Coaching community. The founding board included Carol Gignoux, Linda Sepe, Jodi Sleeper-Triplett, Susan Sussman, Madelyn Griffith-Haynie and Sandy Maynard (Sussman, 2008, pers. com.). The IAAC's aim is to define, protect the integrity of, and support the profession of AD/HD coaching in the world and to provide continuing education, credentialing, certification and ethical standards for AD/HD coaching (Sussman, 2008, pers. com.). According to the organization's website, "Our mission is to advance the field of AD/HD Coaching through the development and delivery of credentialing and certification for AD/HD Coaches worldwide, in pursuit of excellence in our profession". Membership is open to all, and both an ethics code and core competencies exist. The first phase of the credentialing program – the grandfathering of experienced AD/HD coaches – began in September 2007 and lasted for six months. The second phase, the credentialing of AD/HD coaches, began immediately after the grandfathering phase ended (Sussman, 2008, pers. com.).

United Kingdom and Europe

The history of five coach associations within Europe is included in this section. These associations are:

- European Mentoring andd Coaching Council (EMCC) – 1992.

- Nordic Coach Federation (NCF) – 1999.

- European Coaching Institute – 1999.

- Association for Coaching (AC) – 2002.

- Association for Professional Executive Coaching and Supervision (APECS) – 2005.

European Mentoring and Coaching Council (EMCC)

(www.emccouncil.org)

The European Mentoring andd Coaching Council (EMCC) exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe. The first coaching association to emphasize research as the basis of good practice, the EMCC was also the first to bring together professionals, academics, and corporate clients.

It was founded as the European Mentoring Council (EMC) in the United Kingdom in 1992 by David Megginson and David Clutterbuck, as an alliance between academics, consultants, corporations and public service organizations. The EMC's members were at first mainly academics, and the only requirement for membership was to pay a fee (Megginson, 2006, pers. com; Clutterbuck, 2006, pers. com.). In 1994 the EMC held its first European Mentoring Conference to bring together researchers, schema coordinators and practitioners of mentoring and coaching from across Europe. In 2001 the EMC held its first Annual Coaching and Mentoring Research Day (Megginson, 2006, pers. com; Clutterbuck, 2006, pers. com.).

Over the years the EMC's membership moved toward a balance between practitioners and academics. As a result, in 2002 the organization's focus was revised to include coaching, and its name was changed to European Mentoring and Coaching Council (EMCC). In 2003 an ethics code and complaints and disciplinary procedure were created with input from the ICF, the Association for Coaching (AC), and the Employment National Training Organization (ENTO). Competencies were also developed in 2003 to accredit coach training programs. The first issue of the *Journal of Mentoring and Coaching*, an academic journal edited by Bob Garvey and Alison Carter, was published in November 2003. Its publication coincided with the Tenth Annual EMCC conference, at which Philippe Rosinski (author of *Coaching Across Cultures*) was keynote speaker (EMCC, 2004:5–6.).

In 2004 the EMCC's annual conference was held in continental Europe for the first time (in Brussels, Belgium), and the Council expanded to include mainland European countries. Spain and Switzerland were the first branches to be formed that year, followed by Germany, Sweden, and France. A branch was also formed in Turkey. By September 2005, further branches had been formed in the Czech Republic, Poland, and Scandinavia (EMCC, 2005a).

> **EMCC guiding principles**
>
> 1. EMCC is an inclusive organization for all parties interested in promoting the quality and development of coaching and mentoring.
>
> 2. EMCC is pan-European.
>
> 3. EMCC is an independent, impartial and non-profit-making organization.
>
> 4. EMCC aims to bring together all interested parties, including:
>   - providers of coaching and mentoring services (including training and supervision);
>   - researchers into coaching and mentoring; and
>   - buyers of coaching and mentoring.
>
> 5. EMCC promotes the adoption of quality standards.
>
> Source: EMCC (2008)

In a move toward standardization, a standards research project headed by Pauline Willis was launched in February 2005. The project focused on competencies, using preliminary EMCC research outputs to inform localized development of standards for coaching and mentoring practice. In the United Kingdom this included the Employment National Training Organization (ENTO) and the Chartered Institute for Personnel and Development (CIPD) (Willis, 2006, pers. com.).

The Standards research project was followed in March 2005 by a "kitemarking" project, headed by David Lane, on standards of competence in coaching and mentoring. The competencies framework was rigorously researched by several coaching psychologists, and used thorough feedback from industry leaders. A report on the project stated that:

> This project is being pursued in the light of the decision that EMCC should provide a role which is about standards rather than operating a register of coaches and mentors. EMCC will provide an independent source so that others can ask how various offerings to the market match up against a defined standard. This is intended as a collaborative process with various partners rather than an imposition of a single model (EMCC, 2005:5).

Based on research into the core competencies for coaching and mentoring, the competencies were organized into Fundamental, Intermediate, Practitioner and Master levels. The more than 200 competencies were grouped into the following categories: process; domain-specific knowledge, expertise and focus; professionalism and building a practice; self; skills; values and approach; communication; facilitating; and developing leaders. The EMCC's role as a standards-setting body is to set standards based on collaboration with others and to kitemark the qualifications of others. This role does not include establishing a register of coaches and mentors (EMCC, 2005:6).

June 2005 saw the third Annual Standards Day, followed in July by the sixth Research Day, where the key focuses were on Phase II of the coaching and mentoring competency research and on fine-tuning the kitemarking scheme. In September 2005 the kitemarking benchmark for assessing coaching and mentoring training, known as ,EMCC Quality Awards (EQA), was

launched, with 17 training organizations requesting to be in the first wave of assessments (EMCC, 2005b).

In November 2005 the 12th Annual EMCC conference was held in Zurich, featuring keynote addresses by David Megginson, David Clutterbuck and Peter Hawkins, and the launch of the EQA kitemarking awards. According to an EMCC press release:

> As of 2006, the first pilot organizations were working their way through the vigorous and comprehensive assessment process, and the first set of awards were announced in the Summer. One of these trail-blazing organizations is Oxford Brookes University. Dr. Elaine Cox, who leads its MA in Coaching and Mentoring Practice, explained why the university had decided to work towards the new standard. 'The EMCC has the right kind of integrated approach to developing it', she said. 'It has based the standard on solid research and involved a range of other organizations in the development. The fact that we can say we have this standard from a pan-European body is a good thing in itself, but by achieving it we'll also be able to show that we are keeping up with the very latest developments in the profession', she added. [EMCC Standards committee chair] Gil Schwenk added: 'The award offers substantial advantages for organizations that go through the process. It provides an audit check on quality, allowing an organization to reflect on its processes, procedures and outputs' (EMCC, 2010).

In December 2005, with the creation of EMCC UK, EMCC governance moved to continental Europe, when many of the responsibilities of the largely UK-based Executive Board of the EMCC shifted to the European Steering Group. A European-wide executive steering committee was formed, and by mid-April 2006 a revised vision and aims, as well as a diversity statement, were announced. This vision, "EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe", serves to guide the EMCC as a unifying and inclusive body built on collaboration (EMCC, 2010).

Nordic Coach Federation (NCF)

(www.icfnordic.org)

The Nordic Coach Federation (NCF) is a non-profit organization of personal and business coaches active in the Scandinavian countries. Founding board members were Johan Tandberg, John Rasmussen, Eirik Mellbye, and Mai-Len Holmberg. Working in collaboration with the ICF to make coaching a professional craft, the NCF began as the core of a regional ICF group. As such, its members support the ICF, its bylaws and standards practices and ethics pledge. The NCF vision is to be the voice and body for professional coaches in the Nordic countries (Tandberg, 2006, pers. com.).

The NCF held its first conference in May 1999 in Johan Tandberg's parents' home in Stockholm, Sweden, which was attended by eight coaches (Tandberg, 2006, pers. com.). The NCF having resolved to be Scandinavia-wide and to build strong coaching chapters in each Nordic country, its

second conference was held in Copenhagen, Denmark in May 2000 at "the cheapest hotel", with ten participants (Tandberg, 2006, pers. com.). The first issue of the NCF's newsletter *Coaching In Action* was published in September 2000.

The third NCF conference was held in January 2001 at a conference center in Helsinki, Finland, and was attended by 25 people. Shirley Anderson was the keynote speaker, and some Finnish NLP masters shared ways of modeling. The fourth conference was held in Oslo, Norway in 2002 with all-Scandinavian keynote speakers, and was attended by 60 coaches (Tandberg, 2006, pers. com.). The fifth Nordic Coaching Conference, "Sharing with the World the Many Facets of Coaching", was held in Gothenburg, Sweden in March 2003. Further conferences were held in 2005 in Tønsberg, Norway, and in 2007 in Helsinki, Finland (Tandberg, 2006, pers. com.).

After Tandberg stepped down as president of the NCF in 2002, he focused on building strong ICF chapters in Scandinavia. To help new coaches feel comfortable at the chapter meetings, he instituted a process whereby a prospective member could attend an ICF meeting only after sitting though a general information session followed by a personal meeting with a "buddy". The next years were spent building the ICF brand and Scandinavian chapters through the Nordic Coach Federation. Prior to 2005, a coach in the Nordic countries was required to pay both NCF and ICF membership dues. In 2005 the NCF and ICF became integrated, and by 2006 there were 400 members in Scandinavia (Tandberg, 2006, pers. com.).

European Coaching Institute (ECI)

(www.europeancoachinginstitute.org)

The European Coaching Institute (ECI) is a neutral non-profit accreditation organization for individual coaches and for companies offering training to coaches in Europe. The ECI works to assure the public that participating coaches and coach training agencies meet the accreditation standards, specific to European needs, that it has established. The ECI was founded in 1999 by a group of concerned coaches under the leadership of Ben Botes, who became its first CEO, supported by Aina Egeberg, head of Erikson Coach Training in the UK. The ECI's initial focus was on life coaching, but this was soon changed to include all areas of coaching. Membership is open to all coaches, and membership categories include associate, accredited coach, corporate, training organization, and affiliate organization (ECI, 2005).

In January 2004 the first ECI electronic newsletter was published, and a National Register of Coaches was launched. The International Coaching for Excellence Awards for companies implementing coaching culture were announced in November 2004 (ECI, 2005). By 2005, the ECI had chapters in over 30 countries. An ethics code was adopted, and professional indemnity insurance was provided for the United Kingdom and Ireland, in March 2005 (ECI, 2005).

Accreditation and certification for coaches and coach training organizations have been offered since April 2006. Offering six levels of accreditation for individual coaches, four levels of accreditation for full coach training, an accreditation level for short courses, and one for workshops, ECI supports six core coaching competency categories for competent coaches:

- Presenting a professional image in each session.
- Creating a safe environment for the coaching relationship.
- Questioning skills.
- Listening skills.
- Facilitating growth.
- Planning and accountability (ECI, 2006).

In October 2006, ECI held their first annual European Conference, "The Next Level, Professional Coaching Across Europe", in Ireland (ECI, 2006). The inaugural ECI Australasian Coaching conference was held in Sydney in November 2008.

In January 2010, the ECI was renamed the International Institute of Coaching (IIC), and defined its aims as being to:

- Uphold a unified body of professional coaching ethics and standards.
- Disseminate information that's helpful for professional coaches through newsletters, webinars and professional networking.
- Offer accreditation for professional coaches to ensure that all practicing coaches live up to the high standards that our industry deserves.
- Connect clients to accredited coaches to ensure that all people get the best coaching available (IIC, 2010).

The IIC includes nine international groups, and publishes a monthly email newsletter (IIC, 2010).

Association for Coaching (AC)

(www.associationforcoaching.com)

The AC was launched in the UK on July 1, 2002, as an independent, non-profit professional body for coaches, coach training/service providers, and corporates involved in building coaching cultures. Its focus was on promoting best practice, raising awareness and standards across the coaching field, and providing value-added benefit to members. Katherine Tulpa, co-founder and first chairperson of AC, says that the original intent was to ensure that coaching moved in the direction of becoming a profession, which at that time was a fairly young industry in the UK. Tulpa co-founded the association with Alex Szabo, who has served as vice chairperson (Tulpa, 2006, pers. com.).

> The AC is an independent, non-profit organization with the goal to promote best practice, raise awareness and standards across the coaching industry, while providing value added benefits to its members – whether they are professional coaches or organizations involved in coaching.
>
> Our objectives are the following:
>
> - To actively advance education and best practice in coaching worldwide.
> - To develop and implement targeted marketing initiatives to encourage growth to the industry.
> - To promote and support development of accountability and credibility across the industry.
> - To encourage and provide opportunities for an open exchange of views, experiences and consultations.
> - To build a network of strategic alliances and relationships to maximize the association's potential.
>
> Source: From www.associationforcoaching.com

The AC has three types of membership – individual professional coaches, organizations that are coaching service providers, and training providers that may be private schools or academic institutions. Each applicant goes through a vesting process and a quality process prior to acceptance into membership (AC, 2006).

In its early days, the AC was led by 12 volunteer council members, alongside 30 to 40 volunteers on the development team (AC, 2006). In February 2003, the *AC Bulletin* was launched, including industry trends, newsworthy feature articles on coaching techniques, book reviews, and legislation affecting the coaching industry. As stated in the first issue, the *AC Bulletin* strives to advance education and best practice in coaching, and to encourage and provide opportunities for an open exchange of views, experiences and consultations (AC, 2006).

Some of the most valued benefits of being a member of the AC are the educational forums (on and off-line), accreditation and course recognition programs, networking and continuous development events, international conferences, workshops and seminars, published books (now going on the fifth), P/R, research, and an evidence-based, international coaching journal. Furthermore, discounts on products and services are negotiated for its members, with an online coach/provider directory on the website. With its focus on coaching excellence, the AC provides an ethical framework and standards for coaches based on seven core values: high standards, client focused, integrity, educational, open, progressive, and responsive (AC, 2006).

In July 2003 the Coaching Association Scotland (CAS) became the Scottish Branch of AC. Two conferences were held in 2004 – the Scottish Conference "Embracing Success" and the first UK AC conference in October "Breaking Through". It was at the UK conference, featuring keynote addresses by Sir John Whitmore, Stephen Palmer and Alexander Caillet and attended by 350 individuals, that the *Corporate Coaching Report: UK coaching rates survey and guidelines for coaching in organizations* was released (AC, 2006).

A main focus of the AC is continuing professional development (CPD) events, at nominal fees to pay the cost of the event expenses. These events include co-coaching forums, where professional coaching come together and continue with their supervision and co-support of coaching, amongst a whole other range of workshops, including those tailored specifically to the corporate membership base (i.e. corporate "think tanks", organizational breakfast seminars), as well as coaches/providers (AC, 2006).

In May 2005, the AC launched an accreditation scheme for coaches, and in October 2005 announced a competency framework. Once accredited, this will be valid for five years, as long as membership is current in the AC, no complaints are upheld against the coach, 30 CPD hours are completed annually, and the coach undergoes regular coaching supervision. The core competency framework supporting accreditation has 10 elements: knowledge and accreditation; self-awareness; CPD and supervision; fostering independence in coachee; rapport; effective communication; contracting; legal; professional citizenship; and facilitation and learning (AC, 2006).

The second bi-annual conference, "Leading the Way", was held in March 2006 with keynote addresses from Ian McDermott, Cary Cooper, Katharine Everett and Katherine Tulpa. Honorary awards were presented to Darren Robson and Katherine Tulpa. The AC Scotland conference "Advancing Coaching in Scotland" was held in November 2006, featuring keynote speakers Katherine Tulpa, Deirdre Macdonald, Myles Downey, Oliver Johnston, and Averil Leimon (AC, 2006).

In August 2006, following a member's suggestion, the AC published its first book *Excellence in Coaching: The Industry Guide* (Passmore, 2006) together with Kogan Page. With chapters written by influencers such as Anthony Grant, Sir John Whitmore and Ian McDermott on different coaching models, this book is the first of several published by AC, the fourth being *Leadership Coaching: Working with leaders to develop elite performance* (Passmore, 2010).

In December 2007, the AC established a presence in both the Republic of Ireland and Northern Ireland, hosting a number of key events and forums. The third bi-annual conference, "Embracing Excellence" moved to a two-day event in London in March 2008, featuring corporate keynote speakers Alan Jones and Gordon Coutts, plus Laura Berman Fortgang and Lynne Franks.

Looking to link further with academia and promote more evidence-based coaching studies in the marketplace, in July 2008 the AC launched *Coaching, an International Journal of Theory, Research, and Practice*, in affiliation with Routledge, with an international editorial board comprising mainly academic advisors. Executive Editor was Stephen Palmer, PhD, with Co-Editors Carol Kauffman, PhD and Tatiana Bachkirova, PhD.

By Sept 2009 the AC had grown to over 2,800 members in 40 countries. The ratio of executive/business to personal/life coaches in the AC's membership is roughly 70:20, the

remaining 10 per cent being corporate members. A new "local-global structure" announced in October 2009 enables the AC to continue expanding worldwide, and to better serve it's widening international membership base. The volunteer base within the AC now includes over 200 people, including the country councils, whose members continue to serve on a non-paid basis.

Association for Professional Executive Coaching and Supervision (APECS)

(www.apecs.org)

The Association for Professional Executive Coaching and Supervision (APECS) was inaugurated in January 2005 as the first accrediting organization for business coaches in the United Kingdom. Its coverage now also includes the European Union. Co-founders Patti Stevens and John O'Brien established this accrediting body with the core purpose of establishing high professional standards for executive coaching and for the supervision of executive coaching in the business context. The association exists to enable coaches, supervisors, corporate buyers of executive coaching and consultants in the field to meet; to exchange views and best practice; and to provide mutual support and development, as well as initiate research into business-relevant areas.

APECS is a non-profit organization, and has ethical guidelines to which all members must adhere. Its five membership categories are:

- Accredited Executive Coaches;
- Accredited Supervisors of Executive Coaches;
- Associate members working towards accreditation;
- Corporate buyers of Executive Coaching and Supervision; and
- Invited members, e.g. consultants researching the market and providing advisory and implementation services in regard to executive coaching.

Membership stands at over 100 fully accredited members. A rigorous application process emphasizes the overall demonstration of best practice – the business experience/background of the applicant, their coaching experience and the ability to display sound understanding of human behavior, including psychological awareness. If the application meets the necessary requirements, the candidate is invited to attend an accreditation dialogue where their strengths and capabilities as an executive coach are explored by a panel, together with the discussion of a case study.

Corporate members include the BBC, Ernst and Young, KPMG, Pfizer, and PricewaterhouseCoopers, among others. Benefits for corporate members include access to an accredited coach and coach supervisor register, free monthly events, master classes workshops and conferences, and the opportunity to develop and influence standards and research.

Global (non-English-speaking)

Though there are other coaching associations in non-English-speaking countries, two of the first coaching associations established in Asia were linked to the ICF. The first, the Japan Coach Association, was founded in 1999 by Keiko Hirano, Miho Suzuki and other graduates of Coach 21 (Hirano, 2006, pers. com.). The second was founded in 2003 by Eva Wong and was called the China Coach Association (CCA) (Wong, 2006, pers. com.). Registered in Hong Kong, it was disbanded in 2007. JCA and CCA are the only professional coach association in Japan and China respectively due to each country's legal system, which requires any such organization to be initiated by the government (Krigbaum, 2006, pers. com.).

Events specifically for coaches

Three companies held major events for several years in support of coaching: Linkage, a for-profit training company; The Conference Board, a not-for-profit membership organization; and the Executive Coaching Summit (ECS), held in conjunction with the ICF annual conference. A fourth company, Conversation Among Masters™ (CAM™), has hosted an event annually since 2007 to stimulate conversation and mind-expanding thoughts. (Evidence-based coaching events such as the Global Convention on Coaching and the International Coaching Research Forum are discussed in Chapter 13.)

Linkage Inc.

(www.linkageinc.com)

Linkage hosted its first Annual Coaching and Mentoring Conference in Washington, DC in May 1998. The following facts prompted Linkage to host events on coaching:

> In a recent 1997 study by the Center of Creative Leadership, research on managerial learning suggests that formal developmental relationships – such as coaching and mentoring – are the most effective ways to enhance growth and change in managers. In fact, 77 per cent of the respondents from U.W. companies implementing formal mentoring and coaching programs cited 'improved retention and improved overall performance' (Linkage, 2009).

Expert speakers at Linkage's 1998 coaching conference included David Peterson and Mary Dee Hicks from Personnel Decisions International (co-authors of *Leader as Coach*); Ken Blanchard (co-author of *Everyone's a Coach*), Cheryl Richardson (author of *Take Time for Your Life*); and Laura Berman Fortgang (author of *Take Yourself to the Top*) (Linkage, 2009).

Further events were held by Linkage in 1999 in Boston and London, which brought together over 600 and 300 participants respectively. Attendees included human resource executives, leadership and development professionals, senior managers, organizational and career development specialists, and internal and external coaches. Speakers at the London event included W. Timothy

Gallwey author of I*nner Game of Tennis*, Phillipe Rosinski, Center for Creative Leadership in Europe, Myles Downey of School of Coaching in London, Warren Bennis author *On Becoming a Leader*, and David Clutterbuck author of many mentoring books. Linkage went on to host conferences on coaching in London in 2000; in Arlington, Virginia and London in 2001; and in San Diego, California in 2002 and 2003. From 2003, Linkage has offered coaching classes and certification opportunities globally (Linkage, 2009).

The Conference Board (TCB)

(www.conference-board.org)

The Conference Board (TCB), founded in 1916, is a global business membership and research network linking business executives across industries, companies, and countries. It holds conferences, convenes executives and conducts business management research. TCB has held coaching conferences since 2003. The first conference focused on "Coaching for Business Results", while conferences from 2004 through 2007 addressed "coaching, executive". A leading coaching researcher, Mary Wayne Bush, holds a seat on TCB's Executive Coaching Conference Advisory Council (Bush, 2008, pers. com.).

Executive Coaching Summit (ECS)

The Executive Coaching Summit (ECS) event was created by a group of senior ICF coaches, in response to the expressed need of many executive coaches for an organization or event within the ICF community to focus on the unique needs and issues of the executive coach. Madeleine Homan, Laura Whitworth, and Laura Berman Fortgang conceived the ECS idea at the 1998 Linkage Conference. They went to the ICF Board and sold the idea of this event, even though none of them actually attended an ECS event. Jeannine Sandstrom and Lee Smith of CoachWorks International Inc. (CWI) were recruited to help Laura Whitworth, of The Coaches Training Institute, then a member of the ICF corporate coaching committee, gather a list of senior executive coaches who were recruited by invitation to launch the first ECS. The ECS is held over two days prior to the annual ICF conference, sharing the same hotel space and meeting rooms, but sponsored and paid for independently (L. Whitworth, 2006, pers. com.).

ECS, supported by the ICF, and sponsored by (CWI and CTI funded all operational costs) CoachWorks, and CTI, was first held in 1999 the two days prior to the ICF Annual Conference in Orlando, Florida. ECS 1 was attended by 36 senior executive coaches, and focused on defining and distinguishing the profession of executive coaching. The outcome of this event was a white paper written by Lee Smith and Jeannine Sandstrom. (That white paper and all subsequent ones have been archived on the ICF site historically.) ECS II was held 2000 in Vancouver, British Columbia, Canada and focused on business best practices and the future of executive coaching. Efforts by many on the ICF Board and Executive Coaching Committee, including Jane Creswell and Bob Johnson, continued to expand the ECS. ECS III was held in Chicago, Illinois in 2001,

dealing with community building and shared learning through case studies, and also explored greater alignment with the ICF. In 2002 a rigorous application process was put in place to ensure attendees of ECS VI in Atlanta, Georgia had experience in or contribution to executive coaching. Compared with 30–36 attendees at previous events, 71 coaches participated in a dialogue about dilemmas in the field and client perspectives (ECS, 2002).

In May 2003 the first and only European Executive Coaching Summit (EECS), sponsored by the ICF, was held in Stresa, Italy and attended by 31 coaches from 10 countries on three continents. This day-and-a-half event was designed to share best practices. The ECS contributed to the birth of an EECS to expand the global dialogue beyond North America, while focusing on the unique cultural needs of international executive coaches:

> After attending the first Executive Coaching Summit in North America, Philippe Rosinski proposed launching a European counterpart building upon the American experience while adding European insight. The First European Executive Coaching Summit was born with the sponsorship of the International Coaching Federation with an executive team consisting of Philippe Rosinski, president, Katrina Burrus, vice president, and committee members Jane Creswell, Stephan Oberli, Dominique Ringler, Michael Sanson, Bernard Sténier, and an advisory board composed of Maryvonne Lorenzen, Danièle Darmouni and Anita Hussl-Arnold (Burrus Barbey, 2003).

ECS V, held in Denver, Colorado in 2003, looked at discovering new ways to serve by leveraging best practices. This summit also began the dialogue to create the International Consortium of Coaching in Organizations (ICCO), which effort was led by William Bergquist, John Lazar and Agnes Mura (ECS, 2003).

In 2004, ECS VI was held in Quebec City, Quebec, Canada and provided a high-level recap of the key contributions and learning generated by the ECS community. In early 2005 a vision, mission and theme for ECS VII was created, along with a paper co-authored by Suzi Pomerantz, vice chairperson ICCO, and John Boisvert, chairperson ECS (Pomerantz and Boisvert, 2005). This paper distinguished between the ICF, ECS and ICCO and identified a number of ECS initiatives designed to complement efforts by the ICF and other organizations offering services to executive coaches. Examples of such initiatives include:

- The ICF Executive Coaching Committee.
- The ICF Executive Coaching Track/ Panels at ICF Conferences.
- The ICF Executive Coaching Special Interest Group (SIG).
- The ICF Internal Coaching SIG (now called "Council on Internal Coaching Programs").
- The ECNet (the Summit Community Listserve), created and still hosted freely by Mike Jay.
- The International Journal of Coaching in Organizations (IJCO), the first professional journal of the industry co-edited by William Bergquist and John Lazar.
- The International Consortium of Coaching in Organizations (ICCO) (Pomerantz and Boisvert, 2005).

By August 2005, ECS VII had reached designed capacity at 80 coaches. Held in November in San Jose, California, the summit theme was "Cutting Edge Practices for a Dramatically Changing Marketplace". ECS VIII was held in late October 2006 in St. Louis, Missouri followed by ECS IX in Long Beach, California in October 2007, which followed an open-space format facilitated by Harrison Owen. In 2008 the ECS was sponsored by Royal Rhodes University of Vancouver, British Columbia, Canada, through the work of Carollyne Conlinn.

No longer directly affiliated with the ICF, the annual ECS event continued to be held two days prior to the annual ICF Global Conference until 2010. Numerous senior-level mastermind groups and long-term business relationships have been birthed at ECS. And these dedicated executive coaches continue to define and advance the profession of executive coaching through their research, writings and application of current behavior and developmental best practices.

Conversation Among Masters™ (CAM™)

(www.conversationamongmasters.com)

In 2006, Bobette Reeder, Donna Steinhorn and Guy Stickney discussed their mutual awareness that there were not many opportunities for experienced Life, Business and Executive Coaches to gather together talk and share on a masterful level. As a result, they created a partnership, co-founded CAM and launched "Conversation Among Masters™" (CAM™) in 2007 (Reeder 2010, pers. com.).

> CAM™ is an annual, invitation-only conference designed specifically for, and limited exclusively to, master-level (experienced, successful) Coaches. CAM™ is designed as a "conversation" in the belief that the masters in the audience have as much brilliance to share as the Conversation Starter on the stage.

> The distinct intention at CAM™ is to stimulate high-level conversation, and mind-expanding thoughts. It's an event where the people who are attending are every bit as impressive (if not more-so) as the people who are "presenting" – Where you can turn to any attendee at random and be assured that, at the very least, you will have an interesting conversation, and quite possibly find a collaborator, a brainstorming partner or a new lifelong friend.

> Following with the basic premise of CAM™, as well as the implicit message in its very name, we invite our "conversation starters" from a variety of fields to bring cutting-edge, "out there" concepts and ideas and place them into the center of conversation. The format of the event includes limitless ways that the conversation starter can present ideas, thoughts, whatever…and then facilitate a conversation on a large scale (with a professional facilitator available to support this, if needed) … or smaller groups can have an opportunity to ruminate, create, destroy, brainstorm (sun showers to hurricanes allowed), share their wisdom around this new idea!

> By its very nature, this gathering provides each attending CAM™ Member the opportunity to be among their experienced, successful colleagues … the opportunity to dabble among our their brilliance! And as CAM™ has progressed through the years, coaches from all continents and countries, from all kinds of backgrounds and credentials, and with a variety

of experience, have forged friendships, broadened knowledge and perspective, and found new skills and ideas to bring to their works and lives (CAM, 2009).

CAM™ events are held annually across the United States, and have included the following:

- 2007 Monterey, California with 120 attendees.
- 2008 Asheville, North Carolina with 124 attendees.
- 2009 Branson, Missouri with 140 attendees.
- 2010 Santa Ana Pueblo, New Mexico with maximum 200 attendees (Reeder 2010, pers. com.).

Future CAM™ events will seek to include technology-based opportunities for those on waiting lists to participate or observe CAM™ (Reeder 2010, pers. com.).

Networks and social networking

In addition to the many coaching professional associations across the globe, there are other associations and companies from related disciplines that have contributed to and supported the spread of coaching.

Peer Resources Network

(www.peer.ca)

Founded in Canada in 1981, this group initially focused on peer mentoring resources and added coaching resources in 1997 (Carr, 2006, pers. com.). (Read more about this group in Chapter 10.)

Coaching and Mentoring Network (CMN)

(www.coachingnetwork.org.uk)

Established in 1999 by Anna Britnor Guest, Pauline Willis, and Martin Richards, the Coaching and Mentoring Network (CMN) provides:

> a predominantly web-based service both for people who perform and / or receive coaching or mentoring, as well as the broader community interested in this area. The primary activity of the Coaching and Mentoring Network is to provide a free and independent information resource dedicated to supporting this community. Financially, the business aims to turnover sufficient to cover costs and reinvest in the service without [intending] to make a profit (CMN, 2008).

This inclusive community is a portal and resource information center focusing on all aspects of coaching and mentoring. CMN sees its role as "commentators and myth-busters, providing factual

and best-practice information to assist individuals and organizations in making their own decisions" (CMN, 2008).

Dedicated to providing free and objective information about coaching and mentoring, CMN also provides a coach matching service. Free services include:

- Online coaching and mentoring bookshop.
- Articles and case studies.
- Links to other websites offering related information and services.
- Information on training and accreditation programs.
- Events related to coaching and mentoring.
- Coaching and mentoring news with e-newsletter (CMN, 2008).

The Coaching Commons

(www.coachingcommons.org)

The Coaching Commons was established as an online news source for executive, business and life coaches. Ruth Ann Harnisch, President of The Harnisch Foundation, was the founding funder of The Coaching Commons, and the Commons continued to be a project of The Harnisch Foundation until December 2010 when it was retired (The Coaching Commons, 2011).

The idea for The Coaching Commons was born out of Harnisch's desire for a "one-stop resource" for coaching news and activities, or as described at the Commons "a non-partisan 'big tent' under which coaches can freely create the future together in a non-commercial setting on the worldwide-web" (The Coaching Commons, 2008).

Andrea Lee, former general manager of CoachVille, was hired to develop and implement this vision. In November 2007 Andrea pulled together a small team (which included David Drake and Vikki Brock) to brainstorm and create this entity – which came into being as The Coaching Commons, "where radical possibilities are explored and pursued" (Lee, 2008, pers. com.). The site was launched in January 2008 as a "vocal community where every coach is welcome to join in and express themselves, their triumphs and challenges, their information, questions and requests" (The Coaching Commons, 2008). The Commons included the following categories:

- Breaking News in Coaching.
- Candid Connections.
- Events Calendar.
- Featured Articles.
- For Newer Coaches.
- Getting Started.
- Join A Virtual Dialog.

- Marketplace.
- The Coaching Hall of Fame.
- The Foundation of Coaching.
- The Future of Coaching.
- The Gift of Coaching.
- The Virtual Museum of Coaching (The Coaching Commons, 2008).

The team in the early days of the Commons included:

- Ruth Ann Harnisch, Founder, Visionary.
- David Goldsmith – Founder, Strategist.
- Andrea J. Lee – Architect, Author.
- Linda Ballew – Team Lead, Operations.
- Sandra De Freitas – Team Lead, Technology.
- Vikki Brock – Team Lead, Connections and Museum.
- Mary Wayne Bush – Team Lead, Research.
- Francine Campone – Team Lead, Research Repository.
- John Bennett – Liaison to the Global Convention on Coaching (The Coaching Commons, 2008).

In 2009 Harnisch hired Mark Joyella to be the first reporter, and in 2010 began using freelance reporters for additional news reporting. The Commons hosted breaking news, original reporting, and provocative reader commentary, relying on a network of professional coaches, journalists and readers to cover and discuss what was happening in the coaching industry worldwide. The Commons archives contained stories about the history of coaching and updates on current research (The Coaching Commons, 2011).

CoachVille

(www.coachville.com)

Founded by Thomas Leonard, CoachVille was launched as a global virtual community for coaches on June 2, 2001. Its mission was to "improve the quality of coaching worldwide, and to provide a home for every coach". In line with its guiding principle of "adding value for the joy of it", in the early days CoachVille membership was US$79 for a lifetime. On August 29, 2002, CoachVille membership became free for all who wished to join (Buck, 2006, pers. com.).

Thomas Leonard believed that "everyone is a coach":

> … not a professional coach perhaps, but certainly a coach in their own way. After all, coaching is simply a set of advanced communication and relating skills, with knowledge and experience woven in. Our best guess is that the greatest source of growth in coaching is

actually in the non-coach sector, meaning that managers become more coach-like in their dealings, ministers weave in coaching skills to their professional skill set, even accountants round out their style to including a coaching approach (CoachVille, 2006).

Within its first 100 days CoachVille membership reached 5,300 members, and it soon became the largest professional network and trainer of coaches worldwide. By 2005, CoachVille had over 65,000 members in more than 175 countries (CoachVille, 2006).

Thomas Leonard believed that six points contributed to CoachVille's phenomenal growth:

- The price point is fairly irresistible. Our low-cost structure, online automation/technology and the volunteer support model makes this possible.
- The lifetime (*vs.* annual renewal membership) is a compelling model. Given high delivery cost structures, few virtual networks, schools or associate can afford to adopt this model.
- The 80 per cent of folks who are coaching in some format simply who will not join a traditional coaching school or a traditional association, will join CoachVille given it's a fresh model that's entirely value driven.
- CoachVille's rate of evolution and product development is very high. This is appealing because it keeps CoachVille fresh and exciting.
- CoachVille member referrals bring in 48 per cent of new members. That's incredible/good and keeps CoachVille momentum sustainable.
- CoachVille is a worldwide phenomenon. We're on our way to members in 100 countries and then a presence in those countries (CoachVille, 2006).

After Thomas Leonard died in February 2003, Dave Buck became CEO and head coach of CoachVille, which continues to offer a wide variety of coach training, business development and personal development programs for coaches. The core of CoachVille training programs is a coaching system made up of 15 Coaching Proficiencies, Life Frameworks, Client Deliverables, Listening Clarifiers and Communication Stylepoints. CoachVille's Graduate School of Coaching has an ICF-accredited certification program for experienced coaches (CoachVille, 2006).

Christian Coaches Network (CCN)

(www.christiancoachesnetwork.org)

Judy Santos launched the Christian Coaches Network (CCN) in April 1998 with other Christian coaches who shared a vision to collaborate and create a conduit between Christians and trained, professional Christian coaches. Santos' personal mission for the organization was:

- To blaze the trail, introducing and supporting professional coaching as a credible and valuable pathway to support believers in attaining and fulfilling God's calling in challenging times.
- To be both conduit and catalyst between Christians in search of a coach, and Christian coaches who want to work with believers.

- To provide choices from within the coaching community, for Christians in all walks of life who want to become more, using their God-given potential, gifts and skills more effectively and find more peace and joy in life.
- To provide support, information, enrichment, connection and professional advancement to all members of CCN (CCN, 2007).

After a recurrence of cancer in late 2009, Judy asked Gary Wood to consider assuming leadership of CCN:

> Through much prayer and consultation, Gary considered the proposal and confirmed his sense that God was behind it. Formal transfer took place on February 1, 2010. Judy passed away in early March of 2010. Member coaches confirmed their sense that this change reflected God's provision for allowing CCN to move into the future serving the Christian coaching community (CCN, 2010).

An advisory board counsels with the director on matters of "policy, procedure, issues of membership and prayerfully and strategically planning for the future". Advisory board members have included Vicki Corrington, Paul Duck, Dean Harbry, and Susan Britton Whitcomb (owner of Career Coach Academy), with Chris McCluskey as an honorary board member (CCN, 2010).

Members of the CCN represent a variety of denominations and worldviews in many countries around the world, focusing on beliefs and values held in common while supporting each other in professional association.

Coaching emphasis in related discipline associations

In addition to the many coaching professional associations across the globe, there are other associations and companies from related disciplines that have contributed to and supported the spread of coaching.

Several associations with coaching emphasis are described in Chapter 13 as they are evidence-based, include extensive research and have established special coaching groups within their charter. These include the UK-based Chartered Institute of Personnel and Development (CIPD), and the psychology associations in the United Kingdom and Australia. The American Psychological Association has chosen not to establish a dedicated coaching emphasis group, and is therefore discussed in this chapter.

OD Network (ODN)

(www.odnetwork.org)

The Organization Development Network (ODN) is "a values-based community which supports its members in their work in human organization and systems development, and offers leadership and

scholarship to the profession" (ODN, 2007). There are no eligibility criteria to join ODN. The purpose, practice, and vision of its more than 5,000 members mirrors the coaching profession:

> Our purpose as professionals is to facilitate processes by which human beings and human systems live and work together for their mutual benefit and mutual well-being. Our practice is based on a widely shared learning and discovery process dedicated to a vision of people living meaningful, productive, good lives in ways that simultaneously serve them, their organizations, their communities, their societies, and the world. Principles of practice are grounded in a set of core values and principles: respect and inclusion; collaboration; authenticity; self-awareness; empowerment (ODN, 2007).

So it is not surprising that at the ODN's annual conference in Seattle, Washington in 1994, Laura Whitworth and Karen Kimsey-House hosted a pre-conference workshop on coaching. In addition, articles on coaching and organization development are regularly included in the ODN's quarterly journal, *OD Practitioner* (ODN, 2007).

National Wellness Institute (NWI)

(www.nationalwellness.org)

Founded in 1977, the National Wellness Institute (NWI) identifies its vision as promoting the understanding of the dynamic factors that contribute to health and well-being, and to develop and share strategies to positively influence those factors in support of a worldwide population with healthy, balanced lifestyles. This vision aligns with that of the coaching profession, and in particular those coaches whose niche is wellness and well-being coaching (ODN, 2007). For example, Patrick Williams, founder of the Institute for Life Coach Training (ILCT), has delivered keynote addresses at several NWI annual conferences (Patrick Williams, 2006, pers. com.).

Society of Human Resource Management (SHRM)

(www.shrm.org)

Founded in 1948 in the United States, the mission of the Society of Human Resource Management (SHRM) is to serve the needs of HR professionals by providing the most essential and comprehensive resources available, and to advance the HR profession as an essential partner in developing and executive organizational strategy. There are no formal membership criteria, and the SHRM has over 200,000 members.

The Society has published coaching-related articles since 1996, including a white paper on *Coaching and Counseling* by Mary Shurtleff and Steve McKenzie in February 1996 (revised in July 2002). The 2004 issues of *HR Magazine* included articles on "Executive coaching: HR practices and perspectives" by Leslie Weatherly, "Executive coaching: cross-cultural perspective" by Nancy Lockwood, and "Is it mentoring or is it coaching?" The SHRM's 59th Annual

Conference included a breakout session by David Rock titled "Integrating coaching into the global HR matrix: A new perspective" (SHRM, 2010).

American Psychological Association (APA)

(www.apa.org)

The object of the American Psychological Association (APA) is to advance psychology as a science and a means of promoting health, education and human welfare. Founded in the 1890s in the United States, the APA includes both practitioners and academics, with requirements for membership. Several divisions have interests similar to those of the coaching field:

- Division 12 – Clinical Psychology (www.apa.org/divisions/div12/homepage.html).
- Division 13 – Consulting (www.apa.org/divisions/div13/).
- Division 14 – Organization (www.siop.org).
- Division 17 – Counseling (www.div17.org/).

The APA has no formal coaching interest group, though three issues of the published since 1996 have focused on executive coaching issues (see Chapter 13). The *Monitor on Psychology*, the official monthly journal of the APS, has published some coaching articles in a few issues (APA, 2009).

Over the years, Division 14 leaders, such as executive coaches and authors Richard Kilburg and David Peterson, have furthered the awareness and interest in executive coaching within the (SIOP). Approximately 15–25 per cent of SIOP's membership engage in OD-related activities (Peterson, 2006, pers. com.).

American Society for Training and Development (ASTD)

(www.astd.org)

The American Society for Training and Development (ASTD is the US counterpart of the CIPD in the UK, providing leadership to individuals, organizations, and society to achieve work-related competence, performance, and fulfillment. Founded in 1944, it has no formal membership criteria for its over 70,000 members. ASTD has published coaching articles in its *Training and Development* magazine since 1993, in addition to several Infoline pamphlets on coaching, including *Coaching and Feedback* (1990), *Selecting a Coach* (1998), and *A Guide to Successful Executive Coaching* (2002). In 2006, the Certified Professional in Learning and Performance (CPLP) designation identified coaching as one of the workplace learning and performance roles (ASTD, 2009).

International Stress Management Association (ISMA)

(www.isma.org.uk)

The International Stress Management Association (ISMA) is a registered charity with a multi-disciplinary professional membership. It exists to promote sound knowledge and best practice in the prevention and reduction of human stress. Founded in 1974, it sets professional standards for the benefit of individuals and organizations using the services of its members (ISMA, 2009). Stephen Palmer, a coaching researcher in the UK, is involved with this organization and has researched and written several papers related to stress and coaching (Palmer, 2006, pers. com.).

Employee Assistance Professionals Association (EAPA)

(www.eap-association.org)

The Employee Assistance Professionals Association (EAPA) was established in 1971 with the aim of being the global voice of the employee assistance field. It has approximately 5,000 members in the United States and more than 30 other countries. Coaching practitioners have been invited to speak at the EAPA's annual conferences in recent years (EAPA, 2009).

International Association of Facilitators (IAF)

(www.iaf-world.org)

Facilitation is rapidly taking its place as a discipline alongside others such as consulting and training. The International Association of Facilitators (IAF) is dedicated to growing facilitators and encouraging the use of group process methodologies worldwide through peer-to-peer networking, professional development and annual conferences. The association was proposed and adopted at a networking conference in Alexandria, Virginia in January 1994. More than 70 people signed on as charter members, and by 2007 there were over 1,500 members in 63 countries (IAF, 2009). The core values of the IAF are similar to those of the coaching field: inclusiveness, global scope, participating, celebration, innovative form, and social responsibility. Coach practitioners use facilitation skills as part of their skill set when working with individuals and groups (IAF, 2009).

National Speakers Association (NSA)

(www.nsaspeaker.org)

Founded in 1973 in the United States, the National Speakers Association (NSA) has over 4,000 members in 23 countries, and has become a major player within the meetings industry. Many coaches are also speakers, and it was no surprise that Marcia Reynolds, past ICF president,

established a Professional Education Group (PEG) for coaches within the NSA in March 2005 (Reynolds, 2006, pers. com.).

Summary

Professional associations are one sign of the maturing of the coaching field. The growth of professional coach associations began in 1994 and continues today, with more than 20 major associations and many regional/specialty associations. Annual specialty events and social networking are two other signs of the maturing and growth of the coaching field.

What does this mean for coaching? The variety of coach associations allows for communities to develop, cultural nuances to be honored, and professional development to be sustained by coaches. The numerous ethical and professional standards allow the coaching field to be self-regulating. The multitude of conferences and events specifically for coaches has grown from zero in 1994 to over 30 annually in 2009. A number of these events are not allied with any professional association and focus on specialty coaching niches.

The downside of the large number of professional coach associations is that there is no one code of ethics, individual credentialing, or training program accreditation for the coaching industry. This also means that while there is collaboration among the various professional associations, the competition that also exists is detrimental to the public perception of coaching, and to the interests of individual coaches.

In the next chapter I will look at the emergence of evidence-based and academic-based coaching training, professional associations, and special events.

Chapter 13

Evidence-based coaching

During the 1990s the coaching field evolved and expanded globally at a rapid pace, predominately through private and non-evidence-based coach training programs and professional associations. Until the early 2000s, much of coaching's knowledge base was produced by private coach training organizations and individual practitioners. As described in Part I of this book, the roots of coaching are multidisciplinary and go back to the start of the twentieth century. It is only in the last decade that coaching has come to the attention of researchers and psychologists. Since then there has been a growing movement toward evidence-based coaching and a scholarly-practitioner foundation for the profession.

As Ronald M. Cervero (1992) notes, the university-based model of research and training within most professions unites "the production of knowledge and the production of practitioners" into the same structure. One result of this movement is the identification by Anthony Grant (Grant, 2006, pers. com.) of "coaching psychology" as a new sub-discipline of psychology. According to Ho Law of the British Psychological Society,

> Coaching psychology as an area of professional practice for psychologists has gained strength and momentum since the early part of this century. The interest in the psychological underpinnings of coaching continues to be a rich seam of exploration among both psychologists and coaches (Law, 2002:1).

Elaine Cox, editor of the *International Journal of Evidence-Based Coaching and Mentoring*, concurs:

> Coaching psychology has been defined as 'the systematic application of behavioral science to the enhancement of life experience, work performance and well-being for individuals, groups and organizations who do not have clinically significant mental health issues or abnormal levels of distress' (Grant, 2006a:12). Coaching psychology is grounded in psychological theory, science and research involving rigorous university training in psychology and adoption of the 'scientist practitioner' or 'informed practitioner' approach (Grant, 2007). Although coaching psychology has begun to develop a scientific evidence base … the mechanisms or processes through which coaching may have its effects are less well established …. Furthermore, a brain-based approach offers potential to add further to the emerging scientific evidence base about the efficacy of coaching psychology … (Cox, 2005:1).

Some coaches from a psychology background recognized this trend and predicted that it would result in graduate academic degrees in coaching. With graduate degrees comes the need for coach-specific research and an evidence-based approach:

> The term 'evidence-based coaching' was coined by the staff of the Coaching Psychology Unit at the University of Sydney to describe executive, personal and life coaching that goes

beyond adaptations of the popular self-help or personal development genre; it is purposefully grounded in the behavioral and social sciences and is unequivocally based on up-to-date scientific knowledge (Cavanagh, Grant and Kemp, 2005v).

Knowledge is information from relevant, valid research into theory and practice. It is not dependent on whether it comes from coaching or from related fields:

> Recognizing the importance of addressing these issues, an increasing number of coaches from a wide range of disciplines have developed coaching methodologies that are explicitly grounded in the broader academic knowledge base. Indeed, coaching has become an increasingly accepted cross-disciplinary methodology, and people from a wide variety of professional backgrounds are working as coaches. These backgrounds include the behavioral and social sciences, organizational change and development, psychoanalytical therapy, cognitive and behavioral psychology, adult education, as well as business and economic science (Stober and Grant, 2006:1).

In the view of Grant *et al.* (2010), coaching is:

> … an academically immature but still emerging discipline. This is true of both the wider coaching industry and coaching psychology. Many of the challenges facing coaching are a function of its youth. As with all emerging areas of professional expertise, practice tends to precede the establishment of a sound theoretical and empirical foundation. … One of the challenges for researchers and theoreticians in coaching has been to establish effective platforms to facilitate the sharing of ideas and research. The journals emerging as key journals in the field find their foundations in a range of … disciplines relevant to human development, well-being and productivity.

Patrick Williams (2006b:50) sees coaching as "strongly grounded in academic and scholarly theories that preceded coaching". Leni Wildflower believes that while coaching does not have an extensive body of specific knowledge, there is a wealth of evidence from fields such as psychology, adult learning, organizational theory, communication and others which has a bearing on coaches' knowledge and practice (Wildflower, 2006, pers. com.). Cavanagh, Grant, and Kemp (2005:8) agree:

> The behavioral sciences are possibly the key body of knowledge for coaching. This is because coaching is essentially about implementing and maintaining human and organizational change – one of the core foci of the behavioral sciences. Of course, within the broader body of knowledge that comprises behavioral science, there are several areas that are of relevance to coaching: sports psychology, educational psychology, counseling and clinical psychology, health psychology and organizational psychology, and each of these domains has a significant knowledge base that coaches can draw on and adapt for use with coaching populations.

Suzanne Skiffington has a similar way of defining "evidence-based", no matter what the field:

> 'Evidence-based' is a scientific approach whereby professional practice is capable of being justified in terms of sound evidence based upon a process of methodical clinical and industry research, evaluation, and the utilization of up-to-date systematic research findings to support decisions about practice (Skiffington, 2006).

According to Stephen Palmer, a respected psychologist from the United Kingdom:

> Most of the strategies and techniques used [in an evidence-based approach] are taken from cognitive and behavioral approaches. In addition, management skills are used such as time management, problem, solving, solution-seeking, prioritizing, and communication skills (Palmer, 2008:28).

One of the reasons that models and theories are used from other disciplines in the behavioral sciences is that there was very little coaching-specific research, so practitioners were forced to adapt theories and techniques drawn from related evidence-based disciplines. Grant and Cavanagh (2007:239) describe the potential for coaching and coaching psychology to provide:

> a potential platform for an applied positive psychology and for facilitating individual, organizational and social change. Several key themes emerged including the potential of coaching to contribute to health promotion, social change and organizational development. There was unequivocal consensus for the need for an evidence-based approach to coaching. … 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.

This chapter will review the growth of academic coach training programs, and then discuss evidence-based coaching research, literature, associations, and conferences.

Academic coach training programs

Major universities began offering coaching certificates and degree programs in the late 1990s. As Patrick Williams (2005:41) notes, "options for credentials multiply as the world of higher education embraces coaching". The first coach certificate programs began in the United States in 1998 at George Washington University (and reportedly at George Mason University, although I was unable to verify this). The University of Sydney, Australia, was the first to offer a postgraduate degree in coaching psychology in 2000. These institutions were soon followed by other colleges and universities offering classes leading to certification and degrees in coaching and related fields.

By 2005, more than 24 colleges and universities offered either a certificate program or a full graduate degree in coaching (Williams, 2005:41). Many of these programs applied the science-practitioner model of academic studies, which focus "on both practical application of skills and the scientific rigor and knowledge of evidence-based research and research methodologies" (Williams, 2005:41). The explosion of coach-specific research is a result of the entry of academic institutions into the coach training arena as well as the research grants offered by The Harnisch Foundation. There are a number of universities who offer degrees in both coaching and coaching psychology. In a 2007 project sponsored by The Foundation of Coaching, the Graduate School Alliance for Executive Coaching (GSAEC) conducted research into the global coaching programs and curricula offered by accredited institutions, and found that 123 institutions in North America,

Australia, United Kingdom, Ireland and New Zealand offered some type of coaching program (The Foundation of Coaching, 2009b). By October 2009 this number had increased to 152 (GSAEC, 2009).

Table 16	Accredited institutions offering coaching emphasis programs				
Region	*Institution*	*Graduate degree*	*Graduate certificate*	*Non-degree certificate*	*Application of coaching*
Canada	17	2	-	3	13
United States	91	35	11	5	61
United Kingdom	29	14	7	9	31
Australia/New Zealand	14	5	3	1	7
Other	1	1	1	-	-
TOTAL	152	57	22	18	112

Australia has three universities offering Masters-level coach-specific degrees: University of Sydney, Curtin University in Perth, and University of Wollongong in New South Wales. Two universities that offer graduate certificate coaching programs are the University of Wollongong and Monash University in Melbourne (GSAEC, 2009).

In the United Kingdom alone there are at least ten coaching degree programs, with coaching psychology units established at City University London in 2004 and the University of East London in 2007. A Doctoral-level mentoring and coaching program is offered at Oxford Brookes University. Masters-level coaching degree programs are provided at Ashridge Business School, Oxford Brookes University, Sheffield Hallam University, University of East London, University of Portsmouth, University of Sunderland, and University of Wolverhampton. Middlesex University offers a Masters/Doctorate in Professional Studies (M/DProf.) for practitioners who want to study at doctoral level and develop their practitioner knowledge rather than learn new knowledge from the university. The University of Edinburgh has a business coaching MBA, while the University of Aberdeen and University of Strathclyde offer coaching certificate programs (GSAEC, 2009). Professional coaching certificate programs in the United Kingdom are also offered by Lancaster University, Northumbria University, University of Derby, University of Westminster, and University of Worcester (GSAEC, 2009).

Year	Country	Institution	Program	Offerings
		Table 17	**Academic coach training programs, by country and year of establishment**	
	Australia	Curtain University of Technology	Graduate Diploma in Coaching	GDP
2000	Australia	Monash University	Postgraduate Certificate in Mentoring and Coaching	GCP
	Australia	University of Sydney	Master of Applied Science (Coaching Psychology); Master of Organizational Coaching	GDP; GDP
	Australia	University of Wollongong	Master of Business Coaching; Graduate Certificate in Business Coaching	GDPGCP
	Canada	Concordia University	Personal and Professional Coach Program	NDC
	Canada	Ontario Institute of Ed. Studies	Certificates in Leadership Coaching	NDC
	Canada	Royal Roads University	Graduate Certificate in Executive Coaching	GCP
	Canada	University of Toronto	Coaching for Transitions; Professional OISE/Adler Certificate in Leadership Coaching	NDC; NDC
	UK	University of Aberdeen	Postgraduate Certificate in Coaching for Success	NDC
	UK	University of Edinburgh	Business Coaching (MBA)	GDP
	UK	University of Strathclyde	Postgraduate Certificate in Executive Coaching	NDC
	UK	Ashridge Business School	Masters in Executive Coaching	GDP
2004	UK	City University London		
	UK	Lancaster University	Lancaster Certificate in Coaching	NDC
2002?	UK	Middlesex University	Masters Program in Executive Coaching	GDP
	UK	Northumbria University	Postgraduate Certificate in Coaching	NDC
	UK	Oxford Brookes University	DCaM – Doctor of Coaching and Mentoring; MA in Coaching and Mentoring Practice; Postgraduate Certificate in Supervision Coaching and Mentoring	GDP; GDP; GCP
	UK	Sheffield Hallam University	MSc in Coaching and Mentoring; Postgraduate Diploma in Coaching and Mentoring; Postgraduate Certificate in Coaching and Mentoring	GDP; GCP; NDC
	UK	University of Derby	Postgraduate Certificate in Business Coaching	NDC

	Table 17 (continued) Academic coach training programs			
Year	*Country*	*Institution*	*Program*	*Offerings*
2007	UK	University of East London	MSc in Coaching and Coaching Psychology; Postgraduate Diploma in Coaching and Coaching Psychology; Postgraduate Certificate in Coaching and Coaching Psychology	GDP; GCP; NDC
	UK	University of Oxford	Consulting and Coaching for Change	GDP, GCP
	UK	University of Portsmouth	MSc Coaching and Development	GDP
	UK	University of Sunderland	MA Coaching for Organizational Excellence	GDP, GCP
	UK	University of Westminster	Postgraduate Certificate in Coaching and Mentoring at Work	NDC
	UK	University of Wolverhampton	MA Coaching and Mentoring	GDP
	UK	University of Worcester	Postgraduate Certificate Mentoring and Coaching	NDC
	USA	Bellevue University	Executive Coaching Certificate Program	NDC
	USA	College of Saint Elizabeth	Graduate Certificate in Executive and Career Coaching	GCP
	USA	Columbia University	Columbia Coaching Program Personal and Professional Coach Program	NDC
2005	USA	Fielding Graduate University	Evidence-based Coaching Graduate Certificate; 12-week evidence-based Appreciative Coaching Certificate	GCP; NDC
2000	USA	George Mason University		NDC
1998	USA	George Washington University		NDC
2000	USA	Georgetown University		NDC
	USA	Harvard University	Coaching – New Horizon: Theory, Evidence and Practice	NDC
	USA	John F. Kennedy University	Coaching Certificate	GCP
	USA	Kennesaw State University	Certificate in Managerial Coaching	NDC
	USA	Mass. School of Prof. Psychology	Graduate Certificate in Mentoring and Coaching	GCP
	USA	New York University	Graduate Certificate in Organization and Executive Coaching	GCP
	USA	Queens University of Charlotte	Coaching Certificate Program	GCP
	USA	University of Texas at Dallas	Graduate Certificate in Executive and Professional Coaching	GDC, NDC
Note:	GDP = Graduate Degree Program; GCP = Graduate Certificate Program; NCD = Non-Degree Certificate			
Source:	GSAEC (2009)			

In the United States at least seven universities offer coach-specific graduate certificate programs. These include: Fielding Graduate University, University of Texas at Dallas, Queens University at Charlotte, Massachusetts School of Professional Psychology, John F. Kennedy University, College of Saint Elizabeth, and New York University. In Canada, Royal Roads University is the only accredited institution to offer a coach-specific graduate certificate program (GSAEC, 2009). Table 17 contains a list of all known coach-specific degree and certificate programs offered by accredited academic institutions in 2009.

Alternative education and degree programs are also offered by institutions such as International University of Professional Studies (IUPS), Capella University, and Walden University. The emphasis in these types of programs is on self-directed learning, mentor relationships and distance-learning modules (GSAEC, 2009).

Non-degree certificate coaching programs in Canada are offered by University of Toronto and Concordia University. In the United States, similar programs are offered by Harvard University, Columbia University, Kennesaw University, Fielding Graduate University, University of Texas at Dallas, and Bellevue University (GSAEC, 2009).

Other universities in various countries also have established coaching psychology programs. According to Anthony Grant, Dolly Chotam-Chotam Ishi provides coaching continuing education in the Bob Shapell School of Social Work at Tel Aviv University. The University of Copenhagen has also established a coaching psychology unit (GSAEC, 2009).

 The following sections briefly describe several of the earliest academic programs specifically focusing on coaching.

George Mason University

According to the Peer Resources 1999 listing of coach training programs, in 1998 George Mason University offered a nine-month certificate program that integrated coaching and organization development. Offered in collaboration with the Newfield Network, the program included 130 hours of experiential learning, with a minimum of 30 hours of coaching practice. This program was held twice and was no longer offered as of 2000 (Lupberger, 2006, pers. com.).

George Washington University

(www.gwu.edu/~mastergw/programs/coach/)

George Washington University, the first college program to be accredited by the ICF in 1998, offers a graduate certificate program in the organization development department. This Leadership Coaching Certificate program uses an integrated systems perspective to explore the role that coaching plays in enhancing and developing leadership within organizations. The

certificate combines emerging theories of coaching with an introduction to the practice of organizational coaching. The training was conducted through four in-person courses, each scheduled over three weekends. The program is grounded in Chris Argyris's theory of learning and how effective dialogue can bring about change in individuals and teams (Wahl, 2006, pers. com.).

University of Sydney

(www.psych.usyd.edu.au/psychcoach)

The University of Sydney in Australia, under the leadership of Anthony Grant, sponsored the first degree program offered through the psychology department in coaching psychology. In January 2000 he established the Coaching Psychology Unit at the University of Sydney, which he continues to direct. The term evidence-based coaching was coined by Grant (2003) to distinguish between professional coaching that is explicitly grounded in the broader empirical and theoretical knowledge base, and coaching that was developed from the "pop psychology" personal development genre (Stober and Grant, 2006:4–5).

The university offers two postgraduate degree programs in coaching: one for people with a psychology background, and one for those without psychology. Also offered, since 2000, is a five-day, 40-hour face-to-face instruction program leading to a certificate in coaching and mentoring (Grant, 2006, pers. com.).

Georgetown University

(scs.georgetown.edu/programs/35/certificate-in-leadership-coaching)

Started in 2000, the Georgetown University Leadership Coaching Certificate Program is housed in the Center for Continuing Professional Education, and was accredited by the ICF in January 2002. The program was started by Chris Wahl, MCC, who graduated from New Ventures West and was also certified as a developmental coach by the Interdevelopmental Institute (Wahl, 2006, pers. com.).

This program is designed for experienced coaches who want to be more skilled in working with leaders within an organizational context. Offered three times a year, instruction is provided by a diverse group of coach practitioners, and examines the links between coaching and organization development while emphasizing coaching skill development on three levels: learning about self as a coach and instrument of change; creating productive and fulfilling relationships in the coaching role; and understanding coaching within systems dynamics. Within this context, the program combines academic rigor, somatic and emotional learning, as well as a focus on experiential and spiritual learning. In addition to its focus on leaders within organizations, the Georgetown University Leadership Coaching Certificate Program is sincerely committed to deepening the

development of participants related to self-knowing, and to that end is one of the few coaching schools that integrates the stages of adult development into the coaching curriculum (Georgetown University, 2009).

Advanced coaching degrees

In 2009, only three academic institutions globally offered a Doctorate in coaching psychology. The first is the University of Sydney (see above), the second and third are United Kingdom-based City University London (www.city.ac.uk/psychology/research/CoachPsych/CoachPsych.html) and University of East London (www.uel.ac.uk/psychology/coaching) respectively. Middlesex University offers a postgraduate Diploma in Coaching (GSAEC, 2009).

City University London established its Coaching Psychology Unit in 2004, and offers accredited DPsych (i.e. Doctor of Coaching Psychology) programs, as well as research PhDs focusing on coaching psychology. The Unit also supervises DPsych students who may be doing three-year programs in Counseling or Health Psychology, focusing on the interface between coaching psychology and their domain of psychology. At any one time, the program will have about six or more students studying at the Doctoral level (Passmore, 2009, pers. com.).

Middlesex University works with a number of training centers to accredit their courses in coaching. It also has two validated partners for Masters Degrees in Coaching, the Professional Development Foundation and Ashridge Business School. It also established, in a joint virtual venture with Professional Development Foundation, the International Centre for the Study of Coaching, which undertakes research. PDF and Middlesex University have joint Doctoral students in a number of countries undertaking research programs in coaching (Lane, 2009, pers. com.).

In 2007 the University of East London (UEL) began offering postgraduate qualifications in coaching psychology. It now offers eight coaching and mentoring qualifications in its Coaching Psychology Unit, which is led by Jonathan Passmore. These programs include an undergraduate Bachelor of Science (BSc) in Counseling and Mentoring, postgraduate (PG) Certificate, PG Diploma, Master of Science in Coaching (MSc), and PhD programs in coaching and coaching psychology. According to Passmore (2009, pers. com.),

> UEL has been seeking to broaden our understanding of coaching's potential as a tool for social change, and offers modules in coaching for driver development, in health-based coaching, in educational coaching as well as in leadership, which are supported by UEL's research in these areas working with patients, drivers in the Police, Army and members of the public, as well as in school pupils.

Oxford Brookes University in the United Kingdom is the only other accredited academic institution to offer a PhD in coaching, and it is a Doctor of Coaching and Mentoring. The majority of coaching degrees are offered by faculties of business or education, rather than by schools of psychology (Grant *et al.*, 2010:12). The number of academic institutions offering doctorates in

coaching through their schools of psychology, management, organization development and other related fields is anticipated to continue to grow.

Evidence-based coaching professional associations

Extensive collaboration and cooperation among evidence-based coaches, psychologists, researchers, and academics is routine, which has not always been present in non-evidence-based coaching professional associations like the ICF, IAC, AC, and ICCO.

The European Mentoring and Coaching Council (EMCC) was the first evidence-based coaching and mentoring professional association, established in 1992 for mentoring only and expanding to include coaching in 2001 (see Chapter 12 for a complete history).

Since the 2002 development of the coaching emphasis groups in both the British Psychological Society (BPS-SGCP) and the Australian Psychological Society (APS-IGCP), coaching psychology is developing a strong professional identity as more coaching psychology specific professional bodies emerge around Europe and Internationally. The International Society for Coaching Psychology was established in April 2008. The Graduate School Alliance for Executive Coaching (GSAEC) was formed in 2005 to support academic institutions in the United States. The Institute of Coaching Professional Association (ICPA), described at the end of this section, was formed in late 2009 at Harvard Medical School/McLean Hospital to build the scientific foundation of coaching (ICPA, 2009).

More recently, coaching psychology societies have been formed within the Danish Psychological Association, Swedish Psychological Association, Federation of Swiss Psychologists, Society for Industrial and Organizational Psychology of South Africa (SIOPSA), and the Division of Work and Organizational Psychology of the Psychological Society of Ireland (Grant *et al.*, 2010:11).

Table 18 lists the major professional evidence-based coaching professional associations, which are described in detail below. I have also included the United Kingdom Chartered Institute of Personnel and Development (CIPD) in this group because of their *Coaching At Work* magazine, coaching conferences and surveys, and numerous other coaching-focused publications.

Table 18	Major evidence-based coaching professional associations	
Association	*Website*	*Leaders*
British Psychological Society – Special Group in Coaching Psychology	sgcp.bps.org.uk	Chair – Angela Hetherington. Past Chair – Ho Law. Previous Chairs: Vicky Ellam-Dyson; Alison Whybrow; Pauline Willis; Stephen Palmer.
Chartered Institute of Personnel and Development	www.cipd.co.uk	Chair – Dean Royles. President – Gill Rider. Past President – Vicky Wright.
International Society for Coaching Psychology	www.isfcp.net	Chair – Siobhain O'Riordan. President – Stephen Palmer.
Australian Psychological Society – Interest Group in Coaching Psychology	www.groups.psychology.org.au/igcp	Convenor – David Heap. Previous Convenors – Peter Zarris; Chris Nunn; Michael Cavanagh; Ray Elliott.
Graduate School Alliance for Executive Coaching	www.gsaec.org	President – John Bennett. Past President – Ruth Orenstein. Previous President – Robert Hicks.
Institute of Coaching Professional Association	www.instituteofcoaching.org/index.cfm?page=about_icpa	[in formation]

British Psychological Society – Special Group in Coaching Psychology (BPS-SGCP)

(sgcp.bps.org.uk)

The British Psychological Society – Special Group in Coaching Psychology (BPS-SGCP) was established to provide psychologists (who are members of the BPS) with a means of sharing research as well as practical experiences that relate to the psychology of coaching. As coaching psychologists come from a diverse range of psychology specialties, SGCP consists of members from various disciplines, and it focuses on the application of psychology in coaching for enhancing well-being and performance in one's personal life and work domains (BPS, 2009b).

At the May 2002 annual conference of the BPS Division of Counseling Psychology (DCoP), 28 other delegates attended a workshop convened by Stephen Palmer with the intention of forming a Special Interest Group (SIG) for Coaching Psychology within the Counseling Psychology Division. The delegates had a concern about untrained or poorly-trained coaches, and the related need to promote improved standards of practice for the benefit of the profession of coaching, coaches, their clients and the public at large (BPS, 2009b).

At the time, it was not possible to establish a SIG, so in 2002 Palmer, supported by Ho Law, set up an online yahoo Coaching Psychology Forum (CPF) with the aim of providing a platform for discussion and promotion of coaching psychology. In February 2003 a working group led by

Palmer was established to discuss whether or not the CPF wanted to create a formal structure within the BPS. Palmer became the first Past Chair of the CPF, and he and Alison Whybrow were the co-proposers to the BPS of the creation of the Special Group in Coaching Psychology (SGCP) (BPS, 2009b). The proposal was signed by 20 other individuals, including Pauline Willis, demonstrating a high level of support across a wide range of areas of professional psychology, including counseling, clinical, and occupational psychology (Willis, 2009, pers. com.).

The growth of the CPF was promoted vigorously by all individuals involved in the initial group. The initial CPF website, set up by Palmer and Law, was replaced by a new site supported by Willis and launched in January 2004. Willis and Alanna O'Broin were instrumental in raising awareness of the CPF within the British Psychological Society membership by sending out personal email invitations to join the group to all members in the Directory of Psychologists. With the very high level of energy and enthusiasm of all CPF committee members to ensure that the lobby to create the SGCP was successful, membership continued to grow very rapidly (Willis, 2009, pers. com.).

The CPF drove coaching psychology forward in four ways: facilitating an Internet-based discussion forum; lobbying for the formation of a Special Group in Coaching Psychology; facilitating short conferences in research and case studies in coaching psychology; and representing psychology in the wider coaching arena (BPS, 2009b).

The Coaching Psychology Forum established its first executive committee in December 2003 and became a lobby group, petitioning the BPS to set up a group supporting psychologists who were involved in coaching practice, to enable them to focus on deepening understanding and awareness of coaching psychology as an area of psychological practice. The formation of the Special Group in Coaching Psychology was actively supported by members from the original meeting of the Coaching Psychology Forum. In addition, the Coaching Psychology Forum was instrumental in starting the process of highlighting the psychology in coaching, acting as a focal point for psychologists who were practicing as coaches, running events and conferences, and facilitating research into the psychological underpinnings of coaching (BPS, 2009b).

The SGCP inaugural meeting and conference held in December 2004 had 360 members in attendance, with almost 100 more on the waiting list (Palmer, 2005:1). The Executive Committee of the SGCP was established at this meeting, with Pauline Willis as chair and Stephen Palmer taking on the role of past chair. Other executive members included Margaret Chapman as chair-elect, Alanna O'Broin as honorary secretary, and Alison Whybrow as honorary treasurer. By the end of January 2005 the BPS-SGCP had 1,623 members, and one month later the CPF email discussion list was closed. In July 2005 control of the website domain was transferred to the SGCP, with hosting fully transferred by May of 2006 (Willis, 2009, pers. com.).

Membership of the SGCP is open to full members or affiliate members of the BPS. Affiliate members are important to the SGCP, and include non-psychologist coaches interested in the

appropriate application of psychological theory and methods to coaching practice. An affiliate member of the BPS does not need to have any formal psychological training, but must demonstrate a genuine interest in the theory and practice of psychology. Members from any subgroup within the British Psychological Society are welcomed, and the SGCP has continued to develop a diverse mix of psychologists from across the psychological disciplines (BPS, 2009b).

The definition of coaching psychology that was used by the CPF and later by the SGCP is: "Coaching Psychology is for enhancing well-being and performance in personal life and work domains, underpinned by models of coaching grounded in established adult learning or psychological approaches" (BPS, 2009b).

The SGCP produces two peer-reviewed publications that are listed with psychINFO and other abstracting agencies. The first publication to be produced was *The Coaching Psychologist* (*TCP*) (BPS-SGCP, 2009a). The second publication, the *International Coaching Psychology Review* (*ICPR*) is co-published by BPS-SGCP and APS-IGCP (BPS-SGCP, 2009b). Importantly, the SGCP also has a dedicated website (www.sgcp.org.uk) providing up-to-date information of the latest events, publications and activities, as well as information on how to get involved.

With over 2,300 members the Special Group in Coaching Psychology is as of 2010 one of the four largest member networks within the British Psychological Society. The SGCP is committed to the professional development, learning and networking of its members. This group is an energetic, forward-looking and inclusive group within the BPS and, with the help of a dedicated team of volunteers, delivers:

- A successful two-day annual conference that periodically integrates an International and European focus.
- A schedule of events from networking evenings, webinars and one-day workshops that are recognized by the International Society for Coaching Psychology.
- Two peer-reviewed, psychINFO listed publications.
- An online list of chartered psychologists who have a coaching practice.
- Peer practice groups by members for members at a local level.
- An online list of coaching psychology training providers.
- Interactive forums for members to engage in discussions (BPS, 2009a).

The SGCP is also continuing to engage with the British Psychological Society about the appropriate form of recognition for coaching psychologists. Pauline Willis chaired the initial group responsible for the development of standards of practice for coaching psychologists. These were later revised and published by the SGCP in 2008. SGCP members have repeatedly expressed a desire for recognition within the framework of the British Psychological Society. Changes in legislation around the regulation of psychological practice have slowed the progress of recognition from the Society for this important area of psychological practice (Willis, 2009, pers. com.).

Chartered Institute of Personnel and Development (CIPD)

(www.cipd.co.uk)

Founded in 1913, this longstanding United Kingdom professional association has over 125,000 members, most of them practitioners. The mission of the Chartered Institute of Personnel and Development (CIPD) is:

> To lead in the development and promotion of good practice in the field of the management and development of people, for application both by professional members and by their organizational colleagues (CIPD, 2009).

Since 2004 CIPD has conducted and published coaching research; published *Coaching At Work*, a coach-specific magazine (see section below); and held coaching-specific conferences. CIPD also provides free online resources, a selection of training courses and certificates, and published books written by the United Kingdom's leading coaching and mentoring experts. One such publication is the *Coaching and Buying Coaching Services Guide* which was developed by a CIPD advisory panel of senior coaches (CIPD, 2006a).

Coach-specific research conducted, and books published, by CIPD since 2003 include:

- *Coaching at the Sharp End* (April 2009) by Valerie Anderson, Charlotte Rayner, and Birgit Schyns is a report of the research conducted by the University of Portsmouth Business School investigating what it means for organizations and line managers that line managers are increasingly being expected to deliver coaching in the workplace. Accompanying this research is a practical tool that contains questionnaires, diagnostics and case studies to help in developing a coaching culture and evaluating the practice of coaching by line managers.

- *Developing Coaching Capability in Organizations* (April 2008) by Ann Knights and Alex Poppleton is a report on a research project with the Ashridge Centre for Excellence in Coaching that examined coaching provision in United Kingdom organizations. It includes case studies on Cega Group, Orange, Essex County Council, Yell, the BBC, Zurich Financial Services, the Metropolitan police, and MandG, providing insights into the practices and experiences of leading organizations. A free report on the background to the research, initial findings, case studies, and early conclusions about good practice is also available.

- *Coaching* (April 2008) by Julia Lampshire and Lise Lewis is a toolkit explaining the whole process of setting up a coaching program within an organization.

- *Coaching and Buying Coaching Services* (2004) (CIPD, 2009) is a practical guide for HR practitioners who need to make decisions about choosing a coach. Developed by a CIPD advisory panel, this guide is also valuable for coaches.

- *Coaching Supervision: Maximizing the potential of coaching* (December 2006) is a "change agenda" report based on a research project on coaching supervision. This research included in-depth case studies looking at coaching supervision at the BBC, Centre for Excellence in Leadership and Greater Manchester Police, PricewaterhouseCoopers, and Standard Chartered Bank.

- *The Case for Coaching: Making evidence-based decisions* (June 2006) by Jessica Jarvis, David Lane and Annette Fillery-Travis, is a book which draws on an extensive review of research on coaching. Its purpose is to help practitioners who need to make a judgment about where and how coaching will work and what the return will be on the financial investment involved.

- *Managing External Coaches: practical tips for HR* (publication date unknown) is an interactive tool to support HR practitioners in managing external coaches. Some of the information it includes is: how to develop a strategy for coaching; defining roles and responsibilities for the different players in coaching; making selection decisions on coaches; managing the supler relationship with coaches; and evaluating the success of coaching engagements.

- *Making Coaching Work: Creating a coaching culture* (August 2005) by David Clutterbuck and David Megginson. This book describes how to create a culture that will support coaching before spending training and development dollars.

- *The Coach's Coach: Personal development for personal developers* (September 2004) by Alison Hardingham, with Mike Brearley, Adrian Moorhouse and Brendan Ventor. This book offers advice, techniques and examples, drawn from the experience of a business coach and sports people, to help you become a better coach and enjoy it more.

- *Leadership Coaching: From personal insight to organizational performance* (2003) by Graham Lee. This book identifies the skills that coaches require in order to be effective and provides a buyer's guide for HR managers.

CIPD has hosted an annual Coaching at Work Conference since 2004, for the purpose of providing HR professionals and coaching specialists with the opportunity to explore the latest coaching developments and trends. Featuring leading coaching experts and best practice organizations, the two-day event attracts coaches and HR professionals (CIPD, 2009) (see conference section below for more information on all CIPD Coaching at Work Conferences).

Coach training courses and qualifications offered by CIPD range from a Certificate in Coaching and Mentoring (CCM) to courses in Coaching using NLP and Coaching Teams (CIPD, 2009).

International Society for Coaching Psychology (ISCP)

(www.iscp.net)

One of the most significant international developments has been the emergence of the International Society for Coaching Psychology (ISCP). Launched as an accreditation and certification body for coaching psychologists, the Society "will establish and maintain a register of accredited coaching psychologists, supervisors, trainers and consultants. It will also confer recognition for courses of education and training in the field of coaching psychology and

publicize and comment on courses for continuing professional education and development" (SCP, 2009).

The Society was established after a meeting was convened by Stephen Palmer, with Ho Law as acting secretary, at the first International Coaching Psychology Conference, held at City University, London in December 2006. The 20 delegates from around the world discussed the possibility of creating an international association, society or forum for coaching psychology. It was pointed out that at that time there were international associations for coaching, but none existed specifically for the field of coaching psychology. The highly successful British Psychological Society Special Group in Coaching Psychology had over 2,000 members in the UK, while the Australian Psychological Association, Interest Group in Coaching Psychology had over 500 members. In reality, however, the development of the discipline of coaching psychology was limited to only a few countries. There was a need for an international association or society with a remit to promote and develop coaching psychology around the world (SCP, 2009).

Possible purposes for the society discussed at the meeting included:
- Creating a network organization of coaching psychologists across communities and cultures.
- Accreditation of coaching psychologists.
- Collaboration between different countries.
- Cross-cultural research.
- Identify/bridge cultural gaps.
- Identify what works (SCP, 2009).

Entry qualifications for membership of such an international organization were also discussed. It was agreed that Founder Membership of the Forum would be open to psychologists able to be members of the particular psychological society representing their country. It was decided that the international group would initially be working in the fashion of a loose coupling, with an online discussion group set up via emails. A forum website and email discussion group were set up soon after the meeting, and the International Coaching Psychology Forum came into existence (SCP, 2009).

Just over a year later, in April 2008, the Society for Coaching Psychology (SCP) was launched, and is taking forward some of the key ideas from the Forum. The SCP was the first professional association to offer international accreditation / certification as a coaching psychologist. Launched in September 2008, Stage One of the accreditation / certification process was a grandparenting process for qualified psychologists who are full members of SCP. Stage Two, launched in May 2009, is a portfolio system, offered to graduate members of SCP (GradMSCP), which enables them to progress towards becoming a full member of SCP by building up a portfolio of coaching psychology learning and competencies. Accredited or certified coaching psychologists are required to maintain annual continuing education, and obtain regular supervision or consultation

for their work. A register of members and accredited coaching psychologists is maintained, and a register for supervisors, trainers and consultants is being developed (SCP, 2009).

In October 2009 Stephen Palmer was appointed Honorary President (SCP, 2009). In July 2011 the Society was granted permission to change its name to the International Society for Coaching Psychology (ISCP) (ISCP, 2011). The ISCP promotes coaching psychology around the world and encourages the development of the theory, research and practice in this field. The ISCP is an international membership-based professional body established to further the discipline and profession of coaching psychology. With the growing interest in coaching psychology around the world, the Society hopes to encourage the development of theory, research and practice in coaching psychology and support coaching psychologists in their work. The international aspect of the Society is reflected in honorary vice presidents based in Australia, Canada, China, Denmark, New Zealand, Portugal, United Kingdom, United States and Sweden (SCP, 2009; ISCP, 2011).

Australian Psychological Society – Interest Group in Coaching Psychology (APS-IGCP)

(www.groups.psychology.org.au/igcp)

The Australian Psychological Society – Interest Group in Coaching Psychology (APS-IGCP) was created by the APS at its annual meeting in August 2002. During the five-year period 1998–2002, the APS-IGCP grew to be the first such formally constituted unit within the international psychology profession (Alder and Elliott, 2005:1). The Interest Group's mission was initially to provide a forum for professional dialogue between APS members who were practicing as coaches within the various specialist areas covered by the nine APS colleges, including organizational psychology, counseling psychology, clinical psychology, educational and developmental psychology, health psychology, and sport and exercise psychology. The priorities of the APS-IGCP were to promote research, professional development, and the publication of coaching psychology papers; to engage with the coaching industry in Australia; and to enhance the professional theory and practice of coaching psychologists (Alder and Elliott, 2005:10).

At the first conference of ICF Australasia (ICFA) in 2002 Ray Elliott, who spearheaded the creation of APS-IGCP, negotiated with the conference organizers to convene a meeting for the psychologists present. This meeting attracted 28 psychologists and students of psychology from around Australia, including coaching psychologists Anthony Grant and Michael Cavanagh who were speaking separately at the conference (Alder and Elliott, 2005:10). At the APS National Conference in 2002, Grant, Cavanagh, and Travis Kemp were accepted as workshop presenters on coaching psychology. The relationship between ICFA and the emerging APS-IGCP was managed with respect and professionalism, as demonstrated by the consent for psychologists to conduct a meeting inside ICFA's inaugural conference, and by the APS-IGCP allowing non-psychologists to participate as "subscribers" without voting rights (Alder and Elliott, 2005:11).

By the time the IGCP was ratified in September 2002 by a motion of the APS board, the group was well publicized and ready to attract members. In December 2002 Ray Elliott was installed as convenor; Jill Macnaught as secretary; Pamela Wakefield-Semmens as treasurer; and Anthony Grant, Michael Cavanagh, Paul Mitchell, Travis Kemp and Angela Bird as committee members.

The first national committee meeting was convened in January 2003 by Ray Elliott and resolved that APS-IGCP:

> … facilitates the theoretical, applied and professional development of coaching psychology as an emerging theoretical and applied sub-discipline of psychology. Coaching psychology, as an applied positive psychology, draws on and develops established psychological approaches, and can be understood as being the systematic application of behavioral science to the enhancement of life experience, work performance and well-being for individuals, groups and organizations who do not have clinically significant mental heath issues or abnormal levels of distress (Elliott, 2003).

Elliott further stated, "An important part of the professional-coach repertoire for psychologists involves a new orientation to client relationships. This is about forms of professional service delivery which are proactive in following up clients and working with clients as active learners in helping them to achieve their own defined goals and solutions" (Elliott, 2003). One of the next tasks of this group was to hold forums within each of the Australian states to identify key issues facing coaching psychology. This culminated in the "First International Conference on Evidence-Based Coaching" being held at University of Sydney in July 2003, the outcome of which was a handbook for evidence-based coaching edited from the conference presentations. In September 2003 Elliott resigned, and Michael Cavanagh was named acting national convener (APS-IGCP, 2007).

APS-IGCP held its first national symposium, "Coaching Psychology: Advancing Professional Practice", in July 2004. This symposium built on the advances made in coaching psychology within the realms of research and theory, by providing a forum for professional psychologists practicing in the coaching field to present and discuss their practical solutions and applications of this emerging body of knowledge. Michael Cavanagh was installed as national convener at the annual general meeting (AGM) held during the symposium. At over 520 members, the majority of who were academic or practitioner psychologists, this interest group was the second-largest within the APS (APS-IGCP, 2007).

February 2005 saw the launch of the inaugural edition of the APS Coaching Psychology Interest Group newsletter (APS-IGCP, 2007). Following discussions with Pauline Willis, BPS-IGCP founding member and EMCC board member, the May 2005 issue contained an invitation to APS-IGCP members to participate in the EMCC standards project (Willis, 2006, pers. com.). The Coaching Psychology Unit of the School of Psychology at the University of Sydney sponsored the second evidence-based coaching conference "From Practice to Theory: Cross-Disciplinary

Perspectives" in October 2005. Membership remained steady at 600, and APS-IGCP remained the second largest interest group within the APS (APS-IGCP, 2007).

A draft competency framework was released in January 2006. In February 2006, the BPS-IGCP and APS-IGCP jointly launched the *International Coaching Psychology Review* (*ICPR*) as a peer-reviewed academic and professional journal focusing on the theory, research and practice of coaching psychology (APS-IGCP, 2007).

The second national bi-annual symposium "Asking the Right Questions: Exploring the Cutting Edge of Coaching Psychology" was held in July 2006. At the concurrent AGM, Chris Nunns was elected the third national convener of the APS-IGCP. During September–October 2006, state chapters of APS-IGCP hosted continuing professional development tele-events, a symposium, and presentations (APS-IGCP, 2007).

Graduate School Alliance for Executive Coaching (GSAEC)

(www.gsaec.org)

Founded in the United States in late 2005, the Graduate School Alliance for Executive Coaching (GSAEC) has just over 20 members, each representing an accredited academic institution offering graduate-level coach education courses. Meetings were held in 2004 with Kennesaw State University and Franklin University to discuss academic coaching programs and begin a search for other institutions with coach programs. As an initial step, Franklin and Kennesaw co-sponsored a two-day coaching conference on coaching in higher education at Kennesaw State in May 2005. The organizers invited every school of which they were aware, and several additional schools joined in the dialogue, including representatives from Vanderbilt, Xavier, Georgia State, and the University of Texas at Dallas. The outcome of this meeting was a commitment to establish an alliance of schools around the issue of setting standards for coaching education. In October 2005, a follow-up meeting was held at the University of Texas at Dallas, where representatives from the Massachusetts School of Professional Psychology, New York University, Duke, and Rutgers joined the discussions. At this meeting a financial commitment was made by attendees, and a 501(c)3 process was started to establish a non-profit organization (GSAEC, 2007).

A further meeting was held in Dallas, Texas in January 2006 by the founding members of GSAEC: Linda Page of Adler School of Professional Psychology; Joseph Weintraub of Babson College, Dianne Stober of Fielding Graduate University, John Brent and Ray Forbes of Franklin University; Stephen Brock of Kennesaw University; Dennis Garritan of New York University; Ruth Orenstein of Rutgers University, Deb Giffen of University of Pennsylvania; and Rob Hicks and Judy Feld of University of Texas at Dallas. Special guests Michael Cavanagh of the University of Sydney in Australia and Vikki Brock representing the International Coach Federation were also in attendance. Key issues addressed at this meeting were interdisciplinary approach, solid theoretical under-girding, evidence-based assurance of impact, screening system

for entrants, and on-line and/or face-to-face educational approaches. An organizational structure was established, and a board of directors was elected, including Rob Hicks as the first president. A Committee for Academic Standards was also established (GSAEC, 2007).

The GSAEC moved quickly, with draft by-laws approved, a mission statement agreed upon, and a definition of executive coaching finalized by April 2006. By summer 2006 the GSAEC had been incorporated as a non-profit organization (GSAEC, 2007), and the first annual general meeting was held in January 2007.

A key undertaking for the organization's first year of operation included a joint graduate-level research project to identify the extent to which coaching plays a role in US educational institutions. The project involved graduate students gathering important information that would help GSAEC influence the setting of standards for coaching education in the future – at least in the United States. A report from the Committee for Academic Standards described actions taken since the January 2006 meeting, which included gathering information from other professional disciplines related to academic standards, collating course and program curricula and syllabi from GSAEC member institutions, and forming a picture of educational content taught or proposed for coach education. The Committee also had dialogue with parallel groups in Australia and the United Kingdom regarding the development of academic standards for coach education in those countries. By April 2007, a draft of curriculum standards had been completed (GSAEC, 2007).

Institute of Coaching Professional Association (ICPA)

(www.instituteofcoaching.org/index.cfm?page=about_icpa)

The Institute of Coaching Professional Association (ICPA) was established in 2010, and is allied with the Institute of Coaching based at Harvard Medical School/McLean Hospital. This alliance allows access to peer-reviewed journals, networking and educational opportunities with leaders in coaching research, and coaching demonstrations. ICPA offers three levels of membership – Affiliates, Founding Members and Founding Fellows (ICPA, 2009).

Coaching research, foundations, journals and books

Publication of coaching research became popular in 1996, when a special issue of *Consulting Psychology Journal* focused entirely on executive coaching, The availability of evidence-based coaching research, journals, and books has increased dramatically since 2000, and is expected to continue at a rapid rate for some time. Six peer-reviewed coaching journals were launched in 2003 or later in support of evidence-based coaching, each journal being published by or affiliated with an evidence-based professional association. Evidence-based coaching literature has also flourished, with 16 books published since 1999.

Nevertheless, in 2007 Passmore and Gibbs stated that "there is limited evidence-based research … to support which interventions generate the most positive outcomes for coachees, or which methodologies work best with which coachee problems". In the years since 2007, however, the volume and breadth of coaching research has been significant.

Coaching research

Research into the theories and models supporting coaching practice is a fairly new phenomenon. The discussion of research and practice can be looked at as a discussion of behavioral, evidence-based coaching versus humanistic, practice-based coaching. By applying the construct of a continuum and seeking to balance research and practice, one can link "coaching practice with existing, applicable bases of knowledge of science and practice [a]s an important step in enhancing credibility and shifting from focusing primarily on techniques and skills to a broader and deeper understanding of relevant knowledge in coaching education" (Stober and Grant, 2006:1). Further, as Cavanagh and Grant (2006:156) have pointed out:

> A more sophisticated understanding of the term 'evidence-based' refers to the intelligent and conscientious use of best current knowledge in making decisions about how to deliver coaching to coaching clients, and in designing and teaching coach training programs (Sackett *et al.*, 1996). Best current knowledge is up-to-date information from relevant, valid research, theory and practice. Because there is at present a somewhat limited academic coach-specific literature, best current knowledge can often be found in the established literature in related fields of knowledge, theory and practice.

Much of the coaching research is conducted within academic institutions that offer coaching degree, certificate, or emphasis programs. For example, the Coaching Psychology Unit (CPU) at City University London, led by Stephen Palmer, has been researching health and well-being coaching, and whether or not coaching can reduce stress, anxiety and depression. In contrast, at the University of East London, Jonathan Passmore has been carrying out research with the London Metropolitan Police, British Army, and the Driving Standards Agency of the Department for Transport on the role coaching can play in driver development, specifically in reducing accident and death rates for drivers aged 18–25. He has also been working with both state schools and an internationally renowned private school in the UK, exploring how coaching can enhance personal development and examination performance (Passmore, 2009, pers. com.).

The benefit of coaching research for coaching practitioners is to help them better understand which interventions work and when. Many coaching psychologists already have an intuitive feel for what works and when, but research provides the evidence for practice. Coaching psychology should be about evidence-based practice (Cavanagh and Grant, 2006:126). In fact, Carol Kauffman sees the link between coaching and positive psychology continuing to develop and "anticipate[s] that there will be a greater cross-pollination of ideas, models of practice, and research between them, and that such interactions will be of benefit to both psychological sub-disciplines … [and] that positive psychology research can help to scientifically ground the field of

coaching", proposing that this "positive psychology theory and research will provide the scientific legs upon which the field of coaching can firmly stand" (Kauffman, 2006:221).

According to Grant *et al.* (2010:13),

> As of May 2009, there were a total of 518 published scholarly papers and dissertations on coaching listed in PsycINFO. This figure includes life (or personal coaching) and executive and workplace coaching, and excludes papers on other applications of coaching such as: sports or athletic coaching, use of forensic, clinical or psychotherapeutic populations and educational coaching or coaching for faking on psychometric or educational tests. The coaching literature has grown significantly in recent years. In the 62 years between 1937 and 1999 there were only 93 papers published, whereas between 2000 and May 2009 a total of 425 papers were published.

Published research on coaching spans a wide range, including opinion papers, descriptive articles, theoretical discussions, PhD dissertations and empirical studies. Grant *et al.* (2010:13) point out that:

> … of the 499 papers published since 1980, 265 have been opinion papers, descriptive articles or theoretical discussions. There have also been 77 PhD dissertations, and only 186 empirical studies. Many of the published empirical papers are surveys … or descriptive studies into the nature of executive coaching … surveys about different organizations' use of coaching … or studies examining the characteristics of coach training schools … That is, most of the empirical literature to date is contextual or survey-based research about the characteristics of coaches and coachees, or about the delivery of coaching services, rather than outcome research examining the efficacy of coaching as a methodology for creating individual or organizational change.

A review of the psychological coaching outcome literature by Grant *et al.* (2010:14) found there have been a total of 156 outcome studies between 1908 and May 2009, comprising 101 case studies, 39 within-subject studies and 16 between-subject studies. The fact that only 11 of the between-subject studies are randomized indicates that coaching psychology is still in the early stages of development, and can be understood as an emerging or protoscientific psychological discipline. A literature review published in early 2010

> suggests that coaching outcome research, as a relatively new area of study, may be moving through the 'natural' stages of research development, i.e. from case study-based research, to 'within-subject' studies, and on to quasi-experimental and randomized controlled 'between-subject' designs. Indeed, the 55 outcome studies conducted to date provide a useful foundation for evidence of coaching effectiveness and the number of studies is on the increase. However, the issue of variation in the outcomes measures used in the research needs to be addressed, in order to draw meaningful comparison between studies and develop a coherent body of knowledge about the effectiveness of coaching (Grant *et al.*, 2010:17).

Two earlier reviews of existing academic literature on coaching by Grant (2005b; 2005c) and Grant and Cavanagh (2004) document an increase in academic literature from the mid-1990s (see

Figure 34). In the first of these literature reviews, published in 2004, Grant and Cavanagh (2004:1) suggest that:

> The coaching industry has reached a key important point in its maturation. This maturation is being driven by at least three interrelated forces: (1) accumulated coaching experience; (2) the increasing entry of professionals into coaching from a wide variety of prior backgrounds; and (3) the increasing sophistication of management and Human Resource professionals. … 128 coach-specific peer-reviewed papers were identified between 1935 and 2003, with two or less in any five-year time with the exception of eight between 1955–1959 until the 1980s when the trend increased. … Of these 128 citations, 73 were articles that discussed coaching, theories of coaching or application of techniques, and 55 were empirical studies of various types.

Figure 34   Peer-reviewed articles compared with empirical studies over time
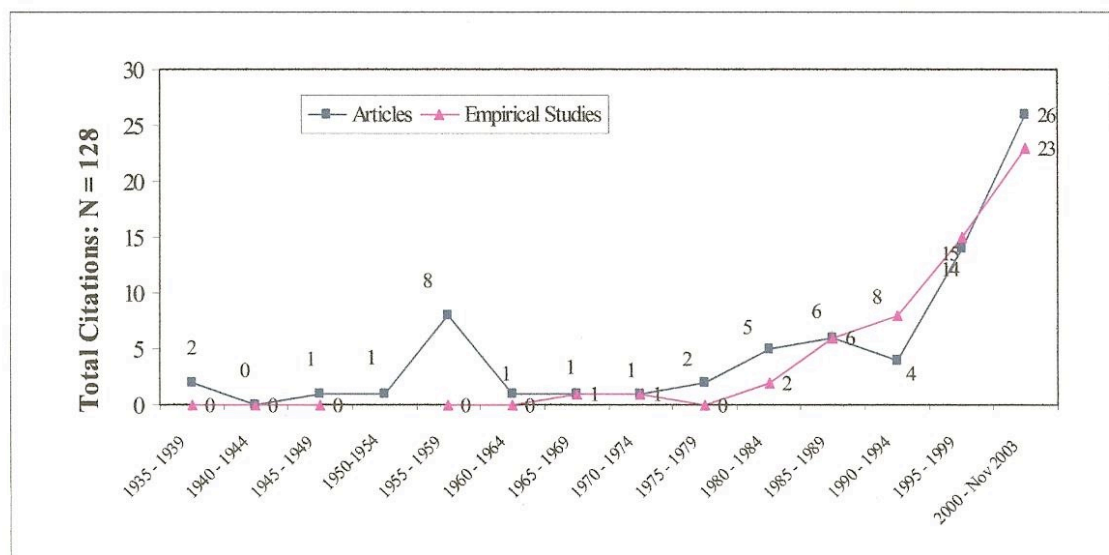
Source: Brock (2008:30)

Research also gained a foothold in the field during this period, and Grant and Cavanagh (2004:1) identified five broad research trends within coach-specific research:

1.   discussion articles on internal coaching conducted by managers with direct reports;

2.   the beginnings of more rigorous academic research on internal coaching and its impact on work performance;

3.   the extension of research to include external coaching by a professional coach as a means of creating individual and organizational change;

4.   the beginning of coaching research as a means of investigating psychological mechanisms and processes involved in human and organizational change; and

5.   the emergence of theoretical literature aimed at the professional coach.

In a second review published in 2005, Grant (2005b:1) notes "the use of coaching in workplace or organizations settings to enhance work performance and executive development is increasing in popularity. Using the search term coaching, this annotated bibliography draws on scholarly papers from the peer-reviewed business literature."

The number of published peer-reviewed papers in the business literature has escalated since 1996. The first published peer-reviewed paper on coaching in the business literature was published in 1955. Between 1955 and September 2005, 417 peer-reviewed papers were published (342 of them since 1996), of which 105 were empirical studies and 312 were articles that discussed coaching, theories of coaching or application of techniques. Of the 105 empirical studies, 78 were published since 2001. The majority of empirical investigations are uncontrolled group or case studies. Although coaching-related research is still in its infancy, there is an emerging body of empirical support for the effectiveness of workplace and executive coaching (Grant, 2005b).

Coaching-specific doctoral papers emerged in the late 1960s, and by "the 1990s coach-specific doctoral papers began to reflect the emergence of professional external coaches" (Grant and Cavanagh, 2004:8). By May 2009 there had been 77 PhD dissertations submitted (Grant *et al.*, 2010:13). Though coaching research was still in its infancy in 2005, Grant and Cavanagh (2004:7) identified:

> Three overlapping broad key research trends of phases which have developed over time and which are evident in the above coach-specific research: (a) reports on internal coaching conducted by managers; (b) the beginnings of more rigorous academic research on internal coaching and its impact on work performance; and (c) research which reflects on and examines external coaching by a professional coach as a means of creating individual and organizational change, and the beginning of coaching research as a means of investigating psychological mechanisms and processes involved in human and organizational change.

By 2010, Grant *et al.* (2010:29–35) identified two questions with regard to the future direction of coaching research:

> What are the main foci of organizational coaching research, and what are trends that will shape the future of coaching in organizations? The answer to the first question, 'Where should coaching research focus its efforts?' is wide open. While coaching, and particularly coaching psychology, is connected to more than a century of psychological theory, research and development, the coaching field is still in its infancy and the potential research agenda is vast. Nevertheless, we argue that three basic areas of research focus are needed and are emerging. Firstly, there is a clear need to focus on conducting well-designed outcome studies. … The second focus for research is the boundary between coaching and other forms of organizational and psychological intervention. This includes the boundaries between coaching and organizational development, and research into the differential effectiveness of coaching compared to training. … The third focus for research is into the impact of coaching on organizations. … such research should span the impact of coaching interventions not just on the individuals, but on different groups and workplace teams, whole organizations as well as the wider community. …

As regards the second question 'What are the trends that will shape the future of coaching in organizations?', we anticipate that research into the use of coaching as a methodology for facilitating organizational change will continue. We expect that the use of both executive and workplace coaching will increase, with an emphasis on developing internal coaches, and that coaching will become increasingly used as a means of facilitating organization-wide change with a new emphasis on driving cultural change.

Coaching research foundations and communities

As indicated above, coaching research by professional associations, foundations and coaching communities has exploded since 2000. One such professional association is the CIPD, which has conducted and published coaching specific research since 2004 (see CIPD section above). Other groups include the Professional Development Foundation (PDF), The Foundation of Coaching (TFOC), and the Institute of Coaching.

Professional Development Foundation

The Professional Development Foundation (PDF) is a United Kingdom organization that was founded by David Lane in 1975 as a skills and research exchange network. It evolved into a research foundation, and a separate but linked consultancy, in 1988. It does three things: research, consulting, and educating (Lane, 2009, pers. com.).

PDF undertakes its own research on professional development issues across a wide range of professional groupings contributing to new thinking on development and education. It also collaborates on sponsored research projects with professional bodies such as CIPD, EMCC, WABC, BPS, and consultancies and corporate organizations. Finally, PDF creates networks for collaboration to explore major issues, including the state of the coaching market. These collaborations often involve intergovernmental bodies, government departments, universities and corporate organizations. Consultancy is undertaken by PDF out of the research base, through developing models for others to use, and by building systems, such as 360-degree feedback, assessment centers, and management systems (Lane, 2009, pers. com.).

As an accredited institution, PDF has the right to develop postgraduate-level awards. It collaborates with a wide range of institutions, universities and professional bodies. It offers its own program leading to postgraduate certificates, and Masters and Doctorate degrees in a number of professional areas. Professional bodies also collaborate with PDF to create professional-level accreditations for their members. For example, PDF worked with EMCC to create their Quality Award, with WABC to create their awards, with APECS to create their application process, and with BPS to provide background research for their coaching competencies. PDF also collaborates with clients to build in-house accreditation so that the organizations can offer the option for their own people to gain an award from work-based learning (Lane, 2009, pers. com.).

What is unique about the PDF process is that they have created a highly flexible set of modules, ranging from limited 10-credit options to larger 60-credit options, which can be combined in flexible ways to create the awards. However, because the modules are based on learning and professional development rather than being content-led, they can be applied across a very wide range of professional endeavors. Hence, PDF does not require clients to go through a content development process and a separate accreditation. Client's work using the PDF system to identify the learning outcomes they want to achieve, and these are then assessed by the individual learning journey that the candidate makes. So PDF is able to use the same process whether the client is a coaching, management, or scientific practitioner. This process can also be looked at as a work-based research module in which the candidate demonstrates the change they have made for the benefit of the client organization – the learning can be measured, as can the impact of the learning for client benefit (Lane, 2009, pers. com.).

The Foundation of Coaching

(www.foundationofcoaching.org)

In November 2005 at the tenth anniversary ICF global conference, the beginnings of a research foundation were created by Ruth Ann Harnisch, president of The Harnisch Foundation, and David Goldsmith, former president of Coach U who also handled Thomas Leonard's estate after his death. Connecting with Mary Wayne Bush, who was heading up the ICF Research Symposium that year, these three individuals shared and crafted a vision for the future of coaching-related research. This conversation resulted in the creation of The Foundation of Coaching (TFOC) which was generously funded by The Harnisch Foundation (The Foundation of Coaching, 2009a).

In addition to the Research Division, several other divisions were created, which are described in Chapter 12 under The Coaching Commons section. Mary Wayne Bush led TFOC research division, administering a US$100,000 budget for coaching-related academic research grants, made possible by The Harnisch Foundation. The research division's purpose was the:

- promotion of scholarly research on coaching-related topics, research, methods and ideas;
- dissemination and discussion of coaching-related research; and
- building the global community of coaching-related researchers (The Foundation of Coaching, 2009a).

TFOC supported and promoted coaching-related research by: encouraging dialogue and dissemination of coaching-related research; offering grants and supporting engagement in coaching-related research; and hosting conferences and dialogues addressing coaching-related research (The Foundation of Coaching, 2009a).

Mary Wayne Bush also assembled the first group of coaching professionals to serve as the Research Advisory Panel. James Hunt (USA), John Bennett (USA), Michael Cavanagh (Australia), Alison Carter (UK), and Dianne Stober (USA) helped define The Foundation of

Coaching's philosophy and guidelines for accepting grant proposals. This esteemed inaugural panel reviewed and discussed research proposals that were submitted, and made recommendations for grant awards. Francine Campone joined the effort, dedicating herself to the creation and promotion of the first-of-its-kind Coaching Research Repository, a place where peer-reviewed research is readily available to the public (The Foundation of Coaching, 2009a).

The Foundation of Coaching Research Division was the foundation funder of the Global Convention on Coaching (GCC), and co-sponsored the first International Coaching Research Forum (ICRF) in September 2008 (see below) (The Foundation of Coaching, 2009a).

In 2009, The Foundation of Coaching project, along with the US$100,000 annual grant money from The Harnisch Foundation for a period of 10 years, became the Institute of Coaching, and now resides at Harvard Medical School / McLean Hospital (The Foundation of Coaching, 2009a).

Institute of Coaching

(www.instituteofcoaching.org)

Established in early 2009, the Institute of Coaching grew out of a partnership between The Coaching and Positive Psychology Initiative at Harvard Medical School / McLean Hospital and The Foundation of Coaching, a project of The Harnisch Foundation (The Foundation of Coaching, 2009a). The Coaching and Positive Psychology Initiative was started in 2007 by Carol Kauffman and Margaret Moore, as part of a vision to create an academic home for coaching as well as apply the science of positive psychology to empower individuals to reach their peak health and performance. The Foundation of Coaching resulted from the vision and philanthropy of Ruth Ann Harnisch, with support from John Bennett and Mary Wayne Bush, to create the first organization to fund coaching research (The Foundation of Coaching, 2009a).

In September 2008, the Initiative sponsored the first Harvard Medical Education School Coaching conference, "Coaching: A New Horizon – Theory, Emerging Evidence and Practice" and the first International Coaching Research Forum. At the Forum, top coaching researchers met to produce 100 brief coaching research proposals to inform and inspire future coaching studies (The Foundation of Coaching, 2009a).

From these initiatives emerged the Institute of Coaching, as a way to build a robust international coaching research community, and to support coaching research by providing research grants and mentoring, in order to advance the practice and profession of coaching. The Institute is housed at McLean Hospital, the largest psychiatric teaching affiliate of Harvard Medical School and the world's premier psychiatric hospital, known for its world-class clinicians and innovative research and treatment of psychiatric illness and improvement of mental health. The Institute of Coaching is a non-profit organization dedicated to enhancing the integrity and credibility of the field of coaching (Institute of Coaching, 2009).

The Institute is realizing the coaching mission of optimizing human potential via five Centers: Research, Education, Leadership, Healthcare, and Applied Positive Psychology. The council of advisors for this institute includes Ruth Ann Harnisch, Anthony Grant, Richard Kilburg, George Vaillant, and John Whitmore. The leadership team is comprised of Carol Kauffman, Susan David, and Margaret Moore (Institute of Coaching, 2009).

Coaching surveys

Surveys of coaching effectiveness, culture, and clients have been conducted since 2004 by organizations such as CIPD, ICF and Sherpa. In addition, a global business coaching survey by Frank Bresser Consulting was published in July 2009.

CIPD

Since 1999, CIPD Learning and Development has published annual surveys on trends in which coaching topics such as developing a coaching culture have been included since 2004. For example, the 2006 survey found that four out of five organizations use coaching to develop people, and that 80 per cent of those organizations using coaching are looking to develop a coaching culture (CIPD, 2006c). According to *The Government Monitor* (2009):

> … the CIPD's 2009 Taking the Temperature of Coaching survey revealed that more employers are using coaching (90 per cent) than might be expected in the current economic climate. This is an increase on coaching use found in past surveys … A majority of survey respondents (70 per cent) said that they have increased or maintained their coaching spend, while only 20 per cent reported budget reductions. … Additionally, the 2009 survey found a majority (80 per cent) of organizations evaluate the impact of coaching, yet only three per cent used return on investment as a measure, while eight per cent use 'return on expectation' methods. More than 20 per cent used key performance indicators and other HR metrics.

Sherpa

The Sherpa coaching survey has been conducted annually since 2007, and primarily surveys executive coaches in North America. Results are available at no charge as a service to the industry. Executive coaching trends identified and monitored in the survey include in-person coaching, universal standards of practice, regular and structured meetings with fixed-length engagements, and adoption of industry standards for training and certification (Sherpa, 2008).

ICF

The ICF conducted a survey of coaches in 2006, and surveys of coaching clients in 1998, 2004, and 2009.

> In the first-ever survey of clients of personal and professional coaches, the International Coach Federation polled 210 clients of their members for their demographic data and opinions during 1998. Clients submitted completed surveys directly to the survey scorers – not via their coach – to preserve the integrity and confidentiality of answers. The poll was

conducted by consultant Amy Watson, Principal, PROfusion Public Relations, with survey design assistance by Jackie Rieves Watson, PhD, professor of management and statistics, Amber University (ICF, 1998:1).

In 2004 the ICF Research and Development Committee, chaired by Richard Zackon, conducted a coaching client survey of small business owners and professionals. The primary objective was to "assess the knowledge of, attitudes about and experience with professional coaching among small business owners and professionals" (Zackon, 2004:1). The sample included 348 small business owners and professionals from United States and Canada.

The ICF carried out a Global Coaching Study during September–December 2006, in which 5,415 respondents from 73 countries participated, including 1,560 (28.8 per cent) who were not ICF members. Research findings showed that most respondents (68.7 per cent) were female, the dominant age cohort was 46–55 years (38.8 per cent), and over half of all respondents (53 per cent) held an advanced degree (ICF, 2008b:5).

In March 2009 the ICF published the findings of the ICF Global Coaching Client Study, its third client study, which was commissioned through the Association Resource Centre, Inc. and PricewaterhouseCoopers LLP (ICF, ARC and PricewaterhouseCoopers, 2009:3). A total of 2,165 coaching clients (54 per cent of whom were from the United States) from 64 countries participated in the survey from September to November 2008 (ICF, ARC and PricewaterhouseCoopers, 2009:ii). A key finding of the study was that clients were generally satisfied with the coaching experience. The study also suggested that, in the small minority of cases where financial gains from coaching are experienced and can be quantified, coaching can generate a high return on investment (ROI) for individual and corporate clients (ICF, ARC and PricewaterhouseCoopers, 2009:14).

Other highlights of the study included findings that:
- 96.2 per cent of clients would repeat their coaching experience.
- 82.7 per cent of clients were "very satisfied" with their coaching.
- Coaching motivations were "self-esteem/self-confidence" (40 per cent); "work/life balance" (35 per cent); and "career opportunities" (26 per cent).
- The largest cluster of clients was aged between 36 and 45 (35.9 per cent).
- The majority of clients had a Masters degree or PhD.
- The average duration of the coaching relationship had been 12.8 months.
- 65 per cent of coaching clients are female (ICF, 2009b).

Other coaching surveys

Several other coaching surveys by individual researchers have been conducted, as well as a survey in 2004 by the Association for Coaching (AC, 2004). The most far-reaching was the Global

Coaching Survey 2008/2009 released in July 2009 by Frank Bresser Consulting, which addressed the state of coaching across the globe. This survey covered 162 countries and systematically examined the situation and development of coaching in the world overall, in each continent, region, and country (Frank Bresser Consulting, 2009:2). The survey found that there were at least 43,000–44,000 business coaches operating around the world, with the highest number of business coaches found in United States, United Kingdom, Germany, Australia, Japan, Canada, and South Africa (Frank Bresser Consulting, 2009:5).

Evidence-based coaching journals

Professional literature includes journals, which are addressed here, books and published research and dissertations. Among journals, the first evidence-based special edition on executive coaching appeared in the American Psychological Association's *Consulting Psychology Journal: Practice and Research*, in Spring 1996. The first professional journals for evidence-based coaching appeared in 2003 and include the *International Journal of Coaching in Organizations*, the *International Journal of Evidence-Based Coaching and Mentoring*, and the *International Journal of Mentoring and Coaching*.

In July 2005 the BPS-SGCP published a peer-reviewed journal called *The Coaching Psychologist*. In April 2006 the *International Coaching Psychology Review*, a joint venture of the APS-IGCP and BPS-SGCP, began publication. One of the newest evidence-based coaching journals, *Coaching: An International Journal of Theory, Research and Practice*, was launched in March 2008. This was followed in October 2008 by *Coaching Psychology International*.

Table 19 provides details of the first seven evidence-based coaching journals to be launched, including a short description of each journal's focus and editorial team. Although not evidence-based coaching journals, details are included for two other important publications – *Coaching At Work* and *Choice* magazine. Published in the United Kingdom and United States respectively, these two publications are described in detail at the end of this section.

Consulting Psychology Journal: Practice and Research

The American Psychological Association (APA) Division 13 Society of Consulting Psychology published three special issues of their *Consulting Psychology Journal: Practice and Research* in Spring 1996, Fall, 2001 and Winter 2005. These issues focused on executive coaching as an emerging competency in the practice of consultation where "traditional organization development methods, adult education, management training, industrial-organizational psychology and generic consultation skills are being blended together to define a subdiscipline" (Kilburg, 1996:59).

Table 19   Coaching publications: evidence-based journals

Publication	*Editor(s)*	*Association*	*Launch date*	*Timing*	*Availability*
Consulting Psychology Journal: Practice and Research (www.apa.org/pubs/journals/cpb/index.aspx)	Rodney L. Lowman Robert B. Kaiser	American Psychological Association Division 13 – Society of Consulting Psychology	Spring 1996, Fall 2001, Winter 2005 (special issues)	Variable	Members or purchase
International Journal of Coaching in Organizations (www.ijco.info)	John Lazar	International Consortium of Coaching in Organizations (loose affiliation)	February 2003	Quarterly (paper)	Purchase
International Journal of Evidence-Based Coaching and Mentoring (www.business.brookes.ac.uk/research/areas/coachingandmentoring/)	Elaine Cox	Oxford Brookes University – Westminster Institute of Education	August 2003	Semi-annual (electronic)	Complimentary
International Journal of Mentoring and Coaching (www.emccouncil.org)		European Mentoring and Coaching Council	November 2003	Semi-annual (electronic)	Members or purchase
Coaching At Work (www.coaching-at-work.com)	Liz Hall	CIPD originally, now stand-alone	2005	Bi-Monthly (paper)	Purchase
The Coaching Psychologist (sgcp.bps.org.uk/sgcp/publications/publications_home.cfm)	Siobhain O'Riordan	British Psychological Society – Special Group in Coaching Psychology	July 2005	Twice a year (online)	Complimentary
International Coaching Psychology Review (sgcp.bps.org.uk/sgcp/publications/publications_home.cfm; www.groups.psychology.org.au/igcp)	Stephen Palmer (UK), Michael Cavanagh (Australia)	British Psychological Society – Special Group in Coaching Psychology, Australian Psychological Society – Interest Group in Coaching Psychology	April 2006	(online)	Complimentary
Coaching: An International Journal of Theory, Research and Practice (www.tandf.co.uk/journals/rcoa)	Almuth McDowall, Emma Short	Routledge Publishing and Association for Coaching	March 2008	(electronic and print)	Members or purchase
Coaching Psychology International (www.isfcp.net/cpijournal.htm)	Siobhain O'Riordan	International Society for Coaching Psychology	October 2008	(electronic)	Complimentary

International Journal of Coaching in Organizations (IJCO)

The *IJCO* was first published in February 2003 by seasoned coaching practitioners to make a lasting contribution to the field of professional coaching and to help sustain the growth and maturation of professional coaching in organizations. A quarterly publication, each issue has a central theme around which the issue co-editors solicit authors to write articles. In addition, the journal accepts unsolicited article manuscripts which then go through a peer review process modeled after that of the American Psychological Association to determine whether they will be published. To date, *IJCO* has published peer review articles from authors from India, Norway, Mexico, and Croatia (IJCO, 2009). All articles and back issues are available for purchase and download as PDF files from the journal website.

> The mission of this print and electronic journal is to address the needs of practitioners throughout the world who facilitate either of two kinds of mutually designed relationships: one-to-one with key contributors – men and women who are operating from their positions of influence within organizations; and with those who manage others, lead teams, and the teams that produce organizational results. This journal is also intended for those leaders and users of professional coaching services who are accountable for highly complex decisions with wide scope of impact on their organizations and society. The practices on which this journal focuses usually are based on organizational performance and development, though they may have, and often do have, a personal component. The results produced from the coaching relationship being considered in this journal are observable and aligned with the welfare of both the organization and the individual(s) participating in the coaching process (IJCO, 2009:1).

The international editorial board members are:

- USA – John Lazar (executive editor), Alexia Longacre (office manager), William Bergquist, John Bush, Mary Wayne Bush, Leslie Hilton, Mike Jay, Russell Long, Pamela McLean, Agnes Mura, Suzi Pomerantz, Marcia Reynolds, Jeannine Sandstrom, Barry Schlosser, Lee Smith.
- Canada – Sue Drinnen, Linda Page, Marilyn Taylor.
- Mexico – Michael Sanson.
- Australia – David Drake, Christine McDougall.
- New Zealand – Leslie Hamilton.
- India – Gopal Shrikanth.
- Germany – Alix Louisa von Uhde.
- Switzerland – Katrina Burrus (IJCO, 2011).

The *IJCO* is a publication of Professional Coaching Publications, Inc., co-founded and co-owned by William Bergquist and John Lazar. The journal's inception came from Bergquist's proposal for the creation for such a publication at the 2000 Executive Coaching Summit (ECS) conference. The *IJCO* is loosely affiliated with the International Consortium of Coaching in Organizations

(ICCO) and offers a discount to its members (Bergquist 2006, pers. com.). The *IJCO* ceased publication December 31, 2011.

International Journal of Evidence-Based Coaching and Mentoring (IJEBCM)

The *IJEBCM*, first published in August 2003, is hosted by the International Centre for Coaching and Leadership Development at Oxford Brookes University (Oxford Brookes University, 2009). Elaine Cox is editor, assisted by Birgit den Outer, while Otto Laske, Alex Linley and Sherryl Stalinski make up the International Advisory Board. The members of the International Editorial Board include:

- United Kingdom – Tatiana Bachkirova, Rona Beattie, Ilona Boniwell, David Clutterbuck, Sarah Fletcher, Judie Gannon, Kate Gilbert, Bob Hamlin, Peter Jackson, Ian Wycherly.
- Australia – Geoffrey Abbott, Michael Cavanagh, David Drake, Anthony Grant, Richard Ladyshewsky, Grace McCarthy.

  New Zealand – Jan Robertson.
- United States – Andrea Ellinger, Leni Wildflower.
- Canada – Jenepher Lennox Terrion.
- South Africa – Hilary Geber.
- Nigeria – David Okurame (Oxford Brookes University, 2011).

The *IJEBCM* is a free access, international peer-reviewed journal, which is published bi-annually online in February and August. The aim of the journal is to provide evidence-based, well-researched resources for students, professionals, corporate clients, managers and academic specialists who need to be at the forefront of developments in the field; and secondly to offer an accessible yet powerful discussion platform for the growing number of coaching and mentoring practitioners seeking to validate their practice (Oxford Brookes University, 2009).

The *IJEBCM* is divided into four sections. First is an editorial section that addresses items of contemporary interest and provides an introduction to the articles in the current issue. Second is the academic papers section, which includes well-researched papers on any aspect of coaching and mentoring. Third is the reflections from the field section that offers a platform for contributors to give an account of their experience of, or to express views on, a particular issue or development in coaching and mentoring, including those raised in earlier issues of *IJEBCM*. Fourth is the book review section which comprises short reports on relevant coaching and mentoring publications (Oxford Brookes University, 2009).

International Journal of Mentoring and Coaching (IJMC)

The International Journal of Mentoring and Coaching (IJMC), first published in November 2004, is a semi-annual electronic publication available to EMCC members, that can also be purchased by non-members. The journal contains three sections. First is a double blind peer-reviewed

section which may contain personal views, research or debate. Second is a professional section which addresses professional skills, cases of practice, or in-depth opinions or views on a particular theme or country. The third section contains reviews of coaching and mentoring books. The journal is edited by Angelique du Toit, and an editorial board of 32 individuals (including David Clutterbuck, David Lane, and David Megginson) review articles prior to publication (EMCC, 2008).

Coaching At Work magazine

Launched by the United Kingdom's Chartered Institute of Personnel Development (CIPD) as part of its strategy to become a key player in the United Kingdom's coaching field, *Coaching at Work* magazine began publication in 2005 in both printed format and online. Liz Hall has been the editor since its inception, and the first editorial board was comprised of 12 advisors. After two years, an electronic monthly newsletter was launched, and although still United Kingdom-based, international coverage was stepped up (*Coaching at Work*, 2009).

In Summer 2009 the publication was transferred to Liz Hall and her publishing partners Stephen Palmer and Kate Thomas. The international editorial advisory board has been expanded to 29 people, including Linda Aspey, Terry Bates, John Blakey, Alison Carter, Margaret Chapman, David Clutterbuck, Cary Cooper, Caroline Curtis, Anthony Grant, Alison Hardingham, Sam Humphrey, Mike Hurley, Carol Kauffman, Jackie Keddy, Samantha King, Jens Boris Larsen, Ho Law, Jennifer Liston-Smith, Liz Macann, John McGurk, Gladeana McMahon, David Megginson, Siobhain O'Riordan, Stephen Palmer, Kathryn Pope, Lynne Spencer, Patti Stevens, Katherine Tulpa, and Hande Yasargil (*Coaching At Work*, 2011).

The magazine still has the backing of the CIPD and also works closely with the other main United Kingdom professional coaching bodies. The magazine continues to step up its international coverage and is highly committed to research. It has carried out research into ageism with the European Mentoring and Coaching Council (EMCC) United Kingdom, on meaning and purpose with the Association for Coaching (AC) (UK) and on "making a difference" with the International Coach Federation (ICF) United Kingdom. Since changing hands, it is even more committed to research, particularly as its editorial advisory board members include research-oriented coaching and mentoring experts such as Carol Kauffman, Anthony Grant, David Megginson, Stephen Palmer, Siobhain O'Riordan, and Alison Carter (*Coaching At Work*, 2009).

Coaching at Work is currently working on research looking into "poor practice" in coaching with ICF UK, EMCC UK and AC UK. The magazine regularly writes about research globally, and has a section called Research Matters compiled by Sheffield Hallam University in the United Kingdom, which rounds up research on particular topics. Other sections include News, Features, Viewpoint, Letters, Letter From (which looks at coaching and mentoring globally), Road Test (which outlines and tests a tool or technique, giving a "verdict" on its benefits and disadvantages), Manager-As-Coach (a column offering advice for managers who coach), Troubleshooter (which

presents a challenging issue in coaching and two possible ways of addressing this), How To (which offers practical advice on coaching in a particular arena), and Book Reviews. The online resource has discussions and polls, additional news, a blog, and additional articles such as hints and tips (*Coaching At Work*, 2009).

The Coaching Psychologist (TCP)

First published on July 1, 2005 by the BPS-SGCP, *The Coaching Psychologist* (TCP) publishes a range of 1,500-word articles on all aspects of research, theory, practice and case studies in the arena of coaching psychology. This also includes new coaching psychology research projects that are taking place, and provides a forum for debate about good practice. Published twice a year, this peer-reviewed publication includes contributions from coaching psychology and related disciplines.

Stephen Palmer was the first editor when *TCP* was published online for CPF members. When *TCP* was transferred to the SGCP, Kasia Symanska, from the Centre for Coaching and Centre for Stress Management Ltd, United Kingdom, became the editor. In 2009, Siobhain O'Riordan became editor. Editorial board members include Anthony Grant, Kristina Gyllensten, Ho Law, Alanna O'Broin, Stephen Palmer, Manfusa Shams, Kasia Symanska, and Alison Whybrow (BPS-SGCP, 2011a).

International Coaching Psychology Review (ICPR)

The *ICPR* is co-published by BPS-SGCP and APS-IGCP as an international joint venture. A more academic publication than *TCP*, it focuses on theory, practice and research in the field of coaching psychology, and has run successfully since 2006. Containing academic articles, systematic reviews and other research reports of 3,000–6,000 words which support evidence-based coaching practice, *ICPR* is peer-reviewed, complimentary and published quarterly in electronic form. The coordinating editors are Stephen Palmer from United Kingdom and Michael Cavanagh from Australia. There are six co-editors: Sandy Gordon, Anthony Grant and Travis Kemp from Australia; and David Lane, Alex Linley and Alison Whybrow from United Kingdom (BPS-SGCP, 2011b).

The international editorial board has 16 members:
- Australia – Hilary Armstrong, Paul Atkins, Susan David, Lindsay Oades.
- UK – Tatiana Bachkirova, Michael Carroll, Ian Cockerill, Cary Cooper, Stephen Joseph, Ernesto Spinelli, Mary Watts.
- USA – Carol Kauffman, James Pawelski, Dianne Stober.
- Canada – Roy Moodley.
- Thailand – Richard Nelson-Jones (BPS-SGCP, 2011b).

Coaching: An International Journal of Theory, Research and Practice

This electronic peer-reviewed journal was first published in March 2008 and reports original research with relevance to coaching from all parts of the world. Published through a partnership between the Association for Coaching (AC) and Routledge, this journal is co-edited by Almuth McDowall and Emma Short. It seeks to publish work that will develop, test and advance theory, research and practice of coaching. For example: reports on research and innovative practice, short case study reports, review articles, interviews, technique reports, information about forthcoming events, and book reviews. Special issues by guest editors are occasionally published on a particular thematic or regional focus (Taylor and Francis, 2011).

Coaching Psychology International

The inaugural issue of *Coaching Psychology International* (CPI) was released October 2008. It is edited by Siobhain O'Riordan, and editorial board members are Suzy Green (Australia), Kristina Gyllensten (Sweden), Stephen Palmer (United Kingdom), Giles St. Burch (New Zealand), and Kasia Szymanska (United Kingdom). *CPI* is an on-line publication published twice-yearly (April and October). Accepted to be abstracted in PsycEXTRA, the publication is downloadable from the Society's website and as such is available to members and non-members. It is also published in paper format and made available at events and conferences where ISCP is in attendance. The purpose of *CPI* is to share developments in the theory, research and practice of coaching psychology from around the world and encourage dialogue on important issues and debates (SCP, 2009).

Evidence-based coaching books

Early evidence-based books looked at executive coaching, where research and evidence were valued. The first coaching book which could be called evidence-based was *The Handbook of Coaching: A comprehensive resource guide for managers, executives, consultants, and human resource professionals*, published by Frederic Hudson in July 1999. A booklet called *Executive Coaching: An annotated bibliography* was published by Douglas and Morely in January 2000. With the publication of *The Psychology of Executive Coaching* in December 2001 by Bruce Peltier, the availability of literature grounded in research had finally taken off.

These first books were followed quickly by one book per year during 2002–2004, two in 2005, four in 2006, one in 2007, four in 2008, five in 2009, and several more during 2010–2012. Each of the following evidence-based books has added significantly to coaching's body of knowledge:

- Fitzgerald, C., and Berger, J.G. (Eds.) (2002). *Executive Coaching: Practices and perspectives*. London: Nicholas Brealey.
- Stein, I.F., and Belsten, L.A. (Eds.) (2003). *Proceedings of the First ICF Coaching Research Symposium*. Mooresville, NC: Paw Print Press.

- Stein, I.F., Campone, F. and Page, L.J. (Eds.) (2004). *Proceedings of the Second ICF Coaching Research Symposium*. Washington, DC: ICF.

- Cavanagh, M.J., Grant, A.M., and Kemp, T. (Eds.) (2005). *Evidence-Based Coaching: Volume 1: Theory, research and practice from the behavioral sciences*. Bowen Hills, QLD: Australian Academic Press.

- Campone, F., and Bennett, J.L. (Eds.) (2005). *Proceedings of the Third ICF Coaching Research Symposium*. Lexington, KY: ICF.

- Laske, O.E. (2006). *Measuring Hidden Dimensions: The art and science of fully engaging adults: Volume 1*. Gloucester, MA: IDM.

- Ting, S., and Scisco, P. (2006). *The CCL Handbook of Coaching: A guide for the leader coach*. San Francisco, CA: Jossey-Bass.

- Stober, D.R., and Grant, A.M. (Eds.) (2006). *Evidence-Based Coaching Handbook: Putting best practices to work for your clients*. Hoboken, NJ: Wiley.

- Jarvis, J., Lane, D., and Fillery-Travis, A. (2006). *The Case for Coaching: Making evidence-based decisions*. London: Chartered Institute of Personnel and Development.

- Passmore, J. (Ed.) (2007). *Excellence in Coaching: The industry guide*. London: Association for Coaching and Kogan Page.

- Passmore, J. (Ed.) (2008). *Psychometrics in Coaching: Using psychological and psychometric tools for development*. London: Association for Coaching and Kogan Page.

- Palmer, S., and Whybrow, A. (Eds.) (2008). *The Handbook of Coaching Psychology: A guide for practitioners*. Hove: Routledge.

- Drake, D.B., Brennan, D., and Gørtz, K. (2008). *The Philosophy and Practice of Coaching: Insights and issues for a new era*. Chichester: Wiley.

- Spence, G. (2008). *New Directions in Evidence-Based Coaching: Investigations into the impact of mindfulness training on goal attainment and well-being*. Saarbrücken: VDM.

- Passmore, J. (Ed.). *Diversity in Coaching: Working with gender, culture, race and age*. London: Association for Coaching and Kogan Page.

- Corrie, S. (2009). *The Art of Inspired Living: Coach yourself with positive psychology*. London: Karnac.

- Rock, D., and Page, L. (2009). *Coaching with the Brain in Mind: Foundations for practice*. Hoboken, NJ: Wiley.

- Stout-Rostron, S. (2009). *Business Coaching International: Transforming individuals and organizations*. London: Karnac.

- Cox, E, Bachkirova, T., and Clutterbuck, D. (Eds.) (2009). *The Sage Handbook of Coaching*. London: Sage.

- Chapman, L.A. (2010). *Integrated Experiential Coaching: Becoming an executive coach*. London: Karnac.

- Corrie, S., and Lane, D. (Eds.) (2010). *Constructing Stories, Telling Tales: a guide to formulation in applied psychology*. London: Karnac.

- Passmore, J. (2010). *Leadership Coaching: Working with leaders to develop elite performance*. London: Association for Coaching and Kogan Page.
- Linder-Pelz, S. (2010). *NLP Coaching: An evidence-based approach for coaches, leaders and individuals*. London: Kogan Page.
- Wildflower, L., and Brennan, D. (2011). *The handbook of knowledge-based coaching: From theory to practice*. San Francisco: John Wiley & Sons.
- Neenan, M., and Palmer, S. (Eds.) (2012). C*ognitive Behavioral Coaching in Practice: An evidence-based approach*. Hove: Routledge.

Evidence-based coaching conferences

The link between positive psychology and evidence-based coaching has been highlighted and strengthened in the many evidence-based coaching conferences held since 2004. Prior to that, the European Mentoring Council held one-day, evidence-based conferences in London from 1994 onwards. Oxford Brookes University began holding coaching and mentoring research conferences in 2004. Three conferences have been hosted by the University of Sydney in Australia, two by Harvard Medical School/McLean Hospital in United States, and two by BPS-SGCP in Europe. The CIPD has held six Coaching At Work conferences since 2004. In addition, four Coaching Research Symposia were held by the ICF during 2003–2006.

Australian conferences

The first evidence-based coaching conference was sponsored by and took place at the University of Sydney in July 2003. The aim of the conference was to provide an academically grounded forum that would foster the development of a broad evidence-based knowledge foundation and facilitate an intelligent, open and informed dialogue between coaches (Cavanagh, Grant and Kemp, 2005:v). A book containing key presentations from this event was published in 2005 (Cavanagh, Grant and Kemp, 2005).

The second Australian conference on evidence-based coaching "From Practice to Theory: Cross-disciplinary Perspectives" was hosted by the University of Sydney. Held on October 8–9, 2005, this international conference investigated the emerging field of evidence-based workplace and life coaching. It brought together academics and practitioners to examine similarities and differences between the various theoretical and professional disciplines that inform current coaching research and practice (APS-IGCP, 2007).

The third Australian conference on evidence-based coaching "Well-being and Coaching: How Well is Coaching Really Doing?" was held July 5–6, 2007. Sponsored by the University of Sydney, the aim of the conference was to determine how coaching was doing as an academic and research discipline, as an industry, in coaching practices, and as individual coaches:

> We are using the term 'well-being', not just in relation to positive psychology, but also in reference to the well-being of the coaching industry as a whole. Some of the questions this

conference will address include: How well is the coaching industry? What do we as coaches do well? Are we really effective in enhancing the performance and well-being of our clients? What evidence do we have that coaching works well? What does work well in coaching? How well are coaches being taught and trained? How well is the coaching industry presenting and promoting itself? Does coaching need regulation? (APS-IGCP, 2007).

According to an article about this conference in the *International Coaching Psychology Review*,

there was a call for both rigor and vigor in research … Rigor means discipline, critical thinking, asking good questions, self-reflection and examining our own biases with peers … while vigor means openness to new ideas, matching the purpose of research to appropriate methods, and doing research that enhances coaching practice ... (BPS-SGCP, 2009b).

United States conferences

Four ICF Coaching Research Symposia were held from 2003 through 2006. The proceedings of each symposium, which contain a collection of papers presented, were published in paperback form. More information on these symposia can be found in Chapter 11.

The first annual evidence-based conference was held on September 26–27, 2008 by Harvard Medical School and McLean Hospital:

McLean Hospital, the largest psychiatric affiliate of Harvard Medical School, kicked off its Coaching and Positive Psychology Initiative, with a conference 'Coaching: A New Horizon – Theory, Emerging Evidence and Practice' last weekend. Jointly sponsored by Harvard Medical School, the conference brought together the international founding contributors in the field, who introduced nearly 500 physicians, psychologists, health professionals, and coaches, to the theory, research, applications, and practices of coaching psychology and its application in the domains of executive, life, and health/wellness coaching. According to Philip Levendusky, PhD, ABPP, director of Psychology at McLean, the conference sold out in record time and proved to be among the largest and most successful education programs organized by McLean. … 'This conference was groundbreaking. It was the first coaching psychology conference to be developed by a major medical facility worldwide and it focused on principles that have significant value in a variety of domains, including executive leadership and peak performance, life, health and wellness, applied positive psychology, and coaching research', said Kauffman (McLean Hospital, 2008:1–2).

A second annual coaching conference was held at McLean Hospital/Harvard Medical School on September 25–26, 2009 to:

bring together the international founding contributors in the field to introduce executive coaches, physicians, psychologists, health professionals, and coaches in healthcare, to the theory, research, applications, and practices of coaching psychology and its application in the domains of executive, life, and health/wellness coaching (McLean Hospital, 2009:1).

Conference highlights included presentations by David Cooperrider, Benjamin and Rosamund Zander, Robert Kegan, and John and Nancy Ratey (McLean Hospital, 2009:1).

United Kingdom conferences

The United Kingdom is home to the largest number of coaching conferences held by professional associations, which include BPS-SGCP, Oxford Brookes University, and CIPD. EMCC has also held more than 15 conferences, which are described in Chapter 12.

Three BPS-SGCP national conferences have been held at City University in London, United Kingdom. The Inaugural Coaching Psychology Conference was held December 15, 2004 featured Anthony Grant (University of Sydney) as keynote speaker on "The Development of Coaching Psychology". The second Annual National Coaching Psychology Conference held December 19–20, 2005 featured Michael Cavanagh, David Lane and Ernesto Spinelli as keynote speakers. The third Annual National Coaching Psychology Conference "Putting the Psychology into Coaching" was held December 17–18, 2007 and featured five keynote speakers. Carol Kauffman spoke on putting positive psychology into coaching psychology practice; Anthony Grant spoke on whether coaching psychology was languishing or flourishing; John Whitmore shared insights on the inevitable progression of coaching to the transpersonal, Ernesto Spinelli contrasted and compared coaching psychology and psychotherapy, and Alison Whybrow spoke on the difference between knowledge and understanding and what it might mean for coaching psychologists (BPS, 2009b).

On December 18–19, 2006, BPS-SGCP held its first International Coaching Psychology Conference at City University in London, United Kingdom. The International Conference Academic Board for 2006 was chaired by Stephen Palmer and included members Tatiana Bachkirova, Michael Cavanagh, Cary Cooper, Anthony Grant, Dianne Stober, and Mary Watts. Keynote speakers and their topics for this event were:

- Michael Cavanagh – What makes for a professional coach? or what every good coach needs to know?
- Alex Linley – Coaching psychology and positive psychology: points of convergence and new perspectives.
- David Lane – Coaching psychology – what will it take to build a profession?
- Stephen Palmer – When "coaching" isn't enough!
- Pauline Willis – Bringing it all together: what does the future hold for coaching psychology? (BPS, 2009b).

The first European Coaching Psychology Conference was sponsored by BPS-SGCP and held on December 17–18, 2008 at the University of Westminster, London, United Kingdom. Day One included skills-based sessions, focused papers and symposia for sharing research and practice findings. Day Two was composed of master classes that provided professional development opportunities. Keynote speakers included Alex Linley on strength-spotting in coaching), Kristina Gyllensten on cognitive coaching and the prevention of mental health problems, Reinhard Stelter on coaching as a reflective space in a society of growing diversity, Siegfried Greif on theory-based research on coaching outcomes, Siobhain O'Riordan on placing later life within coaching psychology context, and Stephen Palmer on where coaching psychology is going (BPS, 2009b).

The second European Coaching Psychology Conference "Changing Perspectives", sponsored by BPS-SGCP, was held on December 15–16, 2009 in London. Including master classes, keynote papers, research and case study presentations, skills-based sessions, posters, and discussion sessions, this event offered an opportunity for coaching psychologists and others to continue to be informed on the latest research in coaching (BPS, 2009b).

The first Coaching and Mentoring Research Conference was held at Oxford Brookes University in early April 2005. Aimed at emphasizing results of specific research projects and the research methods employed, this conference focused on a range of methodological approaches used to investigate coaching and mentoring problems (AC Bulletin, 2005):

> Oxford Brookes University Business School held its first Annual Coaching and Mentoring Research Conference on April 8, 2005 on the Oxford Brookes campus. More than 60 people attended a fast-paced, stimulating conference hosted by the International Centre for Coaching and Leadership Development at the Business School. Thirteen papers were presented, showcasing the excellent research of graduating students, who completed their dissertations for the MA in Coaching and Mentoring Practice. There were also presentations by current PhD and Doctor of Coaching and Mentoring candidates. Conference sessions were chaired by academic supervisors and proved to be thought provoking eliciting a lot of questions. The keynote introduction was given by Professor David Lane. It prompted lively discussion and provided a touchstone for the rest of the day. The keynote summary was given by Professor David Clutterbuck and was a fitting end to an exciting and informative day (AC Bulletin, 2005).

CIPD Coaching At Work conferences began in 2004 as an "opportunity to learn from leading coaches in both the sporting and business worlds [and] to hear how top organizations are development coaching cultures that are transforming their performance" (CIPD, 2004:1). Held in London on September 2, master class speakers included Alison Hardingham, Adrian Moorhouse, Brendan Venter, and Mike Brearley (CIPD, 2004).

The second Annual Coaching at Work conference was held on September 13, 2005 in London, with the opportunity to attend the Coaching for Leadership Update on September 14. The highly practical program for this conference focused on how to apply coaching as part of an overall learning and development strategy, provided insights on how coaching can improve an organizations overall performance, reviewed when and how to use coaching, and offered advice and guidance on choosing the right coach (CIPD, 2005).

The CIPD held its third annual Coaching at Work Conference September 12, 2006 in London. Keynote speakers at this event included:

- Peter Hawkins – coaching supervision.
- Neil Offley – demonstrating the value of coaching.
- Peter Wall – coaching for high-performing teams.
- Ben Renshaw – coaching success (CIPD, 2006b).

The CIPD designed an additional update day, "Building your Organizational Coaching Capability" on September 13. Two themes ran in parallel and aimed to reflect some of the issues that organizations face when developing a coaching culture and coaching techniques. Speakers at the update day included:

- Dominic Mahony – building a coaching culture.
- John Bailey – developing line managers as coaches.
- P. Alex Linley – strengths coaching: a positive psychology approach (CIPD, 2006b).

The fifth Annual Coaching at Work conference was held October 17, 2007 in London, followed by a choice of one of two focus days on October 18, 2007: "Coaching Capability at Work" or "Innovative Coaching Techniques". Speakers included David Megginson, Carol Gaskell, Peter Hawkins, David Rock, John Leary Joyce, David Clutterbuck, and Seven Suphi (CIPD, 2007).

The sixth Annual Coaching at Work conference was held November 25, 2008 in London and included the practical topics of: how to create a culture where coaching can help people attain their full potential, discover the key elements of a successful coaching conversation, how to build coaching capabilities, and explore ways to develop the coaching skills of line managers. Speakers included leading experts such as Erik de Haan, Graham Alexander, Peter Hawkins and Mee-Yan Cheung-Judge. A choice of a targeted focus day on November 26 was provided: "Embedding a Coaching Culture" or "Organization Development" (CIPD, 2008).

In 2009 the seventh Annual Coaching at Work conference was held in London September 24 and focused on how coaching can help organizations succeed during challenging periods of change. (CIPD, 2009).

Global Convention on Coaching (GCC)

(gccweb.ning.com)

The goal of the Global Convention on Coaching (GCC) was to establish "a worldwide collaborative dialogue that seeks to understand the needs of coaching consumers, practitioners and educators in order to develop commonly agreed guidelines and frameworks for the practice of coaching and the training of coaches" (De, 2007:1). The idea for the GCC was conceived by three global coaching researchers – Michael Cavanagh from Australia, Dianne Stober from USA, and David Lane from UK – in late 2006 and early 2007. The Harnisch Foundation was the founding funder of the GCC, shared the vision, sponsored the launch and initial organizing meeting in New York City in 2007, and provided administrative staff to the GCC for over a year (Harnisch, 2008).

Lane and Down (2010) describe how the idea for the GCC originated:

> In a study for the Chartered Institute of Personnel and Development (CIPD), Jarvis, Lane and Fillery-Travis (2006) explored the rapidly burgeoning field of coaching. As an organizational development offering to organizations, coaching was increasingly used and

CEOs of many leading companies were making use of coaches for their own development or to help them address organizational performance and development issues. Yet many HR professionals found it difficult to make sense of this area. They were confronted with much hype and self-promotion by those entering this market, a degree of in-fighting between professional bodies seeking to regulate the field and very few objective voices of authority or sources of information, guidance or advice upon which they could rely. Thus we had no agreement on purpose, an unpredictable context and competing stories about what was the best form of practice.

As De (2007:1) points out:

With different coaching associations across the globe, [and] university programs and a multitude of coach training organizations becoming established, it is difficult for the person making the purchasing decision in an organization or someone who wants to be trained as a coach to know how the different frameworks connect on the international stage.

Lane and Down (2010) explain, "Out of this fairly chaotic situation conversations started to emerge. The idea that a convention be held to bring together different parties across the globe gradually took hold." The GCC was established as a result of these conversations, and began "a worldwide collaborative dialogue that seeks to understand the needs of coaching consumers, practitioners and educators in order to develop commonly agreed guidelines and frameworks for the practice of coaching and the training of coaches" (De, 2007:1). De emphasizes that the GCC "aims to acknowledge and value the diversity that exists in the field of coaching, and to begin the discussion about what competencies, knowledge and practice standards coaches already hold in common, and those they believe should be common across the globe" (De, 2007:1).

Lane and Down (2010) describe the GCC approach as follows:

The traditional linear thinking for such a convention would be to find a group of experts to present papers, and attendees would be able to listen and engage in conversations. However, in recognizing both the turbulent state of this market and the possibilities of working with the framework of complexity, the idea was proposed that rather than adopt that approach we would meet together for five days of dialogue, with no presenters, hierarchy of experts or predefined outcomes. Rather we would see what emerged from a self-organising space. The process of dialogue was adapted from Brown and Isaacs' 'World Café' process … and Adam Kahane's work on 'Solving Tough Problems'. This is a tried and tested process for addressing complex and conflictual challenges …

Conversations emerged across the globe and the main professional bodies, coaches, coach training bodies and consumers of coaching agreed to participate in a dialogue. The starting point was to create the conversation about the future in the present, focusing around nine broad themes:

- Knowledge base for coaching – core and specialist areas.
- Code of ethics.
- Core competencies – general and specialties.
- Training guidelines for graduate program.

- Research agenda for the development of the field.

- Professional status for coaching.

- Mapping the field – what is the field and its related areas?

- Selection of coaches and management of coaching engagement.

- Evaluation of coaching engagements (De, 2007:1).

According to Lane and Down (2010), during the GCC's conversations:

> Working groups came together in virtual space to create and explore possible scenarios for the future – what might it look like (not what you want, rather what might happen based on evidence of what is currently happening). Some of these were positive and attracted a lot of energy some were negative and repelled energy – but they were all seen as possible futures. Across the globe 250 people took part in these conversations and more than 40 possible scenarios emerged. Some saw coaching disappearing, another scenario envisaged internal conflicts leading to coaching being taken over by other competing disciplines, others envisaged various degrees of cooperation.

In Spring 2008 The Harnisch Foundation departed from the GCC project, yet continued to work with the GCC Research Working Group. As Ruth Ann Harnisch (2008:1) at The Coaching Commons explains:

> We understood that in order to be what GCC was intended to be, the community of practice could not have leaders and structure. We spent over a year attempting to work in this model, but we found that we function best with traditional leadership structure. And many GCC volunteer participants were holding us accountable for the lack of structure and communication leading up to Dublin event. Thus our departure from the GCC project.

> However, we also recognized that the GCC Research Working Group (and other working groups) made exemplary progress, produced the work expected of them, felt a sense of community, and wanted greater connection. Watching this progression inspired us to invite this working group and other global researchers together by co-sponsoring The International Coaching Research Forum. We structured this event along the lines we had originally envisioned for GCC Dublin, and some of the participants attended both the Dublin event as well as the International Coaching Research Forum at Harvard.

The intent of GCC was for the working groups to consult with stakeholders in the coaching community and produce scenario-based white papers for discussion at the planned July 2008 GCC event in Dublin. Through 12 months of international dialogue, over 250 people contributed to 10 working groups to address key areas for development of the coaching field (GCC, 2008). As Diane Brennan (2006, pers. com.) describes her experience, "the online process was challenging at times, though in the end produced worthwhile information that served as a foundation for deeper discussion".

As Lane and Down (2010) note:

Once these scenarios were available 61 people agreed to commit five days to meet in Dublin to engage in dialogue about these scenarios. No agenda was set, no outcome was agreed for the dialogue rather all present agreed to take part and see what emerged. For two days participants spent time discussing the scenarios choosing to focus on one or several, modifying their choices over time as some conversations generated energy or did not. All the conversations happened simultaneously in one room so participants in one group (pod) could see what was being written on electronic whiteboards in the other pods and could choose to move as they wanted too. On Day Three the discussions from each pod were shared in the whole group. What did emerge in the conversations was a shared sense of issues that matter to all. Lots of ideas were proposed and one suggestion came forward to create a Dublin Declaration which encompassed the shared sense. This attracted considerable energy. Day Four therefore became devoted to creating such a declaration. The energy created by that activity led to the groups reforming around revised themes to look at what would be needed to create the envisaged future in the declaration and a series of work tasks were created out of them. The declaration was read out and participants signed to it and agreed to take it back to their respective organizations to take the tasks forward. … the declaration … has since become a catalyst for collaborative dialogue between a diversity of different and sometimes competing professional disciplines and cultures across the world.

As summarized by Grant *et. al.* (2010:12),

In July 2008 representatives and leaders of many of the major coaching bodies around the world (including the ICF, EMCC and many psychological bodies) met to discuss the establishment of common frameworks of ethics, education, research and practice. This gathering, the Global Convention on Coaching (GCC), produced the *Dublin Declaration on Coaching* and an ongoing dialogue about the future of coaching. Like coaching itself, these conversations are in their early stages and what they will produce into the future is unclear. Nevertheless, a flavor of these conversations can be gleaned in the first two articles of the *Dublin Declaration on Coaching*. The delegates sought to foster a global dialogue to:

1. Establish a common understanding of the profession through creation of a shared core code of ethics, standards of practice, and educational guidelines that ensure the quality and integrity of the competencies that lie at the heart of our practice.

2. Acknowledge and affirm the multidisciplinary roots and nature of coaching as a unique synthesis of a range of disciplines that creates a new and distinctive value to individuals, organizations and society. To accomplish this we need to add to the body of coaching knowledge by conducting rigorous research into the processes, practices, and outcomes of coaching, in order to strengthen its practical impact and theoretical underpinnings (Global Coaching Community, 2008).

Lane (2009, pers. com.) describes how "the members in Dublin were clear they wanted to take the dialogue forward as a community and have come up with a number of ways to do this". Subsequent meetings have taken place and further work undertaken, but the key is not that this group do the work, but rather that the conversations generate multiple activities in other groups that form self-generating constellations who take forward their own stories. As Ruth Ann Harnisch, president of The Harnisch Foundation, writes:

> We are writing to acknowledge that the community of practice called the Global Coaching Community is growing organically, as its original conveners intended. It appears that GCC leaders are self-identifying and that individuals are creating global events. We celebrate with those who are pleased with the direction (Harnisch, 2008:1).

The "Global Coaching Community" is the new name given to the Global Convention on Coaching (GCC) by participants at the Dublin Convention. In November 2009 the GCC had 452 members and 25 active focus groups on its social networking site (gccweb.ning.com). Identified as "an experimental social networking site of GCC", this online community, which does not allow solicitation of or by members, is "an evolving, self-nurturing platform for coaching stakeholders to share, explore, research and collaborate for the good of our profession" (GCC, 2009a:1).

On July 9–10, 2009, a Global Coaching Community symposium was held at Middlesex University. The outputs and decisions of this symposium were (GCC, 2009c):

1. Dialogue, update and new actions for six of the 10 working groups.

2. The GCC's Transitional Steering Group (TSG) was to take responsibility for the consultative process to develop and test a leadership and communication framework.

3. To create a bulletin board on "ning" (www.gccweb.ning.com) that would reach out to all members of the GCC community, providing a regular update on the activities and events of the GCC worldwide.

Since the Dublin Convention in 2008, the Global Coaching Community has continued a series of regional dialogue events on coaching, including the Asia-Pacific Coaching Conference in Singapore on September 1–3, 2010, and the GCC Rainbow Convention held in Cape Town, South Africa on May 11–14, 2011 (GCC, 2009d).

International Coaching Research Forum (ICRF)

In the fall of 2008, the first International Coaching Research Forum (ICRF) was convened by Mary Wayne Bush and Carol Kauffman, sponsored by Ruth Ann Harnisch and David Goldsmith, and facilitated by Sunny Stout-Rostron. Meeting at the Harvard Faculty Club, 40 academic researchers from seven countries and others from the field gathered to identify 100 studies to advance the field of coaching through coaching-related research (The Foundation of Coaching, 2009a).

According to Mary Wayne Bush, Director of Research at The Foundation of Coaching, "This … global forum [was] convened specifically for the purpose of identifying a strategic way to build the coaching profession and body of knowledge" (The Foundation of Coaching, 2009a). Co-chair Carol Kauffman pointed out that "The format of the 100 brief research proposals, which are available for anyone to read, were loosely based on the 'GROW' model of coaching (Goals, Reality, Options and Way Forward). The ideas are 100 options leading to 100 possible ways forward for coaching research. Our hope is that coaches, students and researchers will be inspired

by these study ideas to learn more about research or be inspired to create a project of their own" (The Foundation of Coaching, 2009a).

"The way to professionalism is through solid scientific, evidence-based research", said Ruth Ann Harnisch, founder of The Foundation of Coaching and co-sponsor of the ICRF. "Coaching is a fascinating field with life changing possibilities. But because there are so many different concepts of coaching worldwide, there is no unity in the field, no system of governance. There's no court of last resort for clients, no 'ethics police', and no agreement on what makes a great coach. These international researchers are the people who constitute the academic gatekeepers. They hold the key to the research that will advance this emerging field" (The Foundation of Coaching, 2009a).

As a result of the work done by the ICRF and the relationships formed there, Ruth Ann Harnisch, established The Harnisch Fund for Coaching, which will continue the next generation of grants for coaching-related research and support the creation and launch of the Institute of Coaching. Headquartered at the Harvard Medical School (HMS) teaching facility McLean Hospital, the largest psychiatric hospital affiliated with HMS. The Fund is intended to make US$100,000 in coaching-related research grants each year until at least 2015. The agreement specifically promises to "leverage prior successes and brand awareness of The Foundation of Coaching and build continuity from that entity's endeavors to the work now moving forward at McLean" (Institute of Coaching, 2009). The agreement says that "The purpose of the Fund will be to generate empirically supported best practices for coaching, especially peer-reviewed research into the transformational aspects of coaching relationships and effective change strategies, then assure the widespread dissemination of those research findings to encourage the application of the coaching model of conversation in everyday life" (Institute of Coaching, 2009). The Institute of Coaching is now headed by Carol Kauffman, working with Lew Stern, Susan David, and Margaret Moore (Institute of Coaching, 2009).

The second ICRF was held in London, United Kingdom on November 11–12, 2009 (Institute of Coaching, 2009).

Summary

With the push for evidence-based practice in the coaching and coaching psychology fields, the research base of studies measuring the effects of coaching has been increasing since 2000. An evidence-based approach has the potential to raise the standards of practice and training, increase the credibility of coaching as an intervention, and stretch the thinking and practice of the individual coach.

With the sustained focus on evidence-based coaching and the developing sub-discipline of coaching psychology, the gap is closing between practice and research. In 2007 Grant and Cavanagh (2007:252) identified two challenges for coaching as:

> The first is developing a theoretically sound and empirically grounded knowledge base. … The second challenge is for coaching leaders, researchers, and practitioners to look beyond the demands of this immediate research agenda, to develop a vision of the role of coaching in enhancing the lives of individuals, and the sustainability of organizations and the world as a whole.

Though there has been progress, at the close of 2009 these still exist as two major challenges for coaching. The second challenge may be partially addressed through collaboration with the positive psychology sub-discipline.

As the practice of coaching is becoming increasingly accepted within academic institutions and research is flourishing, "it is well-positioned to draw together existing psychological approaches including I/O psychology, clinical and developmental psychology, positive psychology" (Grant *et al.*, 2010:35). It appears coaching will continue to grow its body of knowledge and recognition as an emerging profession.

Epilogue: Future of coaching

> 'This economic crisis doesn't represent a cycle. It represents a reset', Jeff Immelt, the CEO
> of General Electric, said today. 'It's an emotional, social, economic reset' (Gunther, 2008:1)

Coaching emerged during the postmodern period of the late twentieth century, born of a rapidly changing socioeconomic environment and nourished by the root disciplines of psychology, business, sports, and adult education. Now, decades later, as we confront the professional challenges the field is facing today, we can benefit from the perspective we have gained on its short but explosive history. That history, characterized by the interaction between its root disciplines and by their cross-disciplinary development, is further complicated by the generational differences and varying professional backgrounds of its originators, as well as by the changing socioeconomic conditions of the period.

In an attempt to understand coaching's complex, dynamic history, and the ways in which that history informs the professional challenges the field faces today, this book focused on the influences of each of the relevant root disciplines, the impact the backgrounds of its originators had on the emerging discipline and its practices, and the socioeconomic factors that led to the emergence of coaching as a distinct discipline in the late twentieth century. In so doing, this book has distinguished between the practical tools and the theoretical models drawn from coaching's root disciplines, the ways in which those tools and models are used by today's coaches, and the ways in which they might be used by the coaches of tomorrow, given the constant socioeconomic evolution of the world around us.

I will, therefore, begin the epilogue of this book with a conceptual model which frames coaching's emergence and current state. I will then present some observations about coaching and its emergence, and describe the major challenges facing the field today. I will then conclude with a description of one possible future for coaching.

The tipping point

To begin, I will share a conceptual model I developed as a way of looking at coaching's emergence, where it is today and where it might be in the future. I used two points that Malcom Gladwell popularized in 2002 – the tipping point and the diffusion of innovation curve. Let's go to Figure 35 and I will walk you through it.

Figure 35   Diffusion of Innovation Curve
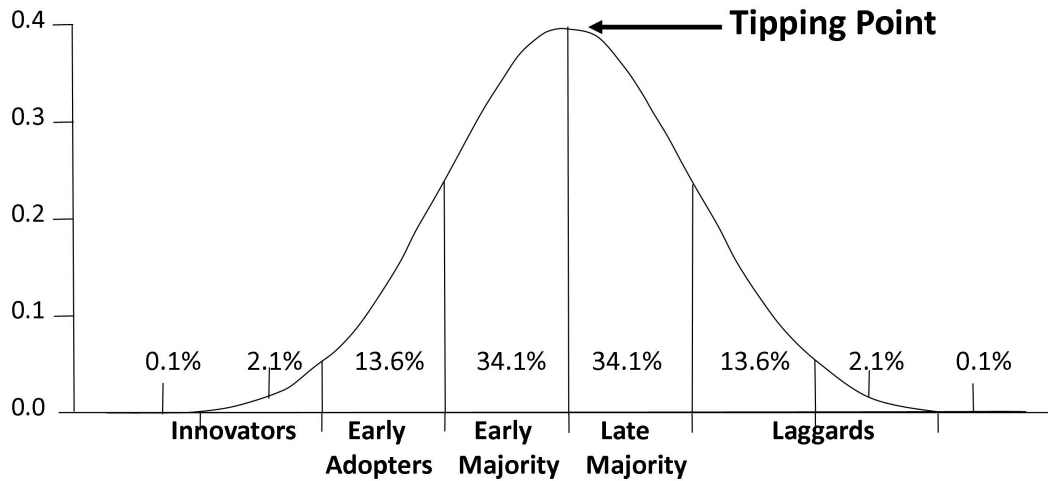
This is a diffusion of innovation curve – it's a standard bell curve, and it illustrates what happens with adaptation to a new phenomenon. It begins with the innovators, the people who are the adventurous ones who may see it before it really happens, and follows with the early adopters or early opinion leaders in the community. This is the model of Everett Roger (Orr, 2003), which was not well known until Gladwell popularized it in 2002. So the innovators are those who say "there is a better way of doing this" and the early adopters are those that say "Hey, this is really cool – I'm on board". Next we have the early and late majority, which are the two largest groups. These are the masses who come along and say "me too, me too, I'm a coach". And it is with these two groups that the tipping starts, and as the phenomenon gets more accepted and standardized, there is less innovation and the curve begins to drop off. Finally we have the last group who say "I guess coaching isn't the fad of the year, it might be around for awhile".

The tipping point is where the phenomenon has a life of its own and it begins showing up everywhere. Gladwell describes a viral epidemic – which can be positive or negative – that follows the shape of this bell curve. The tipping point is when, all of a sudden, change can happen instantaneously, and you don't know where the epidemic will go.

I applied this curve and these concepts to the emergence of coaching. I created an emergence curve (Figure 36) that starts in 1985 and ends in 2015 – a 30-year curve. In 1985 some coaching was happening in the United Kingdom and United States, and there were many more people becoming involved with this new field called coaching. I have divided these people, whom I have termed influencers, into three categories – the first were originators, who don't appear on this

chart because their influence occurred long before 1985. They were people like Abraham Maslow, Carl Rogers, and Fritz Perls – the people who created the original theories and models in related disciplines when coaching didn't exist. The second group I call the transmitters, or first-generation coaches. These people were the innovators and the early adopters of coaching between 1985 and 1995. They took the models and theories of the originators and translated them into coaching. Timothy Gallwey, Sir John Whitmore, Thomas Leonard, and Laura Whitworth belong to this group. Some of the psychologists, who did coaching under the title of counseling, also are included in the transmitter category. The third category includes the second-generation and later-generation influencers, or from a historical perspective, the emerging influencers. Included in this category are Marshall Goldsmith, Anthony Grant, and Cheryl Richardson, among others.

Figure 36   Coaching Emergence Curve
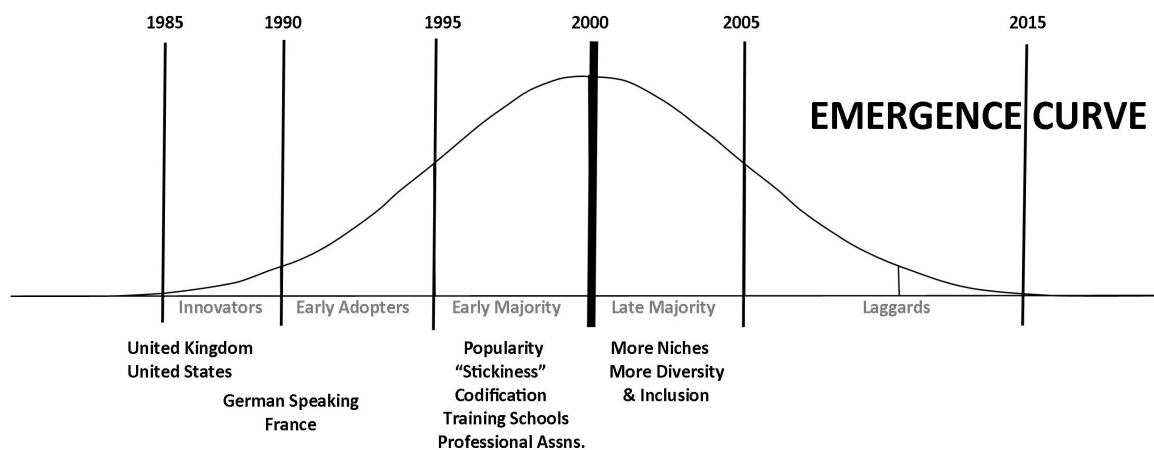
Source: Brock (2008:481)

Along with the emerging influencers, there were those who developed the structures of the field. These included leaders of the increasing number of training schools and professional associations after 1995. By the year 2000 there were at least 10 coaching professional associations in existence. Prior to 2000 there were 165 books in English published on coaching, with 95 per cent of them being published between 1995 and 2000. Then from 2000 to 2005 there were another 200 books written. Today it is not feasible to even count the number of coaching books written. The proliferation of later books clusters around issues such as coaching niches, how to build a practice, and the evidence for coaching.

When we began to reach the tipping point in 2000 we saw a surge of competition: "my coaching is better than yours", "you must be trained and credentialed to be a 'real' coach". This competition spread throughout the field from professional associations attracting members, to schools

attracting students, to coaches attracting clients. "How do I differentiate myself?" If we looked only at the emergence curve in 2015 we would conclude that coaching would not be there any more. We are on the downside. Yet coaching is getting even stronger.

I hypothesize that another innovation curve started. If you look at the next curve, which I call the prominence curve, it actually started in 1995, 10 years after the emergence curve started. This curve was energized in the early years of the current decade by people who came up with evidence-based and scholar-practitioner models. These terms were not heard early on in coaching. The academics got involved, and started re-linking coaching theories and models to actual practice through research. With that curve having an impact, we have until 2010 for the next tipping point, and 2025 for the end of the prominence curve. There may be another curve. This is a possible future that is based on an hypothesized worldview of coaching.

Figure 37   Prominence Curve
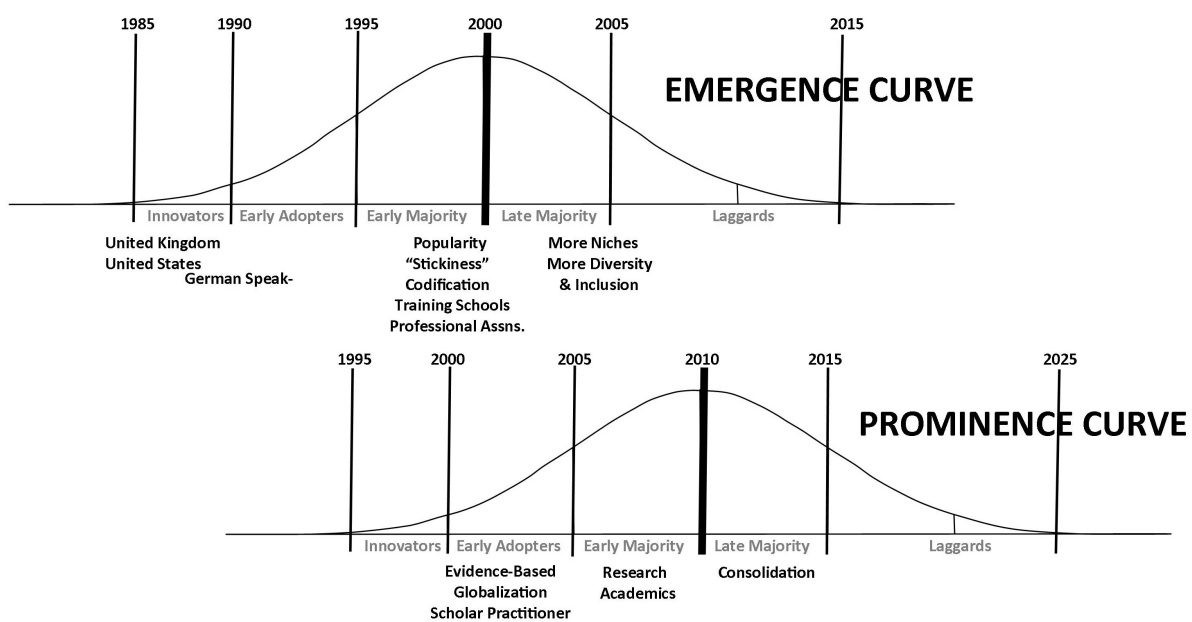
Source: Adapted from Brock (2008:483)

However, if coaching just continued the way depicted in the prominence curve, and still had the competition and further narrowing of the definition of coaching, and who's a coach and who isn't a coach, then our rate of increase or acceleration will begin to decline in 2010, even though the field is still growing. Another factor is how external socioeconomic factors, including the impact of a worldwide recession, will play into this. While there are internal factors that we in the field of coaching can control, there are numerous external factors that are beyond our control, and many other adaptation curves in all areas outside coaching. The innovation curves I have identified are not happening in isolation.

Observations and challenges

The factors that influenced the emergence of coaching are both generational and timeless. My research has determined that coaching emerged as a result of the intersection of specific people, influential disciplines, and a broad number of socioeconomic factors. The five points below establish a framework for understanding both the emergence and the state of coaching today.

Historical observations

1. Coaching sprang simultaneously from several independent sources and birthplaces, and then spread through a complex and somewhat unpredictable series of relationships.

2. Coaching has a broad intellectual framework that contains the synergistic, cross-fertilized practices and theories of many disciplines.

3. Modern patterns and practices of coaching are neither uniform nor rigidly applied, but are dynamic and contextual.

4. Coaching came into existence to fill an unmet need in a world of rapid change and complexity.

5. Coaching came into being as a result of a newly open, integral social network characterized by diversity and inclusion.

First, coaching sprang simultaneously from several independent sources and birthplaces, and then spread through a complex and somewhat unpredictable series of relationships. This initial stage occurred during the 1960s, an era of unprecedented personal and professional exploration and growth. The human potential movement, a product of those times, gave us Esalen, the National Training Laboratories, Tavistock, and Findhorn, among many others, and the rapid diffusion of coaching was fueled by a series of serendipitous, interdisciplinary gatherings in the above venues. The key figures in those meetings connected through face-to-face conferences, workshops, and forums, long before technological advances made such interaction effortless. Once the information age dawned around 1995, the spread of coaching was put into hyperdrive by conferences, workshops, and forums, in both face-to-face and virtual environments.

Second, coaching has a broad intellectual framework that contains the synergistic, cross-fertilized practices and theories of many disciplines. Individuals drawn to coaching came from a broad spectrum of disciplines and a rich variety of life experiences. The collaborative nature of the emerging field supported the cross-fertilization of such ideas and practices, customized to each coach and each person being coached, according to their environments and their specific needs and talents. This cross-fertilization was to some extent limited to coaching's earliest days, as the backgrounds of those who come to coaching today seem less varied, and the forums where such people once met are fewer in number.

Third, modern patterns and practices of coaching are neither uniform nor rigidly applied, but are dynamic and contextual. Coaching is customized to the coach, the person being coached, the context, and the specific conditions present at the time of the coaching interaction. Today's coach focuses on what the client wants to do or become, and how he or she can best accomplish those

desires. The fluid nature of the coaching environment requires every coach to rely on intuition, creativity and flexibility, as well as a solid base of foundational knowledge.

Fourth, coaching came into existence to fill an unmet need in a world of rapid change and complexity. That need, unsatisfied by traditional, pathology-centered therapy – or what might be called the "illness" model – was met by the shift to a "wellness" model founded on the principles of humanistic psychology, and the postmodern perspective of Integral philosophy. While the advent of humanistic psychology was evidence of that shift, the "illness model" was still practiced by most clinical psychologists. Coaching emerged, by adding complementary practices from other fields and without the constraint of traditional clinical practices, to become more interactive, client-driven, and fluid.

Fifth, and finally, coaching came into being as a result of a newly open, integral social network characterized by diversity and inclusion. This first phase of coaching was one of exploration and inclusion, and was about building relationships through mutual adaptation. Approaches were diverse, sharing and collaboration were celebrated, curiosity was abundant, and the social network was open and loose. For the United States of the 1960s, the goal was to put a man on the moon. For the earliest coaches, the goal was to contribute to the wellness and success of others. Everyone was welcomed and his or her ideas were heralded with excitement. When these coaches met their reaction was "Oh great, you do coaching also".

The competition, or people pointing fingers and objecting that this or that is or is not coaching, which we were seeing in the late 1990s and early twenty-first century, did not exist in the early days. It was during this time that we heard "There's only one way to coach, and if you are not doing it my way you are not coaching". An example of this occurred during the late 1990s, when someone was refused a place on the board of a coaching professional association because they were a psychologist. I maintain that since coaching came into being we have narrowed this openness and have started to say that "My way of coaching is not your way", or "If you are not credentialed how can you be a coach?" In some areas, being credentialed equates to not earning enough money, while not being credentialed equates to having a thriving business. When coaching came into being it was the open, wild, wild West. The coaching field has appeared to turn the corner, and is moving back to cross-fertilization and inclusion. Forums such as The Coaching Commons and Conversation Among Masters have sprung up, in which coaches from a variety of backgrounds meet and share their unique and common perspectives.

I'll now follow these five historical observations with five questions directed toward the professional challenges that face coaching today.

Perhaps the primary professional challenge faced by today's coaches is the way in which models and theories drawn from coaching's root disciplines can be effectively, ethically, and professionally applied by individuals who do not have a background in those disciplines. For example, how can someone like me, who is not a psychologist or an education learning specialist,

ethically and effectively apply these models? And yet I have been applying them for years, because someone said "Here's a model" and I said "Great" without knowing where it came from. As we now clarify these links, what are we as the field going to do about this? The psychologists are dealing with this by putting proprietary fences around coaching psychology, and saying that if you don't have a psychological education and experience you are not qualified to use these theories and models. Conversely, you could say that if you don't have coach training and experience you are not qualified to be a coach; or that unless you have worked in a business you are not qualified to coach in business (even if you are a psychologist or educator). There are many different aspects involved in this debate. For example, a cynical view of the difference between a psychologist and a coach would be "US$50,000 per year".

Professional challenges

1. Ways in which models and theories drawn from coaching's root disciplines can be effectively, ethically, and professionally applied by individuals who do not have a background in those disciplines.

2. How can we develop a uniform body of knowledge for coaching that allows all of us with our diverse backgrounds to creatively practice and yet not blur the boundaries with the disciplines from which we came?

3. No coaching body of knowledge, specific training or qualifications is required to practice as a coach.

4. Coaching lacks a fixed starting point and consistent core principles and theories which can be applied to all specialties of coaching.

5. The potential for coaching to become a global discipline with distinct parameters and a recognized body of knowledge in a socioeconomic environment that calls for an integrated approach to innovation, creativity flexibility, collaboration, and inclusiveness.

A second challenge facing the field is how can we develop a uniform body of knowledge for coaching that allows all of us with our diverse backgrounds to creatively practice, and yet not blur the boundaries with the disciplines we came from?

A third challenge is that clients have expectations about what we are going to do and provide as a coach – what our skills are, how we show up in a specialized area – while not requiring a coaching body of knowledge, or specific coach training or qualifications. Coaching clients have been surveyed on the important criteria they use to pick their coach, and these criteria do not include whether or not coaches are credentialed or trained. In fact, in a survey conducted by the American Management Association in 2008, the most important characteristic in choosing an executive coach is relevant business experience, and the least important is a PhD.

The fourth challenge concerns the evolution of coaching in a postmodern socioeconomic era – unlike its root disciplines, coaching lacks a fixed starting point and consistent core principles and theories which can be applied to all specialties within coaching practice. What's more, the evolutionary potential of coaching is constantly growing as practitioners figure out how to work

with all people, rather than just a part of the population. Even without an accepted knowledge base, coaching continues to evolve, influenced by psychology and business, and influencing them in turn.

Our postmodern environment is characterized by rapidly changing socioeconomic conditions, rising complexity, advancing technology, increased globalization, and environmental crisis. The fifth challenge, closely related to the fourth, regards the potential coaching has to become a global discipline – one with distinct parameters and a recognized body of knowledge in a socioeconomic environment that calls for an integrated approach to innovation, creativity, flexibility, collaboration, and inclusiveness.

These, of course, are considered challenges only when viewed from a modern perspective – which is a world that divides and differentiates things. The postmodern world, instead, offers us the possibility of integrating all things; given these differences, I will look at these challenges in conjunction with one another.

The first three challenges concern the creation of a mutually accepted body of knowledge, and the assurance that every coach has the understanding and competence to practice in the fields they choose. To do this, the field must be able to ensure that coaches can effectively, ethically, and professionally apply the field's theories and models, even though they have not been professionally trained. The field must also be able to develop a uniform body of coaching knowledge without blurring boundaries between its root disciplines. Finally, it must be able to balance clients' expectations – regarding a coach's roles, skills, and expertise to practice in specialized areas of coaching – with the reality that professional preparation, qualifications, and coaching body of knowledge do not yet exist.

The modern era developed a credentialing and professional track for the purpose of ensuring that everyone had a uniform and objective body of knowledge before they began to practice. The postmodern perspective, characterized by innovation and inclusiveness, holds that there are too many tracks and too many people coming from too many different directions to be able to follow that process. Therefore, the field must find new means of ensuring the capabilities of those who work as coaches. How, then, do we ensure that all practitioners are exposed to the theories and models that underpin their practice? How do we provide practitioners with opportunities to continually add to their knowledge, and to refine and hone their skills outside of a traditional professional preparation track?

The response of the modern era was to limit access to knowledge, and to require professional accreditation in order to practice. This credentialing process was arbitrary and uniform. The postmodern era, instead, supports innovation, creativity, flexibility, collaboration, and inclusiveness, and encourages a mingling of roles, skills, and expertise. As such, from the postmodern perspective, background diversity and the blurring of boundaries between existing disciplines is both natural and welcome. The postmodern era takes the position that the knowledge

is available, and provides people with a means of testing their own skills and competencies, as well as a way of improving the skills and competencies required by their own situations and needs.

The remaining two professional challenges regard the ways in which coaching can become a unique global discipline with recognized parameters and a generally accepted body of knowledge in a postmodern socioeconomic environment. Again, the modern era sought unique distinctions and segmented divisions to maintain structure and order, and those requirements were supported by marketplace conditions that demanded such distinctions. The postmodern era, instead, is one of increased integration and connection, where distinct boundaries have less value. With the Integral perspective of the postmodern era, the revised first challenge is for coaching to maintain its focus on the client as it integrates with these other practices and disciplines. The second revised challenge requires coaching, as an integral part of these other disciplines in practice, to respond to the demands for distinctiveness in the marketplace.

As a final note, what we coaches must ask is "What's needed in the future to move forward?" We need to put coaching in context with other disciplines that preceded it – we need the shoulders of the giants that came before to raise us to that level. It's hard to imagine a next creation where we form something different, as we are all interconnected. The truth is that all of our root disciplines are facing the same questions we are – what worked in the past may not work now, as the environment is different. So our root disciplines are being called to evolve differently, just as we are.

One future scenario for coaching

One of the future scenarios holds the prospect that coaching becomes the dominant worldview and global culture. In this future, coaching is: Coaching emerged within the framework of the postmodern period, and the data I have collected suggest that external socioeconomic factors will continue to support coaching's evolution. It is the internal factors that are the keys to the growth or decline of coaching. I have used the diffusion of innovation model to look at the internal factors, and have then created a series of innovation curves for coaching (Figure 38) to track the internal changes in coaching over time.

These innovation curves begin, peak, and drop off over a 30-year time span. This time span is getting ever shorter. The Emergence Curve begins in 1985, the Prominence Curve in 1995, and the Worldview Curve in 2005. Around the year 2000 there was a tipping point in the Emergence Curve, where coaching became well known and "commodified". At the same time, a new innovative spurt took place, characterized by an evidence-based and globalized focus in academic research which started the Prominence Curve. I am predicting another curve, called the Worldview Curve, where coaching will begin to move into the social network and the global worldview, extending itself beyond the confines of a discipline.

During this period coaching will have the opportunity to cultivate diversity within the discipline, through larger, looser networks, or to narrow the field through the cultivation of smaller and tighter networks. Inclusion can be represented by a continuum, presented as part of the coaching definition used for this study, while narrowing the field can be represented by the proliferation of specialized coaching definitions applicable to all coaching styles. This choice will impact the coaching curves that result.

Figure 38   Coaching Innovation Curves
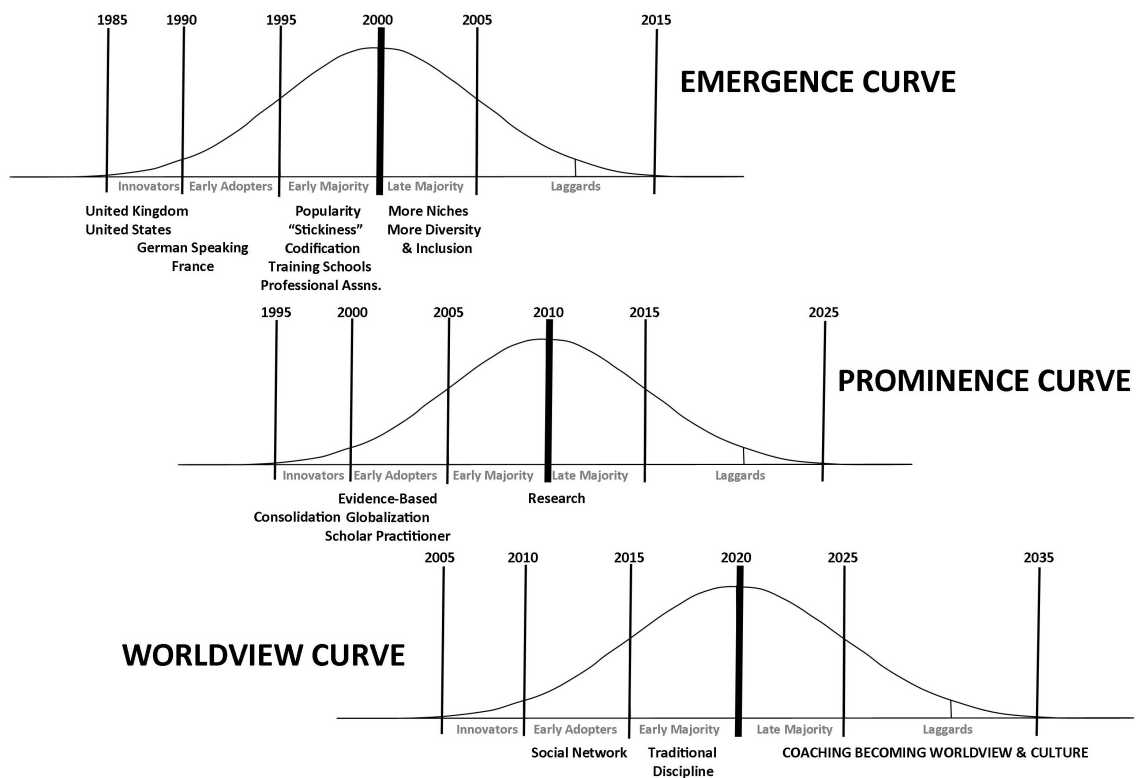
Source: Brock (2008:483)

Memes and tipping points support the innovation at the top of each curve, at which point coaching needs to innovate or risk becoming institutionalized, at which point another group may come along with a new curve, just as coaching followed psychology in response to socioeconomic factors. The next coaching curve needs to be starting up well before the prior curve reaches the tipping point.

The Worldview Curve begins in 2005 and represents the social network framework, where coaching moves from being one of the ways people interact with one another to being the dominant worldview. As with philosophy and psychology, I predict that coaching will be woven into the fabric of our modern lives. This vision is consistent with that of the Professional and Personal Coaches Association, which predicted in 1997 that in 20 years coaching would cease to exist as we know it today, and would be accepted as one of the primary ways we interact with one

another. My analysis suggests that coaching is taking the first small steps to becoming the dominant worldview, arriving at its tipping point on the Worldview Curve in 2025. This analysis presumes that coaching will become a global phenomenon with international Web-based networks, that the "coaching approach" will become an integral part of human development in a variety of organizational and non-organizational contexts, and that the coaching vocabulary will begin to appear in popular media and business and professional journals. My analysis also suggests that coaching as we know it today may continue to exist alongside other more evolved forms of coaching.

While several socioeconomic factors may influence whether coaching becomes the worldview and global culture, there are two internal factors that will enhance or degrade this possibility. The first internal factor depends on whether coaching maintains an open network. This means a network with many loose connections (weak ties) to individuals and disciplines outside the main network. The more open the network, the more it is likely to introduce new ideas and opportunities to its members. Also, the more open and loose coaching's network remains, the more likely it is to be agile and nimble in responding to the socioeconomic factors of our changing environment.

The second internal factor is the willingness and commitment of coaches to promote diversity and inclusion, which means being coach-like in their business approaches as well as in their interactions within and without the coaching field. I define coach-like as collaborative and inclusive, valuing people for their contribution, and facilitating change through self-directed learning and personal growth. That choice – to be coach-like in all dealings – may affect the public perception of coaching either positively or negatively. For example, if it happens that only credentialed coaches are coach-like in all their dealings, then the demand for credentialed coaches may increase dramatically. If it happens that only coaches from specific training programs or service companies are coach-like in all their dealings, then this may increase the demand for graduates of the specific training programs or coaches from specific service companies, respectively. By modeling and living coaching moment-by-moment, a positive epidemic may be sustained beyond the tipping point. Once the tipping point is reached, people not connected with individuals who model coaching in all interactions will spontaneously begin exhibiting coach-like behavior.

> **Side note**
>
> In 1997 at the second Professional and Personal Coaches Association (PPCA) annual conference, the theme was "weaving into the tapestry of life". They predicted that in 20 years, which would be 2017, that is where coaching would be. They did not say whether coaches as we know them would disappear. They said it would be woven in much as philosophy and psychology are woven into our lives today.

What you can do …

One of the future scenarios holds the prospect that coaching becomes the dominant worldview and global culture. In this future, coaching is:

1. an open, fluid social movement;
2. that is spread virally through human relationships and interactions;
3. woven into the fabric of life; and
4. the preferred communication process and style for human interaction.

What can you do to make this worldview of coaching a reality? First, you can understand who made contributions to the emergence and growth of coaching, and then value those contributions. Second, you can embrace an inclusive definition of coaching – one that is dynamic and contextual, delivered across a range of attributes, and customized to the person being coached, the coach, the context and the specific situation. Third, you can promote diversity and inclusion – getting away from the competitive model. We talk about coaches being collaborative, yet I have seen more politicized and competitive behaviors among coaches than I have seen in other professions that do not profess to be collaborative.

> **What you can do …**
> - Understand influences and contributions.
> - Embrace an inclusive coaching definition.
> - Promote diversity and inclusion.
> - Support effective use of coaching.
> - Model and live coaching.
> - Champion coaching as a social phenomenon.

Fourth, support the effective use of coaching, so that doctors and managers can be effective coaches. Everybody can be an effective coach. We can support this behavior in others rather than saying, "Nope, you can't be a coach unless you are a professional". Using a coaching approach with patients, employees, and children enables doctors, managers, and parents to be more effective. This is modeling and living coaching in your life, in every moment and interaction.

The last action item is "champion coaching as a social phenomenon". We can shift from looking at coaching as a set of practices to viewing it as a social phenomenon – something far bigger than we might have desired or imagined. We start looking at it outside the discipline, and we don't confine ourselves within the walls of professional coaching. This is the only way coaching can become the dominant worldview – when it gets much bigger than professional coaches. We want to shift from the scarcity of "What's in it for us?" to the abundance of "What's in it for all, and the world will be a better place when we open this up".

In summary, coaching is an emerging and evolving field, complex and dynamic, future-based and yet firmly grounded by its root disciplines. This book is offered as a contribution to the continuing evolution of coaching, both as a profession and as a social movement.

Coaching can become the dominant worldview without achieving the status of a profession – nor does coaching have to be clearly distinguished from related disciplines. We now have the rare opportunity to contribute to the wellness of the planet, including its flora, its fauna, and our own race. As coaches, it is up to us to ask the big powerful questions. In this book I have presented the facts, raised the issues, and asked some of these questions. I invite you to join with me in identifying and answering these and other powerful questions currently facing the coaching field, and ultimately the world.

Appendices

Appendix A: Coaching books

Pub. date	Author(s)	Title
Jan-69	Schein, E.	Process Consultation
Jan-71	Lovin & Casstevens	Coaching, Learning, and Action
Jan-74	Gallwey, W.T.	The Inner Game of Tennis
Jan-78	Fournies, F.F.	Coaching for Improved Work Performance
Jan-79	Deegan, A.	Coaching: A Management Skill for Improving Individual Performance
Jun-79	Megginson, D. & Boydell, T.	A Managers Guide to Coaching
Sep-81	Fuoss, D.E. & Troppmann, R.J.	Effective Coaching: A Psychological Approach
Mar-82	Kirkpatrick, D.L.	How to Improve Performance Through Appraisal and Coaching
Jan-86	Parson, M.J.	An Executive's Coaching Handbook
Jan-87	Stowell, S.J. & Starcevich, M.M.	The Coach—Creating Partnerships for a Competitive Edge
Jun-88	Jone, G.J.; Wells; Peters; & Johnson	Guide to Effective Coaching Principles and Practice
Jan-89	Hunter, J. & Russell, D.	Mastering Coaching and Supervision
Jan-89	Kinlaw, D.C.	Coaching For Commitment—Managerial Strategies for Obtaining Superior Performance
Jan-89	Selman, J.	Coaching: Beyond Management, the Workbook to accompany The Video Course
Jan-90	Rosow, J.M.	The Manager as Trainer, Coach and Leader (New Roles for Managers Series, Part III)
Jan-90	Sharpe, C., ed.	Info-line: Coaching and Feedback—Management Development
Jan-91	Orman, M.D.	The 14 Day Stress Cure: A New Approach for Dealing With Stress That Can Change Your Life
Jan-91	Robbins, P.	How to Plan and Implement a Peer Coaching Program.
Sep-91	Robson, G.D.	Continuous Process Improvement
Jan-92	Bell, C.R. & Zemke, R.	Managing Knock Your Socks Off Service
Jan-92	Whitmore, J.	Coaching For Performance, A Practical Guide to Growing Your Own Skills.
1-Nov-92	Robbins, A.	Awaken the Giant Within: How to Take Immediate Control of Your Mental, Emotional, Physical and Financial Destiny!
Jan-93	Anderson, R.H. & Snyder, K.J., eds.	Clinical Supervision: Coaching For Higher Performance.
Jan-93	Block, P.	Flawless Consulting
Jan-93	Garber, P.R.	Coaching Self Directed Work Teams: Building Winning Teams in Today's Changing Workplace
Jan-93	Miller, J.B.	The Corporate Coach: How to Build a Team of Loyal Customers and Happy Employees
Jan-93	Weiss, D.H.	Coaching and Counseling in the Workplace
31-May-93	Mink, O.G.; Owen, K.Q.; & Mink, B.P.	Developing High-Performance People: The Art of Coaching
Dec-93	Berry, D.	Fifty Activities for Coaching-Mentoring
Dec-93	Covey, S.R.	Principle Centered Leadership
Jan-94	Durcan & Oates	The Manager As Coach: Developing Your Team for Maximum Performance

Jan-94	Lucas, R.W.	Coaching Skills: A Guide for Supervisors
1-Jan-94	Salisbury, F.S.	Developing Managers as Coaches: A Trainer's Guide
Mar-94	Stimson, N.	Coaching Your Employees (Better Management Skills)
Oct-94	Kalinauckas, P. & King, H.	Coaching: Realizing the Potential (Developing Skills)
Oct-94	Kleiman, C.	The Career Coach: Carol Kleiman's Inside Tips to Getting and Keeping the Job You Want
Jan-95	Belf, T. & Ward, C.	Simply Live It Up: Brief Solutions
1-Jan-95	Berry, D. & Caldwell, C.	Coaching for Results: A Skills-Based Workshop
1-Jan-95	Blanchard, K. & Shula, D.	Everyone's a Coach: Five Business Secrets for High-Performance Coaching
Jan-95	Hargrove, R	Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together
Jan-95	Thompson, J.C.	Positive Coaching: building character and self-esteem through sports
13-Apr-95	Thomas, A.M.	Coaching for Staff Development: Personal and Professional Development
Jul-95	Parsloe, E.	Coaching, Mentoring and Assessing: A Practical Guide to Developing Competence
Oct-95	Deeprose, D.	The Team Coach: Vital New Skills for Supervisors & Managers in a Team Environment
Oct-95	Robinson, J.	Coach to Coach: Business Lessons from the Locker Room (Warren Bennis Executive Briefing Series)
1-Nov-95	Gilley, J.W. & Boughton, N.W.	Stop Managing, Start Coaching!: How Performance Coaching Can Enhance Commitment and Improve Productivity
19-Dec-95	Fisher, E.P., Sr. Huston, S.M.	Coaching Selling: Focus on Projects That Will Make a Difference in Your Life
Jan-96	Berry, D. & Cadwell, C.	Coaching for Results Workshop Participant Book: Packet of 5
Jan-96	Hendricks, W.	Coaching, Mentoring, and Managing: Breakthrough Strategies to Solve Performance Problems and Build Winning Teams
Jan-96	Hudson, F.M. & McLean, P.	LifeLaunch, A Passionate Guide to the Rest of Your Life
Jan-96	Kinlaw, D.C.	The ASTD Trainer's Sourcebook—Coaching—Create Your Own Training Program
Feb-96	Peterson, D.B. & Hicks, M.D.	Leader As Coach: Strategies for Coaching & Developing Others
1-Sep-96	Richardson, L.	Sales Coaching: Making the Great Leap from Sales Manager to Sales Coach
21-Oct-96	Zemke, R. & Anderson, K.	Coaching Knock Your Socks Off Service
Jan-97	Foster, B. & Seeker, K.R.	Coaching for Peak Employee Performance: A Practical Guide to Supporting Employee Development
Jan-97	Griffin, K.D.	Life Coach
Jan-97	Landsberg, M.	The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring Those Around You.
Jul-97	Blackman, L.S.; Killian, J.; & Haggerty, D.	The Sales Coach: Selling Tips from the Pros
2-Dec-97	Motsett, C.B.	If It Wasn't For the People … This Job Would Be Fun: Coaching for Buy-In and Results
Jan-98	Crane, T.G.	The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Culture
Jan-98	Ellis, D.B.	Life Coaching: A New Career for Helping Professionals
Jan-98	Moynes, R.E. & Friedman, J.P.	The Money Coach: Your Game Plan for Growth, Tax Relief, and Security
Jan-98	Whitworth, L., Kimsey-House, H., Sandahl, P.	Co-Active Coaching – New Skills for Coaching People Toward Success in Work and Life.

21-Jan-98	Anderson, T.	Transforming Leadership: Equipping Yourself and Coaching Others to Build the Leadership Organization, Second Edition
May-98	Herbelin, Guiney, Glasbergen	The Do's and Don'ts of Work Team Coaching: A Comprehensive Study of the Worker
1-Jun-98	Berman-Fortgang, L.	Take Yourself to the Top: The Secrets of Americas #1 Career Coach
6-Aug-98	Leonard, T.J. & Larson, B.	The Portable Coach: 28 Sure Fire Strategies For Business And Personal Success
1-Oct-98	Cook, M.J.	Effective Coaching
Nov-98	Stone, F.M.	Coaching, Counseling & Mentoring: How to Choose & Use the Right Tool to Boost Employee Performance
Jan-99	Benton, D.A.	Secrets of a CEO Coach: Your Personal Training Guide to Thinking Like a Leader and Acting Like a CEO
Jan-99	Bergquist, W.H.; Merritt, K.; & Phillips, S.	Executive Coaching: An Appreciative Approach
Jan-99	Flaherty, J	Coaching—Evoking Excellence in Others
1-Jan-99	Hudson, F.M.	The Adult Years, Mastering the Art of Self-Renewal
Jan-99	Leonard, T.J.	Becoming a Coach: The Coach U Approach
Jan-99	Leonard, T.J.	Simply Brilliant
Jan-99	Leonard, T.J.	Working Wisdom: Top 10 Lists for Improving Your Business
Jan-99	Morrow, E.P.	Personal Coaching for Financial Advisors.
Jan-99	Richardson, C.	Take Time For Your Life: A 7 Step Program for Creating the Life You Want
Jan-99	Yeung, R.	Coaching People: Understand and Motivate People
4-Jan-99	Ernst, R.	RealTime Coaching
Feb-99	Hayden, C.J.	Get Clients Now!: A 28-Day Marketing Program for Professionals and Consultants
Feb-99	Mulligan, E.	Life Coaching—Change Your Life in Seven Days
8-Feb-99	Doyle, J.S.	The Business Coach: A Game Plan for the New Work Environment
Mar-99	Atherton, T.	How to Be Better at Delegation and Coaching
Apr-99	Jerome, P.J.	Coaching Through Effective Feedback: A Practical Guide to Successful Communication
Jun-99	Delisser, P.J.	Be Your Own Executive Coach: Master High-Impact Communications Skills for Dealing With Difficult People, Improving Your Personal Image, Learning How to Listen, Solving Business Problems
Jul-99	Downey, M.	Effective Coaching: Lessons from the Coach's Coach
22-Jul-99	Hudson, F.M.	The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants, and Human Resource Professionals
Sep-99	Sandstrom, J. & Smith, L.	Professional Foundations for Masterful Coaches
8-Sep-99	Hess, T.H.	Success Programs for Working Women in Business: Program 5: Team Building for the Female Business Coach
15-Sep-99	Dotlich, D.L. & Cairo, P.C.	Action Coaching: How to Leverage Individual Performance for Company Success
27-Sep-99	White, J.	Work Less, Make More: Stop Working So Hard and Create the Life You Really Want!
29-Sep-99	Jay, M.R.	Coach 2 the Bottom Line: An Executive Guide to Coaching Performance, Change and Transformation in Organizations
15-Dec-99	Hargrove, R.	Masterful Coaching Feedback Tool: Grow Your Business, Multiply Your Profits, Win the Talent War! (Self Instrument)

Jan-00	Albion, M.	Making a Life, Making a Living: Reclaiming Your Purpose and Passion in Business and in Life
Jan-00	Bandy, T.G.	Coaching Change: Breaking Down Resistance, Building up Hope.
Jan-00	Brallier, J.M. & Chabert, S.	Coach
Jan-00	Corporate Dynamics	Beat Your Best: a Manager's Guide to Coaching Performance
Jan-00	Douglas, C.A. & Morley, W.H.	Executive Coaching: An Annotated Bibliography.
Jan-00	Markle, G.L.	Catalytic Coaching: The End of the Performance Review.
Jan-00	Miedaner, T.	Coach Yourself To Success: 101 Tips From a Personal Coach For Reaching Your Goals at Work and in Life.
Jan-00	O'Neill, M.B.	Executive Coaching with Backbone and Heart: A Systems Approach to Engaging Leaders with Their Challenges
Jan-00	Parsloe, E.	Manager as Coach & Mentor
Jan-00	Stephenson, P.	Executive Coaching: Lead, Develop, Retain Motivated Talented People
15-Jan-00	Braham, B.	Be Your Own Coach: Your Pathway to Possibility (Crisp Fifty-Minute Series)
Mar-00	Riley, R.W. & Gateman, B.	Peer Coaching for Educators
Apr-00	Kilburg, R.R.	Executive Coaching: Developing Managerial Wisdom in a World of Chaos
Apr-00	Parsloe, E. & Wray, M.	Coaching and Mentoring: Practical Methods to Improve Learning
Apr-00	Quinn, P.O.	Coaching College Students with AD/HD : Issues and Answers
15-May-00	Brounstein, M.	Coaching and Mentoring for Dummies
15-May-00	Goldsmith, Ml; Lyons, L.; Freas, A.; & Witherspoon, R.	Coaching for Leadership: How the World's Greatest Coaches Help Leaders Learn
Sep-00	Noah, R.O.	Help! I'm a New Team Leader: Coaching for the Leader of the Team
1-Dec-00	Lemberg, P.	Faster Than the Speed of Change: How to Transform Your Business into a High Performance, High-Profit, High-Satisfaction Enterprise: Secrets from a Leading Executive Coach & Futurist
15-Dec-00	Caproni, P.J.	The Practical Coach: Management Skills for Everyday Life
Jan-01	Auerbach, J.E.	Personal and Executive Coaching: The Complete Guide for Mental health Professionals
Jan-01	Collins, G.R.	Christian Coaching: Helping Others Turn Potential into Reality
Jan-01	Enomoto, H.	Stretch Your People by Coaching (Japanese)
Jan-01	Feldman, D.A.	The Manager's Pocket Guide to Workplace Coaching
Jan-01	Homma, M.	Coaching Scenarios (Japanese)
Jan-01	Homma, M.	Introduction to Business Coaching (Japanese)
Jan-01	Levine, T.	Coaching for an Extraordinary Life
Jan-01	McDermott, I. & Jago, W.	The NLP Coach: A Comprehensive Guide to Personal Well-Being & Professional Success
Jan-01	Mulligan, E.	Life Coaching for Work: The Formula for Happiness and Success at Work
Jan-01	Niemela, C. & Lewis, R.	Leading High Impact Teams: The Coach Approach to Peak Performance
Jan-01	Thorne, K.	Personal Coaching: Releasing Potential at Work
9-Jan-01	Biro, B.D. & Wooden, J.	Beyond Success: The 15 Secrets Effective Leadership Life Based Legendary Coach John Wooden's Pyramid
23-Jan-01	Blanchard, K. & Shula, D.	The Little Book of Coaching: Motivating People to Be Winners

30-Jan-01	Hendricks, W.	The Managers Role as Coach: Powerful Team-building & Coaching Skills for Managers
31-Jan-01	Stromei, L.	In Action: Creating Mentoring and Coaching Programs (In Action)
Feb-01	Birch, P.	Instant Coaching: Inspire Others to Reach Their Potential Now!
Feb-01	Kelly, M.; Alwon, G.; & Ferguson, R.	Mastering Team Leadership: 7 Essential Coaching Skills (Field Guide to Success)
28-Feb-01	Heller, R.	Coaching Successfully (DK Essential Managers)
Mar-01	Bisiker, R.R.	Unlock Your Personal Potential: A Self-Coaching Workbook
1-Mar-01	Krzyzewski, M. & Phillips, D.T.	Leading with the Heart: Coach K's Successful Strategies for Basketball, Business, and Life
Apr-01	Eaton, J. & Johnson, H.	Coaching Successfully (DK Essential Managers)
Apr-01	Parkin, M.	Tales for Coaching: Using Stories and Metaphors with Individuals and Small Groups
15-Apr-01	Cunningham, I.; Dawes, G.; & Bennett, B.	The Coaching Skill-Builder Activity Pack
25-Apr-01	Goetsch, D.L.	Effective Supervision: A Guidebook for Supervisors, Team Leaders and Work Coaches
May-01	Berman-Fortgang, L.	Living Your Best Life PA: Ten Strategies for Getting From Where You Are to Where You Want to Be
May-01	Zeus, P. & Skiffington, S.	The Complete Guide to Coaching at Work
1-Jul-01	Thorne, K.	Coaching for Change: Practical Strategies for Transforming Performance
Aug-01	Pignato, J.T.	The Pocket Sales Coach
Sep-01	Holliday, M.	Coaching, Mentoring, and Managing: Breakthrough Strategies to Solve Performance Problems and Build Winning Teams
Sep-01	Stromei, L.	Creating Mentoring and Coaching Programs
1-Sep-01	Collison, J.	No-How Coaching: Strategies for Winning in Sports and Business from the Coach Who Says "No!" (Capital Ideas for Business & Personal Development)
5-Sep-01	Porché, G. & Niederer, J.	Coach Anyone About Anything: How to Help People Succeed in Business and Life
7-Sep-01	Carter, L.; Giber, D.; Goldsmith, M.; & Beckhard, R.F.	Best Practices in Organization Development and Change: Culture, Leadership, Retention, Performance, Coaching
Oct-01	Niemela, C.; Lewis, R.	Leading High Impact Teams: The Coach Approach to Peak Performance
Nov-01	Martin, C.	The Life Coaching Handbook
Dec-01	Harrold, F.	Be Your Own Life Coach: How to Take Control of Your Life and Achieve Your Wildest Dreams
7-Dec-01	West, L. & Milan, M.	The Reflecting Glass: Professional Coaching for Leadership Development
28-Dec-01	Peltier, B.	The Psychology of Executive Coaching: Theory and Application
Jan-02	Grodzki, L.	The New Private Practice: Therapist—Coaches Share Stories, Strategies, and Advice
Jan-02	Neenan, M.	Life Coaching: A Cognitive Behavioral Approach
1-Jan-02	Fitzgerald, C. & Berger, J.G.eds.	Executive Coaching: Practices and Perspectives
1-Jan-02	Neeman, M.	Life Coaching: A Cognitive Behavioral Approach
1-Jan-02	Williams, P. & Davis, D.C.	Therapist as Life Coach: Transforming Your Practice
15-Jan-02	Minor, M.	Crisp: Coaching and Counseling, Third Edition: A Practical Guide for Managers and Team Leaders (50 Minute Books)
31-Jan-02	Greenberg, L.S.	Emotion-focused Therapy: Coaching Clients to Work Through Their Feelings

Feb-02	Gilbert, A. & Chakravorty, I.	Go MAD About Coaching: Helping People to Think in a Solution Focused Way
8-Apr-02	Bianco-Mathis, V.E.; Nabors, L.K.; & Roman, C.H.	Leading from the Inside Out: A Coaching Model
29-Apr-02	Raimundo, C.A.	Relationship Capital: True Success Through Coaching and Managing Relationships in Business and Life
May-02	Downs, A.	Secrets of an Executive Coach: Proven Methods for Helping Leaders Excel Under Pressure
May-02	Enos, L.C.	The Portable Coach: A Do-It-Yourself Approach to Personal Coaching
May-02	Hunt, J.M. & Weintraub, J.R.	Coaching Manager: Developing Top Talent in Business
May-02	Williams, V.	Get the Best Out of Your People and Yourself
Jul-02	Harrell, W. & Hartmann, T.	ADHD Secrets of Success; Coaching Yourself to Fulfillment in the Business World
Jul-02	Somers, M. & Whitmore, J.	Successful Coaching in a Week
15-Jul-02	Skiffington, S. & Zeus, P.	The Coaching at Work Toolkit
26-Jul-02	Belf, T.	Coaching with Spirit
27-Aug-02	Ryan, R.	What to Do with The Rest of Your Life: America's Top Career Coach Shows You How to Find or Create the Job You'll LOVE
1-Sep-02	McKinnon, L.	Your Star Sign Life Coach: Use Life Coaching Techniques to Maximize Your Star Signs Potential and Create the Life You Want
7-Sep-02	Phillips, D.T.	Run to Win: Vince Lombardi on Coaching and Leadership
17-Oct-02	Starr, J.	The Coaching Manual: The Definitive Guide to the Process and Skills of Personal Coaching
21-Oct-02	Mitsch, D.J.	In Action: Coaching for Extraordinary Results (In Action)
Dec-02	Haro, M.S.	Self Coaching
Dec-02	Harrold, F.	The 10-minute Life Coach: Fast-working Strategies for a Brand New You
Dec-02	Smart, J.K.	Real Coaching and Feedback: How to Help People Improve Their Performance
Jan-03	Bench, M.	Career Coaching: An Insider's Guide
Jan-03	Caplan, J.	Coaching For The Future: How Smart Companies Use Coaching and Mentoring
Jan-03	Fairley, S.	Getting Started in Personal and Executive Coaching: How to Create a Thriving Coaching Practice
Jan-03	Rock, D.	Personal Best: Step by Step Coaching for Creating the Life You Want
Jan-03	Warner, J.	Coaching Effectiveness Profile Facilitator's Guide
1-Jan-03	Bench, M.	Career Coaching: An Insiders Guide—Study Guide for Independent Career Coaches
1-Jan-03	Robertson, D.	Coaching
1-Jan-03	Sieler, A.	Coaching to the Human Soul, Ontological Coaching and Deep Change, Volume I: The Linguistic Basis of Ontological Coaching.
1-Jan-03	Skiffington, S. & Zeus, P.	Behavioral Coaching —How to build sustainable personal and organizational strength.
1-Jan-03	Stein, I.F. & Belsten, L.A.	Proceedings of the First ICF Coaching Research Symposium
1-Jan-03	Vilas, S.	Becoming a Coach: The Coaching Approach
Feb-03	McGarry, M.J.	Train at Home to Become a Certified Personal/Life Coach: The Essential Guide to Becoming a Personal Coach in Your Spare Time … and Before You Quit Your Day Job

25-Feb-03	Connellan, T.	Bringing Out the Best in Others!: 3 Keys for Business Leaders, Educators, Coaches and Parents
Mar-03	Green, J. & Grant, A.M.	Solution-focused Coaching: Managing People in a Complex World
Mar-03	Prior, R. & Leibling, M.	Coaching made Easy: Step-by-Step Techniques That Get Results
18-Mar-03	Grant, A.M. & Greene, J.	Coach Yourself: Make Real Change in Your Life
27-Mar-03	Cardon, A.	Coaching d'équipe
1-Apr-03	Pearson, B. & Thomas, N.	The Book of Me: Life Coach Yourself to Success
25-Apr-03	Rosinski, P.	Coaching Across Cultures: New Tools for Leveraging National, Corporate, and Professional Differences
29-Apr-03	Weiss, T. & Kolberg, S.	Coaching Competencies and Corporate Leadership
May-03	Dilts, R.	From Coach to Awakener
Jun-03	Chen, C.W.	Coaching Training (ASTD Trainer's Workshop Series)
25-Jun-03	Their, M.	Coaching CLUES: Real Stories, Powerful Solutions, Practical Tools (People Skills for Professionals)
Jul-03	Hughes, B.	Disciplining, Coaching, Mentoring
1-Aug-03	Strozzi-Heckler, R.	Being Human At Work: Bringing Somatic Intelligence Into Your Professional Life
20-Aug-03	Buck, D. & Coachville.com	The Coaching Starter Kit: Everything You Need to Launch and Expand Your Coaching Practice
Sep-03	Long, J.	Harness the Power of Coaching
30-Sep-03	Mackintosh, A.M.	The Successful Coaching Manager
Oct-03	Farb, D. & Gordon, B.	Secrets of a Leadership Coach 1 Executive Coaching Techniques Manual and CD, The Coaching and Leadership Techniques of Marshall Goldsmith, Illustrated … Teambuilding, For Every Manager and Employee
Oct-03	Farb, D. & Gordon, B.	Secrets of a Leadership Coach 3 Developing Others Manual and CD: The Coaching and Leadership Techniques of Marshall Goldsmith, Illustrated with Video, … Teambuilding, For Every Manager and Employee
Oct-03	Linn, D.	Soul Coaching: 28 Days to Discover Your Authentic Self
25-Oct-03	Bacon, T.	Adaptive Coaching: The Art and Practice of a Client-Centered Approach to Performance Improvement
30-Oct-03	Brown-Volkman, D.	Four Steps To Building A Profitable Coaching Practice: A Complete Marketing Resource Guide For Coaches
Nov-03	McLeod, A.I.	Performance Coaching: The Handbook for Managers, Human Resource Professionals and Coaches
17-Dec-03	Cook, M.J.	How to Be A Great Coach: 24 Lessons for Turning on the Productivity of Every Employee (The McGraw-Hill Professional Education Series)
1-Jan-04	Richardson, P.	The Life Coach: Become the Person You've Always Wanted to Be
29-Jan-04	Smith, D.W. & Kilgo, J.	The Carolina Way: Leadership Lessons from a Life in Coaching
31-Jan-04	Fleming, I.; Taylor, A.; & Hailstone, P.	Coaching (The Pocketbook)
Mar-04	Eldridge, E. & Eldridge, M.	How to Position Yourself As the Obvious Expert: Turbocharge Your Consulting or Coaching Business Now!
4-Mar-04	Lenhardt, V.	Coaching for Meaning: The Culture and Practice of Coaching and Team Building
Apr-04	Dunning, D.	TLC at Work: Training, Leading, Coaching All Types for Star Performance

Apr-04	Logan, F. & King, J.	The Coaching Revolution: How Visionary Managers Are Using Coaching to Empower People and Unlock Their Full Potential
Apr-04	O'Conner, J. & Lages, A.	Coaching with NLP: How to Be a Master Coach
Apr-04	Silsbee, D.K.	The Mindful Coach: Seven Roles for Helping People Grow
14-Apr-04	Jones, L.B.	Jesus, Life Coach: Learn from the Best
1-May-04	Rogers, J.	Coaching Skills
25-May-04	Blanchard, S. & Homan, M.	Leverage Your Best, Ditch the Rest: The Coaching Secrets Top Executives Depend On
Jun-04	Essex, A.	Compassionate Coaching: How to Heal Your Life and Make Miracles Happen
Jun-04	Merlevede, P.E. & Bridoux, D.	Mastering Mentoring and Coaching with Emotional Intelligence: Increase Your Job EQ
24-Jun-04	Hargrove, R. & Renaud, M.	Your Coach (in a Book): Mastering the Trickiest Leadership, Business, and Career Challenges You Will Ever Face
30-Jun-04	Davis, H.C. & Schinski, G.	Executive Coach Program
Jul-04	Disbennett-Lee, R.	365 Days of Coaching: Because Life Happens Every Day
20-Jul-04	Lamonte, B. & Shook, R.L.	Winning the NFL Way: Leadership Lessons From Football's Top Head Coaches
25-Jul-04	McDermott, I.	Your Inner Coach: A Step-by-Step Guide to Increasing Personal Fulfillment and Effectiveness,
1-Sep-04	Farb, D.	Secrets of a Leadership Coach 1 Executive Coaching Techniques Library Edition: The Coaching and Leadership Techniques of Marshall Goldsmith, Illustrated … Coaching, Behavioral Change, and Teamwork
27-Sep-04	Sperry, L.	Executive Coaching: The Essential Guide for Mental Health Professionals
Oct-04	Cope, M.	7 Cs of Coaching: The Practical Guide to Collaborative Coaching for Optimum Results
Oct-04	Harvard Business School Press	Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance
Oct-04	Phillips, K.	Coaching in Organizations: Between the Lines
4-Oct-04	Weiner, K.C.	The Little Book of Ethics for Coaches: Ethics, Risk Management and Professional Issues
10-Oct-04	Allen, D.B. & Allen, D.W.	Formula 2 + 2: The Simple Solution for Successful Coaching (Ken Blanchard)
28-Oct-04	Allen, D.W. & LeBlanc, A.C.	Collaborative Peer Coaching That Improves Instruction: The 2 + 2 Performance Appraisal Model
Nov-04	Whitcomb, S.B.	Interview Magic: Job Interview Secrets From America's Career and Life Coach (Magic (Just Works)
Nov-04	Nelson-Neuhaus, K.J.; Skube, C.J.; Lee, D.G.; & Stevens, L.A.	Successful Manager's Handbook: Develop Yourself, Coach Others
1-Nov-04	Stein, I.F. & Page, L.J.	Proceedings of the Second ICF Coaching Research Symposium
4-Nov-04	Farb, D.	Secrets of a Leadership Coach Library Edition: The Coaching and Leadership Techniques of Marshall Goldsmith, Illustrated with Video, Teaching Executive … Teambuilding, For Every Manager and Employee
2-Dec-04	Caproni, P.J.	Management Skills for Everyday Life: The Practical Coach (2nd Edition)
14-Dec-04	Anderson, D. & Anderson, M.	Coaching that Counts: Harnessing the Power of Leadership Coaching to Deliver Strategic Value (Improving Human Performance)

16-Dec-04	Morgan, H.; Harkins, P.; & Goldsmith, M.	The Art and Practice of Leadership Coaching: 50 Top Executive Coaches Reveal Their Secrets
20-Dec-04	Farb, D.	Secrets of a Leadership Coach 5 Practice and Assessments Library Edition: The Coaching and Leadership Techniques of Marshall Goldsmith, Illustrated With … Teambuilding, For Every Manager and Employee
29-Dec-04	Valerio, A.M. & Lee, R.J.	Executive Coaching: A Guide for the HR Professional (Pfeiffer Essential Resources for Training and HR Professionals)
30-Dec-04	Clutterbuck, D. & Megginson, D.	Techniques for Coaching and Mentoring
Jan-05	Barkley, S.G. & Bianco, T.	Quality Teaching in a Culture of Coaching
1-Jan-05	Alexander, G. & Renshaw, B.	SuperCoaching: The Missing Ingredient for High Performance
1-Jan-05	Cavanagh, J.; Grant, A.M.; & Kemp, T., eds.	Evidence Based Coaching: Volume 1
1-Jan-05	Clutterbuck, D. & Megginson, D.	Making Coaching Work: Creating a coaching culture
1-Jan-05	Grodzki, L. & Allen, W.	The Business and Practice of Coaching
26-Jan-05	Tracy, B. & Fraser, C.	TurboCoach: A Powerful System for Achieving Breakthrough Career Success
Feb-05	Maisel, E.	Coaching the Artist Within
10-Feb-05	Coach U Inc.	Coach U's Essential Coaching Tools: Your Complete Practice Resource
10-Feb-05	Coach U Inc.	The Coach U Personal and Corporate Coach Training Handbook
10-Feb-05	Coach U Inc.	The Coach U Personal Development Workbook and Guide
15-Mar-05	Stowell, S. & Stracevich, M.M.	Win-Win Partnerships: Be on the Leading Edge with Synergistic Coaching
Apr-05	Britton, P.	The Art of Sex Coaching: Principles and Practices
7-Apr-05	Smart, B.	Topgrading: How Leading Companies Win by Hiring, Coaching, and Keeping the Best People, Revised and Updated Edition
27-Apr-05	Schwarz, R.; Davidson, A.; Carlson, P.; & McKinney, S.	The Skilled Facilitator Fieldbook: Tips, Tools, and Tested Methods for Consultants, Facilitators, Managers, Trainers, and Coaches (Jossey Bass Business and Management Series)
May-05	Hall, M.; Duval; & Dilts	Coaching Conversations: For Transformational Change
May-05	Stevens, N.	Learn to Coach
15-Jun-05	Bloom, G.S.; Castagna, C.L.; Moir, E.; & Warren, B.	Blended Coaching: Skills and Strategies to Support Principal Development by
Jul-05	Goldsmith, M. & Farb, D.	Secrets of a Leadership Coach Guidebook
Jul-05	Ledgerwood, G.	Coaching High-Performance Teams
Aug-05	Belding, S.	Dealing with the Employee from Hell: A Guide to Coaching and Motivation
4-Aug-05	Stoltzfus, T.	Leadership Coaching: The Disciplines, Skills, and Heart of a Christian Coach by
24-Aug-05	Hughes, M.M.; Patterson, L.B.; Terrell, J.B.; & Bar-On, R.	Emotional Intelligence In Action: Training and Coaching Activities for Leaders and Managers
30-Aug-05	Fanasheh, S.	Executive Coaching: A Perception of the Chief Executive Officers of the Most Successful Fortune 500 Companies
30-Aug-05	Kelly, M. & Ferguson, R.	Enhancing Emotional Intelligence: Leadership Tips from the Executive Coach
Sep-05	Nelson, A.	Coached By Jesus: 31 Life-Changing Questions Asked by the Master
Sep-05	Thomas, W.	Coaching Solutions Resource Book
Sep-05	Vickers, A. & Bavister, S.	Coaching
1-Sep-05	O'Brien, G.	Coaching Yourself to Leadership

Oct-05	de Haan, E. & Burger, Y.	Coaching with Colleagues: An Action Guide to One-to-One Learning
11-Oct-05	Alexander, G.	Tales from the Top: 10 Crucial Questions from the World's #1 Executive Coach
19-Oct-05	Goldsmith, M. & Lyons, L.S.	Coaching for Leadership: The Practice of Leadership Coaching from the World's Greatest Coaches
31-Oct-05	Gleason, T.	Coach As Strategic Partner
Nov-05	Berg, I.K. & Szabo, P.	Brief Coaching for Lasting Solutions
1-Nov-05	Campone, F. & Bennett, J.L.	Proceedings of the Third ICF Coaching Research Symposium
4-Nov-05	Williams, P. & Anderson, S.K.	Law and Ethics in Coaching: How to Solve and Avoid Difficult Problems in Your Practice
22-Nov-05	Leimon, A.; Moscovici, F.; & McMahon, G.	Essential Business Coaching (Essential Coaching Skills and Knowledge)
25-Nov-05	McAdam, S.	Executive Coaching: How to Choose, Use and Maximize Value for Yourself and Your Team
1-Dec-05	Carter, E. & McMahon, F.	Improving Employee Performance Through Workplace Coaching: A Practical Guide to Performance Management
19-Dec-05	Sugars, B.J.	The Business Coach (Instant Success) (Instant Success)
19-Dec-05	Sugars, B.J.	The Real Estate Coach (Instant Success)
Jan-06	Brunning, H.	Executive Coaching: Systems Psychodynamic Perspective
Jan-06	Corbett, B. & Coleman, J.	The Sherpa Guide: Process-Driven Executive Coaching
Jan-06	Laske, O.E.	Measuring Hidden Dimensions: The Art and Science of Fully Engaging Adults (Volume 1)
Jan-06	Newton, J.	Coaching in Depth: The Organizational Role Analysis Approach
Jan-06	Whitcomb, S.B.	Job Search Magic: Insider Secrets from America's Career And Life Coach
1-Jan-06	Duke Corporate Education	Coaching and Feedback for Performance (Leading from the Center)
10-Jan-06	Lippmann, E.D.	Coaching: Angewandte Psychologie für die Beratungspraxis
23-Jan-06	Haneberg, L.	Coaching Basics (ASTD Training Basics Series) (ASTD Training Basics Series)
24-Jan-06	McMahon, G.; Palmer, S.; & Wilding, C.	Achieving Excellence in your Coaching Practice: How to Run a Highly Successful Coaching Business (Essential Coaching Skills & Knowledge)
25-Jan-06	Kirkpatrick, D.L	Improving Employee Performance Through Appraisal and Coaching
30-Jan-06	Gray, D.	Adventure Coaching; a Guidebook for Action-based Success in Life and Work
Feb-06	Stevens, A.	The Pocket Media Coach: The Handy Guide to Getting Your Message Across on TV, Radio or in Print
13-Feb-06	Kise, J.	Differentiated Coaching: A Framework for Helping Teachers Change
28-Feb-06	Kelly, M.; Ferguson, R.; & Alwon, G.	Dialogues With the Executive Coach: How Coaching Sounds, How It Works, and Why It Develops Leaders
2-Mar-06	Walker, J.	AD/HD Teens: Distracted or Defiant?: Coaching Helps!
15-Mar-06	Ellis, D.B.	Life Coaching: A Manual for Helping Professionals
17-Mar-06	Pemberton, C.	Coaching to Solutions: A Manager's Toolkit for Performance Delivery
30-Mar-06	Kelly, M. & Ferguson, R.	The Leader's Guide to Coaching: Discover & Develop the Strengths of Your People
Apr-06	Bowman, G. & Donahue, B.	Coaching Life—Changing Small Group Leaders: A Practical Guide for Those Who Lead and Shepherd Small Group Leaders

Apr-06	Creswell, J.	Christ-centered Coaching: 7 Benefits for Ministry Leaders (TCP Leadership Series)
7-Apr-06	Ting, S. & Scisco, P.	The CCL Handbook of Coaching: A Guide for the Leader Coach (J-B CCL (Center for Creative Leadership))
12-Apr-06	Lane, D.A. & Corrie, S.	The Modern Scientist-Practitioner: A Guide to Practice in Psychology
14-Apr-06	Battley, S.	Coached to Lead: How to Achieve Extraordinary Results with an Executive Coach
21-Apr-06	Stober, D.R. & Grant, A.M., eds.	Evidence Based Coaching Handbook: Putting Best Practices to Work for Your Clients
28-Apr-06	George, K.	Coaching Into Greatness: 4 Steps to Success in Business and Life
1-May-06	Brockbank, A. & McGill, I.	Facilitating Reflective Learning Through Mentoring & Coaching
10-May-06	Hook, P.; McPhail, I.; Vass, A.; & Hailstone, P.	The Coaching and Reflecting Pocketbook (Teachers' Pocketbooks)
Jun-06	Dembkowski, S.; Eldridge; & Hunter	The 7 Steps Of Effective Executive Coaching
Jun-06	Jarvis, J.	The Case for Coaching: Making Evidence-Based Decisions
22-Jun-06	Smith, A.; Edwards, S.; & Gay-Raws, B.	GRAND SLAM Coach Your Mind to Win in Sports, Business, and Life
Jul-06	Palmer, S. & Whybrow, A.	The Handbook of Coaching Psychology: A Guide for Practitioners
6-Jul-06	Roos, T.	Mental Coaching-Utilizing Neuro-Linguistic Programming for Better Quality of Work Life, Job Performance, and Lasting Behavioral Change
28-Jul-06	Ursiny, T.; DeMoss, G.; & Morel, J.	Coaching the Sale
Aug-06	McDermott, I. & Jago, W.	The Coaching Bible: The Essential Handbook
10-Aug-06	Hunt, J.M. & Weintraub, J.R.	The Coaching Organization: A Strategy for Developing Leaders
18-Aug-06	Levine, T.; Kase, L.; & Vitale, J.	The Successful Coach: Insider Secrets to Becoming a Top Coach
Sep-06	Buckley, A. & Buckley, C.	A Guide to Coaching and Mental Health
21-Sep-06	Reiss, K.	Leadership Coaching for Educators: Bringing Out the Best in School Administrators
25-Sep-06	Dembkowski, S.	The 7 Steps Of Effective Executive Coaching
26-Sep-06	Fogarty, R.J. & Pete, B.M.	From Staff Room to Classroom: A Guide for Planning and Coaching Professional Development
28-Sep-06	Wallace, P.	Coaching Standardized Patients: For Use in the Assessment of Clinical Competence
Oct-06	Bluckert, P.	Psychological Dimensions to Executive Coaching (Coaching in Practice)
10-Oct-06	Krzyzewski, M. & Spatola, J.K.	Beyond Basketball: Coach K's Keywords for Success
18-Oct-06	Lindsey, D.B.; Martinez, R, S.; & Lindsey, R.B.	Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools
23-Oct-06	Haneberg, L.	Just-In-Time Coaching (Infoline)
27-Oct-06	Wall, B.	Coaching for Emotional Intelligence: The Secret to Developing the Star Potential in Your Employees
Nov-06	Hayes, P.	NLP Coaching (Coaching in Practice)
Nov-06	Mumford, J.	Life Coaching for Dummies
Nov-06	Nelson-Jones, R.	Life Coaching Skills: How to Develop Skilled Clients
1-Nov-06	Campone, F. & Bennett, J.L.	Proceedings of the Fourth ICF Coaching Research Symposium
20-Nov-06	Gordon, N.P.	The Designer's Coach: Business Strategies for Interior Designers and Decorators

28-Nov-06	Strachan, D.	Making Questions Work: A Guide to How and What to Ask for Facilitators, Consultants, Managers, Coaches, and Educators
30-Nov-06	Dozier, C.	Responsive Literacy Coaching: Tools for Creating and Sustaining Purposeful Change
Dec-06	Allamby, D.	The Manager's Coaching Toolkit: Fast and Simple Solutions for Busy managers
Dec-06	Hromek, R.	Emotional Coaching: A Practical Program to Support Young People
1-Dec-06	Somers, M. & Whitmore, J.	Coaching at Work: Powering your Team with Awareness, Responsibility and Trust
6-Dec-06	Porshé, G. & Niederer, J.	Ask the Coaches: The Top 10 Questions Coaches Ask About Coaching
Jan-07	Harvard Business School Press	Coaching People (Pocket Mentor)
Jan-07	Hawkins, P. & Smith, N.	Coaching, Mentoring and Organizational Consultancy: Supervision and Development
1-Jan-07	Sargent, E.	Flying Start: Coaching Your Children for Life
2-Jan-07	Wong, E. & Lawrence L.	The Power of Ren: China's Coaching Phenomenon
Feb-07	Selleck, G.A.	Coach Sense: Coaching to Make a Difference
1-Feb-07	Hay, J.	Reflective Practice and Supervision for Coaches
1-Feb-07	Passmore, J., ed.	Excellence in Coaching: The Industry Guide
2-Feb-07	Cordova, S. & McKee, J.	The Positive Coach Approach: Call Center Coaching for High Performance
3-Feb-07	Jackson, P.Z. & McKergow, M.	The Solutions Focus: Making Coaching and Change Simple
9-Feb-07	Orem, L., Binkert, J. & Clancy, A.L.	Appreciative Coaching: A Positive Process for Change (Jossey-Bass Business & Management)
28-Feb-07	Gilley, J.W. & Gilley, A.	The Manager as Coach
Mar-07	Clutterbuck, D.	Coaching the Team at Work
Mar-07	Conner, M.P. & Pokora, J.B.	Coaching and Mentoring at Work: Principles for Effective Practice
Mar-07	Howe-Murphy, R.	Deep Coaching: Using the Enneagram as a Catalyst for Profound Change
15-Mar-07	MacDonald, M. & McKenna, P.	The Power of Coaching … Engaging Excellence in Others!
15-Mar-07	Williams, P. & Menendez, D.S.	Becoming a Professional Life Coach: Lessons from the Institute for Life Coach Training
19-Mar-07	CCL; Miller, K.K.; & Hart, W.	Choosing an Executive Coach (J-B CCL (Center for Creative Leadership))
19-Mar-07	CCL; Hart, W.; & Miller, K.K.	Using Your Executive Coach (J-B CCL (Center for Creative Leadership))
23-Mar-07	Hargrove, R	The Masterful Coaching Fieldbook: Grow Your Business, Multiply Your Profits, Win the Talent War! (Essential Knowledge Resource)
Apr-07	Arloski, M.	Wellness Coaching For Lasting Lifestyle Change
3-Apr-07	Harkavy, D.S.	Becoming a Coaching Leader: The Proven Strategy for Building Your Own Team of Champions
20-Apr-07	Biswas-Diener, R. & Dean, B.	Positive Psychology Coaching: Putting the Science of Happiness to Work for Your Clients
May-07	Kofodimos, J.	Your Executive Coaching Solution: Getting Maximum Benefit from Your Coaching Experience
15-May-07	Miller, L.J. & Hall, C.W.	Coaching for Christian Leaders: A Practical Guide (TCP Leadership Series)
25-May-07	Henwood, S. & Lister, J.	NLP and Coaching for Health Care Professionals: Developing Expert Practice

30-May-07	Martin, C.	Business Coaching Handbook: Everything You Need to Be Your Own Business Coach
Jun-07	Hodgson, T.	Jump Start Your Coaching Business
11-Jun-07	Law, H.; Ireland, S.; & Hussain, Z.	The Psychology of Coaching, Mentoring and Learning
11-Jun-07	Taylor, D.	The Naked Coach: Business Coaching Made Simple
21-Jun-07	Knight, J.	Instructional Coaching: A Partnership Approach to Improving Instruction
25-Jun-07	Orenstein, R.L.	Multidimensional Executive Coaching
1-Jul-07	Huseman, R.C.	The Leader As Coach: How to Coach a Winning Team
13-Jul-07	Institute of Leadership & Management (ILM)	Coaching and Training your Work Team Super Series, Fifth Edition (Super Series) (Super Series)
16-Jul-07	McLeod, A.I.	Self-Coaching Leadership: Simple steps from Manager to Leader
24-Jul-07	De Vries, K.; Korotov, M.K.; & Florent-Treacy, E.	Coach and Couch: The Psychology of Making Better Leaders (INSEAD Business Press)
Aug-07	McNamara, H.	Niche Marketing for Coaches: A Practical Handbook for Building a Life Coaching, Executive Coaching or Business Coaching Practice
13-Aug-07	Pardey, D.	Coaching: Learning Made Simple
15-Aug-07	Shaw, P. & Linnecar, R.	Business Coaching: Achieving Practical Results Through Effective Engagement
Sep-07	Hall, L.M.	Unleashed: A Guide to Your Ultimate Self-Actualization
Sep-07	Phillips, K.	Creative Coaching: Being and Doing
Sep-07	Skibbins, D.	Becoming a Life Coach: A Complete Workbook for Therapists
Oct-07	O'Conner, J. & Lages, A.	How Coaching Works: The Essential Guide to the History and Practice of Effective Coaching
20-Oct-07	Duke, M.	COACH TO THE GOAL: 10 Truths to Transform Your Team into Winners
Nov-07	Fairley, S.G. & Zipp, W.	The Business Coaching Toolkit: Top 10 Strategies for Solving the Touchiest Dilemmas Facing Organizations
Nov-07	Lionnet, A.	Brilliant Life Coach: 10 Inspirational Steps to Transform Your Life
1-Nov-07	Wilson, C.	Best Practice in Performance Coaching: A Handbook for Leaders, Coaches, HR Professionals and Organizations
Dec-07	Coe, C.; Zehnder, A.; & Kinlaw, D.C.	Coaching for Commitment: Achieving Superior Performance from Individuals and Teams (Pfeiffer Essential Resources for Training and HR Professional)
Dec-07	Pask, R. & Barrie, J.	Mentoring—Coaching: A Handbook for Education Professionals
1-Dec-07	Underhill, B.O.; McAnally, K.; Koriath, J.J.; & Goldsmith, M.	Executive Coaching for Results: The Definitive Guide to Developing Organizational Leaders
2-Jan-08	Hawk, K. & Boland, M.	Get-real Selling: Your Personal Coach for Real Sales Excellence
Feb-08	Jones, T.S. & Brinkert, R.	Conflict coaching: Conflict Management Strategies and Skills for the Individual
Feb-08	McMahon, G. & Leimon, A.	Performance Coaching For Dummies
Feb-08	Passmore, J.	Psychometrics in Coaching: Using Psychological and Psychometric Tools for Development
Mar-08	de Haan, E. & Burger, Y.	Relational Coaching: Journeys Towards mastering One to One Learning
Mar-08	Rogers, J.	Coaching Skills: A Handbook
Apr-08	Ratey, N.A.	The Disorganized Mind: Coaching Your ADHD Brain to Take Control of Your Time, Tasks, and Talents

11-Apr-08	Strachan, D.	Process Design, A Practical Guide to What to do When and How for Facilitators, Consultants, Managers and Coaches: Making it Work
16-May-08	Butteriss, M.	Coaching Corporate MVPs: Challenging and Developing High-Potential Employees
Jun-08	Carter-Scott, C. & Stewart, L.U.	Transformational Life coaching: Creating Limitless Opportunities for Yourself and Others
9-Jun-08	Turowetz, A. & Goyens, C.	The Coach's Conversation: Lessons for Business, Managers, and Leaders from Top Sports Coaches
19-Jun-08	Smart, B.– & Alexander, G.	Topgrading for Sales: World-Class Methods to Interview, Hire, and Coach Top Sales Representatives
15-Jul-08	Harrold, F.	The Seven Rules of Success: Life Coaching for Professional Success and Personal Fulfillment
22-Jul-08	Wahl, C.; Scriber, & Bloomfield	On Becoming a Leadership Coach: A Holistic Approach to Coaching Excellence

Appendix B: Timeline of key socioeconomic, psychology, business, and coaching events

	Socio-Economic	*Psychology*	*Business*	*Other*	*Coaching*
18th Century	Natural Sciences (biology, geology) and Physical Sciences (chemistry, physics) emerged from Philosophy				
19th Century	Social Sciences (economics, psychology, sociology, linguistics, & anthropology) emerged from philosophy and employed scientific methods Industrial Revolution French Revolution	Began as Investigation of consciousness, sensation, and perception Psychoanalysis to make the unconscious conscious	Began as off-shoot of economics Theories of worker training, motivation, organizational structure, span of control developed in response to Industrial Revolution Personnel management and consulting began in response to specialization and complexity of Industrial Revolution		
1900-1920s	Theory of Relativity identified in physics Internal combustion engine developed World War I Roaring Twenties	Psychoanalysis became major psychology approach Specialty subdisciplines created around 1900: industrial-organizational, clinical, counseling, social, developmental, educational Sports psychology created 1918 Behaviorism began to challenge psychoanalysis theories and became dominant influence from the 1910s	Scientific management theories encouraged scientific selection, training, & development of workers Management duties of planning, organizing, commanding employees, coordinating activities, & controlling employees Personnel function became well established Human relations movement emerged & focused on attitudes & feelings of workers Business adapted psychological theories & models to run business Consulting shifted from engineering to cost accounting focus	Holistic approach to acting introduced that included psychological, physical, and spiritual exploration of character and action (inside out & outside in)	

	Socio-Economic	Psychology	Business	Other	Coaching
1930-1950s	Objects of modern production adopted into daily life, such as telephone, electricity, and automobile World War II Leading scientists and psychologists came to United States from Europe fleeing Nazis	Behaviorism dominated through the 1950s and favored an empirical approach that could be observed, studied, and confirmed through scientific method Clinical psychology demand high to treat soldiers returning from WWII Historical Boulder Conference held in 1949 to discuss graduate training standards for clinical psychology Humanistic approach developed that expanded the parameters of psychology & focused on the personal, ontological, and phenomenological aspects of human experience Gestalt Theory popularized that focused on responsibility for choices and being in the present moment Cognitive psychology emerged in late 1950s and examined internal mental processes such as mental distortions	Military command & control models embraced by management, consulting, education, & development 1930s regulatory change results in consulting's unprecedented growth 1930s Hawthorne Studies 1940s Operations Research created (scientific approach to solving management problems) Increase in group dynamics encouraging individual participation in decision-making Individual & organizational transformation model developed 1950s productivity and organization efficiency Action Science created to increase skills/confidence of individuals in groups 1950s leadership theory heavily influenced by behavioral psychology Management competencies defined 1950s systems theory, quality movement, and management-by-objectives developed Organization Development (OD) emerged in reaction to scientific management National Training Laboratories (NTL) founded as center for OD philosophy about groups and individuals	Alcoholics Anonymous (A.A.) founded in 1935 and Narcotics Anonymous formed in 1953. Personal success and motivation literature by Carnegie, Hill, Peale, Maltz, Holmes, and Hubbard Method acting developed where actor draws on emotions and memories for character portrayal Adult development discipline arose in the late 1950s	Counselors, therapists, and organizational psychologists were "counseling" executives Developmental counseling practices by psychologist based consulting firms are similar to coaching Sales Coaching focus on how to be a better salesperson. Sporadic articles on coaching & performance improvement & management development

	Socio-Economic	Psychology	Business	Other	Coaching
1960-1970s	Viet Nam war Counterculture, hippie movement, and feminism Civil rights and abortion enacted in United States Non-traditional models regarding alternative medicine and spiritual practices East meets West through music, the Beatles music, and self-help literature	Shift from medical model to human growth model Focus on health rather than illness and more holistic view of human life Esalen Institute founded and became hub of Human Potential Movement, attracting humanistic psychologists 1970s solution-focused approaches emerged 1970s transpersonal psychology grew out of humanistic psychology and included spiritual and altered stated of consciousness	Theory x-theory y leadership model developed Process consultation, management grid and situational leadership model created NTL (United sates) and Tavistock (United Kingdom) conducting sensitivity training Task-oriented and relationship-oriented behavior explored with participative leadership Excellence theories developed for organizations Leadership delineated from management Application of Gestalt therapy concepts and methods to OD Consulting successfully institutionalized	Integration of humanistic-transpersonal psychology with performance focus of sports Growth of 12-step programs with overeaters in 1965, gamblers in 1970, and cocaine in 1979 Mind Dynamics founded as first large group awareness training (LGAT) followed by est, Lifespring, and others.	Emergence of coaching in the business world when leaders role in change was viewed from the intersection of OD and psychology Executive and business coaching emerged from leadership programs and assessment centers 17 articles on coaching published in the 1970s along with 4 books on coaching by managers Counselors, therapists, and organizational psychologists continued "counseling" executives Peer Resources launched to work with peer mentoring in education

	Socio-Economic	Psychology	Business	Other	Coaching
1980s	Period of uncertainty, ambiguity, paradox, and discontinuity Social, economic, and cultural changes occurred more frequently Cold War ended and the Berlin Wall came down Japanese and Europeans gained in industrial strength Period of relative affluence for major industrial nations	Mainstream psychology emphasized study of cognitive processes Therapy became mainstream and therapist found themselves working with successful people seeking to better themselves and maintain life balance. Co-counseling brought counseling to the masses Transpersonal psychology returned to the study of consciousness begun by James and Wundt a century earlier, yet with an integral approach	Luthens translates work of behavioral psychologists into management models and language termed Organization Behavior Modification Shift in power from manager authority to employee commitment Movement toward collaboration, participation and influence in management theories Quality movement about process improvement & Plan-Do-Check-Act model Human resources emerged from personnel Employee Assistance Programs (EAP) created to provide personal or workplace counseling	Method actor training evolved to include tools such as use of human archetypes from Jungian psychology Influence of self-help industry and 12-step programs expanded Erhard's est becomes the ontological Forum	Inner Game approach to sports adapted to business and called coaching First companies providing individual and business coaching services founded in United Kingdom and United States Psychological consulting firms begin providing services called coaching Sports coaches and business people identified common coaching principles across disciplines First training schools founded to deliver coach training to individuals and business in United States and Europe Coaching introduced into business in German-speaking countries Coaching literature expanded with doctoral research and 29 articles Five books were published addressing coaching by supervisors to improve performance

	Socio-Economic	Psychology	Business	Other	Coaching
1990s - 2004	Continued uncertainty, discontinuity of downsizing, proliferation of total quality and culture change Widening economic gap between rich and poor Fall of the Soviet Union China liberalized Shift from industrial to information society Migration and globalization Proliferation of personal computers, internet and other digital means of communication Decline of hierarchical authority Increasing concern with health and fitness Integral and systems approach to deal with complexity and rate of change present in world Rise of entrepreneurism and service economy Complexity of postmodern society Emergence of global consciousness and spiritual paradigm shift Humanistic worldview of humankind Trend toward individualism Focus on environmental sustainability World terrorism emerges as critical factor	Two new specialty subdisciplines of positive psychology and coaching psychology, and both reflected a multi-disciplinary and integral approach to working with a normal population based on a humanistic perspective Positive psychology is the scientific study of the optimum functioning of human beings Popularity of personal growth workshops continued	Work-life balance issues emerged with concern of stress and effects of long work hours Focus moved to personal productivity Shift from business fix-it to career development of high potentials Cross-discipline approaches and theories became the norm Leadership theories included balanced scorecard, reengineering, complexity theory and leadership science, & emotional intelligence Organizational learning and systems thinking combined Appreciative inquiry created for effecting change in organizations		Coach-specific training schools/programs grew from 2 to 8 in 1995, to 164 in 2004 Professional coach assns grew from 0 to 12 in 2004 Annual coach conferences grew from 0 to 16 in 2003 Coaching publications grew from 0 in 2000 to 4 in 2004 Six peer-reviewed coaching publications began 2001 or later in support of evidence-based coaching Coaching psychology (identified as distinct in 2000) special interest groups created in UK and Australia psychology organizations US consulting psychologists published three journal issues on executive coaching Virtual teleclass coach training supported global spread of coaching First internal coaching assignments in companies created 79 coaching books published during 1990s, 62% in 1998-9 153 coaching books published from 2000 through 2004 132 coaching articles published in business & psychological journals Coaching Culture become common term in business

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Interviews

Interviewee	Designation	Date interviewed	Location
Abrams, Ken	MCC	2007-05-11	North America
Alexander, Graham		2007-05-31	Europe
Anderson, Bruce	MCC	2006-05-16	North America
Anderson, Shirley	MCC	2006-05-22	North America
Ashworth, Nancy		2006-06-12	North America
Atkinson, Marilyn	PhD	2006-09-19	North America
Auerbach, Jeffrey	PhD, MCC	2006-04-12	North America
Austin, Jan	MCC	2006-06-15	North America
Barrow, Chris		2007-04-19	Europe
Bates, Terry		2006-06-05	Europe
Belf, Teri-E	MCC	2006-03-30	North America
Bench, Marcia		2006-11-13	North America
Bentley, Richard	PCC	2006-07-03	Europe
Bergquist, William	PhD	2006-06-22	North America
Blair, Marilyn	PhD	2006-05-03	North America
Boyatzis, Richard	Prof.	2007-05-08	North America
Britten, Rhonda		2007-04-23	North America
Buck, Dave	MCC	2006-06-29	North America
Cannon, Kay	MCC	2006-05-12	North America
Cardon, Alain	MCC	2006-06-09	Europe
Carew, Chrissy	MCC	2006-07-25	North America
Carlile, Breeze		2006-04-19	North America
Carr, Rey	PhD	2006-06-13	North America
Cavanagh, Michael	PhD	2006-05-10	Australia
Christian, Lyn	MCC	2006-03-10	North America
Cluney, Stephen	MCC	2006-05-09	North America
Chumakova, Svetlana	MCC	2011-09-27	Russia
Clutterbuck, David	Prof.	2006-06-28	Europe
Cockerham, Ginger	MCC	2006-05-01	North America
Cohen, Philip	MCC	2006-06-16	North America
Collins, Alan		2006-05-01	North America
Cook, Joan	MCC	2006-04-02	North America
Cooper, Michael O. "Coop"		2006-05-05	North America
Corbin, Jennifer	MCC	2006-06-08	North America
Creswell, Jane	MCC	2006-12-13	North America
Crouch, Elizabeth	PCC	2006-12-14	North America
Darst, Cynthia Loy	MCC	2006-04-10	North America
Dean, Ben		2007-04-03	North America
Denton, Helene Aubry	MCC	2006-06-06	Europe
Ditzler, Jinny		2006-12-19	North America
Downey, Myles		2006-06-27	Europe
Durand, Anne	MCC	2006-06-21	North America
Echeverria, Rafael	PhD	2006-04-21	North America
Elfine, Jan	Ed.D., MCC	2006-07-03	North America
Ellis, Dave		2007-05-11	North America

Emery, Stewart		2007-05-11	North America
Enomoto, Hide		2006-05-02	Asia-Far East
Entz von Zerssen, Hannes		2006-05-07	Europe
Erhard, Werner		2006-05-23	North America
Feld, Judy	MCC	2006-06-12	North America
Ferguson, Elizabeth	MCC	2006-05-15	Europe
Fettke, Rich	MCC	2006-05-04	North America
Fine, Alan		2007-05-23	North America
Fisher, Fran	MCC	2006-06-23	North America
Fitzgerald, Catherine	PhD	2006-07-11	North America
Flaherty, James	MCC	2006-05-05	North America
Fredericks, Ellen	MCC	2006-05-12	North America
Fortgang, Laura Berman	MCC	2006-05-18	North America
Freeman, Cynthia		2006-05-23	North America
Gabel, Andrew		2006-11-28	North America
Goldman, Philip		2007-04-24	Europe
Goldrich, Jordan		2006-04-07	North America
Goldsmith, David	MCC	2006-05-04	North America
Goldsmith, Marshall	PhD	2006-04-29	North America
Grant, Anthony	PhD	2006-05-15	Australia
Griffith-Haynie, Madelyn	MCC	2006-10-20	North America
Hayden, CJ	MCC	2006-04-06	North America
Heiler, Margie	MCC	2006-05-07	North America
Hess, Laura	MCC	2006-06-16	North America
Hirano, Keiko	MCC	2006-05-28	Asia-Far East
Homan, Madeleine	MCC	2006-03-06	North America
Homma, Masato	PhD	2006-05-15	Asia-Far East
Hudson, Fredric	PhD, MCC	2006-06-28	North America
Hurley, Annette	MCC	2006-11-09	North America
Jay, Mike		2006-06-08	North America
Johnson, Wendy		2006-07-25	North America
Kiel, Fred	PhD	2007-04-24	North America
Kimsey-House, Henry	MCC	2006-04-25	North America
Kimsey-House, Karen	MCC	2006-03-14	North America
Klein, Susan Corbett	MCC	2006-04-03	North America
Krausz, Rosa		2006-05-20	South America
Krigbaum, Margaret	JD, MCC	2006-08-06	North America
Lane, David	Prof.	2006-06-16	Europe
LaskeOtto	PhD	2006-06-06	North America
Leary Joyce, John		2006-06-05	Europe
Leduc, Sylva		2006-11-14	North America
Lee, Andrea		2006-06-26	North America
Leider, Richard		2006-05-16	North America
Leonard, George	PhD	2006-07-07	North America
Lindberg, William	JD, MCC	2006-06-20	North America
Lorenzen, Maryvonne	MCC	2006-06-16	Europe
Lowry, Sherry	MCC	2006-05-04	North America
Lupberger, Terrie	MCC	2006-03-30	North America

Maltbia, Terry	Ed.D.	2006-10-27	North America
Mark, Barbara		2006-05-09	North America
Martin, Christine	MCC	2006-07-15	North America
McDougall, Christine	MCC	2007-05-09	Australia
McGhee, Sally		2007-04-02	North America
McLean, Pam	PhD, MCC	2006-06-28	North America
McNeill, Dan		2006-05-16	North America
Megginson, David	Prof.	2006-06-29	Europe
Miller, Linda	MCC	2006-05-09	North America
Mitsch, D.J.	MCC	2006-05-23	North America
Mitten, Steve	MCC	2006-06-12	North America
Morgan, Chris		2007-04-19	North America
Moritz, Meryl	MCC	2006-05-03	North America
Mura, Agnes	MCC	2006-05-29	North America
Nevis, Edwin	PhD	2006-07-03	North America
Nicholas, Michael		2007-03-27	Europe
Olalla, Julio	MCC	2006-03-22	North America
O'Neill, Mary Beth		2006-07-07	North America
Page, Linda	PhD, MCC	2006-03-18	North America
Panet-Raymond (Elliott), Marlene		2006-10-22	North America
Parlett, Isabel		2006-06-27	North America
Paynter, Rod		2006-05-05	North America
Pereira Hulbert, Edie	MCC	2006-06-19	North America
Perry, Jay	MCC	2006-03-29	North America
Peterson, David	PhD	2006-05-01	North America
Prior, David Matthew	MCC	2006-02-28	North America
Prosser, Ian		2007-03-21	Europe
Raim, Jeff		2006-05-01	North America
Rando, Caterina		2007-04-13	North America
Reding, Peter	MCC	2006-03-21	North America
Reeder, Bobette	MCC	2006-06-28	North America
Reinhardt, Cindy	MCC	2006-11-06	North America
Reynolds, Marcia	PhD, MCC	2006-05-02	North America
Richarde, Pamela	MCC	2006-06-29	North America
Richardson, Cheryl	MCC	2006-05-09	North America
Richardson, Pam		2006-07-04	Europe
Rock, David	PhD	2006-06-08	Australia
Rosinski, Philippe	MCC	2006-05-22	Europe
Sandahl, Philip	MCC	2006-11-20	North America
Sandstrom, Jeannine	PhD, MCC	2006-06-28	North America
Schwenk, Gil		2006-06-05	Europe
Seiffer, John		2006-06-07	North America
Selman, Jim		2006-07-07	North America
Shook, Lori	MCC	2006-05-03	North America
Siminovitch, Dorothy	PhD, MCC	2006-05-11	North America
Sinclair, Melinda	PhD	2006-06-21	North America
Sinisterra, Sonia	PCC	2006-07-10	South America
Sloan, Karlin		2007-04-13	North America

Smith, Lee	PhD, MCC	2006-07-03	North America
Staggs, Jeff	MCC	2006-06-08	North America
Steinhorn, Donna		2006-03-24	North America
Stickney, Guy		2006-06-22	North America
Stone, Tom		2006-06-26	North America
Storjohann, Ginny		2006-05-29	North America
Straus Steve		2006-03-02	North America
Strozzi-Heckler, Richard	PhD, MCC	2006-06-09	North America
Szabo, Peter	MCC	2006-06-30	Europe
Tandberg, Johan	EMBA	2006-04-25	Europe
Taylor, Linda		2006-05-16	Europe
Theune, Dodie	PhD	2006-08-18	North America
Todorovic, Zoran	MCC	2007-05-09	Europe
Tulpa, Katherine		2006-06-28	Europe
Turner, Jane		2006-06-17	Europe
Vilas, Sandy	MCC	2006-03-31	North America
Vogelauer, Werner	PhD	2006-06-29	Europe
Whitmore, Sir John		2006-03-22	Europe
Whitworth, Karen	MCC	2006-11-10	North America
Whitworth, Laura	MCC	2006-04-20	North America
Wildflower, Leni	PhD, PCC	2006-06-30	North America
Williams, Patrick	Ed.D., MCC	2006-03-06	North America
Williams, Paul A.		2006-02-27	North America
Willis, Pauline		2006-06-29	Europe
Wong, Eva	MCC	2006-06-17	Asia-Far East
Yort, Linda	MCC	2006-05-05	North America

Index

Professional coaching is an emerging, dynamic field that is quickly evolving. Coaching in a business setting integrates the substance of behavioral psychology, human development and motivation with business concepts. Dr. Vikki G. Brock, an innovative thinker and pioneer in professional business coaching provides a valuable contribution to the continuing evolution of coaching in the postmodern era as a professional and a social movement.
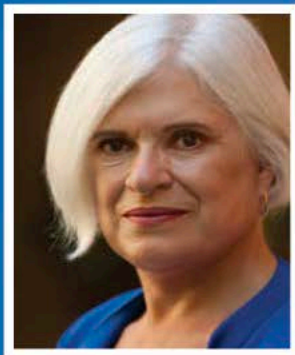
In her groundbreaking work, the Sourcebook of Coaching History, Dr. Vikki G. Brock presents a comprehensive review of the historical roots of coaching and the influence of pioneers in related fields to business and professional coaching as we know it today. Never before has so much information been distilled from research and popular literature dating back to the mid 1970s to highlight implications for the coaching field and its positive impact on postmodern society.

Providing the best available account of the origins and early years of coaching, the Sourcebook of Coaching History speaks to a variety of audiences. Professional associations, educational and training institutions will want this book for their coaching programs to provide a foundation for their stakeholders. Professional coaches will deepen their understanding of the field and the contributions of pioneers from the fields of human development and motivation. This book is also valuable for organizations with internal Learning and Development, Organization Effectiveness and Coaching initiatives. Mental health care professionals and sports coaching organizations will also find value from knowing the history of coaching and its emergence to fill a need in postmodern organizations.

Visit www.coachinghistory.com for additional resources, updated information, and the opportunity to add your own perspective on the history of coaching.

Second Edition