

Professional Coaching: Literature List

Topic: Training and Education of Coaches (and Clients)

Date: September 5, 2023

[Note: while the focus of this literature list is on the training and education of coaches, many of the documents concern the training or education of coaching clients as well as coaches.]

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.

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

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

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

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

Passmore, J. (2010). "A grounded theory study of the coachee experience: The implications for training and practice in **coaching** psychology." International Coaching Psychology Review 5(1): 48-62.

Objectives: This study sought to identify the key behaviors used by executive coaches that were perceived by coaches to have the most favorable impact on their experience and progress. Design: The study used a semi-structured interview design within a qualitative approach. Methods: Grounded theory was employed to analyze the transcripts and to build a series of descriptive and conceptual codes. Results: The results from this small-scale study suggest that coaches seek not only particular behaviors but also certain personal attributes in a coach. Key behaviors and attributes identified were common sense confidentiality, being collaborative, setting take-away tasks, balancing challenge and support, stimulating problem-solving, effective communication, staying focused, containing emotions, helping develop alternative perspectives, use of a variety of focusing tools and techniques and use of self as a tool. Conclusions: The study makes some tentative practical recommendations for those involved in **coaching** practice and coach training.

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

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

Developing an agenda for teaching coaching psychology

A Grant *International Coaching Psychology Review* 2011

The research and practice of coaching psychology has developed considerably over the past 10 years. However, if coaching psychology is to continue to grow and develop, an educational and teaching framework needs to be established. Very little attention has been paid in the published literature to the teaching of

coaching psychology. The aim of this paper is to stimulate discussion about the teaching of coaching psychology and to start the process of developing a teaching agenda, including delineating some of the concepts, theories and skills that can be seen to lie at the core of coaching psychology. Drawing on the Australian Psychological Society and the British Psychological Society definitions of coaching psychology it is proposed that the following areas should form the core of an education in coaching psychology; an evidence-based approach to practice; ethical principles; professional models of practice; mental health issues in coaching; cognitive-behavioural theory as applied to coaching; goal theory; change theory; systemic theory as applied to coaching (including group process and organisational applications); core applied coaching skills and their application to skills, performance, developmental and remedial coaching; and applications of coaching psychology to specialised areas of practice such as executive coaching, workplace coaching, health coaching, life coaching, and peak performance coaching, in addition to non-core specialist areas of theory such as applied positive psychology, solution-focused approaches, cognitive-developmental, narrative, psychodynamic and Gestalt approaches. Coaching psychology as a psychological sub-discipline is well on the way to developing a coherent area of research and practice. It now needs to develop and formalise a body of teachable knowledge that can sustain and advance this new area of behavioural science.

International Journal of Evidence Based Coaching and Mentoring Vol. 7, No. 2, August 2009 Page 16
Discovering, applying and integrating: The process of learning in coaching

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Abstract

Coaching is a rapidly expanding field with interdisciplinary roots and broad application. However, despite abundant prescriptive literature, research into the process of coaching is minimal. Similarly, although learning is inherently recognised in the process of coaching, the process of learning in coaching is little understood and learning theory makes up only a small part of the evidence-based coaching literature. In this report of a grounded theory study of coaches and their clients, the process of learning in coaching across a range of coaching models is examined and discussed. The findings demonstrate how learning in coaching emerged as a process of discovering, applying and integrating new knowledge, which culminated in a process of developing. This process occurred through eight key coaching processes shared between coaches and clients and combined a multitude of learning theories.

Leadership Development and Coaching in Organizations By William Bergquist (2020)

Library of Professional Coaching

Section Three: Leadership Development and Coaching in Organizations | Library of Professional Coaching

The 20th Century model of education and training is based on the metaphor of pitcher and mug: how much can you pour into an empty mug in a specific period of time? In academic institutions we assign credits based on the amount poured in. In organizations, we record the number of participation hours and perhaps

administer a brief test to see how much has been acquired. By contrast, an emerging 21st Century model of training and education concerns not how much is “learned” (poured in). The new model focuses instead on what is retained (3-6 months later) and what is transferred (“application of learning”). These shifting concerns are particularly important in leadership development (and other types of professional development)—in large part because the stakes are often very high. A substantial amount of money is often allocated to these programs, and the present or future leaders must spend valuable time in this program. Administrators at the top of the organization want to be assured that something will be retained from this expensive (money and time) program and that something will be applied.

Bergquist, William and Agnes Mura (2011) *coachbook: A Guide to Organizational Coaching Strategies and Practices*. Sacramento, CA: Pacific Soundings Press.

This book addresses itself to Coaches who support leaders on their journey of achievement. *Coachbook* provides the most comprehensive survey for the practicing organizational coach and those who coordinate coaching programs within organizations. It updates and contextualizes the thinking of the experienced coach and provides a well-researched foundation for the newer coach. The field called organizational coaching emerged at the same time (during the 1990s) as many organizational analysts began identifying and describing a postmodern world of complexity, unpredictability and turbulence. In this world, leaders (and their coaches) find the edges of their personal and professional abilities constantly challenged by flatter, networked, global workforces and vertiginously changing business landscapes. Equipped with personal leadership and business experience as well as scholarly backgrounds in organizational psychology, philosophy, linguistics and executive development, Bergquist and Mura have 50 combined years of working as coaches throughout the world. Interweaving theory and practice, they have constructed a framework of masterful organizational coaching strategies that address the most frequent and delicate coaching scenarios.

Recent Documents

Documents that were published between 2019 and 2023.

Academic background and executive **coach training**.

Yanchus, Nancy J. , Yanchus, Nancy J. Muhs, Scott , & Osatuke, Katerine
Professional Psychology: Research and Practice, Vol 51(4), Aug 2020, 390-399
<https://doi.org/10.1037/pro0000297>

Abstract

This study investigated how an academic background in clinical or counseling psychology relates to executive coach training. A debate exists over the training options for executive coaches, and we sought to elucidate the perspective on clinical or counseling psychology as a viable pathway for an executive coaching career. Our sample consisted of doctoral-level psychotherapists-turned-coaches who began their executive coaching through an experiential training program at an internal organization development consulting office within the U.S. Department of Veterans Affairs. Participants were interviewed, and the data were analyzed using thematic content analysis. Some of the resulting themes included clinical skills and training used in executive coaching, similarities and differences between therapy and coaching, relationship dynamics, and practitioner style. Interview excerpts are presented to exemplify the themes. Overall, the findings imply that—given the experiential nature of their training and reliance on skills learned in clinical or counseling psychology graduate programs—this academic background in addition to hands-on, supervised experience and/or mentoring is sufficient for an executive coaching career. The descriptive accounts offer explanations and examples of how the clinical or counseling skills apply to coaching that we hope will be of interest to therapists and counselors pursuing executive coaching careers. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

Formulation as a foundation for navigating complexity in executive coaching.

Kovacs, Louise C. , Corrie, Sarah
Consulting Psychology Journal: Practice and Research, Vol 73(3), Sep 2021, 271-288
<https://doi.org/10.1037/cpb0000202>

Abstract

Today's leaders and the executive coaches who work with them face increasing levels of complexity, as well as a rapidly changing environment. This article explores the nature of executive coaching in this context and proposes formulation as a framework to enable coaches to navigate the complexities of their practice. Formulation is well-established in applied psychology, and this article examines the benefits of underpinning executive coaching with a formulation-based approach. The concept of formulation is introduced and briefly described, and some of the different ways in which this task can be undertaken are outlined. A case example is used to illustrate how formulation can support the effectiveness of executive coaches in their practice. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Memory is Memorable: Coaching and Remembering By William Bergquist

Posted on February 16, 2023

Memory is Memorable: Coaching and Remembering | Library of Professional Coaching

As a coach we can assist our client in not only retaining what they wish to remember, but also in constructing a narrative about their life and work that is both MEMORABLE and INSPIRING. It is at this point that our clients are most likely to consider (consciously or unconsciously) a major shift in their governing self-schema. We provide new visual images, new language, new MAPS—and new narratives.

Coaching Skills I Have Come to Question By Cinnie Noble

Posted on January 6, 2023

COACHING SKILLS I HAVE COME TO QUESTION | Library of Professional Coaching

When I was trained as a mediator – 10 years before embarking on my coach training in 1999 – we were also taught the importance of paraphrasing, reframing, and summarizing and that these competencies demonstrate good listening and empathy. I was happy they were considered core competencies by the International Coaching Federation when I started my coaching journey and had already developed strong skills in this regard. Then, a series of things occurred, and I began to question the extent to which these skills are always truly effective.

The reality is our perceptions of our clients' words and experiences come from our lenses, our intuition, and our assumptions and do not necessarily reflect theirs as much as we may think. Our attempts to use these skills might not always be appropriate or well-received and expecting clients to correct us if we do not have it right may be more of a disservice to them.

Sub-Topical Documents

Grouped by Specific Sub-Topic.

Training and Education Strategies

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)

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)

Effects of trainee-generated versus trainer-provided rule codes on generalization in behavior-modeling training. Hogan, Paula M. , Hakel, Milton D. , & Decker, Phillip J.

Journal of Applied Psychology, Vol 71(3), Aug 1986, 469-473

<https://doi.org/10.1037/0021-9010.71.3.469>

Abstract

Compared trainee-generated rule coding with trainer-provided rule coding in a field experiment conducted during a behavior-modeling workshop designed to train supervisors to coach problem employees and to handle employee-initiated complaints. 15 1st-line supervisors from a hospital were randomly assigned to treatments that manipulated symbolic coding (trainee-generated or trainer-provided 1st-line) and participated in a 1-day workshop. Ratings of videotaped trainee performance on generalization tests given 1 wk after the training session served as dependent measures. Trainee-generated coding proved to be the superior encoding technique, accounting for an average of 78% of the performance variance. Content analysis of trainee-generated codes revealed that they were

conceptually similar to, but of lower quality than the trainer-provided codes. No difference was found between conditions in participant reactions to training. (6 ref) (PsycINFO Database Record (c) 2016 APA, all rights reserved)

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

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

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

Knowledge management models are understood as value added to the organization and must be considered from a management pragmatic view having an impact on managerial excellence. A model of knowledge management is suggested, consisting of three systems the implementation of which needs three different roles - infrastructure system (knowledge computer agent), structure system (knowledge training agent), and superstructure system (knowledge trust agent). Coaching and mentoring are suggested as means of managing trust. Some experiences of knowledge management currently being carried out are reported, where implementation of coaching and mentoring processes prove successful. (PsycINFO Database Record (c) 2003 APA, all rights reserved)

Guided Design: A Powerful Tool for Training Professional Coaches By William Bergquist

Posted on June 11, 2012

Library of Professional Coaching

Guided Design: A Powerful Tool for Training Professional Coaches | Library of Professional Coaching

As educators and trainers we are all aware that it is often quite valuable to intersperse case studies in a program that is preparing people to enter the field of professional coaching. Most case studies, however, do not have a component built into the study that facilitates the direct integration of course content with the specific challenges being faced within the case study. A powerful tool called Guided Design does this integration for you.

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)

Requisite Competencies/Skills

ICF Core Competencies

The Gold Standard in Coaching | ICF - Core Competencies ([coachingfederation.org](https://www.coachingfederation.org))

The ICF Core Competencies were developed to support greater understanding about the skills and approaches used within today's coaching profession as defined by ICF. These competencies and the ICF definition of coaching serve as the foundation of the Credentialing process, including the ICF Credentialing Exam. ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The ICF Core Competencies are organized into four domains based on commonalities and interdependencies between competencies within each domain. There are no domains nor individual competencies that are weighted—they do not represent any kind of hierarchy. Rather, each competency is considered core and critical for any competent coach to demonstrate.

Why the ICF Core Competencies are Essential Building Blocks to Enable True Collaboration

By Liz Barron and Anne Tannam (2020)

Library of Professional Coaching

Why the ICF Core Competencies are Essential Building Blocks to Enable True Collaboration | Library of Professional Coaching

As we become familiar with the updated **ICF Core Competencies**, we can see how they are more relevant than ever in our increasingly virtual space and against a backdrop of rising global challenges. Intentionally partnering with others to create collaborative solutions is in all our best interests.

We've Lost Our Way AND Our Soul in the Process By Michael Stratford (2015)

Library of Professional Coaching

We've Lost Our Way AND Our Soul in the Process | Library of Professional Coaching

Would anyone coaching, as a member in the ICF, tell a client that they had to imitate the existing success models in order to thrive? I would hope not. Would they seek to impose a structure for success they'd seen before, studied or been a part of? In fact, the ICF MCC minimum skill requirements would be expressly against that. And yet, the ICF, as an organization, is violating not only our own competencies but the soul of coaching left and right and has been for years. Let me explain. The members are the clients and the organization / leadership is the coach.

The Development of Coaches Survey: I. Do Coaches Change and What Are Their Competencies?

By William Bergquist

Library of Professional Coaching

The Development of Coaches Survey: I. Do Coaches Change and What Are Their Competencies? | Library of Professional Coaching

The challenge of coaching might be represented in part by what Kahneman calls “slow thinking” — which is the ability to stop for a time of reflection and reconsideration. It is a time for not just thinking-about-our-thinking, but also rethinking-about-our-thinking. We begin to strategize about what we are doing and plan for the next set of steps to be taken and the nature of outcomes we are seeking to achieve. This slow thinking is frequently the primary task we are taking on with our clients. We are encouraging them (and helping them) to slow down and reflect on their values, options, assumptions, visions, plans, support systems, and so forth. Perhaps as coaches we need to consider all of these things with regard to our own work—and not just the work of our clients.

Schools of Coaching

Positive Psychology Can Maximize Your Impact, Performance and Help You Flourish in Work and Life

By Deana Murphy (2020)

Library of Professional Coaching

Positive Psychology Can Maximize Your Impact, Performance and Help You Flourish in Work and Life |
Library of Professional Coaching

What role do concepts of positive psychology have in helping people to not only effectively handle these issues but open their hearts and minds to move forward with newfound confidence, resilience, determination, hope and vision for a better future? How can workers and their organizations create a more positive and proactive workplace that bridges economic and human goals? What will give employees satisfaction? The purpose of this paper is to examine these issues through the application of applied positive psychology and positive organizational behavior, to urge employers to embrace the reality that they are being impacted by lack of workplace wellBEING literacy, and to define why applied positive psychology is needed in today's workplace.

Alfred Adler and the Future of Coaching: Ethics, Equality, and Eternity by Linda Page (2020)

Library of Professional Coaching

Alfred Adler and the Future of Coaching: Ethics, Equality, and Eternity | Library of Professional Coaching

Alfred Adler influenced not only the profession of clinical psychology but also the development of professional coaching in the 20th century, resulting in his being recognized as a "grandfather of coaching" by non-Adlerians as well as by Adlerians. Adler's humanistic and integrative concept of "social interest" is currently finding expression in coaching's concerns regarding oppression and privilege. Adlerian assumptions not yet taken up by coaching present three challenges for the future of the field, under the headings of ethics, equality, and eternity.

Gestalt Coaching for Awareness Management: The Elements of Mastery By Dorothy Siminovitch (2020)

Library of Professional Coaching

Gestalt Coaching for Awareness Management: The Elements of Mastery | Library of Professional Coaching

A mindfulness revolution is spreading across the world in response to the fragmentation of attention caused by rapid change and disruption. The Gestalt approach, which holds awareness as core to functional well-being and new learning, is an antidote to this fragmentation. Gestalt coaching, the latest innovative application of Gestalt theory, offers coaches and their clients ways to meet 21st century challenges of volatility, uncertainty, complexity, and ambiguity with the adaptive competencies of vision, understanding, clarity, and agility. Gestalt coaching's theory, methods, and techniques focus on

awareness processes for perceiving and responding to our world. This chapter clarifies the awareness dimensions that activate one's presence and the awareness choice points for use of self, which is the barometer of masterful coaching and leadership work.

Interview with Julio Olalla by William Bergquist (2020)

Library of Professional Coaching

Interview with Julio Olalla | Library of Professional Coaching

One of the philosophical traditions is that of defining ontology as something about the nature of being, and, in the Western tradition, being is a very static concept. I am this and I am not that. So, you're going right into the dragon of static philosophy and you're trying to make it generative. That's gutsy. So, for anyone who doesn't know the term ontology, ontology means a theory of being, that's what it is. So, we were challenging the theory of being that we had engaged in as Western culture for 25 centuries. That is an extraordinary work of people like Wittgenstein, Searle and other philosophers.

Coaching and Action Learning

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

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

Sofu, F., R. K. Yeo, et al. (2010). "Optimizing the learning in action learning: Reflective questions, levels of learning, and coaching." *Advances in Developing Human Resources* 12(2): 205-224.

Action learning has become a popular tool in the workplace and is frequently included as part of corporate leadership development programs. Often, what is called action learning focuses on action--

and little or no learning occurs. Too often the "urgency" of the action drives out the "importance" of learning. This article focuses on the learning side of the action learning equation, presenting some theoretical perspectives on action learning and then demonstrating the enhanced power of action learning when attention is given to both the learning as well as the action. We explore reflective questions and the role of the action learning coach. We then discuss how the coach enables the team to reflect on their dynamics and processes in real time, thus encouraging dialogue versus discussion, listening versus speaking, and deeper creativity in problem solving. We conclude by exploring the importance of a skilled action learning coach.

Coaching and Transfer of Learning

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

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

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

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

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

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

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

Coaching and Motivational Interviewing

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

The Evaluating Methods for Motivational Enhancement Education trial evaluated methods for learning motivational interviewing (MI). Licensed substance abuse professionals (N = 140) were randomized to 5

training conditions: (a) clinical workshop only; (b) workshop plus practice feedback; (c) workshop plus individual coaching sessions; (d) workshop, feedback, and coaching; or (e) a waiting list control group of self-guided training. Audiotaped practice samples were analyzed at baseline, posttraining, and 4, 8, and 12 months later. Relative to controls, the 4 trained groups showed larger gains in proficiency. Coaching and/or feedback also increased posttraining proficiency. After delayed training, the waiting list group showed modest gains in proficiency. Posttraining proficiency was generally well maintained throughout follow-up. Clinician self-reports of MI skillfulness were unrelated to proficiency levels in observed practice. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E

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

Leadership Development

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)

Day, D. V. (2000). "Leadership development: A review in context." *Leadership Quarterly* 11(4): 581-613.

Examines the field of leadership development through 3 contextual lenses: (1) understanding the difference between leader development and leadership development (conceptual context); (2) reviewing how state-of-the-art development is being conducted in the context of ongoing organizational work (practice context); and (3) summarizing previous research that has implications for leadership development (research context). The overall purpose is to bridge the practice and science of leadership development by showing the importance of building both human and social capital in organizations. Specific practices that are reviewed included 360 degree feedback and executive coaching, mentoring

and networking, and job assignments and action learning. Practices and research are framed in terms of a general need to link leader development, which is primarily based on enhancing human capital, with leadership development that emphasizes the creation of social capital in organizations. (PsycINFO Database Record (c) 2000 APA, all rights reserved). A

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

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

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

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

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

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

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

Clark, R. S. (2003). *Leadership development: Continuous improvement through character assessment*, U San Diego, US, 1.

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

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

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

Goldman Schuyler, K. (2010). "Increasing leadership integrity through mind training and embodied learning." *Consulting Psychology Journal: Practice and Research* 62(1): 21-38.

This article offers foundations for an integrated approach to leadership integrity consultation, melding somatic learning methods with practices for training the mind, known as lojong in Tibetan Buddhism. Embodied learning and mind training are grounded in similar perceptions about the importance of attention and awareness for developing effective, powerful action in the world. Fundamental to both methods is developing the capacity to act with awareness: the capacity to be fully present to what is taking place, rather than being distracted by expectations, habits, or fears about either oneself or others. Experience with coaching leaders suggests that such awareness is essential for leadership integrity, which requires a leader to act with wholeness from deep values in ways that can be sustained over time. The article describes these methods, identifies how they have been addressed in research, shows how each has been used in consulting, and suggests that they may be used together synergistically within processes of leadership development.

Development of Coaches IX: Summary Report for Phase One

William Bergquist (2020)

Library of Professional Coaching

<https://libraryofprofessionalcoaching.com/research/coaching-surveys/development-of-coaches-ix-summary-report-for-phase-one/>

This report is the ninth in a series that convey and interpret results from two versions of a survey initially prepared by the Development of Coaches Research Collaborative in cooperation with the Collaborative Research Network of the Society for Psychotherapy Research. The current report provides a summarization of discussions regarding results from the two surveys in the first eight reports. This summary report concludes the first phase of the Development of Coaches project.

Leadership Development and Coaching

William Bergquist and Jeannine Sandstrom (2020)

Library of Professional Coaching

<https://libraryofprofessionalcoaching.com/curated/curated-2020-leadership/2/>

In the third section of Curated 2000, we turn to the development of leadership competencies and identification of leadership styles. Documents in this section often concern the important interplay between development and coaching. Throughout this 2020 edition of Curated, we hope that you will find insights being offered from many different perspectives regarding the nature of effective leadership. These insights can be engaged in reflecting on and taking action regarding your own

leadership and leadership being enacted by your coaching clients. In stepping down from the bluff and entering the world of VUCA-Plus, we both know that effective leadership is critical and not always easy to achieve. We join you as lifelong learners who seek to contribute in a positive way to the life that we all lead and to the work in which we are all engaged in a world filled with volatility, uncertainty, complexity, ambiguity, turbulence and contradiction.

Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability (Competency Based Books for Structured Learning)

by Wesley E Donahue (Author)

Winner - 2021 Global Book Awards: GOLD MEDAL / Leadership

A Proven Approach to Leadership that Has Helped Thousands Achieve Success

Today, competency-based education is said to be the learning of the future. Why? Because organizations use competencies to figure out what employees are capable of and where they need to grow.

After years of research – and real-life experience – Dr. Wesley Donahue, Professor of Management Development and Education at Penn State University, has assembled a comprehensive framework of 35 Competencies that are essential for success in virtually every industry, organization, and position.

Building Leadership Competence offers a unique and straightforward approach. The **Leadership Competency Inventory** allows individuals to

- Assess their leadership skills
- Create personalized roadmaps for success
- Identify on-demand micro-learning courses and other resources that get results

It also serves as a valuable guide for organizational leaders who conduct seminars, workshops, and to use with learn-at-lunch programs

Building Leadership Competence guides you through the 35 competencies and gives you the tools you need to get from where you are to where you want to be.

You start with our Leadership Competency Inventory. Based on your job, it shows you specific skills to tackle. Then each competency discussion teaches you what you must know to show employers that you are the person they want.

Leadership Development and the New Executive Coaching Summit

William Bergquist (2022)

Library of Professional Coaching

<https://libraryofprofessionalcoaching.com/tools/executive-coaching/leadership-development-and-the-new-executive-coaching-summit/>

Sixteen of the registered participants in the upcoming New Executive Coaching Summit gathered by zoom to discuss early research findings from surveys surrounding leadership development. Dr. Bill Bergquist presented the early findings and highlights of the survey results, and we discussed the implications for the field of executive coaching. Do we need to change our approach to leadership—its development and the ways in which we coach leaders (current and potential) as a result of shifts in the nature and challenges of the 21stCentury workplace around the world?

Earlier Documents

Documents listed by year.

1930-1950

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

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

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

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

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

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

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

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

1960 – 1979

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

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)

1980 – 1989

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

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

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.

1990-1999

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

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

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

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

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

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

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

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

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

defines and examines the 3 sales coaching constructs in detail, reviewing the most recent academic theory and research in order to more precisely understand how and why sales coaching is effective. ((c) 2000 APA/PsycINFO, all rights reserved) A

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

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

2000-2009

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

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

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

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

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

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

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

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

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

Aim: An empowering action research study was undertaken to evaluate and strengthen the implementation of shared governance. One aim was to identify factors that acted as aids or barriers to effective decision-making by clinical leaders. As a work-based learning approach, action research was expected to lead to integration of learning into practice by researcher and participants alike.

Background: Shared governance replaces traditional hierarchies and requires and develops clinical leaders. Strategies are needed to maximize learning from introduction of such initiatives at the individual, group and organizational level.

Methods: Participant-observations and interviews were undertaken with shared governance council members from one model in north-west England.

Results: Leadership skills and knowledge and shared governance practices were significantly enhanced. Preparation for council roles was considered inadequate. Increased structured time for reflection and action planning was indicated.

Conclusions: Implementation of shared governance has succeeded in developing leadership capacity. Evaluation findings have led to improvements in the overall shared governance model. Action research has been found to have great utility at optimizing work-based learning. Nurse Managers need to develop their coaching and facilitating skills and recognize there is no 'quick fix' for developing clinical leaders. Implications include the need to support learners in identifying and implementing changes arising from work-based learning activities, the significant resource implications and the need to optimize the organizational climate if work-based learning approaches to leadership and management development are to succeed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, survey. Empirical.

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

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

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

Coaching is emerging as a major professional development and performance enhancement process. There are, however, few professional development programmes aimed at coaches themselves, and no

internationally recognized qualification or professional standard. Much of the literature on coaching has been written by those with a human psychology perspective, and particularly psychotherapeutic approaches to support. Yet some psychotherapeutic processes assume longer term relationships between the coach and the coachee. Many businesses and managers themselves, however, seek focused solutions to immediate problems. This article offers adult learning theory, and specifically transformative learning, as an alternative or parallel theoretical model for underpinning the coaching processes. All coaches, however, need to be aware that the coaching process may open up deep-seated anxieties, some of which are more appropriately addressed by a psychotherapeutic approach. Hence, a dynamic network model of coaching is proposed, in which psychotherapists and non-therapists collaborate to facilitate their mutual professional coaching development, learning and support. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. Article.

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

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

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

This paper outlines the conceptual framework for coach education used at the Interdevelopmental Institute (IDM) that focuses on changes in adult cognition and social-emotional capability. The framework derives from research by Piaget, his followers in the Kohlberg School at Harvard University, and the Frankfurt School (Critical Theory). In the framework coaching is seen as a way of changing other minds by way of consulting to clients' mental process (process consultation). Material for coaching is found in the documented tendency of adult learners, coaches and clients alike, to embrace ever more sophisticated thought forms that aid them in dealing with the complexity of real life issues. The author argues that research-based coach education should supersede coach training by strengthening capabilities grounded in the cognitive and social-emotional development of adult learners. Opening and changing minds is seen as a precondition of bringing about lasting behavioural change in others, and thereby improving performance, not only in coaching but in coach education as well. The timeliness of

the developmental approach to educating coaches lies in the fact that coach training is presently in a transition to adopting more research-based foundations. However, in the successful coach training organisations now vying for survival, these foundations are being introduced ad hoc and eclectically since they were not initially considered. By contrast, new programmes are needed that, from the outset, are grounded in research findings like the one presented here. *International Journal of Evidence Based Coaching and Mentoring*. , education, theory. Article.

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

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

(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) Laske, O. "Mentoring a Behavioural Coach in Thinking Developmentally: A Dialogue " International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.2

In this paper, presented largely in the form of a dialogue, I outline the mental processes required for engaging with the Constructive Developmental Framework (CPF) (Laske, 1999). From among the varieties of process consultation potentially benefiting from using CDF, I focus on coaching. I speak from experience with CDF, rather than primarily in terms of its theoretical foundations. Using one example, I convey a 'feel' of how developmental coaching works in practice once CDF has been learned and internalized by its user. International Journal of Evidence Based Coaching and Mentoring.

(2008) Parker, P., D. T. Hall, et al. "A relational process for accelerating career learning. ." Academy of Management Learning & Education. Vol 7(4) Dec 2008

We examine the nature of peer coaching and frame it as a type of developmental tool that can enhance personal and professional development. We begin with a discussion of the relational perspective on career learning, which provides a context for peer coaching as a tool that can accelerate career learning. We distinguish between peer coaching and the related concepts of mentoring and peer mentoring and discuss factors that facilitate the development of this type of helping relationship. We offer a discussion of the key characteristics of effective peer-coaching relationships, and we provide an empirical test of the impact of these characteristics with a survey of MBA students. We also offer a theoretical model of peer coaching, along with propositions for future research. We conclude that when peer coaching works best for a person, it happens through a 3-step process of (1) building the developmental relationship, (2) creating success in development, and (3) internalizing the learning tactic by applying the peer-coaching process in future relationships.

De Haan, E. (2008a). Becoming simultaneously thicker and thinner skinned: The inherent conflicts arising in the professional development of coaches. *Personnel Review*, 37(5), 526-542.

Grant, A.M. (2008a). Personal life coaching for coaches-in-training enhances goal attainment, insight and learning. *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 54-70.

Grant, A.M., and O'Hara, B. (2008). Key characteristics of the commercial Australian executive coach training. *International Coaching Psychology Review*, 3(1), 57-73.

Kutzhanova, N., T. S. Lyons, et al. (2009). "Skill-Based Development of Entrepreneurs and the Role of Personal and Peer Group Coaching in Enterprise Development." *Economic Development Quarterly* 23(3): 193-210.

This article argues that skill building lies at the heart of entrepreneurs' success, and it seeks to begin the

process of understanding how skills can best be developed. The authors begin with a discussion of skill building and why it must be the focus of productive enterprise development efforts. They then examine a unique enterprise development program in central Appalachia that uses a system of blended personal and peer group coaching to develop the skills of its client entrepreneurs. By triangulating the results of in-depth interviews with entrepreneurs, coaches, and the managers of the program, the research reported here creates a set of comparative case studies that sheds light on how coaching can affect the way entrepreneurs learn. The findings have implications for how entrepreneurs can be more effectively assisted. Empirical Case Study

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

Spaten, O.M., and Hansen, T.G. (2009). Should learning to coach be integrated in a graduate psychology program? Denmark's first try. *The Coaching Psychologist*, 5(2), 104- 109.

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

2010-2019

Cherniss, C., L. G. Grimm, et al. (2010). "Process-designed training." *Journal of Management Development* 29(5): 413-431. Purpose -- The purpose of this paper is to evaluate the effectiveness of a leadership development program based on International Organization for Standardization (ISO) principles. The program utilized process-designed training groups to help participants develop emotional and social competence. Design/methodology/approach -- The study involved 162 managers from nine different companies in a random assignment control group design. There were nine different groups with nine managers in each group. Each group was required to follow the identical process. Trained moderators led the groups during year 1, but during year 2 a group member served as moderator, with all new moderators committing to following the process. The outcome measure was the Emotional Competence Inventory (ECI), a multi-rater measure of social and emotional competencies associated with effective leadership. Outcome data were collected before the program started, one year later, and two years later. Findings -- Results indicated that after two years the intervention group had improved more than the controls on all ECI variables. Research limitations/implications -- The paper offers recommendations for future research on the mechanisms underlying the process-designed group strategy and contextual factors that optimize results. Practical implications -- The paper describes a leadership development strategy that appears to be more economical and consistent in its delivery than traditional approaches such as workshops or executive coaching. Originality/value -- Although ISO principles are utilized widely in the business world, this is the first study that has used this approach in the design and delivery of management development. Also, few evaluations of management development efforts utilize a random assignment control group design with pre- and post-measures or examine the impact on emotional and social competence, as demonstrated in the workplace over such a long period of time. Empirical WS

Hicks, R. and J. McCracken (2010). "Three Hats of a Leader: Coaching, Mentoring and Teaching." *Physician Executive* 36(6): 68-70.

The article discusses the three roles of a physician leader which include coaching, mentoring, and teaching that are quite different in terms of situational appropriateness and objective. It states that coaching, mentoring and teaching are all roles that an effective physician leader needs to adopt from time to time. It notes that it is important not to confuse these three roles and to avoid switching back and forth between them during a single conversation. Article

Mavor, P., E. Sadler-Smith, et al. (2010). "Teaching and learning intuition: some implications for HRD and coaching practice." *Journal of European Industrial Training* 34(8/9): 822-838.

Purpose - The purpose of this paper is to examine conceptual and theoretical links between intuition and coaching; investigate accomplished coaches' practical experiences of intuition; identify skill set of an intuitive coach; discuss implications of findings for coaches', HRD professionals', and line managers'; learning and development. Design/methodology/approach - In-depth, semi-structured, individual interviews with 14 accomplished experienced executive coaches (eight males and six females) averaging 14.5 years as a coach. Findings - Outline of core attributes of an intuitive coach. Originality/value - Immersion in experience, a reflective approach to practice, effective feedback and supervision, and attending to personal well-being are likely to enable coaches, HRD practitioners and line managers to take a more informed and intelligent approach to "going with their gut" in coaching and other situations where inter- and intra-personal awareness are important. The first named author offers special thanks to Lane4 Management Group Ltd colleagues and associates who participated in the research and offered their support, encouragement and advice. Empirical WS

Grant, A.M. (2010). It takes time: A stages of change perspective on the adoption of workplace coaching skills. *Journal of Change Management*, 10(1), 61-77.

McCarthy, G. (2010). Approaches to the postgraduate education of business coaches. *Australian Journal of Adult Learning*, 50(2), 323-356.

Burns, L., and Gillon, E. (2011). Developing a teaching agenda for coaching psychology in undergraduate programs. *The Coaching Psychologist*, 7(2), 90-97.

Cavanagh, M., Palmer, S., Hetherington, A., Zarris, P., Passmore, J., Lane, D.A., Corrie, S., Odendaal, A., Stelter, R., Spaten, O.M., Whybrow, A., Barbour, B., Rauen, C., Eversmann, J., Kemp, T.J., Saiz, M.G., de la Osa Serna, J.C., O'Riordan, S., and Nicholson, M. (2011). Educating coaching psychologists: Responses from the field. *International Coaching Psychology Review*, 6(1), 100-127.

Chandler, M.M., Roebuck, D.B., Swan, W.W., and Brock, S.J. (2011). Perceptions and outcomes of a managerial coaching certificate program: Educational leaders vs. business leaders. *Journal of Leadership Studies*, 5(2), 43-53.

Steele, C., and Arthur, J. (2012). Teaching coaching psychology to undergraduates - perceptions and experiences. *International Coaching Psychology Review*, 7(1), 6-13.

Training Courses vs. e-Learning By Marco Sacca Posted on May 17, 2016

Training Courses vs. e-Learning | Library of Professional Coaching

Training courses are a great way to improve the effectiveness of a company's workforce, however, it can be difficult for managers to negotiate the various categories available. Some managers prefer employees to attend online training programs, as they consider e-learning an inexpensive alternative to classroom training. But does it yield the same results? A recent report by the U.S. Department of Education found that "classes with online learning on average produce stronger student learning outcomes than do classes with solely face-to-face instruction." Is it possible to say the same thing for professional training?

Millennials as Coaches: Overcoming Barriers

By Sheersty Stanton

Library of Professional Coaching

Millennials as Coaches: Overcoming Barriers | Library of Professional Coaching

Many companies are invested in building cultures that engage Millennials and encourage more cross-generational collaboration. However, despite the focused attention, questions still remain about the generational gaps that exist and how they can best be articulated and addressed. The professional coaching field seems well-positioned to both help facilitate this conversation and to benefit from lessons learned. Curious about the relevance of age difference in coaching, myself and some colleagues set out to uncover the rich learning embedded in responses to this question: **What barriers keep Millennials from effectively coaching clients of older generations, and how can these barriers be overcome?** To seed the ideas explored in this article, we held conversations with newly-trained Millennial coaches and their seasoned, Baby Boomer and Generation X coach counterparts.

Books

Coach U

Coach U's Essential Coaching Tools: Your Complete Practice Resource [With CDROM]

by **Coach U Inc**

Hundreds of client-centered assessments, forms, and checklists as well as the essential marketing aids that every coach needs to build a successful practice Founded in 1988, Coach U, Inc., is the largest provider of online training for individuals interested in entering the fields of personal and professional coaching. Coach U, Inc., has educated more than ten thousand people, providing them the information, tools, and knowledge they need to successfully enter the fast-growing world of life, career, business, and corporate coaching. Coach U, Inc.'s unique approach to training encompasses the entire development of the professional coach. From the beginnings of becoming a coach, to all the ins-and-outs of growing a successful coaching practice, this program provides a comprehensive, step-by-step approach to learning how to become a strong, ethical, and dynamic leader in the coaching field. An all-in-one guide, Coach U's Essential Coaching Tools includes all of the materials a personal or executive coach needs to start and grow a successful coaching practice. This handy book and CD package includes both self- and client-assessment tools and worksheets/exercises to aid you in working effectively with your clients, as well as proven marketing and business development materials to help you get more clients and run a profitable coaching practice or provide superior coaching within an organization. Among these useful tools, you'll find: New client checklists, discussion and principles lists, success formulas, coaching mistakes to avoid, and many other helpful tools for coaching Record keeping and documentation forms to use in tracking your clients' personal information and billing information Worksheets, checklists, and sample materials to help market your practice A CD-ROM that contains all the materials in the book-fully customizable for your unique needs

Co-Active Coaching (CTI)

Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life.

Whitworth, Laura, Karen Kimsey-House and Associates (2007)

San Rafael, CA: UNKO.

With the first edition of Co-Active Coaching, Laura Whitworth and her pioneering co-authors set the stage for what has become a cultural and business phenomenon, and helped launch the professional practice of coaching. Their flexible Co-Active Coaching model has stood the test of time as a transformative communication process that co-workers and teammates, managers, teachers, and students can use to build strong and collaborative relationships. In this new edition, the authors reflect today's reality of how coaching has moved beyond its initial focus on life skills to become an integral part of an organization's toolkit for developing leaders. Already used as the definitive resource in dozens of corporate and professional development programs, Co-Active Coaching has been updated to include

the latest terminology and a variety of fresh coaching examples drawn from the authors' firsthand experiences with thousands of international coaching trainees and clients. The power-packed Coach's Toolkit has been expanded to include more than 35 exercises, questionnaires, checklists, and reproducible forms. And a CD containing sample audio coaching sessions, and printable forms from the Toolkit, have been added to make these proven principles and techniques practical.

Co-Active Coaching, Fourth Edition: The proven framework for transformative conversations at work and in life

by Karen Kimsey-House , Henry Kimsey-House , et al. (2018)

https://www.amazon.com/s?k=co+active+coaching&i=stripbooks&crd=1PX16E7ELFOR6&srefix=co+active+coaching%2Cstripbooks%2C138&ref=nb_sb_noss_2

Review of Book: Coaching and mentoring are crucial ingredients for success in almost every endeavor. At first, the coachee needs to learn technical skills to succeed, but later, they must learn how to navigate more complex areas with many shades of grey. For instance, coachees might need to figure out how to find fulfillment and happiness in the midst of competing demands in work and family. There is no black-and-white answer for these. Fortunately, the authors of this book offer a general framework to teach readers how to “coach” others through such complex, often-difficult decisions and conversations. The authors distinguish coaching from mentoring. In their terms, “coaching” is about helping coachees come up with their own solutions while “mentoring” is about providing answers to problems. I’m not sure that such hard distinctions need to be at play all the time; sometimes good relationships themselves can lead to common insights that spawn purely from a conversation of equals. Nonetheless, these distinctions can provide a framework for managers and professionals to help others come to better solutions for their lives.

Becoming a Life Coach: A Complete Workbook for Therapists

by David Skibbins PhD CPCC (Author)

https://www.amazon.com/Becoming-Life-Coach-Complete-Therapists/dp/157224500X/ref=sr_1_9?crd=FTCNICA2Z679&keywords=skibbins&qid=1693914021&s=b ooks&srefix=skibbins%2Cstripbooks%2C192&sr=1-9

More than just fixing what ails them, many therapists today seek to help clients achieve personal and professional goals and navigate life changes successfully—a variety of practice called life coaching. This book offers a complete strategy professionals can use to incorporate life coaching into their practices.

Becoming a Life Coach compares the role of the therapist to that of the life coach; the role of the patient to that of the client; the service of the mentally ill to that of the mentally healthy; treatment to collaboration; and finally the differences in professional standing between these two endeavors. Using real coaching exercises, the book teaches therapists everything they need to know to start and maintain a successful coaching practice. It includes information about necessary skills, tips on integrating coaching and therapy, business models, marketing advice, and more.

Life Coaching Guide: How to Be a Life Coach & Launch A Life Coaching Business in Less Than 30 Days

by Sara Stephens

https://www.amazon.com/Life-Coaching-Guide-Business-Training/dp/1502902044/ref=sr_1_1?crid=2ID30MBCJN4T8&keywords=sara+stephens&qid=1693914145&s=books&sprefix=sara+stephens%2Cstripbooks%2C1847&sr=1-1
Do you want to know how to make money as a life coach, in less than 30 days?

Inside this life coaching guide you'll learn:

- How to get paid as a life coach
- The most profitable ways to market your coaching services to the public
- Over 30 examples of powerful coaching questions you can ask your clients
- How to become a professional life coach
- How to choose the niche that is best for you
- How much you should charge as a life coach
- The coaching style you should use with your clients
- And much, much more!

If you're ready to start getting paid for your coaching skills, then this guide is for you.

The author, Sara Stephens has been a professional life coach for 12 years. She trained at the Coaches Training Institute in San Rafael, California. She is passionate about transforming lives, and teaching more people how to transform their passion for coaching into a new career.

Institute of Life Coach Training

Becoming a Professional Life Coach: Lessons from the Institute of Life Coach Training

by Patrick Williams (Author), Diane S. Menendez (Author)

[Becoming a Professional Life Coach: Lessons from the Institute of Life Coach Training: Williams, Patrick, Menendez, Diane S.: 9780393705058: Amazon.com: Books](#)

Personal and professional coaching, which has emerged as a powerful career in the last several years, has shifted the paradigm of how people who seek help with life transitions find a "helper" to partner with them in designing their desired future.

No matter what kind of sub-specialty a coach might have, life coaching is the basic operating system: a whole-person, client-centered approach. Here, Pat Williams, who has been a leader in the life coaching movement, has co-authored another essential book for therapists working as coaches. *Becoming a Professional Life Coach* draws on the wisdom of years of collective experience that have gone into designing the curriculum for the Institute for Life Coach Training. This curriculum has trained therapists and psychologists around the world to add coaching to their current businesses. This book presents the

essential elements of life coach training program in a content-rich form that is equivalent to a graduate-level education in the field.

Other Coach Training Books

Professional Coach Training: A Coaching4Clergy Textbook

by J. Val Hastings (Author)

Professional Coach Training: A Coaching4Clergy Textbook: Hastings, J. Val: 9780988612808:
Amazon.com: Books

This textbook contains an abundance of resources for the new coach. The topics covered include: * Getting Started as a Coach * The Building Blocks of Coaching * Common Coaching * Scenarios in Ministry * Coaching Intact Teams and Groups * Creating New Awareness: Coaching on Limiting Beliefs and False Assumptions * Establishing Yourself as a Coach * Developing a Strong Personal Foundation

Coach!: The Crucial, Deceptively Simple Leadership Skill For Breakaway Performance

by Andrew Neitlich (Author)

Coach!: The Crucial, Deceptively Simple Leadership Skill For Breakaway Performance: Neitlich, Andrew: 9780997628715: Amazon.com: Books

Coach! shows you why coaching is one of the fastest-growing professions in the business world today. Leaders and managers use coaching to develop people, solve pressing challenges, and strengthen their organizations. Coaching is an efficient, high-impact process that helps people improve results and advance their careers. People who receive coaching are more loyal to their organizations, develop stronger relationships, improve teamwork, and increase productivity. Coaching has had a profound impact on my life. The best managers in my career were generous enough to be coaches as well as managers. They used coaching as a tool to help me reach new levels of success. By sitting down with me and asking probing questions, they helped me come up with my own observations, insights, and new ways of approaching problems. They gave me the capacity and confidence to advance my career and also to lead others, but these managers didn't just coach. They also mentored me, taught me, and, when required, directed me. I remember most the coaching conversations because they left me with lessons that are now part of who I am and have given rise to this book.

On Becoming a Leadership Coach: A Holistic Approach to Coaching Excellence

by C. Wahl (Editor), C. Scriber (Editor), B. Bloomfield (Editor)

Amazon.com: On Becoming a Leadership Coach: A Holistic Approach to Coaching Excellence:
9781137322883: Wahl, C., Scriber, C., Bloomfield, B.: Books

This book focuses on coaching leaders in the context of the organizational systems within which they lead, drawing on the curriculum of the Georgetown University Leadership Coaching Certificate Program, one of the premier coach training programs in the world and the only one with this particular focus.

Foundational Documents

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

Typologies and Integrative Models

The Philosophical Influences that have Shaped Coaching

By Peter Jackson (2022)

The Philosophical Influences that have Shaped Coaching | Library of Professional Coaching

If the reasons why people think the way they do were transparent there would be no psychology or therapy and coaching would certainly be much less interesting. As academics, coaches, and teachers of coaching, our professional lives are shot through with an interest in people's thinking and, in particular, that part of their thinking that remains unacknowledged or hidden. When we discuss ideas with developing practitioners in the course of our teaching, we are often struck by how philosophical theory permeates their practices even though they may not necessarily recognise these influences. We feel that a more explicit investigation of some of that history would offer a source of potential learning for practitioners and students alike.

Executive coaching: A continuum of roles.

Witherspoon, Robert , White, Randall P.

Consulting Psychology Journal: Practice and Research, Vol 48(2), Spr 1996, 124-133

<https://doi.org/10.1037/1061-4087.48.2.124>

Abstract

Some executives use coaching to learn specific skills, others to improve performance on the job or to prepare for advancement in business or professional life. Still others see coaching as a way to support broader purposes, such as an executive's agenda for major organizational change. To an outsider, these coaching situations may look similar. All are based on an ongoing, confidential, one-on-one relationship between coach and executive. Yet each coaching situation is different and some of these distinctions are important to recognize, if only to foster informed choice by everyone involved. This article defines and explores key distinguishing features among coaching situations encountered in daily practice. Taking account of these factors, the authors suggest 4 distinctly different coaching roles. Case examples explore how these roles apply to common coaching issues facing executives and their organizations today. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Multimodal therapy: A useful model for the executive coach.

Richard, James T.

Consulting Psychology Journal: Practice and Research, Vol 51(1), Win 1999, 24-30

<https://doi.org/10.1037/1061-4087.51.1.24>

Abstract

The author suggests the use of Arnold A. Lazarus's multimodal therapy model as an integrative and holistic approach to executive coaching. So as not to overlook any significant factors, the coach evaluates the executive on seven dimensions. The eclectic-oriented practitioner is encouraged to use a variety of interventions and tests that uniquely suit the client. Suggestions on potential new markets for consultants are discussed. A case study is presented of an executive whose new job demands the undertaking of a major reorganization and corporate culture change. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Relationship, purpose, and change—An integrative model of coach behavior.

Behrendt, Peter, Mühlberger, Christina , Göritz, Anja S. , & Jonas, Eva

Consulting Psychology Journal: Practice and Research, Vol 73(2), Jun 2021, 103-121

<https://doi.org/10.1037/cpb0000197>

Abstract

Coaching is an effective intervention to achieve organizationally, professionally, and personally beneficial goals. Although the coach-coachee working relationship constitutes the most critical indicator of coaching success, specific coach behaviors that create effective interaction are poorly understood. Using well-established psychological theories we have derived an integrative model of coach behavior that delineates three behavioral metacategories: (a) relationship-oriented behavior that fosters effective working relationships and entails providing structured guidance, providing personalized support, and activating resources; (b) purpose-oriented behavior that directly supports goal accomplishment and entails enhancing understanding, strengthening motivation, and facilitating implementation; and (c) change-warranting behavior that fosters comprehensive information processing that sustains change and entails the creation of memorable experiences. Each metacategory is further specified by several concrete behaviors. Based on its underlying psychological theories, the integrative model of coach behavior provides concise categories with clear distinctions and relationships. Furthermore, the model's theories generate numerous new hypotheses about the process of coach-behavior effectiveness and its mediators or moderators. Thoroughly testing these hypotheses and overcoming problematic subjective surveys requires the development of objective behavioral measurements for coach behaviors, instant coachee reactions and the associated subsequent cognitive, emotional, and behavioral changes. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Towards a process-based typology of workplace coaching: An empirical investigation.

Myers, Adrian Christopher , Bachkirova, Tatiana

Consulting Psychology Journal: Practice and Research, Vol 70(4), Dec 2018, 297-317

<https://doi.org/10.1037/cpb0000118>

Abstract

Research into work-based coaching has been prompted by the need of a new discipline to demonstrate its effectiveness, often assuming that coaching is a homogeneous activity. The multifaceted and multipurposeful nature of coaching now requires the development of meaningful typologies that reflect this diversity and are grounded in the analysis of coaching process. There are many reasons empirical investigations of the coaching process are extremely rare. The aim of this article is to present a study leading to an empirically derived model representing a 4-dimensional coaching typology. The research was based on a “qualiquantological” Q methodology involving 47 participants. Actual coaching sessions were evaluated from the perspective of professional coaches and their clients, with professional coaches observing recordings of these sessions. A Q methodological factor analysis led to a clear identification of 2 types of coaching: “client-led coaching,” in which the coach and client work together in a flowing dialogue exploring the client’s issues, and “process-led coaching,” characterized by an actively engaged coach using a wide range of coaching techniques, visibly structuring the coaching process. There was partial support for a third type—“dialogic coaching”—and a fourth approach was inferred as being the inverse type of client-led coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Towards a process-based typology of workplace coaching: An empirical investigation.

Myers, Adrian Christopher , Bachkirova, Tatiana

Consulting Psychology Journal: Practice and Research, Vol 70(4), Dec 2018, 297-317

<https://doi.org/10.1037/cpb0000118>

Abstract

Research into work-based coaching has been prompted by the need of a new discipline to demonstrate its effectiveness, often assuming that coaching is a homogeneous activity. The multifaceted and multipurposeful nature of coaching now requires the development of meaningful typologies that reflect this diversity and are grounded in the analysis of coaching process. There are many reasons empirical investigations of the coaching process are extremely rare. The aim of this article is to present a study leading to an empirically derived model representing a 4-dimensional coaching typology. The research was based on a “qualiquantological” Q methodology involving 47 participants. Actual coaching sessions were evaluated from the perspective of professional coaches and their clients, with professional coaches observing recordings of these sessions. A Q methodological factor analysis led to a clear identification of 2 types of coaching: “client-led coaching,” in which the coach and client work together

in a flowing dialogue exploring the client's issues, and "process-led coaching," characterized by an actively engaged coach using a wide range of coaching techniques, visibly structuring the coaching process. There was partial support for a third type—"dialogic coaching"—and a fourth approach was inferred as being the inverse type of client-led coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

An integrative model for executive coaching.

Passmore, Jonathan

Consulting Psychology Journal: Practice and Research, Vol 59(1), Mar 2007, 68-78

<https://doi.org/10.1037/1065-9293.59.1.68>

Abstract

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) 2022 APA, all rights reserved)

Identity construction in coaching: Schemas, information processing, and goal commitment.

Coultas, Chris W. , Salas, Eduardo

Consulting Psychology Journal: Practice and Research, Vol 67(4), Dec 2015, 298-325

<https://doi.org/10.1037/cpb0000046>

Abstract

Leadership coaching is a nearly \$2 billion per year industry (International Coach Federation, 2012), and although many different theories and approaches to coaching exist, relatively little is known about the differential effectiveness of various coaching approaches. Grounded in theories germane to but that transcend coaching (e.g., social identity, information processing), this study explores the ways in which several factors influence a very proximal outcome of coaching—commitment to set goals. It was hypothesized that coaches can intentionally help their coachees attain a more helpful coaching schema; additionally, it was hypothesized that this schema influences information processing during the session, which in turn affects goal commitment. A laboratory study was conducted in which trained research associates conducted a 1-session coaching session with undergraduate students focused on improving conflict management skills. Key findings highlight the importance of the coaching schema for directing information processing and eliciting higher levels of goal commitment in coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

<https://communitiescollaborating.com/project-for-the-exploration-of-professional-coaching-integration-pepci/>

Project for the Exploration of Professional Coaching Integration [PEPCI]

William Bergquist (2021)

Communities Collaborating

<https://communitiescollaborating.com/project-for-the-exploration-of-professional-coaching-integration-pepci/>

Several decades ago, a group of emanated psychotherapists decided to move beyond their own individual perspectives and practices to consider ways in which they might work together in the creation of an integrative vision of their field. The objective was to determine where each of their “schools” of psychotherapy most effectively addresses a specific mental health issue. They formed an organization called the Society for the Exploration of Psychotherapeutic Integration. It has been a successful organization that continues to pursue this envisioned integration—or at least reduce the pull toward a win-or-lose vying among the schools for the title of best practice. A similar initiative could prove valuable in the field of professional coaching. There is a similar need to identify ways in which each of the current “schools” of professional coaching can be particularly effective in addressing the diverse interests and needs of the professional coaching client. An evidence-driven set of studies and a series of constructive dialogues among the thought leaders and senior practitioners representing the major schools would be of great value in providing opportunities for stewardship of this field and contributing to its “maturation.”

Major Conceptual Models of Coaching

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

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

(2008) Kilburg, R. R. and H. Levinson "Executive dilemmas: Coaching and the professional perspectives of Harry Levinson." *Consulting Psychology Journal: Practice and Research* 60(1): 7-32

This paper is a revision and extension of a paper presented at the 2006 American Psychological Association Convention as a result of the senior author's receipt of the Harry and Miriam Levinson Award in 2005. Coauthored with Harry Levinson, it presents a complex case vignette, describes 9 core concepts either introduced or emphasized by him during his career, and then applies these concepts to the case study. The article provides a brief overview of the significant contributions to the field of consulting psychology made by Harry Levinson during his career and how they can be applied in executive coaching engagements. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. Article.

(2008) Kauffman, C. a. T. B. "The evolution of coaching: an Interview with Sir John Whitmore." *Coaching: An International Journal of Theory, Research and Practice* 1(1): 11-15.

Dear John You are probably the best-known person amongst coaches all over the world. Your book *Coaching for Performance* has been one of the first from which most newcomers in this field are most likely to start their professional journey. At the same time, since this book was published, the field has changed significantly. One of the aspects of this change is signified by this journal that has a specific purpose to involve international community of coaches in further development of this field. We would like to know your thoughts on the agenda of coaching nowadays and its theory, research and practice. So we want to build our interview around the title of our journal. PsycInfo.

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

Coaching is a practice without limits on its scope, lacking theoretical foundations and meaningful accreditation, one that has yet to develop a significant empirical base. The discipline of positive psychology can provide coaching with an evidence-based framework and a defined scope of practice. Further, positive psychology can provide a range of valid measures, evidence-based interventions and a reference point from which to develop meaningful training and accreditation processes that will help set the boundaries of responsible coaching practice. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) PsycInfo.

Coaching Challenges

Stelter, R. (2009). "Coaching as a reflective space in a society of growing diversity--towards a narrative, postmodern paradigm." *International Coaching Psychology Review* 4(2): 209-219.

We live in a hypercomplex society where the individual faces growing diversity in all areas of life. The idea of a stable identity has become an illusion, and self-reflexivity has become the central basis when dealing with the post-traditional order of our society. We feel obliged to constantly develop--at work and in our private and social lives. A brief analysis of societal changes will be presented as the basis for justifying the use of coaching and coaching psychology in general. The main question is: How can we best help clients to navigate in a social world characterised by growing restlessness, diverse lifestyles, social disorientation, multitudes of 'local truths' and, therefore, a loss of commonly accepted values and meanings? The purpose of this article is to formulate some key societal pre-requisites for coaching psychology, pre-requisites that can also serve as an argument for: (1) the growing importance of values as a central dimension in a reflective coaching process; (2) focusing on meaning-making as a central dimension in the coaching dialogue; and (3) a relational and narrative foundation of coaching psychology. A practical consequence can be concluded: It is not always beneficial to define a goal at the beginning of the coaching session, but to allow narratives to unfold and to reflect on our values and those of others as the basis for our thinking and conduct.

(2009) Bachkirova, T. "Cognitive-developmental approach to coaching: an interview with Robert Kegan." *Coaching: An International Journal of Theory, Research and Practice* 2(1): 10 - 22

Work on the evolution of consciousness and its implications for supporting adult learning and professional development is very important for coaching. I believe that most coaches hold dear to their heart the idea of the possibility and necessity of ongoing psychological transformation in adulthood and the need for a better fit between adult capacities and the hidden demands of modern life. It is not surprising then that your approach to understanding adult development, well known as a meaningful and coherent *theory*, now is in the process of creating its own niche in coaching I would like this process to be the focus of our interview. Bio. Article.

Pinkavova, E. (2010). "Keeping our heads above water: Applying Kegan's 'orders of consciousness' theory in coaching." *International Journal of Evidence Based Coaching and Mentoring* 8(1): 14-21.

This article proposes that an understanding of Kegan's 'orders of consciousness' theory can help executive coaches particularly when working with clients during periods of organisational change. The proposition is illustrated by examples from the field, indicating that the coach can create an environment which effectively supports the client's transition to a new sense of self by actively considering the client's existing order of consciousness. This sense of self, separate from the client's interpretation of and reactions to their experience, is needed so that the client can function effectively

in our fast changing culture, which demands that we be self-directing both as learners and as workers.

Zebras and Lions in the Workplace: An Interview with Dr. Robert Sapolsky

by Marcia Reynolds (2020)

Library of Professional Coaching

Zebras and Lions in the Workplace: An Interview with Dr. Robert Sapolsky | Library of Professional Coaching

When it comes to understanding why people do what they do, we cannot ignore the biological reasons for behavior. Leaders need to take into consideration physiological responses both in the environments they create and the requests they make to individuals within the organization. This interview explores the effects of stress on productivity and learning. It includes what are optimal levels of stress, how to create a “benevolent environment” that encourages risk-taking and innovation, and how to deal with our mental wiring that promotes the resistance to change. As a result, coaches can help their clients “re-create” their organizations to be more successful and more humane.

In Over Our Heads: Living and Learning in the Cave

By William Bergquist (2021)

Library of Professional Coaching

In Over Our Heads: Living and Learning in the Cave | Library of Professional Coaching

Plato’s Cave: Let’s briefly visit this cave. It is filled with people who have lived all of their lives chained to a wall in the cave. These people watch shadows projected on the wall in front of them. These shadows are being projected on the wall from things passing in front of a fire that remains lit behind them. The cave dwellers believe the shadows are reality.

Are we all living in a cave? Do we never gain a clear view of reality, but instead view only the shadows that are projected on the walls of our cave? We live with an image of reality (shadows on the wall of the cave) rather than with reality itself. Plato concluded that we have no basis for knowing whether we are seeing the shadow or seeing reality, given that we have always lived in the cave. Plato thus speaks to us from many centuries past about the potential fallacy to be found in a static objectivist perspective regarding the world—since we can never know whether we are living in the cave or living in the world of reality outside the cave.

The VUCA-Plus Challenges

By William Bergquist (2022)

Library of Professional Psychology

[The VUCA-Plus Challenges | Library of Professional Coaching](#)

Obviously, there are many specific challenges that mid-21st Century citizens face as they live and work in their own communities and nations. These challenges might relate to commuting by car or train into a major city or simply finding fresh and uncontaminated water when living in a small rural community. They might be domestic challenges concerning a child going off to college or a grandparent who is struggling with dementia. These challenges are unique to each person and to each society in our world. However, there are the almost universal challenges associated with the volatility (U), uncertainty (U), complexity (C) and ambiguity (A) in our collective lives, as well as the equally as challenging turbulence and contradiction that we all encounter every day. This is the VUCA-Plus of mid-21st Century life—and it generates multiple challenges.

Learning, Development and Change: Articles

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

This dissertation reviews and integrates (1) the practice of executive coaching with (2) adult development theory and research. In particular, the study focuses on Robert Kegan's (1982, 1994) constructive-developmental theory of adult development and how it informs the applied theories (also called "practice theories") and conceptual models of executive coaching. This exploration will contribute to the growing demand for psychologists to differentiate their executive coaching services from that of other professionals (Wasylyshyn, 1999; Hall, Otazo, & Hollenbeck, 1999; Garman, Whiston, Zlatoper, 2000). Furthermore, the adult development theoretical outlook of this dissertation will emphasize more "what is" executive coaching as well as "how to do" it (Laske, 1999). Such an emphasis can add to a thorough examination of psychological theories that underpin the processes of executive coaching with the hope of grounding the work in the applied psychological sciences. Also, this dissertation will contribute to distinguishing and delineating what psychologists, informed by theories of human development and trained in clinical practice, offer executive coaching clients that is unique and valuable.

(2004) Understanding the experience of experience: a practical model of reflective practice for Coaching. Peter Jackson, Jackson Personal Development Coaching, Chalford, Gloucestershire, UK.

International Journal of Evidence Based Coaching and Mentoring Vol. 2, No. 1, Spring 2004

Abstract

Coaching is inherently a reflective process. Constructivist theories of learning are well established and greatly inform thinking on coaching. The coaching practitioner literature promotes activities and offers many tools to aid reflection. While psychology provides some very pertinent theory, a review of practitioner literature finds little to help coaches understand how reflection actually works. This paper proposes a simple four-cornered model of the mechanism of reflection in coaching. The outcomes are illustrated in application to first hand accounts of reflection in a coaching context. This model is intended to have distinct practical utility, while being embedded in underlying theory.

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

This paper outlines the potential significance of behaviourism and its impact on developing effective coaching practice. Its purpose is threefold: firstly, it addresses the issues resonating from the critique of behaviourism, which focuses on its limited understanding and application within the coaching community. This is interesting given the fact that many coaches and coaching manuals use these techniques almost without realising their rootedness within the behaviourist tradition. Secondly, the argument is made that if behaviourism is to be used in an informed and ethical way then an in depth understanding of its theoretical underpinnings and application as a learning theory is essential. To this end the historical development, critique and adaptation of behaviourism is outlined in order to develop this understanding within the wider coaching community. Finally, the argument is put forward that only through adopting an integrated approach to coaching practice development can the coaching discipline move forward upon a sound theoretical base. The areas that will establish this theoretical base are also highlighted in the future research that needs to be undertaken. International Journal of Evidence Based Coaching and Mentoring. ., executive, theory.

(2008) Akrivou, K. "Differentiation and integration in adult development: The influence of self complexity and integrative learning on self integration." Unpublished dissertation: Case Western Reserve U , US

This study explores the relationship between self-integration, self-complexity, and integrative learning. Drawing from constructivist adult ego development theorists (Kegan, 1994; Loevinger, 1976; 1988; Lahey et al. 1988; Perry, 1999; Piaget, 1962; Rogers, 1951) the definition of self-integration emphasizes a person's transformation in epistemology and meaning making, underlying both psycho-social and cognitive maturation. Building on post-conventional constructivist adult ego development theory (Cook-Greuter, 1999; Johnson, 2000; Kegan, 1994; Lahey, 1986) this is one of the first empirical explorations of self-integration, operationally defined as two variables, capturing a conventional and a post-

conventional component. Important work in this area has been theoretical. Self-integration is operationalized as (1) self-ideal congruence, as measured by Higgins (1985; 1987) and as defined in intentional change theory (Boyatzis and Akrivou, 2006), and (2) self-integrating process, as captured by a newly developed direct response measure based on post-conventional constructivist theory. Self-complexity is operationally defined as the numbers of self-aspects that a person utilizes to represent his/her self internally (Linville, 1987). Integrative learning is measured as adaptive flexibility, the ability for systematic variability in a person's response to different environmental needs (Kolb, 1984). Based on quantitative research methods, overall findings from data collected from 198 adults in management and professional roles confirmed the hypotheses that self complexity is positively related to both measures of integration (self-ideal congruence and self-integrating process), and integrative learning is positively related to the second measure of integration. Age, a control, is positively related to the second measure of integration. Findings support operationalization of self-integration as two distinct variables, being-to my knowledge-the first empirical testing of relevant postconventional ego development theory. This study adds to theories on constructivist adult development (Cook-Greuter, 1999; Kegan, 1994; Lahey, 1986; Lahey et al. 1988; Loevinger, 1976; 1988; Perry, 1999; Piaget, 1962; Rogers, 1951, 1961), self-concept structure (Campbell et al., 2003; Higgins, 1987; Linville, 1985; 1987), experiential learning (Kolb, 1984) and intentional change (Boyatzis, 2006) theories. It adds to theory of leadership, professional and personal development. This study informs applications in organizational practice that aiming in integrating the individual and the organization (Argyris, 1964; Doherty et al., 2007) leadership development and executive coaching. Keywords. Self-Integration, Self-Complexity, Differentiation-Integration, Self-Ideal Congruence, Self-Integrating Process, Adaptive Flexibility, Integrative Learning, Self-Concept Structure, Adult Development, Leadership Development, Experiential Learning Theory, Learning Style, Adaptive Style, Ideal Self, Intentional Change Theory. (PsycINFO Database Record (c) 2008 APA, all rights reserved).

(2014) Transformative learning theory and coaching: Application in practice

Kristina Sammut, St. Francis Xavier University and Government of Ontario, Canada

International Journal of Evidence Based Coaching and Mentoring Special Issue No.8, June 2014

Abstract

The aim of the research reported in this paper was to discover if and how transformative learning theory is applied in coaching. Data were collected from eight coaches through semi-structured interviews. The findings of the study revealed four emerging themes: space and context of the coaching environment; the coaching relationship; dialogue, language and communication; and transformation. The research also found robust links between the fields of coaching and adult learning theory, specifically, Mezirow's six core elements of transformation. The paper concludes that coaching can benefit from the application of transformative learning theory and that individuals can also learn more effectively through the coaching process. Implications are drawn for transformative learning in coaching.

Learning, Development and Change: Books

Argyris, Chris and Donald Schon (1974) *Theory in Practice*. San Francisco: Jossey-Bass.

Argyris, Chris and Schon, Donald (1978) *Organizational Learning*. Reading, MA: Addison-Wesley.

Bergquist, William and Gary Quehl (2022) *Caring Deeply: Engaging the Four Roles of Life Fulfilling Generativity*. Harpswell, ME: Professional Psychology Press.

Hudson, Frederick (1999) *The Adult Years*. San Francisco: Jossey-Bass.

Kegan, Robert (1982) *The Evolving Self: Problem and Process in Human Development*, Cambridge, MA: Harvard University Press.

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May, Rollo (2007) *Love and Will*. New York: Norton.

Mezirow, Jack (1997) *Transformative Learning: Theory to Practice. New Directions for Adult and Continuing Education*, San Francisco, CA: Jossey-Bass.

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Yong, Eliza, Jayan Warriar and William Bergquist (2021) *Awakening Spring in Autumn*. Harpswell, Maine: Professional Psychology Press.

