

Professional Coaching: Literature List

Topic: Professional Coaching Outcomes and Program Evaluation

Date: July 26, 2023

Primary Documents

Criteria: (1) often referenced, (2) helped to establish the topic, (3) offers summary of literature on this topic, and/or (4) offers important cutting-edge perspective.

Coaching Trends: 2022 Predictions

By Megan Hudson

<https://libraryofprofessionalcoaching.com/marketing/best-practices/coaching-trends-2022-predictions/>If you're still busy planning for 2022, here are some things that you might want to bear in mind.

These annual trend predictions are my attempt to help you crashproof, bulletproof and futureproof your coaching practice.

I try and stay away from the really obvious and focus on useful, practical trends that you need to prepare for.

Joel A. DiGirolamo and J. Thomas Tkach (2019) An Exploration of Managers And

Leaders Using Coaching Skills Consulting Psychology Journal: Practice and Research, Vol. 71, No. 3, 195–218 1065-9293/19/\$12.00 <http://dx.doi.org/10.1037/cpb000013>

The use of coaching skills by managers and leaders, often termed managerial coaching, has become popular in recent years. Despite this trend, a scarcity of research exists on the topic. Researchers continue to debate how best to conceptualize, define, and measure the use of coaching skills by managers and leaders, how effective it is, and how it should be used. Existing scales attempting to measure the phenomenon suffer from a number of limitations. The current study examines these topics using a mixed-methods approach and includes a comprehensive literature review, semistructured interviews, and a team member survey. Results suggest the use of coaching skills by managers and

leaders should best be conceptualized as a style of participative management or leadership. A scale called the Manager and Leader Coaching Composite (MLCC) was created from a group of team-member survey items. The MLCC was correlated with several validated measures that suggest that the use of coaching skills by managers and leaders is related to higher team-member engagement, better working relationships, and reduced intention to quit. A new definition, which integrates these findings, is presented.

Coaching is Dead. Long live Coaching!

By David Drake

<https://libraryofprofessionalcoaching.com/research/history-of-coaching/coaching-is-dead-long-live-coaching/>

There is a growing sense of urgency and anticipation about the future for coaching (what is it and what does it need?) as well as about the future of the world (where is it going and what does it need?). As such, it is important to assess the degree to which the historical stories we tell about coaching and about the world match the requirements for either's future. Otherwise, we are at risk of literal or metaphorical dust bowls as a result of seeing the future as merely an extension of the past and imposing our outdated narratives as a result.

I believe coaching is at a bifurcation point in its evolution, a critical juncture whose outcome is currently unknown. Will it become a niche specialty for certain professionals, an assumed skill for every professional, a viable and independent discipline or something else not yet imagined? While time will certainly tell and we each have a voice to add, there is certainly a need for more revolutionary and proactive thinking about its future regardless of the outcome. As I shared in keynoting a recent coaching conference, "Coaching (as we knew it) is dead! Long live coaching!" In the pages that follow, I offer some of my reflections on the articles in this issue and the possibilities for the next generation of coaching.

(2008) Drake, D. "Finding our way home: coaching's search for identity in a new era." *Coaching: An International Journal of Theory, Research and Practice* Volume 1, Issue 1

Coaching is at a crossroads as it moves into its second decade as an emergent profession. In some ways, its future will depend in part on its search for a past. As such, this paper offers an historical framework based on Peterson's (1991, 2004) work on the evolving relationship between science and practice in psychology across three eras - the preprofessional, the scientist-practitioner, and the professional - and a fourth era, the postprofessional (Drake, 2005), which began in 1990 with the identification of systemic evidence as an explicit basis for practice. Lessons to be learned from these eras by coaches are identified while recognizing that coaching is, in many ways, an unprecedented phenomenon that requires new levels of thinking. The second half of the paper lays out the possibility that a fifth era is dawning - the era of the artisan - in which coaches are seen as master craftspeople skilled in an applied art. The role of evidence in a new era is explored as part of a larger goal of helping coaches and coaching evolve and, in

doing so, find their way home to their deepest calling and contribution. Coaching: An International Journal of Theory, Research and Practice.

Executive coaching: It works!

Kombarakaran, Francis A. , Yang, Julia A. , Baker, Mila N. , & Fernandes, Pauline B.

Consulting Psychology Journal: Practice and Research, Vol 60(1), Mar 2008, 78-90

<https://doi.org/10.1037/1065-9293.60.1.78>

Abstract

Outcomes of this empirical study demonstrated that executive coaching is an effective method of leadership development. One hundred fourteen executives and 42 coaches were surveyed using instruments designed to gather both quantitative and qualitative data. Results indicated that executive change occurred in 5 areas: people management, relationships with managers, goal setting and prioritization, engagement and productivity, and dialogue and communication. This study also highlights the importance of coach selection, executive commitment to behavioral change, and the role of good program and environmental support. The success of this coaching program also suggests that investment in well-designed and implemented programs can contribute to leadership development and the retention of talent. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

The Coaching Impact Study: Measuring the Value of Executive Coaching

By Cambria Consulting

<https://libraryofprofessionalcoaching.com/research/roi/the-coaching-impact-study-measuring-the-value-of-executive-coaching/>

When the topic of the return on investment (“ROI”) of coaching comes up among coaching professionals, there is often skepticism about its ultimate usefulness. This may be rooted in the notion, held by some, that it is essentially impossible to accurately measure ROI. This downloadable article reports on our efforts to develop a meaningful methodology for the study of return on investment broadly construed, of executive coaching. We will present a brief overview of the rationale for continued efforts to come to grips with the ROI challenge followed by a description of the methodology developed by the research team and some of the results from the study to date. Our goal has been to create an approach that will help organizations enhance informed decision-making regarding how to invest in executive leadership coaching, as well as to share information about the impact and value of leadership coaching with the larger leadership development communities.

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

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

Executive coaching: The need for standards of competence.

Brotman, Lloyd E. , Liberi, William P. , & Wasylshyn, Karol M.

Consulting Psychology Journal: Practice and Research, Vol 50(1), Win 1998, 40-46

<https://doi.org/10.1037/1061-4087.50.1.40>

Abstract

Psychologists working in the emerging competency area of "executive coaching" must promote a more complete understanding of what constitutes effectiveness in this arena—particularly when the expected outcome is sustained behavior change. Experienced psychologists must accept accountability for the need to inform and educate corporate decision makers about the core skills, competencies, experience, and related professional issues critical for successful outcomes. These educative efforts are essential if executive coaching for sustained behavior change is to be established as a respected consultative area adding value to organizationally based leadership development initiatives. The purpose of this article is to begin the dialogue among psychologists about the need to become more proactive in their educative efforts with these decision makers. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Dagley, G. R. (2010). "Exceptional executive coaches: Practices and attributes." *International Coaching Psychology Review* 5(1): 63-80.

Objectives: Human resources (HR) professionals responsible for purchasing executive coaching services represent a unique research resource as independent and invested observers of coaching practices. The

research objective was to explore this group's knowledge to better understand what differentiates the work of exceptional coaches. Design: The study was a survey design. Methods: Twenty experienced executive coaching purchasers completed 90-minute structured interviews based around a 40-item questionnaire regarding their experiences of beating and working with exceptional coaches. Saturation testing and a post-analysis survey provided support for the emergent themes. Results: Purchasers defined a 'great outcome' from coaching as 'behaviour change.' Descriptions of executive-coachees' experiences grouped around themes of engagement, deeper conversations, insight and responsibility, and positive growth. The exceptional coaching capabilities that facilitated these experiences were: credibility, empathy and respect, holding the professional self, diagnostic skill and insight, approach flexibility and range, working to the business context, a philosophy of personal responsibility, and skilful challenging. Conclusions: Themes resolved into a process model of exceptional executive coaching that incorporated environmental, executive, and task characteristics as other influential factors. Discussion focused on the remedial implications of using behaviour change as the outcome definition. Despite this implication, executives nevertheless seemed to experience executive coaching as positive and, at times, transformational. The work of exceptional coaches may be at its most distinctive when the required behaviour change is particularly demanding and when outcomes are based on transformational change. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

How leaders and their coaches describe outcomes of coaching for intentional change.

Passarelli, Angela M. , Moore, Sarah , & Van Oosten, Ellen B.

Consulting Psychology Journal, Vol 74(4), Dec 2022, 329-346

<https://doi.org/10.1037/cpb0000240>

Abstract

Executive coaching has been touted as an effective intervention for fostering positive change in individuals and organizations. Yet coaching practice in organizations is often decoupled from a scholarly theory of change that can provide insight into how positive outcomes are achieved. In this study we drew on intentional change theory to structure a coaching intervention and examine how leaders and their coaches described the most important outcomes of the coaching process, as well as how those descriptions shifted over time. Ten outcomes were identified, with the three most salient being increasing self-awareness, enacting change, and internalizing a personal vision. The last was most salient among leaders immediately after coaching ended, and this tended to dissipate over time. Yet it is still striking that the leaders being coached describe vision as a valuable and tangible outcome of the coaching process. The salience of vision immediately after coaching gave way to the salience of enacting change when measured 1 year later, thereby providing support for the proposition that discovery of one's ideal self, operationalized as vision, stimulates sustained change. Overall, the leaders and coaches were relatively similar in their descriptions of key outcomes, with the exception that coaches reported leaders were enacting change months before the leaders saw it in themselves. These and other

observations from the data are discussed vis-à-vis the theoretical underpinning of intentional change theory. (PsyInfo Database Record (c) 2023 APA, all rights reserved)

Keeping Your Coach Accountable

By Karlin Sloan

<https://libraryofprofessionalcoaching.com/research/roi/keeping-your-coach-accountable/>

Everyone knows that executive coaching works. Right? Wrong. Unfortunately, this cavalier attitude is all too prevalent in Human Resources, soft skills training, leadership development and yes, coaching. As a young and fast-growing field, coaching still has a lot to prove, and purchasers of coaching services have a lot to learn.

Fortunately, coaching does indeed have a powerful impact, but only when competently performed, in the right circumstances, with the right support and for the right reasons. In order for the rapidly growing ranks of executive coaches to be differentiated from the pack, they will have to demonstrate their own accountability. This will mean defining the necessary circumstances for their coaching to be successful, and then, more importantly, measuring that success to show the purchasers that their investment resulted in positive change.

Measurement in coaching is critical for many reasons. As a group of practitioners, coaches need to more clearly define the changes they are capable of helping their clients to make. This will lay the groundwork for consumers to clearly understand what they can and can't get from coaching, and conversely to realize exactly how much value they can gain from coaching.

Executive coaching: A comprehensive review of the literature.

Kampa-Kokesch, Sheila , Anderson, Mary Z.

Consulting Psychology Journal: Practice and Research, Vol 53(4), Fal 2001, 205-228

<https://doi.org/10.1037/1061-4087.53.4.205>

Abstract

[Correction Notice: An erratum for this article was reported in Vol 60(1) of Consulting Psychology Journal: Practice and Research (see record 2009-06606-001). The author would like to indicate that unfortunately, Peterson's (1993) dissertation on executive coaching outcomes was excluded from the original literature review conducted by Kampa-Kokesch and Anderson (2001). Later, Kampa and White (2002) stated that Peterson's (1993) dissertation was excluded due to the programmatic nature of the coaching conducted in the study. Specifically, it was written, "this research did not investigate executive coaching as practiced by consultants in the field," (p. 145). However, all of the coaches in Peterson's study were field-based PDI consultants and the individuals being coached did receive individual coaching

from those consultants. In the future, Peterson's research, which was a well-designed long-term outcome study of 370 coaching participants, should be reviewed when considering executive coaching outcomes.] Executive coaching as a consultation intervention has received increased attention in the literature within the past decade. Executive coaching has been proposed as an intervention aimed toward helping executives improve their performance and consequently the performance of the overall organization (R. R. Kilburg, 1996c). Whether or not it does what it proposes, however, remains largely unknown because of the lack of empirical studies. Some also question whether executive coaching is just another fad in the long list of fads that have occurred in consultation and business. To explore these issues and the place of executive coaching in consulting practice, this article critically examines the literature on executive coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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

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

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

The knowledge base of coach-specific research detailing theories, techniques and outcomes of coaching is growing annually. However, little is known about coaches themselves. This paper reports on a large scale survey of coaches. A total of 2,529 coaches responded to an online survey conducted in 2003 amongst International Coach Federation (ICF) members. Data on credentialing, prior professional background, and current coach practice were collected. The coaches in this study had overwhelmingly graduated from or have been enrolled in a coach training program and virtually all had come to

professional coaching from a prior professional background. In addition, data on coach demographics, coaching process and demographics were collected. This paper reports in detail on these findings, and makes suggestions for future research directions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract).

Why do organizations want their leaders to be coached?

Pavur Jr., Edward J.

Consulting Psychology Journal: Practice and Research, Vol 65(4), Dec 2013, 289-293

<https://doi.org/10.1037/a0035414>

Abstract

This article notes the growing volume of work on leadership coaching, and the continued scarcity of comparative research. The key question posed in this article is: What, from the client's perspective, drives the need for coaching? Examination of a practice that "just grew," revealed 3 major needs, which gave rise to 3 categories of coaching. These categories are the basis for an analysis of the correlates of 3 very different coaching engagements. The 3 types of coaching situations have distinct goals, assumptions, methods, and definitions of success. The classification suggests new metrics and designs for research on coaching outcomes. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

McKenna, D. and S. L. Davis (2009). "Hidden in plain sight: The active ingredients of executive coaching." *Industrial and Organizational Psychology: Perspectives on Science and Practice* 2(3): 244-260.

We propose that industrial/organizational (I/O) psychologists who coach executives have overlooked psychotherapy outcome research as a source of information and ideas that can be used to improve our executive coaching practices. This research, based on thousands of studies and many meta-analyses, has converged on the conclusion that four "active ingredients" account for most of the variance in psychotherapy outcomes: 1) Client/extratherapeutic factors (40%), 2) The relationship or alliance (30%), 3) Placebo or hope (15%), and 4) Theory and technique (15%). Working on the assumption that psychotherapy and executive coaching are sufficiently similar to justify generalization from one domain to the other, we describe these four active ingredients at length and explore how they may be at work in the executive coaching process. We also suggest that I/O psychologists have training and experience that allows us to leverage some of these active ingredients in our executive coaching (e.g., understanding of client individual differences related to coaching outcomes). But we also have areas of weakness (e.g., building a strong working relationship with an individual client) that may need to be bolstered with additional training and development experiences.

Hollenbeck, G. P. (2009). "The necessary and sufficient conditions..." Industrial and Organizational Psychology: Perspectives on Science and Practice 2(3): 266-267.

Comments on the article, "Hidden in plain sight: The active ingredients of executive coaching," by McKenna and Davis (see record 2010-13447-002). Can we really capitalize on "decades of psychotherapy outcome research to become extraordinary coaches for our executive clients"? I don't think so. Although I am a great believer in broad band searches for useful ideas, if you use psychotherapy research to transform your executive coaching practice you will not only come up short, you may well find yourself going in the wrong direction. In writing this comment, I will omit the qualifiers (I believe, I think, etc.), even though I am considerably less certain than I will appear, and for clarity I will use "clients" for executive coaching and "patients" for psychotherapy. The gist of my comments is that the differences between coaching and therapy outweigh the similarities. The outcome research in psychotherapy only applies to coaching in the most general sense. Executive coaching is not psychotherapy, although there may be some functional similarity between them. McKenna and Davis did not define executive coaching or psychotherapy, so it is a little hard to argue with their definitions. A thumbnail difference I find useful is, "executive coaching is about changing performance; psychotherapy is about changing people." Whatever the definition, McKenna and Davis overemphasize the similarities and minimize the differences. Article

McKenna, D. and S. L. Davis (2009). "What is the active ingredients equation for success in executive coaching?" Industrial and Organizational Psychology: Perspectives on Science and Practice 2(3): 297-304.

Replies to the comments made by M.H. Frisch and R. J. Lee (see record 2010-13447-003); G. P. Hollenbeck (see record 2010-13447-004); L. R. Stern (see record 2010-13447-005); J. Passmore (see record 2010-13447-006); D. Fontaine and G. F. Schmidt (see record 2010-13447-007); J. Segers and D. Vloeberghs (see record 2010-13447-008);

B. J. Avolio and S. T. Hannah (see record 2010-13447-009); I. M. Smith et al. (see record 2010-13447-010); and J.

W. Beck et al. (see record 2010-13447-011) on the authors' original article, "Hidden in plain sight: The active ingredients of executive coaching," (see record 2010-13447-002). In this response, we address commentator concerns about the generalizability of the active ingredients of psychotherapy to the science and practice of executive coaching. We discuss four ingredients that may make a difference: (a) client characteristics, (b) goals or success criteria, (c) role of the organization, and (d) contextual knowledge of the executive coach. We explore how each of these differences is likely to affect the weighting of the four active ingredients in the equation for predicting executive coaching outcomes. From this analysis, we re-affirm our hypotheses that the active ingredients are generalizable to coaching

and hold promise for strengthening research and practice. We conclude by highlighting the efforts of several commentators to extend and deepen our hypotheses to other areas of leadership development.

McKee, A., F. Tilin, et al. (2009). "Coaching from the inside: Building an internal group of emotionally intelligent coaches." *International Coaching Psychology Review* 4(1): 59-70.

While many senior executives can both afford and benefit from world class external coaching, this may not be an affordable or manageable option for many leaders in large organizations. Developing a cadre of internal coaches has the benefits of: (1) cost containment; (2) internal capacity to create a coaching culture; and (3) coaches make better managers. In a case study of a large European bank implementing a culture change the authors trained coaches how to coach using emotional intelligence and a change model called intentional change. Surveys and interviews of the leaders who were coached by internal coaches revealed five tangible results: (1) an increase in the speed of managers' leadership growth; (2) an increase in manager loyalty to the company; (3) improved communication among people; (4) increased ability to solve conflicts; and (5) a renewed passion and awareness that part of their ability is to develop others.

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

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

International perspectives on becoming a master coaching psychologist.

Vandaveer, Vicki V. Palmer, Stephen

Consulting Psychology Journal: Practice and Research, Vol 68(2), Jun 2016, 99-104

<https://doi.org/10.1037/cpb0000063>

Abstract

As part of a collaborative effort between the Society of Consulting Psychology (SCP) and the International Society for Coaching Psychology (ISCP) to gain a better understanding of the place of psychology in the field of coaching and what is required for effectiveness in coaching psychology, this issue of Consulting Psychology Journal: Practice and Research is devoted to “International Perspectives on Becoming a Master Coaching Psychologist.” The issue features articles based on selected presentations made at the International Congress on Coaching Psychology (ICCP) held in San Diego, California, in February 2015. The articles present: (a) a summary of findings from one of the longest-running programs of research about effective coaching psychology processes and outcomes, (b) a report on an empirical study of the practice of coaching psychology that led to the creation of a foundational competency model, (c) a conceptual model for understanding the self of the coach as the primary instrument for coaching with implications for the care and keeping of the self for greater coaching effectiveness, (d) an argument for why coaches need facility with multiple psychological models for understanding their clients and their circumstances, and (e) a call for a paradigm shift for studying the effectiveness of coaching and the development of coaches—from the prevailing reductionistic scientific framework to a more contextual, holistic, and dynamic approach based on modern theory and research concerning the development of human expertise. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Leadership Development and Executive Coaching: Reflections from a Summit

By William Bergquist

<https://libraryofprofessionalcoaching.com/leader-2/leadership-development-and-executive-coaching-reflections-from-a-summit/>One of the small groups reflected on the stress associated with this challenging environment. Participants in this group noted that leaders often have “no bandwidth” for the many ways in which these VUCA-Plus challenges enter their life and work. Change curves are abundant and often overlap one another. How does a leader maintain the stamina (both physical and psychological) to address these curves every day?

Another of the small groups took a somewhat different tack. They envisioned what a successful mid-21st Century leader might look like—someone who attacks these VUCA-Plus challenges rather than just survives them. They talked about a mid-21st Century leader being bold and courageous. This person is a Disruptor—someone who is breaking The Rules. They are breaking the Mold of what leadership is and of what can be accomplished in a VUCA-Plus environment. While breaking the mold, these leaders are also creating New Molds. This is quite an undertaking.

The mid-21st Century leader must break the old mold and try out new molds without apology—for they will often make mistakes and will have to re-learn, re-group and re-initiate. In breaking the old molds and trying out the new molds, these bold and courageous leaders are not Bound by Stereotypes nor Cultural Norms. These are absolute requirements in a globalized (flat”) world that is complex and filled

with both ambiguity and uncertainty. Even more importantly, new molds are required in an environment that is volatile, turbulent and filled with contradictions.

Recent Documents

Documents that were published between 2019 and 2023.

How leaders and their coaches describe outcomes of coaching for intentional change.

Passarelli, Angela M. , Moore, Sarah , & Van Oosten, Ellen B.

Consulting Psychology Journal, Vol 74(4), Dec 2022, 329-346

<https://doi.org/10.1037/cpb0000240>

Abstract

Executive coaching has been touted as an effective intervention for fostering positive change in individuals and organizations. Yet coaching practice in organizations is often decoupled from a scholarly theory of change that can provide insight into how positive outcomes are achieved. In this study we drew on intentional change theory to structure a coaching intervention and examine how leaders and their coaches described the most important outcomes of the coaching process, as well as how those descriptions shifted over time. Ten outcomes were identified, with the three most salient being increasing self-awareness, enacting change, and internalizing a personal vision. The last was most salient among leaders immediately after coaching ended, and this tended to dissipate over time. Yet it is still striking that the leaders being coached describe vision as a valuable and tangible outcome of the coaching process. The salience of vision immediately after coaching gave way to the salience of enacting change when measured 1 year later, thereby providing support for the proposition that discovery of one's ideal self, operationalized as vision, stimulates sustained change. Overall, the leaders and coaches were relatively similar in their descriptions of key outcomes, with the exception that coaches reported leaders were enacting change months before the leaders saw it in themselves. These and other observations from the data are discussed vis-à-vis the theoretical underpinning of intentional change theory. (PsycInfo Database Record (c) 2023 APA, all rights reserved)

Implementing evidence-based telephone coaching for health behavior program enrollment: A quality improvement project.

Johnson, Emily M. , Oddone, Eugene Z. , Van Treese, Katharine , Gierisch, Jennifer M. , Dollar, Katherine M. , Dundon, Margaret , Zaugg, Tara , McCant, Felicia , White-Clark, Courtney , Khan, Saima , & Wray, Laura O.

Families, Systems, & Health, Nov 17 , 2022, No Pagination Specified

<https://doi.org/10.1037/fsh0000758>

Abstract

Introduction: This program evaluation describes the use of implementation facilitation to support uptake of a telephone-based engagement coaching intervention, ACTIVATE, using paraprofessional staff, to support health behavior program enrollment. Method: The RE-AIM (reach, effectiveness, adoption, implementation, maintenance) framework guided the formative evaluation. A mixed-methods approach was used to integrate qualitative (i.e., rapid analysis approach) and quantitative (i.e., descriptive statistics, chi-square test of independence, logistic regression) analyses for each outcome. Results: Most patients (95%; 319 of 335) were offered ACTIVATE, and 82 patients completed ACTIVATE. Delivery with paraprofessional staff was feasible with adaptations for translation from research to a clinical setting, which are described. External facilitation (a form of implementation facilitation) was associated with higher reach. Discussion: Delivery of telephone-based coaching by paraprofessional staff to support health behavior program enrollment was feasible. External facilitation was important to the translation of ACTIVATE from research to clinical practice. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Effects of a behavioral coaching treatment package on physical activity and adherence.

Mias, Jessica R. , Dittrich, Gretchen A. , & Miltenberger, Raymond G.

Behavior Analysis: Research and Practice, Vol 22(1), Feb 2022, 50-65

<https://doi.org/10.1037/bar0000230>

Abstract

Optimal health outcomes are positively correlated with regular exercise, yet nearly one-quarter of adults in the United States reportedly do not participate in physical activity during their free time. The purpose of the current study was to evaluate the effects of a gradually faded and a constant behavioral coaching schedule for increasing physical activity during the study, and to evaluate maintenance of treatment effects postintervention. Participants were divided into 2 groups; 1 group received weekly behavioral coaching sessions and the other group received behavioral coaching sessions that were systematically faded in frequency. Results showed an increase in mean frequency and duration of physical activity for participants in both groups from baseline to intervention. During the follow-up period, the duration of physical activity decreased for 5 participants in the continuous coaching group but for only 2 participants the faded coaching group. The faded coaching and constant coaching interventions were both effective for maintaining physical activity. Implications of the results and future research are discussed. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

New findings on the effectiveness of the coaching relationship: Time to think differently about active ingredients?

de Haan, Erik , Molyn, Joanna , & Nilsson, Viktor O.

Consulting Psychology Journal: Practice and Research, Vol 72(3), Sep 2020, 155-167

<https://doi.org/10.1037/cpb0000175>

Abstract

This article critically reviews two recent, large-scale, randomized controlled trials in executive coaching, to drive further exploration into the topic of the coaching relationship as a predictor of coaching outcome. One of the trials was designed at senior levels in an industrial setting and the other was an experiment with coaching in a business-school context. Each trial demonstrated considerable and significant coaching effectiveness with the coaching relationship (“working alliance”) as an important ingredient of effectiveness. The more recent randomized-controlled-trial sample, which was longitudinal, seems to show that we may have to radically change our understanding of the impact of the coaching relationship on coaching effectiveness. Contrary to previous consensus, it seems the working alliance between client and coach is not strongly related to coaching effectiveness. The strength of the working alliance only correlates with a higher effectiveness score from the beginning of the coaching relationship, but it does not significantly correlate with increasing outcomes through further coaching conversations. Some possible explanations for this unexpected and seemingly contradictory finding in the area of “working alliance” are put forward and critically reviewed. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Investing in what matters: The impact of emotional and social competency development and executive coaching on leader outcomes.

Van Oosten, Ellen B. , McBride-Walker, S. Mercedes , & Taylor, Scott N.

Consulting Psychology Journal: Practice and Research, Vol 71(4), Dec 2019, 249-269

<https://doi.org/10.1037/cpb0000141>

Abstract

Emotional intelligence has been considered a hallmark of successful leaders for nearly three decades. During the same period, executive coaching emerged as a beneficial resource for leader development in organizations. The purpose of this pilot study is to investigate the impact of emotional and social competence (ESC) and executive coaching on leader job performance, personal vision, engagement, and career satisfaction. Eighty-five senior leaders in a North American financial services organization completed a development program, which included classroom learning, ESC assessment using a multirater (or 360-degree) feedback instrument, and executive coaching to encourage ESC development. Survey responses were collected and triangulated with job performance data and 360-degree feedback. Results indicated a relationship between ESC, coaching and desired leader outcomes. What does it mean? Findings suggested that emotional and social competence and executive coaching can have significant impact on leader performance and work engagement, and quality of a coaching relationship moderates the relationship between dimensions of leader ESC with work engagement and career satisfaction. Additional results indicated a direct connection between quality of the coaching relationship and personal vision, work engagement, and career satisfaction. The results of this pilot study have important implications for scholars and practitioners interested in emotional competence

and executive coaching and organizations focused on developing leaders through coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Topical Documents

Grouped by Specific Topic.

CONCEPTUAL MODELS OF PROFESSIONAL COACHING

Kauffman, C. (2010). "Editorial." *Coaching: An International Journal of Theory, Research and Practice* 3(1): 1-11.

In Volume 2 Issue 1 the editorial, *Spinning order from chaos*, examined the question, how do we know what to study in coaching research and use it for self-reflective practice? A review of the literature indicated what basic framework could help organize thinking about what would be good to explore in research. I'll now draw on these same seven categories to explore a coaching encounter focusing directly on questions for self-reflective practice. For this discussion I will primarily draw on my experience not as a researcher, but as a coach and coaching supervisor. The literature and one's first reflex is to focus first on what coaches do during a session--how full is their toolbox and how well can they choose and use the tools. Coaching effectiveness is often described as the capacity to 'dance in the moment', and harness intuition. In research in psychotherapy, it is well known that the relationship is the factor most closely correlated with outcome. Article

(2008) Brockbank, A. "Is the coaching fit for purpose? A typology of coaching and learning approaches." *Coaching: An International Journal of Theory, Research and Practice* Volume 1, Issue 2

The paper offers a typology of coaching based on social learning theory, giving four approaches: functionalist, engagement, revolutionary and evolutionary. Each approach adopts a view of reality, which is either subjective or objective, and each approach seeks a learning outcome that is typified by transformation or equilibrium. A range of coaching practices is inspected in relation to three of these approaches using the following questions: Whose purpose? What process? Which learning outcome? The likely learning outcomes are discussed and evaluated and the process of coaching is also discussed. The paper warns of the potential for disappointment when a functionalist or engagement approach is used whilst the client group expects a more evolutionary approach. The paper concludes with recommendations for coaches to ensure that the coaching they are offering is truly fit for purpose. *Coaching: An International Journal of Theory, Research and Practice.*

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

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

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

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

(2008) Kappenberg, E. S. "A model of executive coaching: Key factors in coaching success."

Executive coaching is a relatively new leadership development intervention that continues to gain in popularity. Thus far, most empirical research on coaching has examined the effectiveness of interventions, but it remains unclear what components of coaching lead to desired outcomes. The current study develops a model of coaching that identifies factors that are key to success. Development of the conceptual model was based on a comprehensive literature review and in-depth interviews with eight seasoned coaches. Interviews were coded to identify themes mentioned most frequently and consistently. Based on both the interviews and literature review, the following themes emerged: Client Engagement, Organizational Support, Coaching Practices, and Trust. Phase Two of the study tested the model more broadly. A group of 36 executive coaches were asked to recall both a highly successful and highly unsuccessful coaching engagement. Following each, they rated the extent to which the four dimensions were present during the coaching process. The findings supported the four-factor model of coaching effectiveness. Client Engagement, defined as the client's intrinsic motivation and willingness to be effortful throughout coaching, appeared to be the most critical component. Organizational Support and Coaching Practices were also found to be important.

Organizational Support described the need for the client's environment to accept and support the coaching efforts. Coaching Practices described skills fundamental to the coach (e.g., goal-setting, providing feedback, follow-up). Finally, Trust, anticipated to be a strong predictor of coaching success,

was found to be a significant but weaker predictor of outcome. The empirically supported model has several implications for organizations, coaches, and researchers alike. Organizations should determine the readiness for coaching on the part of the potential client as well as the organization. Coaches too need to complete the same "readiness" assessment and be prepared to address any issues that may arise. Additionally, coaches need to monitor the quality of the coaching relationship (e.g., client trust). Conversely, coaching programs need to provide not only basic coaching skills training, but also techniques to identify and address issues related to client relationship building, client engagement, and how to successfully involve an organization in the coaching process. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo

METHODOLOGIES AND CRITERIA

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

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

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

Within the context of an expanding market for coaching in all its forms organisations are asking the questions 'Does coaching work?' They seek evidence of a return on investment. We argue within this paper that this is the wrong question. Before we can ask whether coaching works we must ask how is it being used, is a coherent framework of practice and finally is it perceived or quantified as being effective within that framework? We review the practitioner and academic literature as well as our own research to address each of these questions in turn. We posit a framework of practice based upon the coaching agenda identify by coachee and coach within the contracting phase of the engagement. This encompasses the coaching mode and role as well as the supervisory relationships which exist. The research literature is then considered in the context of the framework. PsycInfo.

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

To date there have been no universally accepted criteria for what constitutes a successful outcome in executive coaching. This has been partly a function of the range of activities undertaken within the coaching medium and partly the fact that commercial realities mitigate against controlled trials teasing out mediating and moderating variables.

Consequently we may need to look elsewhere for some inspiration in how to assess outcome in executive coaching. Both the training and psychotherapy literature have a long history in addressing the problem of evaluating outcomes in their respective domains. The Kirkpatrick model of four-stage

evaluation is now nearly 50 years old and suggests key criteria for the effective evaluation of training and management development interventions. The psychotherapy literature has by necessity advocated controlled trials of different therapies and established key process and outcome variables that predict an effective intervention. Incorporating some of their key insights and findings on evaluation should help to accelerate the executive coaching evidence base. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

Measuring and maximizing the business impact of executive coaching.

Levenson, Alec

Consulting Psychology Journal: Practice and Research, Vol 61(2), Jun 2009, 103-121

<https://doi.org/10.1037/a0015438>

Abstract

This article addresses the conceptual and methodological issues involved in measuring the business impact of executive coaching. A framework is introduced for identifying the business impacts of coaching. An application of the framework is presented using exploratory study data from 12 matched coach-coachee pairs showing varying degrees of impact of the coaching on business-related outcomes. The primary conclusion is that the degree of business impact likely is related to complexity of the executive's role, and to the relationship between the organizational environment and individual performance. The implication is that coordinating executive coaching with other leadership development, performance improvement, and rewards initiatives should increase business impact. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Ely, K., L. A. Boyce, et al. (2010). "Evaluating leadership coaching: A review and integrated framework." *The Leadership Quarterly* 21(4): 585-599.

Leadership coaching reflects an evolving dynamic between the client and coach that is qualitatively different from most approaches to leadership development and therefore holds particular challenges for evaluation. Based on reviews of academic and practitioner literatures, this paper presents an integrated framework of coaching evaluation that includes formative evaluations of the client, coach, client-coach relationship, and coaching process, as well as summative evaluations based on coaching outcomes. The paper also includes a quantitative synthesis examining evaluation methodologies in 49 leadership coaching studies. The results revealed that self-reported changes in clients' leadership behaviors are the most frequently assessed coaching outcome, followed by clients' perceptions of the effectiveness of coaching. Recommendations to advance coaching evaluation research include the creation of collaborative partnerships between the evaluation stakeholders (client, coach, client's organization, and

coaching organization) to facilitate systematic formative evaluations, the collection of multi-source and multi-level data, and the inclusion of distal outcomes in evaluation plans.

Assessing the Effectiveness of Organizational Coaching Programs

By William Bergquist

<https://libraryofprofessionalcoaching.com/research/assessing-the-effectiveness-of-organizational-coaching-programs/>

In this essay I identify and review a series of appreciative concepts and tools that can open opportunities and reduce threat by making the evaluative process clearer and more supportive when reviewing an organizational coaching program. I will also identify feedback strategies that enable the program evaluation process to be constructive. Effective program evaluation is a process that can be uncomfortable, for all growth and change involve some pain. Program evaluation, however, can be constructive. Furthermore, if it is appreciative, this evaluation process can meet the needs of both those who are providing and those who are being served by an organizational coaching program.

Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy.

de Haan, Erik , Duckworth, Anna , Birch, David , & Jones, Claire

Consulting Psychology Journal: Practice and Research, Vol 65(1), Mar 2013, 40-57

<https://doi.org/10.1037/a0031635>

Abstract

This article argues for a new way of studying executive coaching outcomes, which is illustrated with a study based on data from 156 client–coach pairs. The argument accepts that we are unlikely to get robust data on coaching outcomes in the near future but assumes that we can expect similar effectiveness for coaching as is demonstrated in rigorous psychotherapy outcome research. Therefore, it is argued that it is more important now to (a) identify the “active ingredients” that predict the effectiveness of executive coaching and (b) to determine the difference in predictive value of these active ingredients on coaching effectiveness. The outcome study examined some of these active ingredients, such as the working alliance between coach and client, the self-efficacy of the client, the personality of the client, and the “personality match” between client and coach. The results show that client perceptions of coaching outcome were significantly related to their perceptions of the working alliance, client self-efficacy, and to client perceptions of the range of techniques of the coach. The client–coach relationship mediated the impact of self-efficacy and range of techniques on coaching outcomes, suggesting that this relationship is the key factor in determining how clients perceive the outcome of coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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

The review gives a theoretically grounded overview over new advances of research on coaching outcomes. In the first part general standard outcome measures and different specific methods are presented. The second part summarises studies that investigate coaching outcomes as the result of changes in pre-requisites or preconditions for coaching (e.g. change readiness and persistence of the client) and success factors in the coaching sessions, (e.g. esteem and emotional support the coach, clarification of the goals). The third part describes eight experimental and quasi- experimental studies, with and without random assignments. particularly individual coaching by external coaches, peer-coaching, self-coaching programmes and control groups. The results show that the different coaching interventions produce significant and sometimes strong but not always expected and consistent effects. A discussion of perspectives of theory and research and an orientation model for future outcome studies close the contribution. . PsycInfo.

The Essentials of Coaching Program Evaluation: Formative, Summative and Four Ds

By William Bergquist

<https://libraryofprofessionalcoaching.com/research/roi/the-essentials-of-coaching-program-evaluation-formative-summative-and-four-ds/>

Program evaluation may indeed be threatening to their cherished notions about how human and organizational resources are developed and about how change and stabilization actually take place. More immediately, evaluation can be threatening to one's beliefs regarding how a particular coaching project is impacting a particular department or the entire organization.

In this essay, I will review a series of appreciative concepts and tools that can reduce this threat by making the evaluative process clearer and more supportive. Effective program evaluation is a process that can be uncomfortable, for all growth and change involve some pain. Program evaluation, however, can be constructive. Furthermore, if it is appreciative, this evaluation process can meet the needs of both those who are serving and those who are being served by the coaching program.

(2008) Campbell, M. "Regulating the regulators: Paving the way for international, evidence-based coaching standards " *International Journal of Evidence Based Coaching and Mentoring* Vol. 6, No.1

Attempts to standardise coaching and develop frameworks of accreditation for professional coaches currently appear to be growing as rapidly as the coaching industry itself. Coach training organisations, professional associations and universities are vying to regulate the industry through the development of

competencies and standards. However, most existing frameworks of coach regulation are not evidence-based or empirically validated. The International Coach Federation (ICF) is the current leader in the promotion and regulation of professional coaching standards and the largest coach accreditation body in the world. Using the findings from a qualitative grounded theory study of ICF certified coaches and their clients, this paper empirically examines and discusses the ICF coaching core competencies. The paper presents evidence to strengthen the credibility of the ICF core competencies as well as inform their future refinement and, by encouraging further research into existing coach regulation, it paves the way for future shared standards of coaching. . International Journal of Evidence Based Coaching and Mentoring

Stern, L. R. (2009). "Challenging some basic assumptions about psychology and executive coaching: Who knows best, who is the client, and what are the goals of executive coaching?" *Industrial and Organizational Psychology: Perspectives on Science and Practice* 2(3): 268-271.

Comments on the article, "Hidden in plain sight: The active ingredients of executive coaching," by McKenna and Davis (see record 2010-13447-002). There are five apparent assumptions underlying what McKenna and Davis put forth about executive coaching: 1. Psychologists have a superior contribution to bring to executive coaching compared with professionals from other disciplines; 2. The "client" is the individual being coached with the primary focus on his/her relationship with the coach, his/her individual differences, motivating and changing his/her individual behavior, and contracting for engagement with that individual; 3. The primary goal of executive coaching is to remediate individual client's problems that interfere with his/her working effectively in the organization; 4. Coaching happens in one-on-one meetings occurring about every 4-6 weeks; and 5. The primary competencies of coaches and the measures of coaching outcomes should focus primarily on the ability to bring about individual change. I propose that there is a wide international community of practice that functions with some different underlying assumptions.

The following alternative assumptions would suggest different conclusions about what defines and determines the success of executive coaching. Many leaders in the field base their decisions on these alternative viewpoints-- corporate managers of coaching who select coaches, directors of graduate programs in coaching, research investigators, and coaches.

Stern, L. R. (2009). "Challenging some basic assumptions about psychology and executive coaching: Who knows best, who is the client, and what are the goals of executive coaching?" *Industrial and Organizational Psychology: Perspectives on Science and Practice* 2(3): 268-271.

Comments on the article, "Hidden in plain sight: The active ingredients of executive coaching," by McKenna and Davis (see record 2010-13447-002). There are five apparent assumptions underlying what McKenna and Davis put forth about executive coaching: 1. Psychologists have a superior contribution to bring to executive coaching compared with professionals from other disciplines; 2. The "client" is the individual being coached with the primary focus on his/her relationship with the coach, his/her

individual differences, motivating and changing his/her individual behavior, and contracting for engagement with that individual; 3. The primary goal of executive coaching is to remediate individual client's problems that interfere with his/her working effectively in the organization; 4. Coaching happens in one-on-one meetings occurring about every 4-6 weeks; and 5. The primary competencies of coaches and the measures of coaching outcomes should focus primarily on the ability to bring about individual change. I propose that there is a wide international community of practice that functions with some different underlying assumptions.

The following alternative assumptions would suggest different conclusions about what defines and determines the success of executive coaching. Many leaders in the field base their decisions on these alternative viewpoints-- corporate managers of coaching who select coaches, directors of graduate programs in coaching, research investigators, and coaches.

Executive coaching: New framework for evaluation.

Osatuke, Katerine , Yanovsky, Boris , & Ramsel, Dee

Consulting Psychology Journal: Practice and Research, Vol 69(3), Sep 2017, 172-186

<https://doi.org/10.1037/cpb0000073>

Abstract

Evaluation research has struggled to keep up with the popularity of coaching, as measures of its effectiveness are challenging to standardize, particularly when coaching executives. Similar to interpersonally based interventions in other fields such as counseling and psychotherapy, coaching takes the form of a fluid, humanistic process, whereas coaching-evaluation standards strive to be consistent with a standardized, scientifically based method. This study describes our experience in facing these program-evaluation challenges while conducting a randomized, quasi-experimental investigation to explore effects of a developmental coaching intervention provided to senior leaders from different organizations within 1 large integrated health-care system. In the context of these challenges, we propose a conceptually new framework to the field of coaching research based on the assimilation model, an empirically grounded theory that originates within psychotherapy research and describes how people overcome issues they find problematic or challenging, whether in clinical or in broader development and growth contexts. We discuss how this framework—with its associated tool: the Assimilation of Problematic Experiences Scale (APES)—offers working solutions to the common and vexing problems faced by research into executive-coaching outcomes, and how it can specifically inform evaluation-planning strategy within studies of coaching effectiveness. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Intentional Analysis: A Comprehensive and Appreciative Model for the Evaluation of Organizational Coaching Programs

By William Bergquist

<https://libraryofprofessionalcoaching.com/research/intentional-analysis-a-comprehensive-and-appreciative-model-of-the-evaluation-of-organizational-coaching-programs/>

I propose that evaluations of coaching programs conducted in organizational settings can best be systematically conducted by deploying a process called Intentional Analysis. I further recommend a twelve-step process that enables the leaders and stakeholders of an organization to be thoughtful about the relative importance associated with specific organizational coaching program initiatives—especially as related to other initiatives being taken by the organization. An Intentional Analysis also enables leaders and stakeholders to give simultaneous consideration to three other factors. It incorporates consideration of the relative influence and control the organization has over the desired outcomes of each initiative, the level of support in their organization for each initiative, and the progress made to date in achieving the desired outcomes associated with each initiative.

A successful Intentional Analysis encourages an appreciative perspective regarding the complex dynamics that operate within and among the program initiatives being evaluated and analyzed. An Intentional Analysis enables those making decisions regarding an organizational coaching program to incorporate and inter-relate this complex and dynamic set of considerations into their decision-making processes without being overwhelmed by this complexity. As Michael Scriven has noted, all evaluation processes are involved in the business of reducing complex data: “evaluation does reduce a large volume of information about various matters to a tiny kernel.” Intentional Analysis moves a step beyond Scriven in that it integrates the distilled evaluation data with the distillation of additional program considerations, thereby moving even further into the data-reduction business.

COACHING SURVEYS

Sherpa Executive Coaching Survey 2014: Earnings Report

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/coaching-surveys/sherpa-executive-coaching-survey-2014-earnings-report/>

Improvements in world economies have been cause for great optimism . However. . . . Anticipated demand for coaching is falling. The industry saw a rare increase in executive coaches' earning this year. Nevertheless. . . . Business and life coaches' earnings showed a loss.

Veteran coaches continue to do well: more clients, more money. But. . . . Wave after wave of earnings declines hits younger coaches. Things are good, but they are not good for everybody. The world of executive coaching is waiting for the next wave.

With this backdrop, we present our annual report on coaches' earnings, sponsored by Sherpa Coaching and the executive education departments at the University of Georgia and Howard University. Although our annual survey centers on executive coaching, we get responses from life coaches and business coaches as well. Out of respect for their time and interest, we always report on their earnings as well.

Sherpa: 2014 Executive Coaching Survey Report

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/coaching-surveys/sherpa-2014-coaching-survey-report/>

The Executive Coaching Survey Report is now available as a downloadable document. It is intended for coaches, their clients and the business public. This is the ninth annual survey hosted by Sherpa Coaching, and is the longest running research in its field. This survey reveals important trends in coaching, gathered from both coaches and clients. The report is offered free of charge, for the betterment of the industry.

Sherpa Executive Coaching Survey 2013: Executive Coaching at the Summit

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/coaching-surveys/sherpa-survey/>

Welcome to the eighth annual Executive Coaching Survey. The eight annual Executive Coaching Survey received responses from coaches, HR and training professionals, and business leaders in 53 countries, an all-time high.

This report is a service of Sherpa Coaching, a team of authors and educators based in Cincinnati, Ohio, USA. This year, as always, we polled coaches, clients, HR and training professionals and a wider group of professionals with an interest in leadership development. Here are three themes that tell us executive coaching continues to attain new summits:

Sherpa Executive Coaching Survey 2013: Earnings Report

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/coaching-surveys/sherpa-executive-coaching-survey-2013-earnings-report/>

Although our annual survey centers on executive coaching, we get responses from life coaches and business coaches as well. Out of respect for their time and interest, we always report on their earnings as well.

Average Hourly Earnings

Executive Coaches: \$320, unchanged from 2012 (coaches who work on behavioral issues)

Business Coaches: \$240, unchanged from 2012 (help clients develop knowledge and skills)

Life Coaches: \$130, down from \$160 in 2012 (advisors on personal, wellness and life issues)

Average Number of Clients (meetings per week)

Executive Coaches: 6.45, down from 6.52 in 2012

Business Coaches: 6.20, up from 6.04 in 2012

Life Coaches: 7.70, up from 6.36 in 2012

Sherpa Coaching Survey 2012: Executive Coaching Here to Stay

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/coaching-surveys/sherpa-coaching-survey-2012-executive-coaching-here-to-stay/>

Welcome to the seventh annual Sherpa Executive Coaching Survey.

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Sherpa Executive Coaching Survey: 2011

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/sherpa-coaching-survey-2011/>

People are getting more attention. Training budgets are rising. It’s been a long time since we’ve seen such aggressive spending plans.

What will be done with this flood of funds? It’s not going back to the same old places. Behind the scenes, there’s a revolution going on. Business as usual is not enough. People want more from their jobs, and they are going to get it.

Case in point: a Fortune 500 firm. The top fifteen executives are asked what they really want. They don't want more money. They are not concerned about work-life balance. What they want is more personal development.

Power to the people.

Sherpa Executive Coaching Survey: 2010

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/sherpa-executive-coaching-survey-2010/>

With America's largest generation about to retire, leaders are paying serious and heartfelt attention to lifting up those who will follow them, and to creating new rising stars. It's a serious matter, and older executives take it as such. Change is in the air. Executive coaching is a personal service designed to help with those changes.

When you understand executive coaching, you'll have a better grasp of new services that spin off from one-on-one coaching. Coaches are offering workshops and seminars which teach coaching skills to managers and executives. They also offer team coaching, a process that gets an entire leadership team on the right track.

The Sherpa Executive Coaching Survey is in its fifth year. Based on an ever-increasing body of knowledge, the 2010 survey accurately identifies changes and trends in industry practices. Each year, questions are refined and questions are added, allowing for more precise isolation of trends and their root causes.

Sherpa Executive Coaching Survey: 2009

By Sherpa Coaching

<https://libraryofprofessionalcoaching.com/research/sherpa-executive-coaching-survey-2009/>

Every crisis calls for great leadership. Today, a generation of leaders is being severely tested.

One bad decision, even one bad attitude in top management can cost people their jobs.

That's why executive coaching is an essential development tool for leaders at every level. Each year, the Sherpa Executive Coaching Survey offers insight into leadership development and executive coaching. For the fourth year in a row, the survey has gathered information from coaches themselves and from those who hire them.

Ideally, executive coaching creates positive changes in business behavior in a limited time frame. But coaches bring wildly different levels of training, skill and experience to the job. Selecting the right coach

is important. Choices must be made: Who gets a coach? How are services delivered? How much should this cost?

The Sherpa Executive Coaching Survey helps people make those decisions and teaches them how to measure return on investment.

Welcome to the eighth annual Executive Coaching Survey. The eighth annual Executive Coaching Survey received responses from coaches, HR and training professionals, and business leaders in 53 countries, an all-time high.

This report is a service of Sherpa Coaching, a team of authors and educators based in Cincinnati, Ohio, USA. This year, as always, we polled coaches, clients, HR and training professionals and a wider group of professionals with an interest in leadership development. Here are three themes that tell us executive coaching continues to attain new summits: the articles in this issue trace some of the central threads and players that have shaped coaching in an effort to better understand and honor its past as well as to better understand and shape its future.

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

The knowledge base of coach-specific research detailing theories, techniques and outcomes of coaching is growing annually. However, little is known about coaches themselves. This paper reports on a large scale survey of coaches. A total of 2,529 coaches responded to an online survey conducted in 2003 amongst International Coach Federation (ICF) members. Data on credentialing, prior professional background, and current coach practice were collected. The coaches in this study had overwhelmingly graduated from or have been enrolled in a coach training program and virtually all had come to professional coaching from a prior professional background. In addition, data on coach demographics, coaching process and demographics were collected. This paper reports in detail on these findings, and makes suggestions for future research directions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract).

A practice analysis of coaching psychology: Toward a foundational competency model.

Vandaveer, Vicki V. , Lowman, Rodney L. , Pearlman, Kenneth , & Brannick, Joan P.

Consulting Psychology Journal: Practice and Research, Vol 68(2), Jun 2016, 118-142

<https://doi.org/10.1037/cpb0000057>

Abstract

This article presents results of an initial, empirically based professional-practice analysis (i.e., “job analysis”) of executive/professional development coaching by psychologists. This project was initiated in 2012 by the Society of Consulting Psychology (SCP) and the Society for Industrial and Organizational Psychology (SIOP) in a collaborative effort to (a) begin to systematically investigate and identify the domain of knowledge, skills, abilities, and personal characteristics (KSAPs; i.e., “competencies”) important for coaching by psychologists, and (b) develop a foundational competency model. The study had two phases: (a) in-depth interviews with a sample of 27 subject-matter experts (SME) who are recognized thought leaders and highly experienced, well-reputed coaching psychologist practitioners and/or researchers in SCP and SIOP; and (b) a Practice-Analysis Survey (PAS) questionnaire developed and designed on the basis of the results of phase-1 interviews, administered online to SCP and SIOP members who do coaching. The major findings included (a) the top coaching critical success factors were coach quality (e.g., expertise, personal effectiveness), quality/strength of the coaching relationship, and coachee readiness (e.g., motivation, willingness to learn, openness to feedback); (b) important skills and personal attributes were consistent with those of other (nonpsychology) coaching competency models; however, (c) the knowledge areas deemed important, and the theoretical frameworks used, were different from those of other models and represented a wide range of psychology knowledge and theory, reflecting the range of psychology backgrounds of study participants. This article describes the practice analysis and how it is being used to develop the model of foundational coaching psychology competencies. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

RETURN – ON—INVESTMENT (ROI)

Measuring and Communicating ROI in Executive Coaching

By Aimee Bucher

<https://libraryofprofessionalcoaching.com/research/roi/measuring-and-communicating-roi-in-executive-coaching/>

We've all heard horror stories of seemingly great executive or business coaching arrangements that have ended suddenly, seemingly without reason. Everything seems to be going well. Clients are responding to the coaching and making progress toward their goals. Then suddenly, the budget is cut or new leadership ends the partnership.

There are many factors that contribute to maintaining a business coaching arrangement. Obviously, excellent coaching is a primary component, but don't underestimate the importance of establishing program measures of success and how those will be communicated.

Being able to measure and communicate return on investment (ROI) in executive coaching is crucial to the success of the coaching arrangement. As coaches, we intrinsically know the return is huge for our clients, but if we don't establish practical, objective ways to measure and communicate that return, we might struggle to keep our coaching arrangements over long periods of time.

ROI would be fantastically easy to define if we could always tie our coaching to financial results.

Client-Led Consolidation of Learning and Review of Return on Investment

By Bill Carrier

<https://libraryofprofessionalcoaching.com/research/roi/client-led-consolidation-of-learning-and-review-of-return-on-investment/>

Often, when we as coaches do our work well, even the clients we have who gain the most powerful outcomes are only partially aware of their accomplishments—unless we draw their attention to the changes they've made and the outcomes they've created. Their growth is so organic, so natural, that they don't realize how far they've traveled.

But this knowledge is important to the client. Experience suggests being clear about their accomplishments makes it easier for clients to continue them, for clients to have confidence in their new capabilities, and for clients to build future habits on top of new habits. More, when clients know what they've done, they can more easily see what needs to be done next—which is the basis of the conversation about renewing a coaching engagement.

ROI and Beyond: The Promises, Pitfalls and Perspectives of Coaching Program Evaluation

By John Lazar

<https://libraryofprofessionalcoaching.com/research/roi/roi-and-beyond-the-promises-pitfalls-and-perspectives-of-coaching-program-evaluation/>

“What’s the point of all this, anyway?”

If you’ve ever heard the question—and we’re pretty sure that we have all heard that at least once—you already knew that you were in trouble. Your questioner couldn’t see the brilliance of the project you’d produced; or he’d missed the exquisite reasoning in your eloquent remarks; or she’d not taken in the enormous impact of the outstanding coaching you’d provided her organization.

In the case of these examples and this question, ROI was, at least, temporarily AWOL—and when return on investment is absent without leave, you can be sure that others’ investments in your ways will leave, too.

The Book Shelf: Measuring the Success of Coaching

By Bill Carrier

<https://libraryofprofessionalcoaching.com/research/roi/the-book-shelf-measuring-the-success-of-coaching/>

The book we offer in this quarter’s Bookshelf is the strongest and most comprehensive take on ROI in coaching we’ve seen, from the application to the theory. We’d highly recommend Measuring the Success of Coaching: A Step-by-Step Guide for Measuring Impact and Calculating ROI.

Of course, it is written by the Phillips (Patricia Pulliam and Jack) in collaboration with Lisa Ann Edwards. In this book, the authors apply their process for the evaluation of ROI directly to coaching programs. Though written with slightly more focus on the evaluation of programs, there is much to offer coaches who do single coaching engagements and for smaller organizations. The recommended rigor scales well, because the philosophy and process don’t change.

Measuring ROI in Executive Coaching

By Jack and Patti Phillips

<https://libraryofprofessionalcoaching.com/research/roi/measuring-roi-in-executive-coaching/>

Phillips and Phillips were (and still are) pioneers in the field of ROI analysis. This is among the first essays to provide a detailed map regarding the formulation of Return-on-Investment calculations for those

working in the field of executive coaching. Phillips and Phillips have recently published an even fuller treatment of their approach to ROI as applied to professional coaching in their book, *Measuring the Success of Coaching*, which we have reviewed in one of our recurrent Book Shelf articles in this issue of *The Future of Coaching*.

An ROI Method for Executive Coaching: Have the Client Convince the Coach of the Return on Investment

By Mary Beth O'Neill

<https://libraryofprofessionalcoaching.com/research/roi/an-roi-method-for-executive-coaching-have-the-client-convince-the-coach-of-the-return-on-investment/>

After reviewing typical dilemmas executive coaches face to identify the ROI for their services, I provide a practical plan for integrating ROI analysis into the coaching relationship. I use a case example to illustrate the method, and show how this practice preserves the client's responsibility, not only for results, but for providing the link between their developmental strides and the increased success of their business. The article concludes with a 5-step summary of the process.

Create Value Through Coaching

By Barbara Walsh

<https://libraryofprofessionalcoaching.com/research/roi/create-value-through-coaching/>

Perceptions of what executive coaching is and how it is used differ widely between organisations. In some, it is considered a perk of position, on the other end of the scale it can unfortunately still be perceived as a 'last-ditch' remedial intervention. However it is generally accepted that coaching will deliver value for the individual being coached.

There is often a lack of awareness, though, as to how the benefits of individual executive coaching programmes can effectively be realized across the wider system. At this stage, there is still largely an individualistic approach to coaching, and consequently the opportunity of leveraging the investment and using it as a driver towards the organisation's overall performance agenda is missed.

Taking a systemic approach to executive coaching can increase the effectiveness of key employees, improve the relationship between them and their organisations, and even enable beneficial culture change in the organisation.

The State-of-the-Art in Return on Investment (ROI) in Coaching

By Rey Carr

<https://libraryofprofessionalcoaching.com/research/roi/the-state-of-the-art-in-return-on-investment-roi-in-coaching/>

Return on investment or “ROI” is often considered a “bottom-line” concern when it comes to business coaching. Sometimes known as “coaching effectiveness,” ROI is often discussed as if it is the key metric to determine value, impact, or effectiveness of coaching. ROI typically measures the impact on the target group (clients) and the organization (stakeholders, colleagues, productivity, and other factors). It is often used as a way of measuring total benefits rather than just the benefit to the direct recipient of coaching (the client).

Regardless of the importance placed on ROI, many researchers have noted how infrequently it is actually used in a business setting. Coaching experts believe this lack of attention to ROI stems from many factors including (1) difficulty of measuring more intangible outcomes; (2) reluctance to quantify an essentially qualitative interaction; (3) a strong reliance on verbally reported outcomes, based on the belief system of clients that a significant change has taken place and therefore additional metrics are not necessary; and (4) reluctance to accept ROI as a valid construct, and instead proposing alternative metrics such as a learning contract or a return on value (ROV) calculation.

De Meuse, K. P., G. Dai, et al. (2009). "Evaluating the effectiveness of executive coaching: beyond ROI?" *Coaching: An International Journal of Theory, Research and Practice* 2(2): 117 - 134.

The popularity of executive coaching has increased dramatically in both the practitioner world and academia during the past decade. However, evaluating the effectiveness of coaching has lagged behind. Executive coaching is a multidisciplinary practice, and professionals from many different scholarly backgrounds provide coaching services. The paucity of empirical research may be attributed to the lack of a consensus among these divergent professionals regarding whether and how to evaluate the effectiveness of coaching. In this article, we conducted a meta-analysis of the empirical research as well as reviewed the retrospective studies evaluating coaching effectiveness. Subsequently, we discussed six areas that impact the way researchers evaluate coaching effectiveness and the conclusions they may draw from their studies. Although the Return On Investment (ROI) index provides a straightforward, overall measure of effectiveness, its veracity and usefulness is questioned. It is hoped that the clarification of these areas will help guide the future of coaching evaluation research and practice.

Ten Ways to a Greater ROI on Professional Coaching

By Bill Burtch

<https://libraryofprofessionalcoaching.com/research/roi/ten-ways-to-a-greater-roi-on-professional-coaching/>

Coaching is becoming one of the leading development interventions in the corporate world. In a recent study by the Corporate Leadership Council, executives ranked coaching fourth in importance. The

coaching profession has grown significantly over the last decade and many executives find it a wonderful “perk” to have a coach while other organizations find it imperative to provide their executives and key management staff with coaches. Coaching provides a customized development process for the individual as well as a confidant for the most senior level staff members. How do you, as an individual or organization seeking or using coaching, make sure you’re getting your money’s worth? Here are 10 Ways to Ensure a Greater Return On Investment from your coaching dollar.

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

Purpose — The purpose of this paper is to increase understanding of the business impact of executive coaching and enhance the utilization of coaching throughout the firm. **Design/methodology/approach** — The ROI study consisted of a three-step process: understand the business value expected by the firm's senior leadership; document what staff have learned from coaching; explore how staff applied what they learned from coaching to create intangible and monetary value for the business. **Findings** — After the effects of coaching were isolated: monetary benefits were discounted by the isolation (interviewees were asked how much of the value did they attribute directly to their coaching experience) and error percentages; two extreme values were eliminated from the analysis, each totaling over half a million dollars; all monetary benefits were reduced by an additional 50 percent to ensure a conservative set of monetary benefits; coaching produced intangible and monetary benefits for seven out of eight business impact areas; and ROI of \$3,268,325 (689 percent) **Practical implications** — Attaining business benefits requires taking a more proactive stance in how coaching is managed: ongoing measurement of the value of coaching should be linked to the achievement of specific business objectives and value propositions set by Booz Allen officers; periodic reviews of progress and business outcomes will suggest ways to increase business value and meet senior leader expectations.

Originality/value — Provides leaders of executive development programs with an approach to assess the monetary value of executive coaching. . BusinessSourcePremier.

PROGRAM EVALUATIONS

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

Background. Very little effort has been directed to enable GPs to better informed decisions about PSA screening among their male patients. **Objectives.** To evaluate an innovative programme designed to enhance GPs' capacity to promote informed decision making by male patients about PSA screening. **Methods.** The study design was a cluster randomised controlled trial set in New South Wales, Australia's most populous state. 277 GPs were recruited through a major pathology laboratory. The interventions were three telephone-administered 'peer coaching' sessions integrated with educational resources for GPs and patients and the main outcome measures were: GP knowledge; perceptions of patient involvement in informed decision making; GPs' own decisional conflict; and perceptions of medicolegal risk. **Results.** Compared with GPs allocated to the control group, GPs allocated to our intervention gained significantly greater knowledge about PSA screening and related information [Mean 6.1 out of 7; 95% confidence interval (CI)=5.9-6.3 versus 4.8; 95% CI=4.6-5.0; $P<0.001$]. They were less likely to agree that patients should remain passive when making decisions about PSA screening [Odds ratio (OR)=0.11; 95% CI=0.04-0.31; $P<0.001$]. They perceived less medicolegal risk when not acceding to an 'uninformed' patient request for a PSA test (OR=0.31; 95% CI 0.19- 0.51). They also demonstrated lower levels of personal decisional conflict about the PSA screening (Mean 25.4; 95% CI 24.5-26.3 versus 27.8; 95% CI 26.6-29.0; $P=0.0002$). **Conclusion.** A 'peer coaching' programme, supplemented by education materials, holds promise as a strategy to equip GPs to facilitate informed decision making amongst their patients. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract).

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

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

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

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

This article reports on evaluation research undertaken in the United Kingdom on behalf of a consortium of leading edge educational providers engaged in delivering one strand of a Teaching and Learning National Transformation Programme for the Learning and Skills sector. The transformational programme is best described as having three enablers namely teaching and learning materials to support practitioners, network meetings and a professional training programme for nominated subject learning coaches. The main focus here is on the latter of the three enablers, although issues of material design and network facilitation will impact on the research outcomes and thus cannot be completely ignored. The aim of the Subject Learning Coaches' Professional Training Programme provides training in coaching alongside the opportunity for accreditation for those wanting to complete a number of set assignments.

Drawing on evidence from a number of sources, namely questionnaire data, interviews, and content analysis of the work produced by participants, the research uses an adaptation of the Logic Model (Kellogg, 2004) to evaluate impact. The research was carried out at an early stage of programme delivery so measurements of impact need to be viewed in this light. The article explains the context for change, focuses on the theoretical debate underpinning subject coaching, and identifies some initial findings in relation to programme impact worthy of sharing with the research community. Initial evidence indicates that where there is individual and organisational commitment then the impact is perceived to be considerable. This impact not only relates to changes observed in staff it relates to impact which has permeated beyond those engaged in the professional development programme to reach learners, other staff in the organisation and in some cases whole institutions. The use of Peer Coaching as a model for change is proposed as one of the key drivers to inspire and motivate lecturers in this sector. *International Journal of Evidence Based Coaching and Mentoring*

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

Coaching has become an important managerial instrument of support. However, there is lack of research on its effectiveness. The authors conducted a quasi-experimental study to figure out whether coaching really leads to presupposed individual goals. Sixty managers of the federal government were divided in two groups: one group followed a coaching program, the other did not. Before the coaching program started (Time 1), self-efficacy beliefs and outcome expectancies were measured, linked to three central domains of functioning: setting one's own goals, acting in a balanced way and mindful

living and working. Four months later (Time 2), the same variables were measured again. Results showed that the coached group scored significantly higher than the control group on two variables: outcome expectancies to act in a balanced way and self-efficacy beliefs to set one's own goals. Future examination might reveal whether coaching will also be effective among managers who work at different management levels, whether the effects found will be long-lasting, and whether subordinates experience differences in the way their manager functions before and after the coaching. BusinessSourcePremier.

Tigers, stripes, and behavior change: Survey results of a commissioned coaching program.

Wasylyshyn, Karol M. , Gronsky, Barbara , & Haas, J. William

Consulting Psychology Journal: Practice and Research, Vol 58(2), Spr 2006, 65-81

<https://doi.org/10.1037/1065-9293.58.2.65>

Abstract

This survey focused on the effectiveness of a coaching program commissioned by a global company for high potential employees who wanted to develop their emotional competence. Survey results indicated sustained learning and behavior change among program participants over an extended period. Successful outcomes appeared to be related to the careful scrutiny of program participants, a collaborative model, an insight-oriented coaching approach, and persistent efforts to brand the program as a developmental resource. This work also indicated areas of continued opportunity for consulting psychology to include: the developmental branding of coaching initiatives, the need for early career coaching, ways to connect coaching results to existing HR practices, how to deliver high impact coaching in cross-cultural settings, and the critical need for empirical research in the areas of coaching and organization-based consultation. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Hannum, K. M. and S. Craig (2010). "Introduction to special issue on leadership development evaluation." *The Leadership Quarterly* 21(4): 581-582.

Evaluations of leadership development efforts are frequently made more difficult by limitations inherent in the contexts in which they are embedded (e.g., unavailability of appropriate comparison groups, environmental instability, and performance criteria that become increasingly contaminated as the time between interventions and outcome measurement increases--into years in some cases). Contrary to some of the lore circulated among leadership development professionals, effective evaluation methods are available to meet many of the challenges faced by evaluators in this arena. But there are few published examples that demonstrate the application of these methods in the context of leadership development. In this issue, we have selected papers that offer a range of perspectives and techniques to both advance and promote the practice of leadership development evaluation, as well as to stimulate future research. This special issue is intended to prompt deeper and more rigorous thought about the

theory and practice of leadership development evaluation. Consistent with the goal of this issue to enhance both the motivation and the ability of practitioners and researchers to evaluate leadership development, these articles highlight the importance of such evaluations and also provide specific methods for carrying out the work. It is our hope that this special issue will help, not only to increase the frequency of evaluations in applied settings, but also to stimulate new theory and research related to this important endeavor.

Evaluation of an INGO Leadership Coaching Programme

By Stanley Arumugam

<https://libraryofprofessionalcoaching.com/research/evidence-based/evaluation-of-an-ingo-leadership-coaching-programme/>

This study reports on the relevance and effectiveness of the ActionAid International (AAI) coaching programme as part of its Senior Leadership Development Programme. AAI is an international NGO (INGO) operating in 52 countries whose mission is poverty eradication based on a human rights and social justice approach. Data was collected from 18 senior managers from across 8 countries using semi-structured interviews. An overall positive experience of coaching was reported with coaching identified as a relevant leadership development method for the INGO sector. Specific leadership coaching applications included: situational/strategic leadership; leadership transition management and collaborative relationship building. The highest impact reported by leaders was an increased self-awareness, improved cognitive flexibility and self-efficacy. The study highlights relevance of coaching for INGO's (International non-governmental organisations) as part of their leadership development strategies.

Fielden, S. L., M. J. Davidson, et al. (2009). "Innovations in coaching and mentoring: implications for nurse leadership development." *Health Services Management Research* 22(2): 92-99.

This longitudinal study sought to examine ways in which coaching and mentoring relationships impact on the professional development of nurses in terms of career and leadership behaviours, and evaluating the differences and similarities between those coaching and mentoring relationships. According to the UK government, leadership in nursing is essential to the improvement of service delivery, and the development and training of all nurses is vital in achieving effective change. A coaching and mentoring programme was used to explore the comparative advantages of these two approaches for the leadership development of nurses in acute, primary care and mental health settings. A longitudinal in-depth study was conducted to measure differences and similarities between the mentoring and coaching process as a result of a six-month coaching/mentoring programme. Five nurses from six UK Health Care Trusts were allocated to a coaching group (n = 15) or a mentoring group (n = 15), these were coached or mentored by a member of the senior directorate from their own Trust. Qualitative and quantitative data were collected at three time points (T1 = baseline, T2 = 4 months and T3 = 9 months)

using semi-structured interviews and questionnaires. While mentoring was perceived to be 'support' and coaching was described as 'action', descriptions of the actual process and content were quite similar. However, while both groups reported significant development in terms of career development, leadership skills and capabilities, mentees reported the highest level of development with significantly higher scores in eight areas of leadership and management and in three areas of career impact. Implications for nurses and health services are discussed. Empirical Outcome Study BS

(2009) Grant, A. M., L. Curtayne, et al. "Executive Coaching Enhances Goal Attainment, Resilience and Workplace Well-being: A Randomised Controlled Study." *Journal of Positive Psychology* 4(5): 396-407.

In a randomised controlled study forty-one executives in a public health agency received 360-degree feedback, a half-day leadership workshop, and four individual coaching sessions over ten weeks. The coaching used a cognitive-behavioural solution-focused approach. Quantitative and qualitative measures were taken. This is the first published randomised controlled study in which coaching was conducted by professional executive coaches external to the organisation. Compared to controls coaching enhanced goal attainment, increased resilience and workplace well-being and reduced depression and stress. Qualitative responses indicated participants found coaching helped increase self-confidence and personal insight, build management skills and helped participants deal with organisational change. Findings indicate that short-term coaching can be effective, and that evidence-based executive coaching can be valuable as an applied positive psychology in helping people deal with the uncertainty and challenges inherent in organisational change. Practical implications are discussed and recommendations are made for the effective measurement of coaching outcomes.

Kochanowski, S. M. (2009). Coaching as a facilitator of the effects of behavioral feedback to managers. *Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(2-A)*, 2009, pp 613, Kochanowski, Susan M : State U New York at Albany, US.

A field experiment was conducted to assess the extent to which coaching enhances the effectiveness of a feedback workshop for store managers in a regional supermarket chain. The experimental group of managers received individual coaching several weeks after attending a feedback workshop, whereas the control group of managers attended a similar workshop but did not receive the follow-up coaching. How often each store manager used proactive influence tactics was rated by subordinates (department managers) before the interventions and several months afterward. The primary basis for comparing experimental and control groups was change in subordinate ratings of core tactic use by focal managers from the pre-measure survey to the post-measure survey. Data were analyzed at both the individual and group (store) level. Store manager retrospective ratings of perceived change in their use of the core tactics to influence subordinates provided another basis for assessing change. The results were not strong or consistent for the different types of analyses, but the overall pattern of results suggests that coaching slightly increased the amount of behavior change. Reasons for lack of stronger results are discussed.

Kress, D. M. (2009). A phenomenological study exploring executive coaching: Understanding perceptions of self-awareness and leadership behavior changes. *Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(8- A)*, 2009, pp 3001, Kress, Dionne M : U Phoenix, US.

This hermeneutic phenomenological study explored how executive leaders experienced executive coaching programs and how interpretations of self-awareness contributed to the leadership abilities of leaders within organizations across the United States. Twenty participants were selected using criterion and snowball sampling and engaged in-depth interviews. Each interview was transcribed and data was analyzed using NVivo7 software. Four themes emerged. The themes centered on executive coaching experiences, meaning of self-awareness, changed leadership behaviors, and opinions about coaching; leading to the essence of the experience of the phenomenon. The implication for leadership was executive coaching experiences change perceived levels of self-awareness contributing to leadership behavior changes. Selected recommendations include quantitative study with a different population and a longitudinal study measuring sustainability of change. *Empirical Qual WS Outcome PhD*

Levenson, A. (2009). "Measuring and maximizing the business impact of executive coaching." *Consulting Psychology Journal: Practice and Research* 61(2): 103-121.

This article addresses the conceptual and methodological issues involved in measuring the business impact of executive coaching. A framework is introduced for identifying the business impacts of coaching. An application of the framework is presented using exploratory study data from 12 matched coach-coachee pairs showing varying degrees of impact of the coaching on business-related outcomes. The primary conclusion is that the degree of business impact likely is related to complexity of the executive's role, and to the relationship between the organizational environment and individual performance. The implication is that coordinating executive coaching with other leadership development, performance improvement, and rewards initiatives should increase business impact.

Liu, C.-Y., A. Pirola-Merlo, et al. (2009). "Disseminating the functions of team coaching regarding research and development team effectiveness: Evidence from high-tech industries in Taiwan." *Social Behavior and Personality* 37(1): 41-58.

The purpose of this research was to test the predictions of Team Coaching Theory (Hackman & Wageman, 2005) using 137 research and development teams in Taiwan. The results of this study partially supported Hackman and Wageman's theory. Results of the structural equation modeling (SEM) indicated that team coaching functions had positive effects on the team performance processes of effort and skills and knowledge. In addition it was found that the team performance processes of effort and strategy had direct positive impacts on team effectiveness. Further SEM analyses indicated that effort

and skills and knowledge both had direct impacts on strategy (which in turn impacted on team effectiveness).

The effectiveness of strength-based executive coaching in enhancing full range leadership development: A controlled study.

Mackie, Doug

Consulting Psychology Journal: Practice and Research, Vol 66(2), Jun 2014, 118-137

<https://doi.org/10.1037/cpb0000005>

Abstract

This study attempts to investigate the effectiveness of a strength-based coaching methodology in enhancing elements of the full range leadership model, especially transformational leadership. Transformational leadership is the process whereby leaders engage and influence their followers toward attaining a shared vision through their capacity to inspire, innovate and personalize their attention. A between-subjects nonequivalent control group design was used to explore the impact of strength-based coaching on transformational and transactional leadership behaviors measured in a 360-degree feedback process. Thirty-seven executives and senior managers from a large not-for-profit organization were nonrandomly assigned to either a coaching or waitlist cohort. The coaching cohort received six sessions of leadership coaching involving feedback on leadership and strengths, goal setting, and strengths development. The coaching protocol was manualized to ensure some methodological consistency between the 11 executive coaches providing the intervention. This involved providing a written manual to each coach and coachee that outlined the required coaching process for each session. After six sessions of coaching over 3 months, cohorts then switched roles. The results showed that participants experienced highly statistically significant increases in their transformational leadership behavior after coaching and this difference was perceived at all levels within the organization but not by the participants themselves. Adherence to the strength-based protocol was also a significant predictor of ultimate degree of change in transformational leadership behavior. The results suggest that strength-based coaching may be effective in the development of transformational leaders. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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

In the past several years, Counseling and Industrial/Organizational Psychologists have shown increased interest in collaborating to develop human resource development programs. One product of this collaboration, a program called Individual Coaching for Effectiveness (ICE), is an intensive and individualized program consisting of assessment, training and follow-up. The goal of the ICE program is to enable company referred employees to overcome interpersonal or work-style problems that, at

minimum, are deemed by their organizations to be career limiting, but are more likely career threatening. The present study, the first systematic evaluation of the ICE program since its inception in 1981, followed up 166 past ICE referrals from 66 companies in an attempt to answer three questions.

The first question led to an extensive data collection focusing on describing past ICE referrals, their archival scores on numerous psychometric instruments, and both self and work supervisor motives for participation in ICE. The second question related to the perceived outcomes of training. Results showed that about 10 per cent of referrals were not admitted to training, and about 30 per cent of trainees did not complete training. Results related to job tenure suggested that the 'Completed Training' group had the lowest proportion of turnover compared to the 'Partial Training' and 'Not Admitted' groups. Across 11 of 15 training related outcome ratings, the Completed

Training group was rated significantly higher than the Partial Training group. The third question examined theories- in-use by the ICE staff. These theories specified the variables they believed were associated with referrals being admitted to, completing, and benefitting from the ICE program. Overall, the findings suggested that the theories (1) did not appear to represent actual admission practices, and (2) may not have accounted for between or within group differences in outcomes. However, a number of promising variables warranting further research were identified. The present study was preliminary in nature and limited by problems related to (1) the type and timing of data collection, (2) data analysis problems attributable to small numbers of subjects and missing data, and (3) the absence of a control group. Contributions of the study include laying a foundation for future research and providing recommendations for program improvement.

CASE STUDIES AND PROGRAM RECOMMENDATIONS

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

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

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

Describes a systems-based approach to executive coaching that attempts to maximize the consideration of contextual factors. The case study of a 44-yr-old male executive illustrates this approach. The author notes that perhaps the greatest danger in coaching individuals from organizations in which there is no ongoing consulting relationship is the possibility that the psychologist may inadvertently participate in scapegoating by an organization or by a boss who is unable or unwilling to look deeply enough at the ways that the environment may be supporting the conditions underlying the individual's seemingly maladaptive response. The more removed the coaching is from the organizational context, the more pains the psychologist must take to ensure that the context is woven into the fabric of the coaching relationship.

Eye movement desensitization and reprocessing: Four case studies of a new tool for executive coaching and restoring employee performance after setbacks.

Foster, Sandra , Lendl, Jennifer

Consulting Psychology Journal: Practice and Research, Vol 48(3), Sum 1996, 155-161

<https://doi.org/10.1037/1061-4087.48.3.155>

Abstract

The effects of eye movement desensitization and reprocessing (EMDR) integrated into executive coaching are reported in 4 case studies illustrating varied job titles and industries. Participants received 1–10 hrs of coaching in which EMDR was used to desensitize an upsetting event that had impaired their performance at work. Outcomes indicated that EMDR desensitized the disturbing incident and that participants shifted their negative view to a more positive one. Work performance was restored or enhanced. In the 4th case EMDR appeared to decrease anxiety about job interviewing and the participant reported a satisfactory result. Findings suggest that EMDR is a promising adjunct to coaching for workplace performance enhancement. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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

The purpose of this study was to investigate one aspect of a service company's job-specific organizational training process. The performance management component under investigation was the coaching session between the supervisor and the telesales agent, which is based on a series of monitored and audiotaped phone calls with clients. The intervention was the use of videotaping consecutive coaching sessions. Each videotaped coaching session had as its centerpiece a series of recent audiotapes. These agent/client conversations on inbound-sales calls were monitored by the supervisor, who listened for specific skills as evidenced by the agent. In the coaching session based on these tapes, role playing was utilized which enabled the agent not only to simulate the specific skills to be used in live on-the-job telesales calls, but also to reflect on their use of language and to evaluate their phone technique. Subsequent coaching sessions in this process were videotaped following this practice to assess application of skills. The company's interest in productivity was addressed by the framing question of the research, "When supervisors and agents of service company engage in collaborative reflective practice focused on the language used with clients, how does agent use of language change and does this change have an impact on productivity?" The subquestions include: What is the nature of the changes in the agents' language in subsequent coaching events, including the display of positive emotion? What changes in productivity occur in real-time phone calls with actual clients over the same period? The primary focus of the investigation was the introduction of the variable of collaborative reflective practice. In this collaboration, the supervisor, agent and researcher engaged in analyzing the added dimension of the videotape, with the objective of improving telephone technique. Particular attention was paid to the nature of the transactions between participants. This exploratory study utilized two in-depth case studies with one supervisor and two agents. Changes in the way participants used language, specifically the display of positive emotion were documented. Implications resulting from the research noted that the use of positive emotion in coaching sessions transferred to conversations with actual clients as demonstrated on audiotapes. The research method of this inquiry was a participant observational field study. Data collection utilized field study techniques.

Through rich description of the language of the coaching events and observation over a year and a half, changes in behavior were noted indicating improvement in communication between supervisor and agent and in turn, agent and client. Also included in the multiple sources of evidence were ongoing call

data for each agent, which tracked statistics including sales outcomes. This outcome data for the agents involved in the case studies, indicated improved productivity and suggests that videotaping of coaching sessions be recommended as an ongoing component of the coaching process. Others working toward changing the qualitative nature of the coaching and learning process will hopefully gain insights from the research findings and use them to continue the dialogue.

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

The article gives an inside story of and toolkit for introducing competencies for coaching using about 30 UK practitioners within a large provider. Benefits and drawbacks of having competencies for coaching are addressed and illustrated. Benefits include the value of explicitness, the potential for better matching, and using the introduction of competencies as a process for lessening structural divisions between internally competing teams and coteries of coaches. Particular attention is paid to the significance of the process of introduction mirroring in its style the type of culture being introduced. In this instance the process was participative, involving a process of gaining assent and a mirroring competency system involving self-assessment, which linked in to continuing professional development.

Collusion as a possible outcome is acknowledged while being placed in a broader, unaddressed context. The competency system specifics are fully laid out. Emphasis is given to the framework as a system of practical meaning and the epistemological implications of this. The non-sectarian, integrationist path chosen is described, as is the consequent theoretical price paid. Factors relating to gaining assent from non-coaching stakeholders from within the coaching provider are identified. (PsycINFO Database Record (c) 2004 APA, all rights reserved).

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

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

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

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

This case study illustrates one successful outcome of an intensive, outpatient, treatment project for adolescents with mood disorders. An 18-year-old female with symptoms across several DSM-IV Axis I classifications, including a depressive disorder, and her parents participated in a year-long, multimodal intervention that included mood-focused psychoeducation and coaching designed to impact on her, her family, school, and community systems. Self-report, clinician-driven, and ecologically valid measures were used to assess treatment effects on psychiatric symptoms and psychosocial functioning. Results on the Child and Adolescent Functional Assessment Scale demonstrated considerable gains in the following areas: Home, school/work, social behavior, self-harm, thinking/communication, and substance use. During the intervention, she went from failing several of her classes to graduating from high school. In addition, she made the Honours' List in her first semester at a local community college. A discussion of intervention pluses and pitfalls specific to the case highlight the necessity to influence the various spheres of the young person's life. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo.

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

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

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

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intervention pluses and pitfalls specific to the case highlight the necessity to influence the various spheres of the young person's life. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo.

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

This study explores the nature and impact of the principle-based leadership trainings and business consultations undertaken by a small group private practice, referred to as West Coast Psychological Associates (WCPA), at a multinational defense contractor, referred to as East Coast Defense Contractor (ECDC). The group's interventions are based on an understanding of human psychological functioning discovered in the 1970's, and initially utilized as a clinical treatment methodology. Over the past three decades, this approach has been adapted to the fields of prevention, community revitalization, criminal justice, and education, where it is referred to as Health Realization.

The formless principles at the heart of this understanding, Mind, Thought, and Consciousness, explain how human beings internally create life experience. The supposition that internal factors give rise to mental life is a radical departure from conventional etiological models that view psychological experience as a reflection of external circumstances. The study's literature review explicates these principles, their implications and diverse applications. Additionally, an abbreviated review of the executive coaching literature is provided in order to showcase the difference between existing coaching methods and principle-based consultations. A qualitative, case study methodology was utilized for this research. Nine interviews were conducted, two with consultants at WCPA, and seven with executives at ECDC. The consultant interviews generated historical data on the group's relationship with the subject company and data on the characteristics of their interventions. The executive interviews described the personal and collective impact of principle-based consultations, their effect on the company's culture and their relationship to business performance. Results revealed a rich, narrative description of one company's transformation as a result of the principle-based understanding. Additionally, some of the psychological pathways whereby mental well-being contributes to business success were uncovered. Themes included a shift out of a victim mentality, greater humility, enhanced creativity, improved trust and rapport, and heightened levels of self-awareness amongst employees. The study concludes by differentiating principle-based executive coaching practices from psychodynamic, systems, cognitive-behavioral, and developmental coaching approaches, and it asserts that principle-based business consultations have the power to improve the lives of a company's employees and generate tangible business results. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo.

(2008) Czigan, T. K. "Combining coaching and temperament: Implications for middle management leadership development." Capella U , US.

This qualitative action research study of middle managers combined coaching, leadership development, and the Keirsey Temperament Sorter II (KTS II). Currently, published academic research provides no research for the use of the KTS II in combination with coaching for leadership development. A coaching intervention for middle managers was designed using content coaching based on Malcolm Baldrige National Quality Award leadership criteria together with coaching focused on the manager's temperament. Participants' individual coaching plans were shaped by the managers' temperament type, with each coaching session building upon the previous coaching sessions in the study, reflecting the emergent nature of action research. During the study, the participants' observable application of the coached leadership behaviors were determined by multirater feedback obtained from supervisors, subordinates, and peers as observed since the coaching began, as well as from the participants' self-assessment of application of coached leadership practices. This study also examined how soon after the implementation of the coaching action plan changes occurred. In the use of coaching as the delivery method for this leadership development program, the researcher was also the coach in order to provide consistency in the coaching. The results of the study revealed an increase in observed leadership behaviors centered on the Baldrige competencies within one month of the onset of the coaching intervention. Recommendations for further research include additional longitudinal study of continued coaching in conjunction with application of the competencies for solidifying participant leadership practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved).

Passmore, J. and S. McGoldrick (2009). "Super-vision, extra-vision or blind faith? A grounded theory study of the efficacy of coaching supervision." *International Coaching Psychology Review* 4(2): 145-161.

Objectives: Coaching supervision has become the dominant model of reflective practice in the UK. This study sought to explore coach and supervisor perceptions of supervision, and critically observe supervision practice. Design: The study utilised an observational design and semi-structured interviews. Methods: The study involved an observation of a coaching session, which was filmed, followed by interviews with the participants. This data was transcribed. In the second part of the study a series of semistructured interviews were undertaken with coaches and supervisors. The data was transcribed and analysed using Grounded Theory methodology until saturation was achieved. The transcribed data was combined in the development of a theoretical framework for coaching supervision. Results: The study outlines a number of perceived benefits of the coaching supervision process. These outcomes include: raised awareness, coaching confidence, perseverance, sense of belonging, increased professionalism and the development of an 'internal supervisor'. The research also highlighted the need for a greater understanding of what coaching supervision involves for coaches. Conclusions: The paper questions the dominant mindset that supervision is the only intervention for reflective practice and argues for multiple models of continuous professional development, alongside calling for further research to identify the benefits from alternative model of CPD within coaching.

McKee, A., F. Tilin, et al. (2009). "Coaching from the inside: Building an internal group of emotionally intelligent coaches." *International Coaching Psychology Review* 4(1): 59-70.

While many senior executives can both afford and benefit from world class external coaching, this may not be an affordable or manageable option for many leaders in large organizations. Developing a cadre of internal coaches has the benefits of: (1) cost containment; (2) internal capacity to create a coaching culture; and (3) coaches make better managers. In a case study of a large European bank implementing a culture change the authors trained coaches how to coach using emotional intelligence and a change model called intentional change. Surveys and interviews of the leaders who were coached by internal coaches revealed five tangible results: (1) an increase in the speed of managers' leadership growth; (2) an increase in manager loyalty to the company; (3) improved communication among people; (4) increased ability to solve conflicts; and (5) a renewed passion and awareness that part of their ability is to develop others.

Galuk, D. (2009). Executive coaching: What is the experience like for executive women? Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(3-A),2009, pp 777, Galuk, Deborah: U Minnesota, US.

This hermeneutic phenomenological study attempted to provide a better understanding of the experiences of executive women who had been coached by an external executive coach. Ten executive women who worked for different organizations and had a wide variety of coaching experiences were interviewed. These executives were located through the Dun & Bradstreet Directory and referrals from executive coaches. They shared both personal and professional stories, reflections, feelings, ideas, and actions related to being coached. I conducted a thematic analysis of the transcribed interviews to discover commonalities and synergies among participants' experiences. A list of preliminary themes emerged, and I conducted a follow-up interview with each participant to verify the findings.

Themes were revised to incorporate their comments and reflect their meanings. The analysis revealed insights into four categories of themes: (a) why coaching, (b) role of the coach, (c) insight to action, and (d) outcomes. A total of seventeen themes emerged: (a) feeling alone and wanting help, and motivated by challenge and growth; (b) coach is trusted, a professional, a guide, strengthens me, and expects action; (c) self-discovery and awareness, emotions, commitment to development process, challenges to thinking, tools guide action, and different actions get better results; and (d) being more effective with people, work life balance, how to work with my boss, and gender based workplace differences and challenges. The literature supported most themes; however, new insights were added.

Listening to the voice of these executive women added new perspectives to the coaching literature. Some new insights were that they sought coaching as a way to open themselves up to more challenge and growth, rather than to make behavioral changes. They also felt alone at the top, wanted some help, and felt strengthened by the coach to take different actions. And feelings about coaching and learning were important in the process. While the literature recognized the importance of organization support for executive coaching, it was glaringly absent in these executives' experiences. Coaching outcomes that were a priority for these executives included work/life balance and how to work with her boss, another difference from the literature. And, lastly, the workplace context for coaching provided gender-based differences and challenges that were not discussed in the coaching literature but were found in the women's studies literature.

Lane, D. A. and M. Down (2010). "The art of managing for the future: leadership of turbulence." *Management Decision* 48(4): 512-527.

Purpose - The paper aims to explore themes in Drucker's work which provide messages for current turbulent times.

Based on a literature review of both Drucker's work and contemporary studies in the field of complexity theory the paper's aim is to explore turbulence as a feature of levels of agreement for objectives and predictability of outcome. Drucker's concept of management as a social enterprise is seen as central together with his warning that the tools and techniques of management should not obscure its purpose.

Design/methodology/approach - The paper provides a literature review and a brief case study. The review identifies that contemporary complexity theory can be used to explore Drucker's work on turbulence. The case study shows how approaches based on dialogue can enable conflicting objectives to be explored and agreed outcomes achieved. Findings - The paper concludes that in turbulent times Drucker's concept of management as a social enterprise forms a core framework that can be used within complex situations to agree objectives through dialogue. Originality/value - This paper uniquely links Drucker's work with contemporary complexity theory.

Joyce, P. (2010). "Leading and leadership: Reflections on a case study." *Journal of Nursing Management* 18(4): 418-424.

Aim: The aim of this case study was to explore if observing leaders in the context of their day-to-day work can provide an insight into how they lead in particular circumstances. Background: The study was carried out in a small organization which was set up 5 years ago. Methods: A case study methodology was used. Data were collected by field notes of non-participant and participant observations. Follow-up interviews were transcribed and analysed to contextualize the observations. A reflective diary was used by the researcher to add to the richness of the data. Results: The data demonstrates how the leader responded in key circumstances during scheduled meetings with staff, interactions in the office and during coffee time. These responses are linked to literature on leadership in the areas of power, personal development, coaching and delegation. Conclusions: The findings suggest that observing a leader in the context of their day-to-day work can provide evidence to validate what leaders do in particular circumstances. Implications for nursing management: The implications of the findings for nursing management are the opportunities to use observation as a tool to understand what managers/leaders do, how they manage or lead and why others respond as they do, and with what outcomes.

McGuffin, A. A. and E. Obonyo (2010). "Enhancing performance: a case study of the effects of employee coaching in construction practice." *Construction Management & Economics* 28(2): 141-149.

The contemporary practice of coaching in the business world entails engaging accredited professionals to enhance the performance of employees. A key problem impeding the widespread adoption of coaching is the lack of empirical research supporting the effectiveness of implemented programmes and the returns on investment. The benefits of coaching are assessed from the perspective of employees. Data were collected through a case study of an employee coaching programme within a large, multinational construction company. The programme had significantly enhanced the employees' personal and professional growth and development. It had also increased their motivation levels and loyalty to the company.

Ladyshevsky, R. K. (2010). "The manager as coach as a driver of organizational development." *Leadership & Organization Development Journal* 31(4): 292-306.

Purpose: The purpose of this paper is to explore the manager as coach (MAC) role as an organisational development strategy, in particular, aspects of the relationship between manager and employee that make it successful. The purpose of the MAC in the business context is to help employees consider how they might work and behave differently with more effective behaviours that produce better outcomes, without a reliance on the formal authority the manager possesses.

Design/methodology/approach: A qualitative case study approach was adopted in which individuals shared their experiences as MAC and/or as an employee receiving coaching from a manager in an asynchronous online discussion forum. These discussions were then qualitatively analysed. Findings: The findings illustrate the complexity of the MAC role and why many managers fail in this role, leading to a loss of engagement and motivation of staff. Similarly, factors, which strengthen the relationship between the MAC and employee, such as trust, shared values, and benevolence lead to success in this organisational relationship. Practical implications: Managers need to understand how to operate as a MAC to elevate organisational performance. Similarly, organisational developers need to understand what is required in training programs to develop managers into coaches if they are to employ this strategy successfully. Originality/value: This practitioner oriented paper builds upon a case study, which explores the MAC role and integrates the findings with contemporary knowledge on performance management and coaching.

Additional Documents Listed by Year

1935 – 1939

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

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

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

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

1940 –1949

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

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

1950 – 1959

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

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

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

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

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

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

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

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

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

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

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

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

Glaser, E. M. (1958). "Psychological consultation with executives: A clinical approach." American Psychologist 13: 486-489. "The purpose of this paper is to describe psychology in action at the executive level, pointing up some of the unique problems and opportunities." Illustrative material in the form of 2 case histories is presented. Psychological descriptions based on interviewing and psychological testing serve: as a means of assisting individuals better to understand themselves and their developmental needs; as an applicant selection tool; and as a manpower inventory tool, thereby contributing to more effective utilization and coaching of personnel as well as to internal selection for promotion or transfer. The psychologist may agree to furnish a report to management, but "this is done only after the report has been shown to and discussed with the individual and his consent obtained to discuss it with his superiors." The "psychologist's professional loyalty is to the individual as well as to the company." Special problems of the clinical psychologist in industry are contrasted with the situation of clinical psychologists in private practice. ((c) 1997 APA/PsycINFO, all rights reserved) A

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

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

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

The seven guides used to help develop executives in a small company employing about 125 people are: (1) Psychological appraisal of management, including foremen, to learn for what jobs to train them, (2) Writing and using job descriptions in order to know what they must learn. (3) Goal-setting, that is setting standards for each executive to reach during the year. (4) Coaching his men is the responsibility of each

boss in training his men. (5) Motivating the men by helping them meet all their needs, not just the financial ones. (6) Individual progress reports consisting of discussing performance ratings with the men rated once or twice a year. (7) Check where the company stands in its development program. ((c) 1997 APA/PsycINFO, all rights reserved) A

1960 – 1969

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

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

Hardie, D. (1966). "Methods of teaching trade skills: A review of recent literature." *Personnel Practice Bulletin* 22(2): 5-16. "Traditionally trade skills are taught to apprentices on the job by direct instruction and coaching under the guidance of qualified tradesmen. Criticism of this method has led to supplementary instruction in training schools. In addition, research into the nature of industrial skills has led to improved training methods. In particular, methods based on the fine analysis of particular skills into their elements has been used successfully in the field of semi-skills. Programmed instruction also appears to be finding increasing use." (30 ref.) ((c) 1997 APA/PsycINFO, all rights reserved) A

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

1970 – 1979

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

Kondrasuk, J. N. (1974). "Conceptual foundations of job enrichment." *Public Personnel Management* 3(1): 35-38.

Presents a theoretical discussion of job enrichment methodology. The implementation of job enrichment strategies is considered as a special case of introducing change in an organization. A step by step procedure is outlined, consisting of experimentation, supervisory coaching, identification of jobs, implementation, and feedback and follow-up. Job enrichment provides the employee with opportunities for achievement, recognition, responsibility, and mental growth. It is concluded that successful

application of this methodology requires continuous managerial commitment. ((c) 1997 APA/PsycINFO, all rights reserved)

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

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

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

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

1980 – 1984

Ponzo, Z. (1980). "Management development roles: Coach, sponsor and mentor." *Personnel Journal* 59(11): 918-921.

Suggests that effective managers can be trained by other employees acting as coaches, sponsors, and mentors. In coaching, a boss helps a subordinate meet specific growth needs. Sponsors discover and foster individuals for enhanced placement in other parts of the organization. The mentor/protege relationship is deeper than that of sponsor/protege and involves increased responsibility for guiding, directing, and developing other people. ((c) 1997 APA/PsycINFO, all rights reserved) A

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

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

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

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

Tyson, L. and H. Birnbrauer (1983). "Coaching: A tool for success." *Training & Development Journal* 37(9): 30-34.

Describes the functions and advantages of having coaches in private industry whose job is to aid employees in new assignments or positions. Coaches can assist employees in developing motivation, improving performance, and providing an environment conducive to explanation and discussion. A plan for industrial coaching, rules for good coaching, and coaching pitfalls are outlined. ((c) 1997 APA/PsycINFO, all rights reserved)

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

Kelly, C. M. (1984). "Reasonable performance appraisals." *Training & Development Journal* 38(1): 79-82.

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

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

1985 – 1989

Barratt, A. (1985). "Management development: The next decade." *Journal of Management Development* 4(2): 3-9.

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

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

Kelly, P. J. (1985). "Coach the coach." *Training & Development Journal* 39(11): 54-55.

Discusses the benefits to be derived from the coaching of sales representatives by field sales managers and reviews ways to institute such coaching. Trainers may have to convince managers of these benefits by showing that, despite their time constraints, the return on their investment is worthwhile. Trainers who are coaching managers to coach may also have to deal with problems of self-discipline and changing roles in managers. ((c) 1997 APA/PsycINFO, all rights reserved) A

Krausz, R. R. (1986). "Power and leadership in organizations." *Transactional Analysis Journal* 16(2): 85-94.

Discusses the relationship between types of power and leadership styles (LSs) in organizations and the effect that these types of power and LSs have on the culture, climate, and results of an organization. Two sources of power are considered: the organization and the individual. Six types of power are considered: coercion, position, reward, support, knowledge, and interpersonal competence. Four derivative LSs are considered: coercive, controlling, participative, and coaching. Using a transactional analysis approach, behavioral responses stimulated by different LSs are described. The most probable consequence of the coercive and controlling LSs will be the establishment of a symmetric relationship between the leader and group. In the coaching LS the leader relates to the group in a semi-symmetric way. The participative LS is symmetrical-free so that individuals relate as equals. (31 ref) ((c) 1997 APA/PsycINFO, all rights reserved) A

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

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

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

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

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

A coaching intervention implemented by first level managers was used to modify six behaviors of 24 male forming-machine operators in a mid-sized fastener manufacturing organization. Changes in these behaviors were directed towards reducing the percentage of scrapped materials and therefore the overall production costs. This intervention consisted of observing on-the-job performance, analyzing behavior deficits, and prompting specific behavior changes. The coaching intervention followed a

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

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

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

1990-1999

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

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

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

This study explores the transformative effects of coaching on executives-on how they construe their mission, use their formal status, approach their tasks, and set goals, based on their developmentally grounded relationship to work. It examines the developmental preconditions of benefiting from a coaching relationship, and the dependency of coaching outcome on lifespan maturity. In order to tease out differences between adaptational learning and adult development, the study develops an epistemological instrument for assessing, prognosticating, and monitoring coaching outcome, both of individuals and groups. The resulting Developmental Structure/Process Tool (DSPTTM), while not restricted to organizational uses, pioneers a new generation of tools for supporting adult development in the workplace. In its design, the tool resolves dichotomies between structure and process in adult development, stage and non-stage conceptions of development, and between self and role in supporting personnel development in organizations. Thereby, the instrument resolves the dichotomy between two central meanings of the term development: first, development as something brought about by humans (agentic development), and second, as something happening organically as humans mature (ontic development). The study regards six executives presently in a coaching relationship. It is based on two differently focused interviews with the executives. Adopting a 'best case scenario,' the study submits the executives' self-report on changes resulting from coaching to a twofold structural analysis. It demonstrates that transformational (developmental) change, in contrast to mere learning, occurs in some but not all individuals, depending on their lifespan maturity. Adopting the vantage point

of constructive- developmental psychology, and benefitting from methods of clinical and neuropsychological assessment, the study scrutinizes present career theory, executive development theory, and practice theories for coaching executives for their acumen in dealing with the dichotomies mentioned above. The study comes to the conclusion that neither behavioral nor psychodynamic approaches to executive development are optimal in themselves, but need to be complemented by constructive-developmental thinking as encoded, e.g., into the DSPTTM. Implicitly, the study suggests the need for consulting psychologists and organizational psychologists to become expert in adult-developmental assessment (PsycINFO Database Record (c) 2000 APA, all rights reserved)E . PhD

2000-2005

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

The old days of traditional, hierarchical, and control driven management are gone. Today's highly competitive, global, and customer-driven marketplace is forcing organizations to focus more on the bottom line and the quality of leadership throughout their companies. Leadership development has become a critical business initiative.

Furthermore, the very process of leadership development has changed to a more active and relational process. This dissertation explores organizational leadership development efforts and provides a clear picture of where the clinical psychologist with business training and experience has significant skills to offer to organizations seeking guidance in this area. After reviewing the organizational leadership needs that exist, I consider the current programs that attempt to address these needs. Next a framework is presented for viewing leadership development efforts and the relationships through which they occur, namely, training, coaching, mentoring, and therapy. In addition, this dissertation offers theoretical models and assessment instruments that the clinical-business psychologist-consultant can use to facilitate and guide leadership development initiatives. Also offered, is a resource guide which describes professional groups and presents literary materials germane to this area of practice. In conclusion, this dissertation describes other topics related to leadership development that were beyond the scope of this endeavor, and offers ideas regarding related areas of research that would provide valuable information regarding those factors that contribute to successful leadership development outcomes. E PhD

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

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

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

The purpose of this study was to: (a) consolidate/critique the executive coaching practice literature and empirical research to determine what is known about executive coaching as an individual consultation intervention, and (b) provide additional knowledge about outcomes by testing whether executive coaching affects leadership as measured by the MLQ 5x (Short Form) (Bass & Avolio, 1995). Twenty-seven coaches, 50 clients (pre/early- or post/later coaching), and 62 direct-report/peers participated. Coaches provided demographic information, invited client participation, and distributed surveys to clients. Clients provided demographic information, rated themselves on a leadership instrument, and invited direct-report/peer participation. Direct-report/peers rated clients' leadership using a different version of the same instrument. In analyzing the results, the present sample of coaches were more often women and less likely to possess graduate degrees than coaches in previous research. Clients were also more likely women than clients in previous executive coaching research. Further, clients were different from leaders in previous MLQ research in that both pre/early- and post/later-coaching clients scored

consistently higher on active leadership and lower on passive leadership. These results may reflect whom coaches identified to participate, i.e., clients who were already strong leaders. They may also reflect the leadership gains of pre/early-coaching clients in the 2 months of coaching that they received prior to this study. Finally, it is possible that only leaders who are 'good enough' receive executive coaching. Therefore, coaching may be more about enhancing versus developing leadership.

Statistically significant and meaningful differences occurred between pre/early-coaching and post/late-coaching clients on passive leadership. Statistically significant differences also occurred for client perceptions of impacting followers. Finally, statistically significant and meaningful differences occurred when examined for clients in upper- management and CEO positions with post/late-coaching clients rating higher on charismatic behavior, ability to impact followers, and inspire followers. These differences were examined only through client ratings and may be less accurate measures of change. These findings have implications for coaches, clients, and organizations because they suggest that executive coaching does impact leadership. Additional research needs to more clearly determine what the effects are, whom they occur for, and whether they imply leadership development or enhancement. (PsycINFO Database Record (c) 2002 APA, all rights reserved).

Cooper, C. L. and J. C. Quick (2003). "The stress and loneliness of success." *Counselling Psychology Quarterly* 16(1): 1-7.

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

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

This paper examines learning in interdisciplinary action teams. Research on team effectiveness has focused primarily on single-discipline teams engaged in routine production tasks and, less often, on interdisciplinary teams engaged in discussion and management rather than action. The resulting models do not explain differences in learning in interdisciplinary action teams. Members of these teams must coordinate action in uncertain, fast-paced situations, and the extent to which they are comfortable

speaking up with observations, questions, and concerns may critically influence team outcomes. To explore what leaders of action teams do to promote speaking up and other proactive coordination behaviours - as well as how organizational context may affect these team processes and outcomes - I analysed qualitative and quantitative data from 16 operating room teams learning to use a new technology for cardiac surgery. Team leader coaching, ease of speaking up, and boundary spanning were associated with successful technology implementation. The most effective leaders helped teams learn by communicating a motivating rationale for change and by minimizing concerns about power and status differences to promote speaking up in the service of learning. (PsycINFO Database Record (c) 2004 APA, all rights reserved).

Exploration for development: Developing leadership by making shared sense of complex challenges.

Palus, Charles J. , Horth, David M. , Selvin, Albert M. , & Pulley, Mary Lynn

Consulting Psychology Journal: Practice and Research, Vol 55(1), Win 2003, 26-40

<https://doi.org/10.1037/1061-4087.55.1.26>

Abstract

The complexities of the challenges faced by organizations call for new approaches to leadership development. In this article, the authors offer an approach called exploration for development (ED), consisting of three main aspects: navigating complex challenges, supporting competent shared sensemaking, and practicing leadership based on relational principles. They examine the practical possibilities of artistry in the face of complexity, as focused on the making and remaking of shared meaning. Sensemaking competencies supportive of this practical artistry are identified as paying attention, personalizing imaging, serious play, co-inquiry, and crafting. Examples showing tools and techniques are drawn from a series of leadership development programs at a telecommunications company. Impacts of the programs were assessed in context of a developmental curriculum that included feedback, mentoring, and coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved).

Cooper, C. L. and J. C. Quick (2003). "The stress and loneliness of success." *Counselling Psychology Quarterly* 16(1): 1-7.

This editorial observes that it is all too common for leaders to have strong feelings of loneliness and being disconnected from the rest of the organization. It is further stated that it is common for isolated leaders to engage in self-defeating behaviors. If not caught in time, such behaviors can have negative effects on subordinates, the health of the organization and the career of the top executive. The editorial looks at some of the consequences of isolation and some preventive measures for executives. Self-defeating behavioral outcomes discussed include the effects of the removal of restraint from executives, depression, self-sabotage, and transference. Physiological outcomes are also discussed. Several different types of preventive measures are reviewed including executive coaching, peer support, and the use of confidants. The editorial has special praise for journal writing as an interesting and simple method of

dealing with the effects of isolation. It is noted that writing forces top executives to focus on a single issue instead of a multitude of concerns. According to the authors, this is a step that tends to force clear thinking and promotes self- understanding. (PsycINFO Database Record (c) 2003 APA, all rights reserved).

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

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

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

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

2005

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

Purpose - The paper aims to examine the coaching relationship as a critical success factor in executive coaching. It also aims to set out the characteristics of a successful coaching relationship and how to

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

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

Background. Very little effort has been directed to enable GPs to better informed decisions about PSA screening among their male patients. Objectives. To evaluate an innovative programme designed to enhance GPs' capacity to promote informed decision making by male patients about PSA screening. Methods. The study design was a cluster randomised controlled trial set in New South Wales, Australia's most populous state. 277 GPs were recruited through a major pathology laboratory. The interventions were three telephone-administered 'peer coaching' sessions integrated with educational resources for GPs and patients and the main outcome measures were: GP knowledge; perceptions of patient involvement in informed decision making; GPs' own decisional conflict; and perceptions of medicolegal risk. Results. Compared with GPs allocated to the control group, GPs allocated to our intervention gained significantly greater knowledge about PSA screening and related information [Mean 6.1 out of 7; 95% confidence interval (CI)=5.9-6.3 versus 4.8; 95% CI=4.6-5.0; $P<0.001$]. They were less likely to agree that patients should remain passive when making decisions about PSA screening [Odds ratio (OR)=0.11; 95% CI=0.04-0.31; $P<0.001$]. They perceived less medicolegal risk when not acceding to an 'uninformed' patient request for a PSA test (OR=0.31; 95% CI 0.19- 0.51). They also demonstrated lower levels of personal decisional conflict about the PSA screening (Mean 25.4; 95% CI 24.5-26.3 versus 27.8; 95% CI 26.6-29.0; $P=0.0002$). Conclusion. A 'peer coaching' programme, supplemented by education materials, holds promise as a strategy to equip GPs to facilitate informed decision making amongst their patients. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, between-subject design. Empirical.

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

The purpose of the study was to investigate executive caching practices, coach behaviors, attributes, and skills that result in the most effective coaching outcomes as perceived by three groups-the coach, the coachee who is the recipient of coaching, and the human resource brokers of coaching services in an organization. In the qualitative phase of the research, thirteen participants were interviewed regarding

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

2006

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

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

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

This article reports on evaluation research undertaken in the United Kingdom on behalf of a consortium of leading edge educational providers engaged in delivering one strand of a Teaching and Learning National Transformation Programme for the Learning and Skills sector. The transformational programme is best described as having three enablers namely teaching and learning materials to support practitioners, network meetings and a professional training programme for nominated subject learning coaches. The main focus here is on the latter of the three enablers, although issues of material design and network facilitation will impact on the research outcomes and thus cannot be completely ignored. The aim of the Subject Learning Coaches' Professional Training Programme provides training in coaching alongside the opportunity for accreditation for those wanting to complete a number of set assignments.

Drawing on evidence from a number of sources, namely questionnaire data, interviews, and content analysis of the work produced by participants, the research uses an adaptation of the Logic Model (Kellogg, 2004) to evaluate impact. The research was carried out at an early stage of programme delivery so measurements of impact need to be viewed in this light. The article explains the context for change, focuses on the theoretical debate underpinning subject coaching, and identifies some initial findings in relation to programme impact worthy of sharing with the research community. Initial evidence indicates that where there is individual and organisational commitment then the impact is perceived to be considerable. This impact not only relates to changes observed in staff it relates to impact which has permeated beyond those engaged in the professional development programme to reach learners, other staff in the organisation and in some cases whole institutions. The use of Peer Coaching as a model for change is proposed as one of the key drivers to inspire and motivate lecturers in this sector. *International Journal of Evidence Based Coaching and Mentoring* ., executive, survey. Empirical.

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

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

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

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

2005

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

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

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

The purpose of the study was to investigate executive coaching practices, coach behaviors, attributes, and skills that result in the most effective coaching outcomes as perceived by three groups-the coach, the coachee who is the recipient of coaching, and the human resource brokers of coaching services in an

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

2006

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

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

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

The purpose of this study was to explore the ways in which Gardner's Multiple Intelligences (MI) could be incorporated into a model for coaching and mentoring. The research was conducted through a qualitative study using Action Research. Six coach-mentors worked with six learners and devised

interventions to emphasise the MI through the coaching-mentoring process in a variety of contexts. Both the impact on the progress of the learners and the impact on the practice of the coach-mentors were analysed. The study concluded by acknowledging that in emphasising a range of MI during the coaching-mentoring process learners were stimulated to progress their learning. The discipline of aiming to use all of the MI encouraged the coach-mentors to take risks in designing experiential interventions. The creation of a MI Model and a MI Toolbox for Coaching and Mentoring gave coach-mentors a structure in which to work and a language for discussing and developing their work. The Model and Toolbox exist as tangible outcomes of the study. International Journal of Evidence Based Coaching and Mentoring. ., executive, within-subject study.

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

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

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

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

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

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

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

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

(2006) Wasylyshyn, K. M., Gronsky, B., & Haas, J. "Tigers, Stripes, and Behavior Change: Survey Results of a Commissioned

Coaching Program." *Consulting Psychology Journal: Practice and Research* 58(2), 65-81.

This survey focused on the effectiveness of a coaching program commissioned by a global company for high potential employees who wanted to develop their emotional competence. Survey results indicated sustained learning and behavior change among program participants over an extended period. Successful outcomes appeared to be related to the careful scrutiny of program participants, a collaborative model, an insight-oriented coaching approach, and persistent efforts to brand the program as a developmental resource. This work also indicated areas of continued opportunity for consulting

psychology to include: the developmental branding of coaching initiatives, the need for early career coaching, ways to connect coaching results to existing HR practices, how to deliver high impact coaching in cross-cultural settings, and the critical need for empirical research in the areas of coaching and organization-based consultation. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo.

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

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

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

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

perspectives of the membership of the CPF and the energy and enthusiasm for the development of the profession of coaching psychology. PsycInfo.

2007

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

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

(2007) Bowles, S., C. J. Cunningham, et al. "Coaching leaders in middle and executive management: Goals, performance, buy-in." *Leadership & Organization Development Journal* 28(5): 388-408.

Purpose: This article aims to test the effectiveness of coaching for middle and executive level managers within a large recruiting organization. Design/methodology/approach: Participants set goals to achieve during a 12-month coaching programme. The sample consisted of middle managers (n = 30) and executive managers (n = 29) involved in US Army recruiting. Outcomes included measures of coached participants' achievement of quota and personal goals, and assessment on nine leader competencies and buy-in over the one-year coaching period. Findings: Coached managers outperformed un-coached, but experienced/incumbent counterparts. The strongest impact of coaching on performance was for middle managers and their subordinates (as opposed to executive managers). Both groups of participants demonstrated growth on some dimensions of recruiter-leader competencies and achievement of self-set goals.

Research limitations/implications: A small and nontraditional sample of military recruiters was used. Future researchers can build on the approach outlined here to more concretely evaluate the impact of their coaching efforts in other populations. Practical implications: Coaching all recruiter managers could translate into a return on investment of several thousand additional recruits. In addition, the achievement of personally relevant goals with the help of coaching, the development of leader competencies indicates real benefit associated with this form of goal-based coaching. Originality/value: We offer one of the first empirical evaluations of the effectiveness of a goal-based leader coaching intervention. Practitioners and researchers can benefit from this approach by using it to improve

coaching effectiveness and demonstrate value to the clients they serve. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

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

Healthy lifestyle behaviors can prevent the onset of chronic illness and help manage existing conditions. Health coaching interventions are increasingly being incorporated into health management programs, which are implemented in a variety of settings, from physician practices to the broader population level (e.g. throughout health plans, employer groups). To date, motivational interviewing-based health coaching is the only technique to have been fully described and consistently demonstrated as causally and independently associated with positive behavioral outcomes. In order for a health coaching intervention to be effective (i) individuals at risk must be correctly identified; (ii) recruitment efforts must be maximized; (iii) a valid coaching technique should be chosen; (iv) the delivery mechanism must ensure adequate participant engagement; and (v) the program evaluation must be sufficiently robust to mitigate threats to validity, and demonstrate a causal association between the intervention and outcomes. Given the rapid expansion in the field of health coaching within the larger context of health management programs, more studies employing rigorous evaluation designs are needed to advance the science and application of the concept. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo.

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

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

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

Purpose: This paper aims to evaluate the impact of experiential learning, goal setting, peer coaching and reflective journaling as a combined strategy to influence leadership development.

Design/methodology/approach: Subjects participated in a university based leadership development program over two years. Four focal units of study were undertaken. Participants set development plans based on their learning and implemented them over eight weeks with the support of a peer coach. A

pre, mid- and post- 360-degree assessment was undertaken to measure changes in leadership competency. Learning outcomes and coaching reports were also submitted and evaluated qualitatively.

Findings: A progressive increase in leadership competency was reported by participants and their work colleagues in the 360-degree data. Qualitative data revealed a range of learning outcomes that elevated their leadership competency. Research limitations/implications: The results of this research provide a model for further investigations into how training can be structured to promote transfer of training. Originality/value: Considering the investment being made by organizations into leadership development, this research provides a strategy for increasing return on investment in leadership development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

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

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

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

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

They conclude by offering several recommendations to promote the effectiveness of coaching programs. BusinessSourcePremier. ., executive, survey. Empirical.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

techniques that coaches can use. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

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

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

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

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

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

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

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

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

(2007) Sparrow, J. "Life coaching in the workplace." *International Coaching Psychology Review* 2(3): 277-297

Objectives: There is increasing recognition of coaching's situated nature. Different emphases in coaching are being utilised in different contexts with differing performance expectations. Life coaching has

witnessed rapid growth within the last five years, primarily outside but increasingly within the workplace. The objective of this research is to establish the understanding, utilisation, and outcomes associated with life coaching in the workplace. Procurement practices within organisations are also explored. Design: A cross-sectional survey of organisations is undertaken.

Practices and reported outcomes are explored within small- and medium-sized organisations together with large organisations. Private, public and community and voluntary sector organisations are sampled. Methodology: A postal questionnaire assessing 39 potential organisational outcomes, 93 potential individual outcomes and 21 potential procurement criteria for both performance and life coaching was developed. Responses from 51 organisations were obtained. Results: Life coaching is found to be less well understood than performance coaching. Significant differences between organisational sizes and sectors in practices and perceived outcomes are identified. Coaching has significantly less impact upon entrepreneurship and social purpose outcomes than more general organisational outcomes. The outcomes more typically associated with life coaching are not secured to the same extent as outcomes typically associated with performance coaching. Both coaching in general and life coaching secure rectification outcomes to a greater extent than positive well-being outcomes. There are significant differences in procurement criteria for performance and life coaching. Conclusions: A potential role for a life dimension in workplace coaching may be evolving. The contribution of the current study and other prospective research towards the development of theory and practice are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

(2007) Spence, G. B. "Further development of evidence-based coaching: Lessons from the rise and fall of the human potential movement." *Australian Psychologist* 42(4): 255-265.

Although several authors have argued for the development of an evidence-based approach to coaching practice, few attempts have been made to draw support for these arguments by examining events of the recent past. This paper seeks to learn some lessons from history by exploring events surrounding the rise and fall of the human potential movement (HPM), which occurred between the 1940s and 1970s. The demise of the HPM is of relevance to the coaching industry because it powerfully illustrates how the promise and potential of innovative practices can be easily lost when its practitioners become disconnected from theoretically sound rationales and solid research. It is argued that the longevity of the coaching industry will be dependent upon the degree to which it embraces the evidence-based practice ethos, and concludes by outlining recent contributions made by psychologists to the advance of evidence-based coaching practice. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo.

(2007) Spence, G. B. "GAS powered coaching: Goal Attainment Scaling and its use in coaching research and practice." *International Coaching Psychology Review* 2(2): 155-167.

As the demand for an evidence-based approach to coaching grows, so does the need for rigorous outcome measures. However, despite the fact that coaching is a goal-focused process, there has been

little discussion in the coaching literature about different approaches to measuring goal attainment. Given that goal attainment represents a key dependent variable for coaching interventions, it is important that this gap in the literature be addressed. This paper seeks to stimulate discussion about this important issue by describing an approach to the measurement of goal outcomes, Goal Attainment Scaling (GAS), and discussing the strengths and limitations of the approach. Whilst goal attainment processes are multifaceted and measurement is complicated by a multiplicity of goal constructs and the inherent instability of goals, it is argued that the GAS methodology offers coaches a way of neutralising some of these challenges. In addition, GAS has the potential to stimulate dialogue between practitioners and researchers, as it could provide a methodological framework and language accessible to both. PsycInfo.

(2007) Starman, J. "The impact of executive coaching on job performance from the perspective of executive women." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(5-A), 2007, pp 1783

Coaching is becoming a recognized way to improve executive and organizational performance. The term executive coaching was coined by the Division of Consulting Psychology of the American Psychological Association, but executive coaching is not therapy. It is a client focused process that engages the executive in conversation to address performance gaps and organizational outcomes. A literature review on executive coaching showed that executive coaching is an international phenomenon that focuses on managerial and leadership development, yet there is little information relating to coaching executive women. This study addresses a gap in the research by specifically focusing on the impact executive coaching is having in the job performance of executive women. The results of this study indicate that executive women are satisfied with their executive coaching experience, are learning skills, changing job behavior, and improving job performance as a direct result of participating in executive coaching. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo.

(2007) Stelter, R. "Coaching: A process of personal and social meaning making " International Coaching Psychology Review 2(2): 191-201.

In this article, coaching shall be presented as a specific form of conversational process between a coach and a focus person - the coachee - with the aim to give the focus person a developmental space and thereby the possibility for reflection and renewed understanding: (1) about his/her own experiences in relation to a specific context; and (2) about specific relationships, co-ordinated actions with others and about the processes of negotiation in a specific social situation. Theoretically, the ambition is to combine a phenomenological and experience-based perspective with a social constructionist-relational perspective. Both approaches base their ideas on concepts of meaning. It is the aim of the author to integrate these two approaches both theoretically and in regard to their applicability in the coaching process PsycInfo.

(2007) Styhre, A. and P.-E. Josephson "Coaching the site manager: effects on learning and managerial practice." *Construction Management & Economics* 25: 1295-1304

Coaching has emerged as a potentially powerful leadership development approach, capable of effectively blending theoretical knowledge and practical skills in onsite training. To date, little research on the use of coaching in the construction industry has been published and the coaching literature is primarily written by coaches with vested interests. In addition, there are a limited number of critical and empirical evaluations of the approach. A year-long action research coaching project in the Swedish construction industry shows that site managers participating in the coaching programme developed skills for reflecting on their work life situation, improved their communication, and became better equipped for seeing a broader range of perspectives in their work. In addition, the coaching programme opened up new discussions in the construction projects, which benefited further communication. The overall reception of the coaching programme was enthusiastic. While coaching does not come without costs and efforts, it may serve as a leadership development approach capable of helping site managers develop their leadership skills, cope with work-family conflicts, and improve their communication. BusinessSourcePremier.

(2007) Sweeney, T. "Coaching your way to the top." *Industrial & Commercial Training* 39: 170-173.

Purpose — The article looks at how coaching has become more accessible and functional with direct benefits for the individual and the organization. Design/methodology/approach — The coaching program in each example cited was developed and delivered over a period of several months. In most instances, coaching was included as assessment of needs, group based training (a workshop) followed by tailored coaching. Key outcomes and goals were agreed between the coach and the individual. Findings — Results were measured by holding a review to assess the issues, barriers, objectives, learning and successes. Originality/value — The following key learning points are outlined: recipient and coach clarify and agree objectives; engage and gain commitment to the coaching plan; assess activity to track learning and measure results; integrate the learning into the workplace; and encourage recognition of successes and celebrate them.]. BusinessSourcePremier.

2008

(2008) Newton, N. A., C. Khanna, et al. "Workplace failure: Mastering the last taboo." *Consulting Psychology Journal: Practice and Research* 60(3): 227-245

Consulting psychologists often coach individuals confronting obvious or implied workplace failure. They face the challenge of facilitating clients' ability to learn valuable personal and professional lessons from the experience while helping them negotiate the negative psychological, emotional, and practical

consequences of failure in the healthiest way. This article provides a model for understanding failure that can facilitate consultants' effectiveness. The model proposes that there are 3 key steps to successfully negotiating a failure experience: recognizing that failure has occurred, restoring and/or maintaining emotional equilibrium, and learning the appropriate lessons so that one can move forward as a more effective worker. In describing these steps, the article examines the relationship of failure to psychological variables such as self-esteem, self-efficacy, locus of control, and attribution. The authors outline the role that a consulting psychologist can play in assisting someone to successfully negotiate these steps. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo.

(2008) Collard, P. a. J. W. "Sensory awareness mindfulness training in coaching: Accepting life's challenges." *Journal of Rational-Emotive & Cognitive Behavior Therapy* 26(1): 30-37.

Sensory Awareness Mindfulness Training is a new set of skills to help clients approach a better life/work equilibrium by balancing cognitive and emotional brain activities. This is achieved through regular connection with one's senses and focusing non-judgementally on the 'here and now' experience of life. The exercises are neither difficult to teach nor to learn; it is, however, necessary for the practitioner and student to enter into a regular routine of implementation for change to occur. Mindfulness is, in a nutshell, a way of being, a new life-style. Research shows that mindfulness interventions have resulted in significant improvements in a range of conditions such as anxiety, depression, stress disorders, chronic pain, psoriasis and relapse prevention, to mention but a few. This article gives a brief overview of using mindfulness interventions in the arena of coaching. It also focuses and describes one small pilot project where Sensory Awareness Mindfulness Training is applied and evaluated. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

(2008) Czigan, T. K. "Combining coaching and temperament: Implications for middle management leadership development." Capella U , US.

This qualitative action research study of middle managers combined coaching, leadership development, and the Keirsey Temperament Sorter II (KTS II). Currently, published academic research provides no research for the use of the KTS II in combination with coaching for leadership development. A coaching intervention for middle managers was designed using content coaching based on Malcolm Baldrige National Quality Award leadership criteria together with coaching focused on the manager's temperament. Participants' individual coaching plans were shaped by the managers' temperament type, with each coaching session building upon the previous coaching sessions in the study, reflecting the emergent nature of action research. During the study, the participants' observable application of the coached leadership behaviors were determined by multirater feedback obtained from supervisors, subordinates, and peers as observed since the coaching began, as well as from the participants' self-assessment of application of coached leadership practices. This study also examined how soon after the implementation of the coaching action plan changes occurred. In the use of coaching as the delivery method for this leadership development program, the researcher was also the coach in order to provide

consistency in the coaching. The results of the study revealed an increase in observed leadership behaviors centered on the Baldrige competencies within one month of the onset of the coaching intervention. Recommendations for further research include additional longitudinal study of continued coaching in conjunction with application of the competencies for solidifying participant leadership practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved). . PsycInfo.

(2008) de Haan, E. "Becoming simultaneously thicker and thinner skinned: The inherent conflicts arising in the professional development of coaches." *Personnel Review*: 526-542.

Purpose — There is a hidden paradox inherent in the ideal of continuing professional development (CPD) for executive coaches, stemming from the fact that the coach wishes to retain or preserve the freshness and openness of a "beginner", whilst also acquiring greater robustness and resilience in the face of difficult assignments. The paradox reminds us of the "castle and battlefield" metaphor of Roger Harrison: on the one hand a strong container is needed and on the other vulnerability to allow the coach to be affected and even hurt by the coaching experiences. The objective of this paper is to find ways of resolving this paradox, based on what coaches themselves say about critical moments in their practice. **Design/methodology/approach** — A total of 69 critical moments as reported by 60 coaches are content-analysed with the help of grounded research. **Findings** — In the analysis a picture emerges of doubts (instrumental, relational and existential), which the coaching process opens up for coaches, and which CPD may help them become aware of, explore and lay to rest. The most promising methodology for doing this seems to be coaching supervision, conducted in the safest possible environment. **Research limitations/implications** — From this qualitative research by a single researcher inter-rater reliabilities cannot (yet) be reported. **Practical implications** — It emerges that what coaches need most from their CPD is robustness in the face of their instrumental and existential doubts, and vulnerability when it comes to their relational doubts. **Originality/value** — With the growth of the executive coaching profession, there is increasing interest in the value of CPD for coaches. Executive coaches are embarking on CPD in large numbers, and are asking what is most relevant to them in their ongoing development. This paper offers empirical data that may inform CPD. *BusinessSourcePremier*.

(2008) de Haan, E. "I doubt therefore I coach: Critical moments in coaching practice." *Consulting Psychology Journal: Practice and Research* 60(1): 91-105

How can coaches learn from moments and incidents in their own practice, particularly from moments that somehow feel critical? How can they improve working with the tension and anxiety that such moments will generate, and how might they even make use of such tensions? This is the first report of a research project into critical moments in coaching practice, which looks at critical moments of relatively inexperienced coaches. The second report, which looks at critical moments of much more experienced coaches, can be found as a companion article in this same issue. The sample size of the inexperienced coaches was 65 and 49 coaches communicating a total of 56 critical moments. Analysis of the moments revealed that they were all somehow related to a doubt that the coach had, so doubt seemed to be the

overriding form of tension for the inexperienced coach. The type and nature of doubts are analyzed and the possible impact of (in-)experience is studied. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

(2008) de Haan, E. "I struggle and emerge: Critical moments of experienced coaches." *Consulting Psychology Journal: Practice and Research* 60(1): 106-131

A recent study of critical moments of relatively inexperienced coaches in their first year of formal coaching activities yielded new perspectives on the doubts and dilemmas faced by coaches during their coaching conversations (De Haan, 2008). This led me to question whether these same doubts and dilemmas would remain as coaches gained experience or whether new issues would emerge. Experienced coaches were defined as coaches who have at least 8 years coaching practice behind them after completing their formal training or accreditation. The sample size was 110 and 47 coaches responded (43%) communicating a total of 78 critical moments. Analysis of the moments revealed explicit evidence of both unpredictability and a deeper emotional meeting, either positive or negative. This appears to support Carlberg's (1997) conclusions that "unpredictability" and "deeper emotional meeting" always go hand-in-hand. It would seem that the quality of an experienced coach's work is determined primarily by their ability to tolerate tension and deliberately inquire into tensions within coaching relationships; else they are in danger of simply becoming good conversation partners. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

(2008) Diedrich, R. C. "Still more about coaching!" *Consulting Psychology Journal: Practice and Research* 60(1): 4-6

This foreword to the fifth special issue devoted to executive coaching highlights some of the work already done as well as the need for continuing discussion and research. Brief introductions and summaries for each article are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

(2008) Duijts, S. F. A. P., I. P. Kant, et al. "Effectiveness of a Preventive Coaching Intervention for Employees at Risk for Sickness Absence Due to Psychosocial Health Complaints: Results of a Randomized Controlled Trial." *Journal of Occupational & Environmental Medicine* 50(7): 765-776.

Objective: To assess the effectiveness of a preventive coaching intervention on sickness absence due to psychosocial health complaints and on general well being of employees., Methods: Employees at risk for sickness absence were identified and randomized. The intervention group received the preventive coaching program; the control group received usual care. Primary outcome measure of the trial is sickness absence due to psychosocial health complaints; secondary outcome measures are related to

general well being, such as psychological distress, fatigue, and coping., Results: No effect of coaching on self-reported sickness absence due to psychosocial health complaints was found. The intervention group reported statistically significant improved health, declined psychological distress, less burnout, less need for recovery, and an increased satisfaction with life., Conclusions: This study shows that the coaching intervention primarily has an effect on general well being of employees., (C)2008The American College of Occupational and Environmental Medicine.

(2008) Palmer, I. and R. Dunford "Organizational change and the importance of embedded assumptions." *British Journal of Management* 19(Suppl 1): S20-S32.

'Managing change' appears a simple enough term. However, no common ontological assumption underlies either the notion of 'managing' or that of 'change'. In this paper, we identify different assumptions about both what it means to manage and the nature of change outcomes. From these assumptions we derive six different images of managing organizational change: directing, navigating, caretaking, coaching, interpreting and nurturing. We show how each image is underpinned by different organization theories. We then take each image and show how the differing ontological assumptions about managing and change outcomes are associated with different research agendas. We illustrate this by focusing on three elements commonly associated with managing organizational change: vision, communication and resistance. (PsycINFO Database Record (c) 2008 APA, all rights reserved) PsycInfo.

(2008) Spence, G. B. C., Michael ; Grant, Anthony "The integration of mindfulness training and health coaching: an exploratory study." *Coaching: An International Journal of Theory, Research and Practice* 1(1)

Coaching has attracted much attention from health professionals interested in collaborative, person-centred approaches to motivating behaviour change. Whilst initial research supports the efficacy of coaching in health contexts, more theoretical and empirical work is needed. Based on recent work demonstrating the important role that mindfulness plays in self-regulation, it was hypothesised that the efficacy of health coaching could be enhanced through the inclusion of Mindfulness Training (MT). To test this, 45 adult were randomly assigned to three health programmes for eight weeks. Using a crossover design, two groups received an alternative delivery of MT and cognitive-behavioural, solution-focused (CB-SF) coaching, whilst the third group participated in a series of health education seminars. Results showed that goal attainment was significantly greater in the facilitative/coaching format than the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions suggesting that the delivery sequence had little bearing on outcomes. After reviewing the results, the implications for health professionals are discussed. *Coaching: An International Journal of Theory, Research and Practice*. executive, between-subject (crossover-design).

Allen, M., lezzoni, L.I., Huang, A., Huang, L., and Leveille, S.G. (2008) Improving patient- clinician communication about chronic conditions: Description of an Internet-based nurse e-coach intervention. *Nursing Research*, 57(2), 107-112.

Duijts, S.F.A., Kant, I., van den Brandt, P.A., and Swaen, G.M.H. (2008). Effectiveness of a preventive coaching intervention for employees at risk for sickness absence due to psychosocial health complaints: Results of a randomized controlled trial. *Journal of Occupational and Environmental Medicine*, 50(7), 765-776.

Gorczynski, P., Morrow, D., and Irwin, J.D. (2008). The impact of Co-active Coaching on physically inactive 12 to 14 year olds in Ontario. *International Journal of Evidence- Based Coaching and Mentoring*, 6(2), 13-26.

Newnham-Kanas, C., Irwin, J.D., and Morrow, D. (2008). Co-Active Life Coaching as a treatment for adults with obesity. *International Journal of Evidence-Based Coaching and Mentoring*, 6(2), 1-12.

Verwey, I. (2008). Women helping women: Outcomes of a South African pilot project. *Journal of Engineering, Design and Technology*, 6(2), 162-177.

2009

Agarwal, R., C. M. Angst, et al. (2009). "The performance effects of coaching: a multilevel analysis using hierarchical linear modeling." *International Journal of Human Resource Management* 20(10): 2110-2134.

Drawing on the conceptual foundations of feedback and behavior modeling we investigate the effects of managers' coaching intensity on the performance of those they supervise, at multiple levels of an organizational hierarchy. Data from 328 sales associates reporting to 114 middle managers, and 93 middle managers reporting to 32 executive managers are used to test the research hypotheses. Using hierarchical linear modeling we find that managers' coaching intensity influences the performance of their subordinates after controlling for job satisfaction, and this effect weakens at greater hierarchical levels. Surprisingly, we do not observe any cross-level moderating effects of coaching intensity on the satisfaction-performance relationship. We discuss the implications of our findings for future research and practice. Outcome Empirical Survey

Avella, J. L. (2009). Testing a training process to increase the emotional functioning of restaurant customer service providers. *Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(1-A)*, 2009, pp 65, Avella, John L : Teachers Coll, Columbia U , US.

The purpose of this study was to examine and assess the effect of a training process, developed by the researcher and previously implemented in five companies, to increase emotional functioning in restaurant customer service providers in ways that were hypothesized to help them connect emotionally with the guest in positive ways. This in turn was expected to contribute to guest loyalty, a strong competitive advantage. For this study, the participants were given the BarOn EQi 360 pre- and post-training as well as other behavioral measures such as: pre- and post-training critical incident

surveys, pre- and post-training job observation checklists, workshop evaluation questionnaires, manager and participant interviews, and observer and researcher notes. The training process involved EQi confidential feedback; pre-training, and participation in the following workshops: goal setting, empathy and empathic listening, stress tolerance, impulse control, assertiveness, conflict resolution, and connecting to the guest. Personal coaching by the researcher helped the participants develop meaningful goals for behavior change. The transfer of learning conditions was almost ideal because all managers and executives of the company had completed the training and were committed to the study's success. The results of the test revealed significant findings. As a group, the participants had statistically significant increases in 6 of the 15 BarOn EQi subscales. As for individual increases on the EQi, the largest increase was 15 and the smallest increase was 2, with an average of 8. These increases were supported by the data obtained from other data sources. Other findings of interest were: the EQi results were perceived as credible and created a discontinuity that drove high engagement in the training; and the facilitator played a major role in helping participants understand their needs, suggesting learning activities and goals to support their learning efforts, and praising their achievements. The largest increases came from participants who had strong manager support and coaching. Lastly, the transfer environment encouraged participants to practice the new skills without any obstacles. Empirical WS Outcome PhD

Bacigalupo, A., J. Hess, et al. (2009). "Meeting the challenges of culture and agency change in an academic health center." *Leadership & Organization Development Journal* 30(5): 408-420.

Purpose: The purpose of this paper is to describe the methods used and the qualitative success of organizational development (OD) supported efforts to alter the culture and enhance agency outcomes of an academic health center. Design/methodology/approach: Myers-Briggs, FIRO-B, and DISC assessments plus consultations conducted by OD professionals determined emphasis should be targeted on people, structure, and processes to create a more strategic and action-oriented environment. The OD process accomplished: the alignment of managerial and personal styles with job responsibilities; the development of a change ready culture; the initiation of a coaching/mentoring system for individual development; the identification and ownership of core values; the reestablishment of more transparent communications; and the redistribution of power within the institution. Findings: The OD process created an environment where performance was valued and rewarded. The institution has experienced record growth in the number of physicians attracted to the institution and in the number of patients served. Operational and fiscal performance measures also achieved record results. Beyond the metrics achieved, the institution developed a high- performance organization with relationships based upon trust and mutual respect. Originality/value: OD provides the ability to challenge people in a collegial and a highly competitive environment. Thus, the capacity to continually improve and change is now built into the organization so it can adapt to changes in the external environment. (PsycINFO Qual. WS Empirical Outcome

Benavides, L. (2009). The relationship between executive coaching and organizational performance of female executives as a predictor for organizational success. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(1-A),2009, pp 65, Benavides, Lily: U San Francisco, US.

The demand for senior executive leaders continues to increase, and outweighs the ready supply of candidates. This critical gap occurs as these seasoned, executive leaders depart corporate life, and take with them years of institutional knowledge, organizational experience and cultural values, the lack of which may cripple an organization's future growth, stability and sustainability. This study sought to fill the leadership gap by providing a two-pronged solution: one, a particular focus on the leadership development of women through the specific use of executive coaching; and measuring the impact of this leadership development modality on their organizational performance. Prior research has demonstrated that a singular focus on developing females lead to improvements in organizational performance, as measured in financial outcomes, explaining the deliberate concentration on female executives. The Executive Coaching Effectiveness Survey was designed for this mixed methods study. The independent variable was executive coaching; dependent variables were the outcomes of executive coaching, at two levels: organizational performance and personal performance. The items measured the impact of executive coaching on organizational performance; job behavior; business areas impacted; new knowledge, skills or increased abilities learned, and the extent of resultant promotion opportunities. A total of 28 female executives completed the study. Reliability analysis, utilizing Cronbach's alphas, indicated that the Organizational Performance (.95%), Job Behavior (.80%), and Learnings (.95%) subscales of the Executive Coaching Effectiveness Survey, were highly reliable. Executive coaching contributed to the organizational performance of female executives in several ways: their ability to execute, develop teams, promote teamwork, boost productivity, and enhance their team's ability to contribute value to the organization, improved.

Further, executive coaching increased their individual effectiveness by improving their ability to identify specific goals; improved focus on producing results; increased effectiveness in active listening skills; increased self- confidence; and aligning individuals with organizational goals. Support for gender inclusion is warranted by the findings of this research study. This analysis demonstrated justification for the identification, development and promotion of the female executive; provided evidence of the efficacy of executive coaching; and added to the growing body of evidence which promotes the measurement of leadership development programs at the organizational level. Empirical WS Outcome PhD

Bennett, K. D. (2009). The effects of covert audio coaching on the job performance of supported employees. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(4-A),2009, pp 1231, Bennett, Kyle D : Florida Atlantic U , US.

The importance of employment in our society is unmistakable. The financial outcome of employment allows us to provide for ourselves and others. Furthermore, our employment status, and the work in which we engage, play a part in defining our self-concept. For many people, however, sustained employment remains elusive. The unemployment rate for individuals with disabilities is staggering, and the consequences of being without a job affects those who are unemployed, their families, and our

society. There are many issues that directly challenge the employment status of people with disabilities. Some of these include funding for supported employment programs, employer bias, and the outcomes of our country's educational system. Another issue that affects the employment of individuals with disabilities is the manner in which they are prepared prior to employment and coached while on the job. The purpose of this investigation was to examine the effects of performance feedback delivered via covert audio coaching on the job performance of supported employees. A multiple baseline design across participants and work tasks was used to evaluate the effects of the intervention on the participants' work performance (accuracy and speed of task completion). The results demonstrated that the supported employees made substantial improvements on their accuracy and speed of completing the selected work tasks. The results also showed that the improvements maintained for 4-5 weeks following the removal of the intervention.

Coman, A. and B. Ronen (2009). "Overdosed management: How excess of excellence begets failure." *Human Systems Management* 28(3): 93-99.

The managerial world has been inundated with dozens of sound management theories during the last three decades. Among them are the Balanced-Scorecard, Activity-Based-Costing, Lean, Six Sigma, TQM, TOC, MBO, MCDM, Core competencies, Vision, Coaching, Outsourcing and many others. The application of these models has often proved disappointing for many companies. A major reason for the failure of these models is the OVERDOSE SYNDROME: taking good principles to destructive extremes. This paper analyzes the origins of the managerial overdose syndrome, illustrates its undesired outcomes and suggests ways to circumvent them in the future. Cases will illustrate the managerial overdose phenomenon and its remedies.

Gonzalez, D. W. (2009). Executive coaching effectiveness: The coachee's experience. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(12-A), 2009, pp 4596, Gonzalez, David W : Capella U , US.

For most organizations today, executive coaching serves as a common and widely employed leadership development and organizational performance improvement solution. The literature shows signs that executive coaching produces positive outcomes, yet far less is known about how these positive outcomes are produced, and in particular, little is known from the coachee's perspective. This study organized what is known to date, as represented in the scholarly literature, about the multitude of constructs that have been reported to lead to effective executive coaching experiences, from the coachee's perspective. These known constructs for executive coaching effectiveness were used as the basis for the creation of this study's survey. The results of this quantitative study represent the voice of 171 coachees and indicated that effectiveness in executive coaching is the shared responsibility between the executive coach, the coachee, and the context (the coachee's organization). This study presents the top seven most commonly cited constructs, per construct area (coach, coachee, and organization/contextual), necessary for effectiveness in executive coaching. These top constructs are organized, by construct area, and represented visually in the Executive Coaching Effectiveness Taxonomy. Study results detected statistically significant differences among female and male executive

preferences across several executive coaching constructs. This data suggests a continued need for research to better understand the developmental needs between female and male executives. Most importantly, it calls for tailored executive coaching initiatives to meet the specific developmental needs of female executives.

Griffiths, B. (2009). "The paradox of change: how to coach while dealing with fear and uncertainty." *Industrial & Commercial Training* 41(2): 97-101.

Purpose - The purpose of this paper is to provide guidance for individuals who are learning to help others make significant changes in their lives. Design/methodology/approach - The paper is based on the author's own work and observations of how people change. Findings - It was found that in order to create significant change it is necessary to build an effective relationship with the client, understand the restraining forces that hold the status quo in place and have an effective problem-solving methodology. Research limitations/implications - The paper is not based on formal research. More research on the fastest way to build change skills is needed. Practical implications - By following the methodology here a coach can significantly improve the chances of a successful outcome when working with the client on a problem. Originality/value - The paper will be of use to anyone who works with others to solve problems.

Haskins, M. E. and G. R. Shaffer (2009). "Partnering with your leadership development provider: 12 best practices." *Strategic HR Review* 8(6): 28-32.

Purpose - This paper presents a dozen ways for HR leaders to partner with their executive education leadership development providers in order to promote the tailored design, and most impactful delivery, of a custom leadership development program. Design/methodology/approach - This paper is the culmination of numerous years of working with corporations in the design and delivery of executive education leadership development programs. More precisely it is based on several recent leadership development client engagements where a number of these best practices have been embraced by the client with positive outcomes. Findings - The 12 best practices outlined in the paper. Practical implications - The contemporary, field-inspired actions presented here are immediately and broadly applicable to those HR managers engaged in partnering with providers of custom leadership development programs aimed at enhancing organizational talent, expanding leadership skills and/or developing a cadre of high-potential managers.

Originality/value - In a concise and comprehensive manner, readers are provided with a dozen concrete action items to insure the successful and impactful design, development and delivery of custom executive education leadership development programs. Article

Hicks, R. and J. McCracken (2009). "The Coaching Mindset." *Physician Executive* 35(3): 54-56.

The article focuses on the fundamental principles underlying a coaching process. According to study, mindset and behavior of the coach is the determinate outcome of a successful coaching intervention. It notes that coach's role is to create the conditions necessary for a successful mentoring or coaching experience and not to point out the solution. Moreover, under the medical model, physicians are held to maintain the accuracy and timeliness of their professional advice. An example of a successful coaching conversation that involves listening and questioning is also presented. Article

Hicks, R. and J. McCracken (2009). "Coaching the Abrasive Personality." *Physician Executive* 35(5): 82-84.

The article discusses ways on how to mentor or coach people with abrasive personality. It suggests to help them identify the reality by allowing them to determine the importance of self-recognition. It recommends to focus on their self-interest by determining the things they care about and value. It advises to challenge their ability to change to motivate them and to stimulate their competitiveness which likely result to good interpersonal interaction. Article

Outhwaite, A. and N. Bettridge (2009). "From the inside out: Coaching's role in transformation towards a sustainable society." *The Coaching Psychologist* 5(2): 76-89.

This article explores the motivation, potential and practical means for using coaching to integrate sustainability into organisations. It is intended for two audiences: coaches, and organisations. For coaches, we explore how the challenge of social and ecological sustainability can be a compelling context and driver for their work. For organisations, we investigate coaching's potential as a means to link personal and sustainable development for better business and societal outcomes. For the benefit of both audiences we introduce some conceptual frameworks and share some of the findings and implications of our recent research. We also use cases and analyses of coaching methods to illustrate what integration of coaching and sustainability looks like in practice. We link what the world (as a global ecological, economic and social system) needs to what individuals (in emotional, psychological, cultural and spiritual terms) need. We conclude with the suggestion that coaching is one of the most powerful means of meeting both these urgent and important needs.

(2009) Passmore, J. and A. Brown "Coaching non-adult students for enhanced examination performance: a longitudinal study." *Coaching: An International Journal of Theory, Research and Practice* 2(1): 54 - 64

This paper reviews the development of coaching in schools and presents findings from a multi-school site longitudinal study in the UK. The paper starts by reviewing the coaching educational literature and identifies the growth of coaching in educational settings for teacher development and principal/head teacher performance. The paper uses as an example leading work in Sandwell Council to explore the

potential for coaching to be extended to working with non-adult populations, specifically with children preparing for examinations and builds on previous studies in this area. The paper highlights the processes involved in training coaches in this project, the coaching process and the outcome of a three-year longitudinal study. It moves to discuss the emerging potential for coaching in working with non-adult students and how educational authorities can use the Sandwell example to develop their own programmes. The study shows the benefits of coaching when used as a personal development tool to support learning. It also reveals the potential for coaching as an intervention for non-adult populations, specifically in enhancing examination performance and its potential to become a government tool to address social disadvantage and, if targeted, to increase the number of children from lower socio-economic groups progressing to university. The paper lastly raises the question whether coaching can be used to address challenges faced by young people during periods of stress.

Passmore, J. and S. McGoldrick (2009). "Super-vision, extra-vision or blind faith? A grounded theory study of the efficacy of coaching supervision." *International Coaching Psychology Review* 4(2): 145-161.

Objectives: Coaching supervision has become the dominant model of reflective practice in the UK. This study sought to explore coach and supervisor perceptions of supervision, and critically observe supervision practice. **Design:** The study utilised an observational design and semi-structured interviews. **Methods:** The study involved an observation of a coaching session, which was filmed, followed by interviews with the participants. This data was transcribed. In the second part of the study a series of semistructured interviews were undertaken with coaches and supervisors. The data was transcribed and analysed using Grounded Theory methodology until saturation was achieved. The transcribed data was combined in the development of a theoretical framework for coaching supervision. **Results:** The study outlines a number of perceived benefits of the coaching supervision process. These outcomes include: raised awareness, coaching confidence, perseverance, sense of belonging, increased professionalism and the development of an 'internal supervisor'. The research also highlighted the need for a greater understanding of what coaching supervision involves for coaches. **Conclusions:** The paper questions the dominant mindset that supervision is the only intervention for reflective practice and argues for multiple models of continuous professional development, alongside calling for further research to identify the benefits from alternative model of CPD within coaching.

Pavey-Scherer, D. L. (2009). The effects of online coaching on instructional consultation skill development and treatment process integrity. *Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(1-A),2009, pp 91*, Pavey-Scherer, Deborah L : U Maryland, Coll Park, US.

Providing early intervention to teachers through indirect service delivery has become an important priority in serving student needs. The Instructional Consultation Institute, designed to train school-based consultants in the IC problem-solving model, includes online coaching during an actual case where consultant-trainees practice their new consultation skills. This study investigates the effects of online

coaching on consultant-trainees' levels of skill development and studies the relationship between skill development and the integrity with which the IC process is followed. Archival data were used to analyze consultant-trainee (N = 132) and coach perception of skill development before and after receiving online coaching, and to explore the relationship between skill development and treatment process integrity. Although demographic data are limited, the consultant-trainees and coaches were from multiple states and represented a variety of professional roles. Data from three forms (the IC Professional Development Survey, the Rating of Consultant's Skill Development and the Student Documentation Form) were analyzed. Results from paired samples t-tests indicated significant level of growth between consultant-trainees' perceptions of their own skill development before and after participating in the online coaching. Consultant-trainees indicated they felt competent in performing their skills after the coaching. The data showed suggested that consultant-trainee and coach perception were similar. Discrepancies existed in the areas of contracting and communication skills, where consultant-trainees rated their skills significantly higher than coaches did, but the actual number of consultant-trainees rated as competent was similar between the two groups. However, in curriculum-based assessment, where consultant-trainees rated their skills lower than coaches did, far fewer consultant-trainees than coaches rated trainees as competent. Using Pearson correlations it was determined there was no relationship between consultant-trainee perception of skill development and treatment process integrity, as measured by completion of the SDF, but that a significant relationship between the coaches' perceptions of skill development and SDF completion did exist.

Perkins, R. D. (2009). "How executive coaching can change leader behavior and improve meeting effectiveness: An exploratory study." *Consulting Psychology Journal: Practice and Research* 61(4): 298-318.

Business meetings are the focus of extensive executive time and effort. Research has shown that poor leadership during meetings results in negative outcomes; however, few studies have explored effective leader behaviors during team meetings. From "expert leader" observations, the author hypothesized that more effective meeting leaders ask questions, summarize, and test for consensus more frequently, and they disagree, attack, and give information less frequently. Executive behaviors were observed and tallied into these categories during team meetings before and after executive coaching. Three cases illustrate how coaching was done using these measures of meeting leadership behaviors. After coaching, study participants (20 men, 1 woman) exhibited significant behavioral changes.

Implications for practice include the utility of new methodological tools and the efficacy of coaching on meeting leadership effectiveness. Research seems warranted on the measures themselves and on team and organizational outcomes. Empirical Outcome WS

Ward, R. R. (2009). The relationship of individual intrinsic capacity with job satisfaction, organizational commitment, and perceived life balance: An exploratory study of the Intrinsic CoachingReg.

methodology. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(8-A),2009, pp 3198, Ward, Rosalind R : Capella U , US.

The field of worksite health promotion is in need of a new direction and broader scope. Additionally, although the importance of having intrinsically motivated employees is widely discussed, best practices for fostering intrinsic motivation have not been established. Therefore, the purpose of this research was to determine whether intrinsic capacity was associated with other measures of job performance and perceived life balance and what relationship exists with Intrinsic CoachingReg.. Sixteen people participated in this exploratory study using a pre-post mixed methods research design with the twelve-week Intrinsic CoachReg. Development Series (ICDS) as the intervention. Additionally, telephonic interview responses were compared with completed Life Balance Wheel assessments to determine if the Life Balance Wheel is a valid instrument. Results of this study indicate the ICDS increased intrinsic capacity, allowing people to gain greater clarity about themselves and to be more effective in directing their lives. The relationship of intrinsic capacity with organizational commitment and job satisfaction was inconclusive; however everyone described having better outcomes at work and in their daily lives as a result of increased intrinsic capacity, including a general sense of improved overall life balance and reduced stress when handling stressful situations. Study results also indicate engagement and productivity at work is related to the degree one's values are being supported and intrinsic needs are met. Finally, the Life Balance Wheel appears to provide an accurate depiction of perceived life balance and satisfaction with different areas of life. However, the thinking behind completing the assessment may be more significant than the scores themselves. These research findings indicate that health has minimal impact on productivity compared to the extent individual intrinsic needs are met; thus, organizations should focus on creating a culture where people are appreciated and valued for their unique contributions and should implement strategies to support employees in finding meaning at work. Future research studies should include larger sample sizes and should compare Intrinsic CoachingReg. with other coaching methodologies and strengths-based approaches to change to determine if Intrinsic Coaching Reg. is unique with its impact on intrinsic capacity or if other approaches are also effective in increasing intrinsic capacity.

Watkins, D. (2009). The common factors between coaching cultures and transformational leadership, transactional leadership, and high-performance organizational cultures. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 70(3-A),2009, pp 947, Watkins, Daryl: U Phoenix, US.

This quantitative descriptive study examined common factors between the coaching culture and the transformational leadership, transactional leadership, and high-performance organizational culture of a global, asset management firm. The research questioned whether common factors exist between determinants of established assessments of organizational culture. The review of the literature established that coaching cultures represent an emerging paradigm; that coaching cultures may be superior cultures within transformational contexts; and that some organizations have begun to develop coaching cultures. Coaching cultures seem to share common determinants with transformational leadership and high-performance cultures and therefore may also lead to superior organizational outcomes. Relationships were examined using factor analysis to define composite factors from three

existing organizational culture surveys. Three null hypotheses and their alternate hypotheses were tested. The first and second alternate hypotheses tested for common factors between coaching culture determinants and transformational and transactional leadership determinants. The third alternate hypothesis tested for common factors between coaching culture determinants and high-performance culture determinants. The findings of the study suggest that coaching cultures share weak relationships with transformational and transactional leadership cultures, although the relationship was stronger in the case of coaching cultures and transactional leadership. Coaching cultures did share common determinants with high-performance organizational cultures. Empirical Survey PhD

Wenson, J. E. (2009). A hermeneutic phenomenological study of management's after-coaching leadership skills that affected direct reports. Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(7-A),2009, pp 2792, Wenson, Jennifer E : U Phoenix, US.

This hermeneutic phenomenological study explores the after-coaching leadership skills of management that affected direct reports. The selection process relied on sequential sampling as means for choosing 20 participants for in-depth interviews. After the transcription of the interviews, Atlas.ti software managed the interview documents and aided in creating coded transcripts. Through network creations, four themes emerge: (a) management's tools resulting in a motivated environment, (b) effects of management creating safety, (c) depth of communication, and (d) the discovery of the overall phenomenon, self-reflection. The findings indicate management's after-coaching leadership skills affected direct reports and organizations benefit when strategizing for training, development, and succession planning. The findings demonstrate how to affect an increased number of staff through encouraging self-reflection.

Wood, B. and S. Gordon (2009). "Linking MBA learning and leadership coaching." *International Coaching Psychology Review* 4(1): 87-104.

This paper describes a five-day intensive leadership coaching course that was recently introduced as an Advanced Topic in Management within the Master of Business Administration (MBA) program offered by The University of Western Australia (UWA) Business School. The unit was designed specifically for those students nearing the completion of their MBA studies and curious about coaching and its ability to bring about individual and organisational transformation. In addition to summarising the course outline, including learning outcomes, teaching and learning strategies, unit delivery and means of assessment, both qualitative and quantitative course evaluation feedback data from students enrolled in 2007 (N=40) and 2008 (N=40) are presented. Results indicated that leadership coaching students expressed a strengthened belief in their coaching skills in response to taking the unit. Empirical Outcome WS

Xanthopoulou, D., A. B. Bakker, et al. (2009). "Work engagement and financial returns: A diary study on the role of job and personal resources." *Journal of Occupational and Organizational Psychology* 82(1): 183-200.

This study investigates how daily fluctuations in job resources (autonomy, coaching, and team climate) are related to employees' levels of personal resources (self-efficacy, self esteem, and optimism), work engagement, and financial returns. Forty-two employees working in three branches of a fast-food company completed a questionnaire and a diary booklet over 5 consecutive workdays. Consistent with hypotheses, multi-level analyses revealed that day-level job resources had an effect on work engagement through day-level personal resources, after controlling for general levels of personal resources and engagement. Day-level coaching had a direct positive relationship with day-level work engagement, which, in-turn, predicted daily financial returns. Additionally, previous days' coaching had a positive, lagged effect on next days' work engagement (through next days' optimism), and on next days' financial returns.

Fielden, S.L., Davidson, M.J., and Sutherland, V.J. (2009). Innovations in coaching and mentoring: Implications for nurse leadership development. *Health Services Management Research*, 22(2), 92-99.

Fischer, R.L., and Beimers, D. (2009). "Put me in, Coach": A pilot evaluation of executive coaching in the nonprofit sector. *Nonprofit Management and Leadership*, 19(4), 507- 522.

Grajfoner, D. (2009). Managing change: Role of coaching psychology in gender transition. *The Coaching Psychologist*, 5(2), 69-75.

Moen, F., and Allgood, E. (2009). Coaching and the effect on self-efficacy. *Organization Development Journal*, 27(4), 69-81.

Moen, F., and Skaalvik, E. (2009). The effect from executive coaching on performance psychology. *International Journal of Evidence-Based Coaching and Mentoring*, 7(2), 31-49.

Onyemah, V. (2009). The effects of coaching on salespeople's attitudes and behaviors: A contingency approach. *European Journal of Marketing*, 43(7/8), 938-960.

Tews, M.J., and Tracey, J. (2009). Helping managers help themselves: The use and utility of on- the-job interventions to improve the impact of interpersonal skills training. *Cornell Hospitality Quarterly*, 50(2), 245-258.

Van Zandvoort, M., Irwin, J.D., and Morrow, D. (2009). The impact of Co-active Life Coaching on female university students with obesity. *International Journal of Evidence-Based Coaching and Mentoring*, 7(1), 104-118.

2010

Asghar, A. (2010). "Reciprocal peer coaching and its use as a formative assessment strategy for first-year students." *Assessment & Evaluation in Higher Education* 35(4): 403-417.

Co-operative learning is underused as a teaching and learning strategy in higher education and yet is ideal for courses that require students to learn skills that require manual dexterity, knowledge and clinical reasoning--key elements of professional and clinical competence. Reciprocal peer coaching (RPC) is a form of co-operative or peer-assisted learning that encourages individual students in small groups to coach each other in turn so that the outcome of the process is a more rounded understanding and a more skillful execution of the task in hand than if the student was learning in isolation. Used as a formative assessment strategy, RPC has the capacity to increase motivation in students due to the nature of the shared interdependent goal, and to provide immediate feedback to students on completion of the assessment. The purpose of this research was to interview a group of first-year students to elicit their perceptions of the RPC process. The data were analysed from a phenomenological perspective and revealed three themes: motivating learning, learning in groups and the context of learning. The findings were subsequently explored in relation to the concept of self-regulation of learning and the benefits which RPC as a formative assessment strategy has in promoting students' self-regulation. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Boyce, L. A., R. Jackson, et al. (2010). "Building successful leadership coaching relationships: Examining impact of matching criteria in a leadership coaching program." *Journal of Management Development* 29(10): 914-931.

Purpose: This paper aims to employ a conceptual model to examine the relationship processes and mediating role of client-coach relationship between client-coach match criteria and coaching outcomes to advance the understanding of client-coach relationship's impact on leadership coaching.
Design/methodology/approach: Data collected from 74 client-coach pairs participating in a voluntary leadership coaching program at a military service academy during pre-partnering and post-transition phases were analyzed to examine the impact of match criteria and client-coach relationship processes on coaching outcomes. Findings: Consistent with the conceptual framework, relationship processes of rapport, trust, and commitment positively predicted coaching program outcomes, including client and coach reactions, behavioral change, and coaching program results. The client-coach relationship fully mediated two match criteria (compatibility and credibility) with coaching outcomes, suggesting that complementary managerial and learning styles and relevant job-related credibility support the development of client-coach relationships and therefore positively impact leadership coaching programs. Research limitations/implications: The generalizability of findings may be limited due to the population studied. Future research needs to examine relationship processes in the larger context of the coaching practice as well as formative and results-level outcomes. Practical implications: The research findings provide support and understanding of the impact of the client-coach relationship on coaching and the understanding of factors influencing the relationship, which allows the development of selection tools to better match clients with coaches, increasing the quality of the relationship and ultimately the coaching outcomes.

Originality/value: The study represents one of the first attempts to symmetrically examine client-coach relationships and highlights the value of the conceptual framework for conducting client-coach relationship research. (PsycINFO Database Record (c) 2010 APA, all rights reserved).

Cherniss, C., L. G. Grimm, et al. (2010). "Process-designed training." *Journal of Management Development* 29(5): 413-431. Purpose -- The purpose of this paper is to evaluate the effectiveness of a leadership development program based on

International Organization for Standardization (ISO) principles. The program utilized process-designed training groups to help participants develop emotional and social competence.

Design/methodology/approach -- The study involved 162 managers from nine different companies in a random assignment control group design. There were nine different groups with nine managers in each group. Each group was required to follow the identical process. Trained moderators led the groups during year 1, but during year 2 a group member served as moderator, with all new moderators committing to following the process. The outcome measure was the Emotional Competence Inventory (ECI), a multi-rater measure of social and emotional competencies associated with effective leadership.

Outcome data were collected before the program started, one year later, and two years later. Findings -- Results indicated that after two years the intervention group had improved more than the controls on all ECI variables. Research limitations/implications -- The paper offers recommendations for future research on the mechanisms underlying the process-designed group strategy and contextual factors that optimize results. Practical implications -- The paper describes a leadership development strategy that appears to be more economical and consistent in its delivery than traditional approaches such as workshops or executive coaching.

Originality/value -- Although ISO principles are utilized widely in the business world, this is the first study that has used this approach in the design and delivery of management development. Also, few evaluations of management development efforts utilize a random assignment control group design with pre- and post-measures or examine the impact on emotional and social competence, as demonstrated in the workplace over such a long period of time.

Critchley, B. (2010). "Relational coaching: Taking the coaching high road." *Journal of Management Development* 29(10): 851-863.

Purpose: The purpose of this paper is to articulate and elaborate on the practice of "relational" coaching, and to suggest that there are significant implications for coaching practice, in particular the need for coaches to risk themselves by engaging their whole person in what is an unpredictable and intimate process. Design/methodology/approach: The approach is to draw on perspectives from psychology, neuroscience, sociology, complexity science and philosophy, which all imply or suggest the centrality of relational dynamics in human interaction, and in particular an interaction in which the coach inevitably becomes a "significant other" for his or her client. Findings: The main conclusion of the paper is that the dynamic of the relationship between coach and client needs to be explicitly attended to, as it is the main means through which change takes place in two key respects; first, because it serves

as an analogue of the dynamical patterns which tend to configure a client's relationships in their work context and, second, because the quality of embodied resonance between the coach and client has been shown to be the main factor in effective coaching outcomes. Originality/value: These findings are generally understood in the field of psychotherapy in particular, but much less so in the field of coaching. The findings arising from the particular synthesis of these perspectives in the context of coaching is original, and their potential implications for coaching are believed to have considerable potential value. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). Article

Dagley, G. R. (2010). "Exceptional executive coaches: Practices and attributes." *International Coaching Psychology Review* 5(1): 63-80.

Objectives: Human resources (HR) professionals responsible for purchasing executive coaching services represent a unique research resource as independent and invested observers of coaching practices. The research objective was to explore this group's knowledge to better understand what differentiates the work of exceptional coaches. Design: The study was a survey design. Methods: Twenty experienced executive coaching purchasers completed 90-minute structured interviews based around a 40-item questionnaire regarding their experiences of beating and working with exceptional coaches. Saturation testing and a post-analysis survey provided support for the emergent themes. Results: Purchasers defined a 'great outcome' from coaching as 'behaviour change.' Descriptions of executive-coachees' experiences grouped around themes of engagement, deeper conversations, insight and responsibility, and positive growth. The exceptional coaching capabilities that facilitated these experiences were: credibility, empathy and respect, holding the professional self, diagnostic skill and insight, approach flexibility and range, working to the business context, a philosophy of personal responsibility, and skilful challenging. Conclusions: Themes resolved into a process model of exceptional executive coaching that incorporated environmental, executive, and task characteristics as other influential factors. Discussion focused on the remedial implications of using behaviour change as the outcome definition. Despite this implication, executives nevertheless seemed to experience executive coaching as positive and, at times, transformational. The work of exceptional coaches may be at its most distinctive when the required behaviour change is particularly demanding and when outcomes are based on transformational change. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). Empirical

DeRue, D. S., C. M. Barnes, et al. (2010). "Understanding the Motivational Contingencies of Team Leadership." *Small Group Research* 41(5): 621-651.

Despite increased research on team leadership, little is known about the conditions under which coaching versus directive forms of team leadership are more effective, or the processes through which team leadership styles influence team outcomes. In the present study, the authors found that coaching leadership was more effective than directive leadership when the team leader was highly charismatic and less effective than directive leadership when the team leader lacked charisma. Directive leadership was more effective than coaching leadership when team members were high in self-efficacy and less

effective than coaching leadership when team members lacked self-efficacy. The moderating effects of leader charisma and team member self-efficacy were mediated through motivational pathways involving team member effort. Article

Geber, H. (2010). "Coaching for accelerated research productivity in Higher Education." *International Journal of Evidence Based Coaching and Mentoring* 8(2): 64-78.

It is recognized that combining a thorough orientation to academic life and its expectations with intensive training in conceptualising research can accelerate the careers of early career academics. Unique to the structured support programme for research productivity and publication at the University of the Witwatersrand, Johannesburg, was ongoing internal coaching of participants. In the study reported here in-depth interviews of participants and coaches were used to collect data. Internal coaches are academics without being experts in the participants' disciplines. Goal alignment linked to both individual and organisational objectives resulted in tangible outcomes for research, publication and career changes. Less tangible outcomes concern the value of coaching; coaching during career or personal critical incidents and the important shifts in thinking which occurred. The outcomes have drawn additional funding to the University, and there is ongoing wider implementation across faculties of the programme with internal coaching. (PsycINFO Database Record (c) 2010 APA, all rights reserved).

Hagen, M. (2010). "Black Belt Coaching and Project Outcomes: An Empirical Investigation." *Quality Management Journal* 17(2): 54-67.

This study investigates the impact of coaching expertise on project management outcomes within Six Sigma programs. Survey data were collected from 140 Black Belts and 176 team members at six organizations. In this research, the relationships between the independent variables (project characteristics, coaching expertise, employee focus, years of experience, number of projects completed, education level, and number of projects in a team) and the dependent variables (project management outcomes) were tested using linear regression. The data were analyzed for two groups--Black Belts and team members--using descriptive statistics, principal component factor analysis, correlation, and regression analysis. The results of the regression analyses showed that the independent variable coaching expertise explained most of the variance in project management for Black Belts and team members. Implications for this research include the implementation of coaching training into quality management system training initiatives.

Hannum, K. M. and S. Craig (2010). "Introduction to special issue on leadership development evaluation." *The Leadership Quarterly* 21(4): 581-582.

Evaluations of leadership development efforts are frequently made more difficult by limitations inherent in the contexts in which they are embedded (e.g., unavailability of appropriate comparison groups, environmental instability, and performance criteria that become increasingly contaminated as the time

between interventions and outcome measurement increases--into years in some cases). Contrary to some of the lore circulated among leadership development professionals, effective evaluation methods are available to meet many of the challenges faced by evaluators in this arena. But there are few published examples that demonstrate the application of these methods in the context of leadership development. In this issue, we have selected papers that offer a range of perspectives and techniques to both advance and promote the practice of leadership development evaluation, as well as to stimulate future research. This special issue is intended to prompt deeper and more rigorous thought about the theory and practice of leadership development evaluation. Consistent with the goal of this issue to enhance both the motivation and the ability of practitioners and researchers to evaluate leadership development, these articles highlight the importance of such evaluations and also provide specific methods for carrying out the work. It is our hope that this special issue will help, not only to increase the frequency of evaluations in applied settings, but also to stimulate new theory and research related to this important endeavor.

Kauffeld, S. and N. Lehmann-Willenbrock (2010). "Sales training: effects of spaced practice on training transfer." *Journal of European Industrial Training* 34(1): 23-37.

Purpose - The benefits of spaced training over massed training practice are well established in the laboratory setting.

In a field study design with sales trainings, the purpose of this paper is to investigate the effects of spaced compared with massed practice on transfer quantity and quality, sales competence, and key figures. Design/methodology/approach - Spaced and massed training are compared using behavioral and outcome criteria. A quasi-experimental follow-up research design with a sample of 64 bank employees (n = 32 in each training group) is used. Findings - Spaced rather than massed training practice resulted in greater transfer quality, higher self-reports of sales competence, and improved key figures. Spaced training did not surpass massed training in terms of transfer quantity. Research limitations/implications - The present study is the first to demonstrate positive effects of technical training on job involvement, and of coaching on job satisfaction. In sum, validity of several developmental interventions is highlighted. Practical implications - Organizations designing and implementing various developmental interventions should pay attention to the relative effectiveness of these interventions on various organizational-relevant outcome criteria. Originality/value - An innovative approach to imply spaced practice in real sales training is presented. The effects of spaced practice on training transfer are investigated in the field.

Maxwell, A. and T. Bachkirova (2010). "Applying psychological theories of self-esteem in coaching practice." *International Coaching Psychology Review* 5(1): 16-26.

The study of self-esteem has a long history, and it is not without cause that self-esteem is seen by many as central to human functioning and happiness, governing our sense of self-efficacy as well as ability to learn, grow and change. It is, therefore, not surprising that self-esteem issues frequently present

themselves within coaching conversations and it behaves the competent coach to be aware of how self-esteem might mediate the coaching relationship. In this article we discuss how the concept of self-esteem has been defined and addressed in the psychological literature and how specific theories might apply in the coaching context. A model of self-esteem is used to illustrate four cases of coaching using 360degrees feedback within an organizational setting. We conclude with a summary of implications for coaching practice.

McCormack, K. (2010). "Introduction: Miracle Workers at the Helm." *New England Journal of Public Policy*: 135-137.

The article discusses different ways of exercising leadership as reflected in the participation of the leaders of nonprofit organizations in the U.S. and Israel in the Boston-Haifa Learning Exchange. The author describes the leaders who joined the event as flexible, understanding, nurturing, empowering and collaborative. She states that the leaders demonstrate ability to embrace differences, conflict and ambiguity in their daily routine. She adds that they build peer networks, mentoring and coaching one another along the way. Article

McKelley, R. A. and A. B. Rochlen (2010). "Conformity to masculine norms and preferences for therapy or executive coaching." *Psychology of Men & Masculinity* 11(1): 1-14.

The current study examined the relationship between men's conformity to male norms and attitudes, preferences, and stigma toward seeking help from an executive coach or psychologist. Two-hundred-nine working adult men were assigned to a condition (therapy or executive coaching) and listened to a brief session between a client and practitioner. Overall, men had similar and relatively positive help-seeking attitudes for therapy and executive coaching. However, men with higher conformity to masculine norms had higher stigma toward seeking help and viewed traditional therapy as less favorable. Implications of the study, as well as limitations and directions for future research, are discussed.

Mertel, T. (2010). "Using meaningful coaching for maximum results." *Industrial & Commercial Training* 42(4): 186-191. Purpose - This paper is for coaches (or those who coach) to consider: how their own values affect the coaching interaction; and how customizing their communication to align with the client's values can create better results. The paper aims to address these issues.

Design/methodology/approach - This paper references the strength deployment inventory and relationship awareness theory as the suggested methodology in understanding one's values. Findings - The paper advocates that, no matter which coaching system or methodology is used, that a focus on values is important to the success of the coaching interaction. Values are integral to the coach and the

client, and should be given attention in the coaching process. Originality/value - This paper looks at the impact of values on the coaching process.

Mill, W. C. (2010). "Training to survive the workplace of today." *Industrial & Commercial Training* 42(5): 270-273.

Purpose - This paper aims to highlight the stressors and possible ill health consequences of today's workplace due to the speed and change of technology and the information overload that now exists in the corporate world. It also aims to present ideas and business strategies for managers and leaders and encourage the implementation of staff training, accountability and consolidation to minimize the stressors thus influencing a positive work culture.

Design/methodology/approach - This paper is based on a "hands on" learning approach. As a corporate trainer in communication and stress over the last decade I have seen significant changes in the workplace which have had a direct effect on employee health and wellbeing. The "faster" the workplace the more essential it is to inspirational leadership with emotional intelligence and an empathy and understanding of the development needs of their staff. As a direct result of work done with a number of clients, it is recognized that with effective training and personal growth, leaders should create a climate for vision building empowering others and themselves to reach their optimum potential. Findings - Effective communication and development training, coaching, mentoring, leading and inspiring employees to work positively have a dramatic and positive effect on work culture. This in turn improves staff moral, health and wellbeing and as a result bottom line figures. Originality/value - This paper highlights the pace of change in today's workplace and the consequences of this. By introducing the appropriate corporate training and business strategies this, sometimes stressful environment, can be a positive and stimulating place to work for business excellence.

Miller, N. H. (2010). "Motivational interviewing as a prelude to coaching in healthcare settings." *Journal of Cardiovascular Nursing* 25(3): 247-251.

Motivational interviewing is a unique counseling technique that was developed to help individuals give up addictive behaviors and learn new behavioral skills. This counseling technique relies on using communication skills to understand an individual's motivation for change. Motivational interviewing uses techniques such as open-ended questions, reflective listening, affirmation, and summarization to help individuals express their concerns about change. For those willing to change, motivational interviewing provides an opportunity for coaching including helping individuals set goals and arrive at a change plan. A 3-step approach to coaching may simplify the process of change and offer techniques for healthcare professionals to better equip them facilitate the change process. Article

Moran, M. and B. Brady (2010). "Improving self-efficacy?: Reflections on the use of life coaching techniques among family support service users." *Practice: Social Work in Action* 22(5): 269-280.

Life coaching techniques have become popular in recent years but there is little evidence of the use of these techniques with family support service users. Given the emphasis within family support practice on encouraging individuals to pursue positive life changes, it is possible that life coaching techniques can be useful in a family support context. This article draws on findings of a small-scale Irish study undertaken by a family support worker who is also a trained life coach to make a series of reflections on the value of life coaching techniques with family support clients. The researcher facilitated a six- to eight-week life coaching programme for six family support service users. The study found that life coaching can impact on participants' self-efficacy but the practice of life coaching with clients experiencing adversity raises questions related to enablement and agency. The study concluded that life coaching techniques are potentially useful in family support practice, but would be best used in conjunction with other approaches.

Morgan McInnes, M., O. Demet Ozturk, et al. (2010). "Does supported employment work?" *Journal of Policy Analysis & Management* 29(3): 506-525.

The article presents a study which examines the provision of job coaching among people with disabilities as a form of supported employment services under the Developmental Disabilities Assistance and Bill of Rights Act in 1984 in providing stable employment in a South Carolina community. It says that the study used unique panel of data from the South Carolina Department of Disabilities and Special Needs from 1999 to 2005 to determine the effectiveness of job coaching. The data reveal individual characteristics including intelligence quotient (IQ) and presence of behavioral and emotional problems that could affect job coaching provision. Results reveal unobserved individual characteristics and endogeneity prejudice the provision of job coaching.

Negi, S. and S. Shimamline (2010). "Behavioral coaching and skill improvement in Aikido." *The Japanese Journal of Behavior Analysis* 24(1): 59-65.

The effect of behavioral coaching on improvement of a waza (technique) in Aikido was examined. Design: Multiple baseline across participants. Setting: Training sessions were conducted in a university's dojo (Aikido training area). Participants: 3 female undergraduate students who were beginning learners. Intervention: Task analysis of the waza resulted in 5 subsets of behaviors. These target behaviors were taught through a combination of modeling, forward chaining, and differential reinforcement with verbal praise. Measures: Occurrence / non-occurrence of each target behavior was recorded on each trial, resulting in scores of 0 to 5 for each behavior. The participants were interviewed to evaluate the social validity of the training. Also, an external validation of the participants' trained performance was attempted through evaluation by a third party. Results: The training package improved the participants' waza. The outcome was evaluated as having social and external validity. Conclusion: The present results suggest that behavioral coaching could be effective for skill training in the martial arts.

Sandler, C. (2010). "Working with business leaders and their teams." *British Journal of Psychotherapy* 26(2): 186-191.

Two topics are addressed in this article. Firstly, the author explores some of the connections between Isabel Menzies Lyth's work on organizations and her own practice as a psychodynamically-oriented consultant and coach working with business leaders and their teams. In particular, the author explores the relevance of Isabel's ideas about anxiety in the context of the 2008-09 economic crisis. Almost all the companies with which the author was working were impacted by the recession. This brought to the fore the challenges faced by leaders as they navigate their organizations through a period of great uncertainty. A vignette is provided about a client company at which the author helped the CEO and Board to contain and manage their own anxiety and that of their staff in order to optimize performance during the downturn. Secondly, the author shares some reflections on her experience of Isabel as an analyst. She highlights Isabel's fairly unanxious personality as a powerful therapeutic element in the analysis, describing how Isabel's calm, self-possessed and undemonstrative manner could help others, including the author, to contain their own anxiety and move forward.

Short, E., G. Kinman, et al. (2010). "Evaluating the impact of a peer coaching intervention on well-being amongst psychology undergraduate students." *International Coaching Psychology Review* 5(1): 27-35.

Objectives: To examine the effectiveness of a peer coaching intervention on aspects of well-being in students. Design: A two-factor mixed design was employed. Method: Two groups of third-year undergraduate psychology students participated in this study. The coaching group (N = 32) comprised 24 females and eight males (mean age 25.23, SD = 8.07) who were studying coaching psychology. This group was introduced to a model of coaching and practiced skills during lectures/seminars. They subsequently conducted and received five sessions of peer coaching before an examination period. The control group (N = 33) comprised 30 females and three males (mean age 24.77, SD= 5.57). This group were also third-year students, but were not studying coaching psychology or engaged in peer coaching. Measures were taken at Time 1 (pre-coaching intervention) and Time 2 (post-coaching intervention). Demographic data was obtained and the General Health Questionnaire (Goldberg, 1992) and the Inventory of Personal Problems (Berkham et al., 1996), were utilized. The topics covered in coaching sessions and the perceived effectiveness of the technique were examined at Time 2. Results: Levels of psychological distress were high at both data points. Findings highlighted significant differences in outcome variables for both groups between Times 1 and 2. Nonetheless, the increase in psychological distress was significantly lower in the peer coaching group. The most common topics covered in coaching sessions were relationships, health and career issues and 67 per cent of the sample found the intervention to be at least moderately effective. Conclusions: Findings highlight the potential value of peer coaching in helping students manage their wellbeing during a potentially stressful period. Follow-up research is ongoing to examine ways of extending this technique in university settings. Empirical WS

Vella, S. A., L. G. Oades, et al. (2010). "The application of coach leadership models to coaching practice: Current state and future directions." *International Journal of Sports Science & Coaching* 5(3): 425-434.

The purpose of this concept/review article is to critically discuss the application of sports coaching leadership models to coaching practice. The focus of the discussion will be on the coherence and impact of the numerous models in the current literature, and the accumulated impact that they have on practitioners. This discussion will be framed in current conceptions of sports coaching and expected athlete outcomes. This article can serve an important role in the continuing dialogue about the essence of sports leadership; particularly in relation to how it is defined, how it is measured, and how the leadership literature can be applied in the field. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract).

Visser, M. (2010). "Relating in executive coaching: A behavioural systems approach." *Journal of Management Development* 29(10): 891-901.

Purpose: In recent research the strength and nature of the relationship between coaches and executives appears as a critical success factor in successful coaching outcomes. However, little theory has as yet been devoted to an analysis of how relationships are used in executive coaching. Such an analysis requires going from the monadic, individual level of analysis to the dyadic, relational level. The purpose of this paper is to develop a theory of relating in executive coaching at this dyadic level of analysis. **Design/methodology/approach:** A conceptual analysis of relating in executive coaching is presented, drawing on a combination of the behavioural approach (Skinner and others) and the systems approach (Bateson and others). A verbatim of a coaching conversation serves as an illustration. **Findings:** It is found that the behavioural and systems approaches may be fruitfully combined in one behavioural systems approach. Following this, relating in executive coaching is characterised as systemic, behavioural, communicational, and patterned. **Originality/value:** The paper is among the first to study executive coaching at the dyadic level of analysis, and to develop a combined behavioural systems approach towards that purpose. This approach and its outcomes add to and can be clearly distinguished from the more common humanistic, psychodynamic, and cognitive approaches to executive coaching.

Wenson, J. E. (2010). "After-coaching leadership skills and their impact on direct reports: Recommendations for organizations." *Human Resource Development International* 13(5): 607-616.

This hermeneutic phenomenological study explores the after-coaching leadership skills of management that affected direct reports. The selection process relied on sequential sampling as a means of choosing 20 participants for in-depth interviews. After the transcription of the interviews, Atlas.ti software was used to manage data coding. Four themes emerged: (a) management's tools resulting in a motivated environment; (b) effects of management creating safe work environments; (c) depth of communication; and (d) self-reflection.

Westwood, C. (2010). "Using a template to coach yourself and others." *Nursing Management - UK* 17(5): 22-23.

Coaches question, inspire, motivate and support other people to change their lives. In doing so, they need enthusiasm and accountability, and the ability to set goals and create action plans. This article explains how to combine these qualities, and the techniques discussed in previous articles in this series, to create great coaching results.

Worrall, L., K. Brown, et al. (2010). "The evidence for a life-coaching approach to aphasia." *Aphasiology* 24(4): 497-514. Background: A life-coaching and positive psychology approach to aphasia has recently been advocated by Audrey Holland, to whom this issue is dedicated. Aims: This paper reviews our recent research which informs the three basic assumptions behind a life-coaching approach to aphasia: (1) learning to live successfully with aphasia takes time; (2) aphasia is a family problem; and (3) the goal is to help people with aphasia fit it into their lives. Methods & Procedures: We assimilate results from three independent qualitative data sets: (1) a project that sought the perspective of 50 people with aphasia, their families, and their treating speech-language pathologist about their goals over time; (2) a project that seeks the views of 25 people with aphasia, their family, and speech-language pathologists about what it means to live successfully with aphasia; and (3) a qualitative structured interview on quality of life with 30 people with aphasia. Outcomes & Results: The three basic assumptions of the life-coaching approach to aphasia are supported and extended by the data. Participants with aphasia in our studies report how their goals change over time to reflect how they are learning to live with aphasia, but the journey is different for each person. The stories from families elucidate how aphasia is indeed a family concern and requires family involvement. Finally, not only did participants in our studies fit aphasia into their lives, but they also fitted it into a new lifestyle after their stroke.

Conclusions: The assumptions behind the life-coaching approach are well supported by the narratives of people living with aphasia. Even if the life-coaching approach is not adopted wholeheartedly by the profession, the principles of positive psychology and the life goal perspective appear highly relevant to living successfully with aphasia. *PsychoInfo*

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2015

Coaching in the wild: Identifying factors that lead to success.

Sonesh, Shirley C. , Coultas, Chris W. , Marlow, Shannon L. , Lacerenza, Christina N. , Reyes, Denise , & Salas, Eduardo

Consulting Psychology Journal: Practice and Research, Vol 67(3), Sep 2015, 189-217

<https://doi.org/10.1037/cpb0000042>

Abstract

Although executive coaching has been shown to be effective, few research initiatives have attempted to understand the importance of the emergent relationship between a coach and coachee. This article explores the factors that influence coaching outcomes from both the coach and coachee's perspective and presents the results of the mediating effect that working alliance and information sharing have on coachee goal attainment and coachee insight outcomes. The authors explored these factors in both an academic coachee sample as well as an executive field sample. Results showed that coachee motivation was significantly positively related with coachee goal attainment and coachee insight in an academic sample but not in a field sample. Moreover, working alliance and information sharing partially mediated the relationship between a coach's psychological mindedness and coachee insight in an academic, but not field, sample. Another notable result was that the difficulty of the coaching goal did not impact how successful the coaching engagement was in terms of goal attainment. Implications of these findings for both research and practice are discussed. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Executive coaching: Does coach-coachee matching based on similarity really matter?

Bozer, Gil , Joo, Baek-Kyoo , & Santora, Joseph C.

Consulting Psychology Journal: Practice and Research, Vol 67(3), Sep 2015, 218-233

<https://doi.org/10.1037/cpb0000044>

Abstract

Although executive coaching has become increasingly popular in the corporate world for the last 2 decades, there have been few empirical studies on how the match between coach and coachee affects the coaching relationship. The purpose of this study was to examine the effects of gender similarity and perceived similarity on executive-coaching effectiveness, as reflected in the improvement in attitudinal and behavioral outcomes (i.e., self-awareness, career satisfaction, organizational commitment, and supervisor-rated task performance). Study participants (68 coach-coachee dyads) were drawn from the clients of 4 Israel-based firms that provide executive coaching. Overall, the coach-coachee match had little significant effect on coaching outcomes. More specifically, gender similarity and perceived similarity had no significant effect at all on career satisfaction and organizational commitment. However, we found gender similarity had a significant relationship with the change of coachee's self-awareness. That is, male executives with female coaches responded that their self-awareness was not improved as a result of coaching. Additionally, the more coaches perceived similarity with coachees, the higher their supervisor-rated task performance. Since, unlike a mentoring relationship, executive coaching has more specific goals and a highly structured process, it appears to be unnecessary for HR/OD practitioners to be concerned about coach-coachee matching based on similarity (gender or overall perception). (PsycInfo Database Record (c) 2022 APA, all rights reserved)

2016

Riddle, D. (2016). Truth and courage: Implementing a coaching culture.

The self of the coach: Conceptualization, issues, and opportunities for practitioner development.

Bachkirova, Tatiana

Consulting Psychology Journal: Practice and Research, Vol 68(2), Jun 2016, 143-156

<https://doi.org/10.1037/cpb0000055>

Abstract

This article offers a conceptual and developmental proposition based on the centrality of the practitioner's self in the achievement of coaching outcomes. The central role of the self of the coach is established through a theoretical comparison with a competency (knowledge and skills) frame. Positioning the self in this way acknowledges the complexity and unpredictability of the coaching process and aligns with a complex-adaptive-system perspective on coaching. In turn, it provides a platform for a professional-practice view of the self as the main instrument of coaching and, further, a developmental proposition for the good use of self as an instrument. Three main conditions for the good use of self as an instrument are proposed: understanding the instrument, looking after the instrument, and checking the instrument for quality and sensitivity. Each condition is discussed, and the implications for coaches and educators of coaching in relation to initial training and the continuing professional development of coaches are considered. In keeping with the underpinning theory of self around which it is built, this article gives witness to multiple voices: theory, practice, and development. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

A comprehensive and integrated framework for developing leadership teams.

Overfield, Darren V.

Consulting Psychology Journal: Practice and Research, Vol 68(1), Mar 2016, 1-20

<https://doi.org/10.1037/cpb0000053>

Abstract

This article presents a practical and research-based framework that consultants can use to promote systematic action in response to the complex challenges of developing leadership teams. The leadership-team development framework (LTDF) has 3 parts (a qualifying phase to determine whether a

team-development intervention is necessary; an intervention phase comprised of the activities of establishing structures and processes, improving team dynamics, and coaching in real time; and an evaluation phase to see whether the intervention was successful in improving team effectiveness); it is carried out with a 5-step implementation process. Describing each of these aspects and illustrating them with examples drawn from the research literature on teams and from the author's extensive experience in consulting with teams, this article demonstrates that the LTDF is distinct from other team frameworks by being comprehensive, drawing on a variety of approaches and perspectives, and integrative, connecting outcomes to methods. A concluding section discusses the potential of the framework to help consultants who are working with leadership teams. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Executive coaching: The age factor.

Tamir, Lois M. , Finfer, Laura A.

Consulting Psychology Journal: Practice and Research, Vol 68(4), Dec 2016, 313-325

<https://doi.org/10.1037/cpb0000069>

Abstract

Lifespan psychology suggests that executives in their 30s, 40s, and 50s represent different maturational levels and professional experience. To date, research has not explored the relationship between the age of an executive and the coaching process or coaching outcomes. We hypothesized that executives in these age ranges would respond differently to the executive-coaching engagement. We analyzed 72 executive-coaching engagements to evaluate the relationship of age to 4 variables: Responsiveness, Self-reflection, Nondefensiveness, and Degree of Change. Results indicate that the age group 30 to 39 was significantly lower on Self-reflection and Degree of Change compared with executives in the 40 to 49 and 50 to 59 age groups. This may be a function of maturational elements, such as focused ideals and rule-driven behavior to achieve professional stature, and of organizational indicators that they are already placed in a high-potential, elite group. We suggest methods to stimulate both self-reflection and developmental growth unique to the 30 to 39 age group. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Foundational Documents

Documents from various fields that help to provide a conceptual foundation for this topic.

Michael Scriven (1976) Reasoning (First Edition), McGraw-Hill.

Lee Sechrest Webb, Eugene J., Donald T. Campbell, Richard D. Schwartz (1972) Unobtrusive Measures: Nonreactive Research in the Social Sciences. Rand McNally.

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