Professional Coaching: Literature List

Topic: Coaching Relationships

Date: December 1, 2023

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Primary Documents

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

Articles

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

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

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

Purpose -- The paper sets out to consider the value of coaching to the sensemaking process. It aims to demonstrate how coaching enhances sensemaking and seeks to describe coaching as a sensemaking activity.

Design/methodology/approach -- The objectives are achieved by exploring the literature of both coaching and sensemaking with the purpose of demonstrating the mutually supportive nature of coaching and sensemaking. Findings -- By analysing sensemaking and coaching activities, the paper aims to demonstrate that coaching greatly supports and enhances the quality of the sensemaking activities of the individual. Research limitations/implications -- Coaching as an academic discipline is still in its infancy and lacking in sound empirical research. It would be value for future research activities to focus on the sensemaking the individual engages with during the coaching process.

Practical implications -- As mentioned above, sound academic research is necessary in order to understand the nature of coaching. This paper goes some way in exploring both coaching as a sensemaking process and also how coaching fundamentally supports the sensemaking process the individual engages in. Originality/value -- Coaching has not been explored in relation to sensemaking nor the value that coaching brings to sensemaking. Exploring coaching from a sensemaking perspective helps create a deeper understanding of what takes place within the coaching relationship. BusinessSourcePremier.

(2008) Kemp, T. "Self-management and the coaching relationship: Exploring coaching impact beyond models and methods." International Coaching Psychology Review 3(1): 32-42.

Whilst there is growing interest within the emerging coaching psychology literature in exploring specific coaching methods and their relative efficacies, little attention has been afforded the investigation of the relationship itself that is formed between coach and client. In addition, any exploration of the personality, psychodynamic and cognitive- behavioural constructs unique to the coach herself and the potential impact, both facilitative and detractive, of these factors, has remained largely unaddressed. This paper seeks to beginthis process of exploration and highlights the importance for ethical and professional executive coaching practice in coaches establishing robust and accountable supervision relationships. The paper provides a theoretical framework for operationalising this supervisory relationship and facilitating coaches own process of introspection and continuous development. . PsycInfo. ., executive, relationship.

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

Purpose: This paper aims to employ a conceptual model to examine the relationship processes and mediating role of client-coach relationship between client-coach match criteria and coaching outcomes to advance the understanding of client- coach relationship's impact on leadership coaching.

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

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

(2010) Day, A. . "Coaching at relational depth: A case study." Journal of Management Development 29(10): 864-876.

Purpose: This paper aims to describe how organisation coaches can work at relational depth with their clients by exploring the unconscious relational dynamics of the coaching relationship and their links to unconscious dynamics in the client's organisation. Design/methodology/approach: The paper draws on relational psychoanalytic theory of the individual and system psychodynamic theories of organisations to argue that unconscious dynamics that emerge between the coach and client can be understood as: a complex unconscious interaction between how the client and coach organise their relationships; a repetition of how the client participates in unconscious organisation dynamics; and shaping the coach's subjective experience in the work, including their emotional and embodied responses to the client. These propositions are explored through an in-depth qualitative case study of the author's work with a client.

Findings: The case illustrates how unconscious organisation dynamics shaped the client's experience of his role, evoking in him feelings of powerlessness and anger. The coach initially identified with these feelings because of his own relational past. As a result, the relationship became stuck in a repetitive dynamic which could be understood as an expression of the stuck dynamics in the organisation around the unconscious management of anxieties within its management structures. A shift in the coaching relationship was brought about through the coach's disclosure of his own experience and naming of feelings and emotions that were previously implicit and out of awareness in the coaching relationship. The subsequent exploration of the dynamics of the coaching relationship helped the client to

understand at a deeper level his struggle in the organisation and to take up a different position in the organisation dynamics. The case study highlights how the dynamics of the coaching relationship can be understood as a repetition of unconscious processes by the client in the organisation. Practical implications: The paper highlights how coaches can understand and work with unconscious dynamics in the coaching relationship. This requires coaches not only to be self-aware, but also to possess the emotional maturity and confidence to work with difficult emotional material.

Originality/value: The paper demonstrates how psychoanalytic theory of individuals and organisations can be integrated into a relational approach to coaching which facilitates the exploration of the client's experience of their work in an organisation context. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract).

(2010) O'Broin, A. and S. Palmer "Exploring key aspects in the formation of coaching relationships: Initial indicators from the perspective of the coachee and the coach." Coaching: An International Journal of Theory, Research and Practice 3(2): 124- 143.

This article explores coachees and coaches views on aspects important in the formation of the coaching relationship. The research uses a qualitative methodology. Semi-structured repertory grid interviews were conducted with six coachees and six coaches in the UK. Using content analysis, three primary themes, of bond and engagement, coach attitudes and characteristics, and collaboration were elicited. Findings suggest that coach self-awareness and awareness of the coachee are important to both coachees and coaches; adaptation of the coach to the individual coachee was important to some participants; that the bond and collaboration were perceived differently by participants, however not by coachees and coaches; and that trust was a key aspect of bond and engagement. The quality of interpersonal interactions between coachee and coach, and an emphasis on co-creation of the coaching relationship were highlighted as superordinate themes subsuming several of the study's findings. Recommendations for coaching research and practice and implications of the study's findings are also discussed.

(2013) Anthony M. Grant Autonomy support, relationship satisfaction and goal focus in the coach– coachee relationship: which best predicts coaching success?

Coaching: An International Journal of Theory, Research and Practice Volume 7, 2014 - Issue 1, Pages 18- 38 |

The role of the coach–coachee relationship in influencing coaching outcomes has emerged as an area of interest in research into the mechanics of effective coaching. Although extensively researched in the psychotherapeutic domain, exploration of the working alliance represents a new phase in executive and life coaching research. This paper presents an exploratory empirical study that explores four aspects of the coach–coachee relationship to investigate which is more related to specific measures of coaching success: (1) autonomy support; (2) the extent to which a coachee feels satisfied with the actual coach–

coachee relationship; (3) the extent to which the coaching relationship was similar to an 'ideal' coach–coachee relationship; and (4) a goal-focused coach–coachee relationship. This is the first study to use multiple measures of the coach–coachee relationship in order to directly compare the relative efficacy of different aspects of the coach–coachee relationship. In a within-subject study, 49 coach–coachee dyads conducted four coaching sessions over a 10- to 12-week period. Results indicate that satisfaction with a coach–coachee relationship does not predict successful coaching outcomes, and whilst autonomy support and proximity to an 'ideal' relationship moderately predicted coaching success, a goal-focused coach–coachee relationship was a unique and significantly more powerful predictor of coaching success. The findings emphasise the importance of goals in the coaching process and highlight important differences between psychotherapeutic and coaching working alliances.

(2016) de Haan, Erik, Grant, Anthony M., Grant, Anthony M. Burger, Yvonne, & Eriksson, Per-Olof

A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy.

This large-scale study of executive coaching explores the perceived effectiveness of coaching from the perspectives of coach, coachee, and sponsor, and potential active ingredients including the coach–coachee working alliance, coachee self-efficacy, personality, and "personality match" between coach and coachee. Using a retrospective design, data was collected from 1,895 client–coach pairs (366 different coaches) from 34 countries, and 92 sponsors, for a total of 3,882 matching surveys. Results indicate that coachee perceptions of coaching effectiveness (CE) were significantly related to both coach- and coachee-rated strength of the working alliance and to coachee self-efficacy but unrelated to coachee or coach personality and to personality matching. The coachee–coach working alliance mediated the impact of self-efficacy on CE, suggesting that the strength of this working alliance—particularly as seen through the eyes of the coachee—is a key ingredient in CE. In addition, a strong emphasis on goals in the working alliance can partially compensate for low coachee self-efficacy. The task and goal aspects of the working alliance were stronger predictors of positive CE than the bond aspects, highlighting the importance of a task and goal focus in the coach–coachee relationship. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

(2018) Blanton, Judith S., Wasylyshyn, Karol M. Beyond the client/coach dyad in coaching senior business leaders.

Theory and research in executive coaching have typically focused on the characteristics and methods of coaches and on the dyadic relationship of the coach and client. Little attention has been given to individuals such as the boss and human-resources (HR) executive who are directly or indirectly involved in the coaching process. These key individuals are both sources of timely observations about the executive and reinforcers of the client's development. This article focuses on how the involvement of these participants—outside the dyad—affects the work of senior coaches working in longer term coaching engagements with top business leaders. The article also addresses (a) the question of who the client is in these complex engagements, (b) the ethical issue of confidentiality when coaching within the complex dynamics of an organization, (c) the ethical issue of maintaining multiple relationships specifically with the executive's boss and the HR partner, and (d) the influence of the larger organizational structure and culture on the coaching process. The relationship of the coach with the HR leader and executive's boss is seen as an essential partnership that is fueled by mutual trust, collaborative respect, role clarity, and safe boundaries of confidentiality.

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.

Books

(2010) Stephen Palmer and Almuth McDowall The Coaching Relationship: Putting People First

Routledge, Jan 29, 2010 - Business & Economics - 264 pages

The Coaching Relationship discusses how we can integrate process perspectives such as the quality of the coach-coachee relationship, and professional perspectives including the influences of training and supervision, for more effective outcomes.

Stephen Palmer and Almuth McDowall bring together experts from the field of coaching to discuss different aspects of the coach-coachee relationship, topics covered include:

the interpersonal perspective

the role of assessment

ethical issues

cultural influences

issues of power.

The book also includes a chapter on the interpersonal relationship in the training and supervision of coaches to provide a complete overview of how the coaching relationship can contribute to successful coaching

Illustrated throughout with case studies and client dialogue, The Coaching Relationship is essential reading for practicing coaches and coaching psychologists wishing to learn more about the interpersonal aspects of coaching.

(2011) William Bergquist and Agnes Mura, coachbook: A Guide to Organizational Coaching Strategies and Practices. Harpswell, Maine: Professional Psychology Press.

Link: A Sample Chapter of Coachbook: Three Strategies for Effective Organizational Coaching | Library of Professional Coaching

Organizational Coaching comes in many forms and is called many names. We propose that three strategies and more than a dozen specific models of organizational coaching have been found to be most effective in addressing the challenges of 21st Century organizations. Thoughtful discussions about organizational coaching and research projects that focus on the outcomes of coaching must begin with clarity regarding terms being used and differing assumptions underlying the use of specific terms.We wish to contribute to this process of clarification by offering our own taxonomy of organizational coaching practices (download attached to see Table One). We propose that one of the three strategies and three of the coaching models relate specifically to a client's performance-engendering behavior

(2018) Stephen Palmer (Editor), Alison Whybrow (Editor) The Handbook of Coaching Psychology: A Guide for Practitioners provides a clear and extensive guide to the theory, research and practice of coaching psychology. 2nd Ed.

Routledge

In this new and expanded edition, an international selection of leading coaching psychologists and coaches outlines recent developments from a broad spectrum of areas. Part One examines perspectives and research in coaching psychology, looking at both the past and the present as well as assessing future directions. Part Two presents a range of approaches to coaching psychology, including behavioural and cognitive behavioural, humanistic, existential, being-focused, constructive and systemic approaches. Part Three covers application, context and sustainability, focusing on themes including individual transitions in life and work, and complexity and system-level interventions. Finally, Part Four explores a range of topics within the professional and ethical practice of coaching psychology. The book also includes several appendices outlining the key professional bodies, publications, research centres and societies in coaching psychology, making this an indispensable resource.

Unique in its scope, this key text will be essential reading for coaching psychologists and coaches, academics and students of coaching psychology, coaching and mentoring and business psychology. It will be an important text for anyone seeking to understand the psychology underpinning their coaching practice, including human resource, learning and development and management professionals, and executives in a coaching role.

(2019) Siobhain O'Riordan (Editor), Stephen Palmer (Editor) Introduction to Coaching Psychology 1st Edition

Rutlidge

This collection featuring chapters by leading international practitioners will offer an introduction to coaching psychology for those new to it, including students, trainees, psychologists, and coaches.

Introduction to Coaching Psychology covers key topics, including the background and development of coaching psychology, the coach-coachee relationship, coaching psychology approaches and models, and themes such as assessment, contracting, and the setup in coaching psychology practice. Applications in coaching psychology are considered, including a look at particular coaching psychology specialisms and interventions, as well as discussions about working in organisations, working with young people, and life and personal coaching. Professional practice issues, such as boundaries and best practice, and coaching and diversity, are also explored. Furthermore, a review of coaching psychology research is presented. The book also offers a rich collection of case studies to illustrate the practice of coaching psychology in a real-world setting and concludes with a consideration of the future of the field.

Recent Documents

Documents that were published between 2019 and 2023

(2019) DiGirolamo, J. A., & Tkach, J. T. (2019). An exploration of managers and leaders using coaching skills.*Consulting Psychology Journal: Practice and Research, 71*(3), 195–218. https://doi.org/10.1037/cpb0000138DiGirolamo, Joel A., Tkach, J. Thomas

https://doi.org/10.1037/cpb0000138

 The use of coaching skills by managers and leaders, often termed managerial coaching, has become popular in recent years. Despite this trend, a scarcity of research exists on the topic. Researchers continue to debate how best to conceptualize, define, and measure the use of coaching skills by managers and leaders, how effective it is, and how it should be used. Existing scales attempting to measure the phenomenon suffer from a number of limitations. The current study examines these topics using a mixed-methods approach and includes a comprehensive literature review, semistructured interviews, and a team-member survey. Results suggest the use of coaching skills by managers and leaders should best be conceptualized as a style of participative management or leadership. A scale called the Manager and Leader Coaching Composite (MLCC) was created from a group of team-member survey items. The MLCC was correlated with several validated measures that suggest that the use of coaching skills by managers and leaders is related to higher team-member engagement, better working relationships, and reduced intention to quit. A new definition, which integrates these findings, is presented. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

(2019) Wasylyshyn, Karol M. Winning the rodeo: How executive coaching helped an academic physician succeed in a senior-leadership role.

Consulting Psychology Journal: Practice and Research, Vol 71(3), Sep 2019, 179-183

https://doi.org/10.1037/cpb0000137

This article comments on an innovative case study in Consulting Psychology Journal: Practice and Research, entitled "Transformation to Academic Leadership: The Role of Mentorship and Executive Coaching," by W. Kimryn Rathmell, Nancy J. Brown, and Richard R. Kilburg (see record 2019-52290-001). The case study offers "a first-person account of the experience of being coached while independently leading a division of hematology and oncology at a highly ranked medical center" (Rathmell, Brown, & Kilburg. 2019, p. 141), and it includes analysis from the coach and the leader's supervisor. The current commentary, by the developer of the role of a trusted leadership advisor (TLA), discusses how the case can be seen as a transition from executive coaching to a TLA relationship. Such a transition requires a steady commitment from the client, superior competencies by the coach, and the establishment of a close working interaction between the two, thereby assuring that momentum and transformation can be attained. The article also suggests that the ethical issues of confidentiality and multiple relationships

should be reexamined, especially as they relate to coaching senior leaders. (PsycInfo Database Record

(2020) Carolin Graßmann, Franziska Schölmerich, and Carsten C Schermuly

The relationship between working alliance and client outcomes in coaching: A meta-analysis

Human Relations Volume 73, Issue 1

https://doi.org/10.1177/0018726718819725

A growing number of studies emphasize the working alliance between the client and the coach to be a key factor in coaching. Synthesizing 27 samples (N = 3563 coaching processes), this meta-analysis sheds light on the relationship between working alliance and a broad range of coaching outcomes for clients. The meta-analytic results indicate a moderate and consistent overall relationship between a high-quality working alliance and coaching outcomes for clients (r = .41, 95% CI [.34, .48], p < .001). Working alliance was positively related to all desirable coaching outcomes (range: r = .32 to .64), with the strongest relationship to affective and cognitive coaching outcomes. Moreover, working alliance was negatively related to unintended negative effects of coaching (r = −.29). Results revealed no differences regarding the type of clients, coaches' expertise, number of coaching sessions, and clients' or coaches' perspectives. Similar to other helping relationships like psychotherapy or mentoring, the results support the importance of a high-quality working alliance in coaching.

(2020) McDaniel, Susan H., DeCaporale-Ryan, Lauren, & Fogarty, Colleen A physician communication coaching program: Developing a supportive culture of feedback to sustain and reinvigorate faculty physicians.

Families, Systems, & Health, Vol 38(2), Jun 2020, 184-189

https://doi.org/10.1037/fsh0000491

Introduction: Physician–patient communication involves complex skills that affect quality, outcome, and satisfaction for patients, families, and health care teams. Yet, institutional, regulatory, and scientific demands compete for physicians' attention. A framework is needed to support physicians continued development of communication skills: Coaching is 1 such evidence-based practice, and we assessed the feasibility of implementing such a program. Method: Participants were 12 physicians, representing high and low scorers on the Hospital Consumer Assessment of Health Care Providers and Systems (HCAHPS) survey. We added items to capture empathy and family experience to the Calgary–Cambridge Observation Guide for the Medical Interview. Coaches observed communication associated with patient satisfaction and quality measures: introductions (I), asking about concerns (C), and check for understanding (U), or ICU. Participants received a report describing their communication behaviors, emphasizing strengths, and identifying areas for improvement. Results: Scores on the ICU significantly discriminated between low and high HCAHPS scorers, physicians from surgical and cognitive specialties, men and women. We collected anonymous feedback regarding the value of this training; participants

recommended expanding the program. Discussion: Based on physician endorsement, experienced coaches are expanding the coaching program to physicians throughout our institution. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

(2023) Olaru, Gabriel, van Scheppingen, Manon A., Stieger, Mirjam, Kowatsch, Tobias, Flückiger, Christoph, & Allemand, Mathias The effects of a personality intervention on satisfaction in 10 domains of life: Evidence for increases and correlated change with personality traits.

The desire to change one's personality traits has been shown to be stronger if people are dissatisfied with associated aspects of their life. While evidence for the effects of interventions on personality trait change is increasing, it is unclear whether these lead to subsequent improvements in the satisfaction with various domains of life. In this study, we examined the effects of a 3-month digital-coaching personality change intervention study on 10 domains of satisfaction. We focused on the three largest intervention groups of the study (N = 418), which included participants who wanted to increase their Emotional Stability, Conscientiousness, or Extraversion. Bivariate latent change score models were used to examine correlated change between the targeted personality traits and satisfaction domains. We found that global life satisfaction and satisfaction with oneself as a person increased in all three intervention groups. In addition, increases in specific satisfaction domains were reported for the Conscientiousness (e.g., work/school, health, friendships) and Emotional Stability (e.g., family, sexual relationships, emotions) group. Increases were stable up to the 3-month follow-up. In contrast, the waitlist control group did not report any changes in global or domain-specific life satisfaction. Changes in the satisfaction domains were positively correlated with self-reported personality trait change to a similar degree as the cross-sectional associations, but not to observer-reported personality trait change. The personality intervention thus seemed to have a positive effect on satisfaction with various domains of life, which was associated with the degree of self-reported personality trait change. (PsycInfo Database Record (c) 2023 APA, all rights reserved)

(2023) Levy-Warren, Anna, Gaffney, Megan, Ferrara, Michael, & Cox Jr., Robert A., Finding opportunity in the crisis: Executive functioning coaching during the pandemic.

This article describes the impact of the COVID-19 pandemic on the relationships and work between executive functioning coaches and their clients. It especially looks at the shared experience of the crisis in those relationships, and how this affected the interactions between them. How the frame, boundaries, and personal disclosures were altered is highlighted. Three case reports show the very

varied ways in which the shared crisis affected the work and the two individuals engaged in it. The overall strengthening of the dyads is a surprising and positive effect of the global crisis in these relationships.

Sub-Topical Documents

Grouped by Specific Sub-Topic

Coaching Strategies and Relationships

(1996) Peterson, David B. Executive coaching at work: The art of one-on-one change.

Consulting Psychology Journal: Practice and Research, Vol 48(2), Spr 1996, 78-86

https://doi.org/10.1037/1061-4087.48.2.78

Research-based strategies that guide one-on-one coaching by a management consulting firm: forge a partnership, inspire commitment, grow skills, promote persistence, and shape the environment. The case study of a typical targeted coaching participant (a female executive who sought to develop stronger relationships with internal customers and enhanced credibility on strategic business issues) is presented and contrasted with other coaching services (i.e., intensive coaching and executive coaching) provided by the firm. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

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

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

(2008) Towards Executive Change: A psychodynamic group coaching model for short executive programmes

International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.1, February 2008

Coaching in different forms is prevalent in many European organisations. However, individuals

typically receive coaching in the traditional dyadic form. Groups are generally formed only for

training. In this article, it is argued that coaching executives in groups to leverage collective

experience in an experiential encounter and provide ongoing support, is an efficient and potent

way for executives to transform. Drawing on elements of psychoanalytic theory and group

dynamics, the article presents a model which practitioners at educational establishments and in

organisations can deploy with sustainable results

Key words: Group Coaching, Leadership, Group Dynamics, Motivational Interviewing, Brief

Therapy.

Introduction

At INSEAD Business School in France, a number of different pedagogical programmes are

available. These serve to facilitate executive learning using traditional methodologies utilised the

world over on executive programmes. Uniquely, at INSEAD a portion of the programme is

devoted to a Leadership Development Process (LDP) in which senior executives, typically in

transition from functional positions to leadership roles, participate in a group coaching process

underscored by psychodynamic techniques.

(2010) C Newnham-Kanas, D Morrow, JD Irwin, Motivational Coaching: A Functional Juxtaposition of Three Methods for Health Behaviour Change: Motivational Interviewing, Coaching, and Skilled Helping

International Journal of Evidence Based ... 2010

The purpose of this paper was to explore the unique qualities/characteristics/components of the Co-Active coaching model compared to Motivational Interviewing and Egan's Skilled H...

(2011) Mark Raymond. Being Authentic in Challenging Coaching Relationships

Library of Professional Coaching Link: Being Authentic in Challenging Coaching Relationships | Library of

Professional Coaching

What I learned from my experience is that there is a responsibility that comes with coaching – to provide a safe and also a challenging environment for the coachee to learn and develop. I realised that by managing myself emotionally and having the courage to take a risk to be respectfully provocative, I can take care of the coachee and open up a potentially powerful learning opportunity.

Some closing questions you may find helpful are:
• Is there a coachee or staff member that you have a coaching relationship with that you suspect may be going through the motions?
• What do you know about the coachee that you haven't yet shared with them – what hunches,

opinions and facts do you have?

• What can you do to challenge them while also making it safe for them?

(2012) Jowett, Sophia, Kanakoglou, Kostas, & Kanakoglou, Kostas Passmore, Jonathan The application of the 3+1Cs relationship model in executive coaching.

Consulting Psychology Journal: Practice and Research, Vol 64(3), Sep 2012, 183-197

https://doi.org/10.1037/a0030316

 Executive coaching is an intervention that organizations often use to enhance managers' opportunities, develop skills, promote knowledge and reflectivity, as well as improve overall performance. An effective working relationship has been considered a necessary condition for the success of executive coaching. Thus, the present study aimed to explore the coaching relationship formulated among five coach–coachee dyads using the 3+1Cs (closeness, commitment, complementarity and co-orientation) relationship model. Qualitative data obtained via semistructured interviews were content analyzed. Analysis revealed the importance of closeness as defined in terms of mutual trust and respect, commitment in terms of developing a partnership that is thought to be close and lasting, as well as willing and motivating, and complementarity in terms of working well together while understanding the specific roles each has to take. Moreover, the analysis highlighted that open channels of communication forged a degree of feeling and being cooriented in terms of viewing the relationship and the broader issues associated with it. The findings highlighted the central role of the coaching relationship while its quality and nature was effectively discerned using the 3+1Cs model. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

(2012) Hilary Armstrong, Institute of Executive Coaching, Sydney, NSW, Australia

Coaching as dialogue: Creating spaces for (mis)understandings

International Journal of Evidence Based Coaching and Mentoring   Vol. 10, No. 1, February 2012

This paper considers dialogue as the central motif of coaching. Taking a social

constructionist perspective it proposes that dialogue is the flow of meaning between human

beings as they interact. Dialogue is explored from the stance of different forms of conversational

practice. It is contrasted with the practice of monologue which is "talking at" or "talking about"

rather than "talking with". This paper compares the practices of a coach-expert who specialises in

"aboutness" talk with a coach-custodian who specialises in "within-ness" talk. The essential

difference is that the coach-expert role focuses on the situation/world and a coach-custodian role

focuses on coachees (as meaning-makers of their own situation/experience). By employing

within-ness talk, a coach maintains the focus on the coachee and his/her situation as well as

demonstrating a strength-based philosophy, that is, the philosophy that a coachee has the capacity to find their own solutions.

Key Words: dialogue, social constructionism, meaning,

(2016) William Bergquist, An appreciative approach to coaching in organizations

Library of Professional Coaching

Link: [An Appreciative Approach to Coaching in Organizations | Library of Professional Coaching](#)

Appreciative inquiry has arrived! This term and the underlying concepts and attitudes associated with this term are flourishing in the fields of organizational development and organizational consultation. The term appreciative inquiry has even been abbreviated. Organizational consultants who are in the know now simply call it AI. This seems to be a sign that this organizational change strategy is now fully admitted to the club. There is an important difference, however, between AI and many of the other concepts of leadership and management that have passed like a forgettable breeze across the organizational landscape. AI has real substance. It offers great promise as a vehicle for shifting attitudes and as a way of informing and transforming organizational processes. There is much to appreciate in the progress made to date in the field of appreciative inquiry. Yet, more must be done if the full potential of AI is to be realized. Bergquist identifies ways in which AI can be expanded and, in particular, ways in which AI can be incorporated in a masterful organizational coaching strategy.

(2019) O'Broin, A. and S. Palmer (2009). "Co-creating an optimal coaching alliance: A Cognitive Behavioural Coaching perspective." International Coaching Psychology Review 4(2): 184-194.

This paper reviews the coaching relationship from a Cognitive Behavioural Coaching (CBC) perspective. Using empathy as one example of a key relationship component it identifies how building, establishing and maintaining an optimal coaching alliance for the specific coachee, through an explicit process of negotiation and renegotiation, epitomises 'the collaborative relationship', a central tenet of the Cognitive Behavioural framework. It also highlights how extending to the relationship itself an emphasis on the cognitive-behavioural dynamics of the coachee and the coach, individually and in interaction can potentially assist in fostering, maintaining, and where necessary managing disruptions in, the coaching alliance. Power dynamics and time constraints are highlighted as themes possibly differentiating the coaching alliance from the therapeutic alliance. The broader-based explicit stance of the coach resulting in a reciprocal requirement for greater adaptability to the coachee's needs are tentatively proposed as further differentiators of the coaching alliance from a CBC perspective.

(2020) Pugh, Matthew, Broome, Natalie Dialogical coaching: An experiential approach to personal and professional development.

Coaching practice is dominated by discussion. This is at odds with theories of cognition and adult learning, which emphasize experiential processes in stimulating beneficial changes in thought, feeling, and behavior. In this practice-focused article, we make the case for an integrative and experiential approach to coaching that is informed by dialogical self-theory ("dialogical coaching"). This is followed by a series of vignettes that illustrate the dialogical coaching process. Conceptually, dialogical coaching views the mind as being composed of dynamic parts ("I-positions") that are capable of engaging in harmonious, conflictual, or imbalanced relationships with one another. Practically, dialogical coaching aims to bring about transformations in the dialogical mind through the use of enactive procedures collectively referred to as chairwork. Examples of how chairwork might be applied to common coaching issues form the focus of this paper, including work-related stress, decision-making, interpersonal conflicts, skills training, professional transitions, and personal growth. Evidence that supports and informs dialogical coaching is presented alongside future directions for research. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

(2021) Michael Neenan (Editor), Stephen Palmer (Editor) Cognitive Behavioural Coaching in Practice: An Evidence Based Approach (Essential Coaching Skills and Knowledge) 2nd Edition
Routledge
This fully updated second edition of *Cognitive Behavioural Coaching in Practice* explores various aspects of coaching from within a cognitive behavioural framework. In response to the continued growth in the popularity and scope of coaching and cognitive behavioural therapy, Michael Neenan and Stephen Palmer again bring together experts in the field to discuss topics including procrastination, stress, coaching alliance, motivational interviewing, goal selection and self-esteem.

The book is illustrated throughout with coach–coachee dialogues that include a commentary of the aims of the coach during the session. This second edition is fully updated and includes three new chapters on single-session coaching, health and wellbeing coaching and coaching supervision.

Part of the Essential Coaching Skills and Knowledge series, this comprehensive volume will be essential reading for coaches, as well as therapists, counsellors and psychologists.

(2022) Suzy Green (Author), Stephen Palmer (Author), Mark Meadows (Narrator), Deryn Edwards (Narrator) Positive Psychology Coaching in Practice: Coaching Psychology

Positive Psychology Coaching in Practice provides a comprehensive overview of positive psychology coaching, bringing together the best of science and practice, highlighting current research, and emphasising the applicability of each element to coaching. With an international range of contributors, this book is a unique resource for those seeking to integrate positive psychology into their evidence-based coaching practice. Beginning with an overview of positive psychology coaching, the book includes

an assessment of theories of wellbeing, an examination of mindfulness research, a guide to relevant neuroscience, and a review of a strengths-based approach. It also contains chapters which explore the application of ACT, the role of positive psychology in wellness and resilience coaching, positive leadership theory, and developmental psychological theories as they relate to coaching through significant life transitions. In each chapter, theory and research is thoroughly explored and applied directly to coaching practice, and supported with a list of relevant resources and a case study. The book concludes with the editors' views on the future directions of positive psychology coaching.

Positive Psychology Coaching in Practice will be essential listening for professional coaches in practice and in training seeking to enhance their evidence-based practice, coaching psychologists, practitioners of positive psychology, and academics and students of coaching, coaching psychology and positive psychology.

Technology and Coaching Relationships

(2005) Elaine Cox PhD, Westminster Institute of Education, Oxford Brookes University, U.K. , Patricia Dannahy PhD, Touchstones, U.K. The value of openness in e-relationships: using Nonviolent Communication to guide online coaching and mentoring

International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 1, Spring 2005

This paper explores the use of Nonviolent Communication (NVC) as a way of developing

the openness needed for successful communication in e-mentoring relationships. Using a

case study approach research was undertaken with students participating in an online

mentoring module that forms part of a Masters degree at a British university. The module

involves students in 'meeting' and working online, via e-mail, with a mentor whom they

have never met face-to-face. From the research collected to date it is possible to conclude

that there is evidence to suggest that the use of NVC, with its focus on feelings and needs,

encourages trusting personal relationships characterised by openness. The NVC process

appeared to obviate many of the communication issues, such as silence and the affects of a

limited sensory environment, that have seen to be restrictive in the development of online

relationships.

(2011 Shama Kabani. How to Build Offline Relationships with Bloggers

Library of Professional Coaching

I recently had the pleasure of being invited to a dinner party hosted by Bing – yes, the search engine. Bing invited 13 Dallas bloggers to a great Dallas restaurant to demonstrate their search engine. I've attended a few events where companies strive to connect with bloggers. Tres Generaciones did a good job, and so did Bing. In fact, we (at the Marketing Zen group) have also hosted events on behalf of clients who want to connect with key local influencers. I find that all these events have five key elements.

(2013) Moira McLaughlin, moira mclaughlin associates, London, UK

Less is More: The Executive Coach's Experience of Working on the Telephone

International Journal of Evidence Based Coaching and Mentoring   Special Issue No.7, June 2013

This study adopts an interpretative phenomenological analysis of one-to-one interviews with six

practicing executive coaches, who were asked to describe their experience of using the telephone for

contracted coaching sessions. Findings suggest that the modality can offer a powerful, highly flexible

and creative tool. They also indicate that the coach's satisfaction with the medium is complex and

dynamic, and may bear a relationship to the practitioner's awareness of, and proficiency in working

with the differing benefits and challenges of the aural space.   Potential implications therefore emerge

for the coaching profession as a whole and providers of education and development specifically.

(2014) Harald Geissler, Helmut-Schmidt University, Hamburg, Germany, Melanie Hasenbein, University of Applied Sciences Munich and Fresenius, University of Applied Sciences, Germany, Stella Kanatouri, Helmut-Schmidt University, Hamburg, Germany . Robert Wegener, University of Applied Sciences Northwestern , Switzerland/Helmut-Schmidt University, Hamburg, Germany, E-Coaching: Conceptual and Empirical Findings of a Virtual Coaching Programme

 International Journal of Evidence Based Coaching and Mentoring Vol. 12, No. 2, August 2014

This article presents current empirical findings on a virtual coaching programme combining

telephone coaching with an internet-based coaching programme. Within this study, 14 clients received

three coaching sessions with a professional coach. Data was collected through interviews and by

questionnaire. Findings indicate that this particular coaching format delivers positive results. Furthermore, some of the participants describe decisive advantages in both technological modalities (phone and internet-based coaching) in comparison to face-to-face coaching. Nevertheless, findings also indicate that a blended approach, combining this technology-mediated coaching approach with one or more face-to-face coaching sessions, appears as most promising.

(2014) Ellen Neiley Ritter Ethical Framework for the Use of Technology in Coaching

Library of Professional Coaching

A competent coach working online will always adhere to at least the following minimum standards and practices in order to be considered to be working in an ethical manner.

Coaches have a sufficient understanding of technology. Technology basics are required for coaches who choose to deliver coaching services via technology. Coaches will possess a basic understanding of technology as the technology relates to delivery of services

(2015) Patrick Williams Online Coaching: The Next Step in Technology and Client Service

Library of Professional Coaching

Do you tweet? Do you use Google Talk? Do you have a profile on Facebook? LinkedIn? Do you instant message? Do you Skype?

Each of these social media platforms offers coaches new ways to communicate with our clients in the rapidly evolving online world. As the ways in which we can communicate online become more common and available, so do the ways in which we can offer our services to and connect with our clients. The new technology might also give coaches access to younger clients, for whom online life is a given. Without this new technology, we might not otherwise be able to connect with client populations who can benefit from our services.

(2022) William Bergquist The Psychology of Technology Embedment in Humans: Opportunities, Threats and Preventative Measures

Library of Professional Psychology

In recent years, there has been a revolution in the presence of technologies inside or closely associated with human beings and their immediate environment. This is sometimes labeled "Intimate technology"

– though this phrase can be misleading. I would prefer to label this major shift in the human-technology interface as "technology embedment." We might even want to dust off an old word—"propinquity"—and invest this word with the special (and diverse) relationships that now exist and will increasingly exist between humans and technology. Most importantly, there are many profound implications associated with this propinquity – which, in turn, point to the need for not only greater understanding of these implications but also the educating and training of people to more fully understand and work with this technological propinquity.

(2022) William Bergquist Our Dance with Technology

Library of Professional Coaching

For many years, technologies such as the printing press and electric light bulb have been almost indispensable in our lives. The printing press enabled us (perhaps even forced us) to become readers, while the light bulb meant that our night times have no longer become a time when we simply fall asleep. Similarly, in recent years we have grown accustomed to communicating in writing with other people via the Internet rather than via letters. Many of us have even moved beyond the Internet and written word to texting and sharing images via social media. I suspect that there are many people now living who have never written a letter. It seems that technology not only leads us to adopt new behaviors, but also abandon old behaviors.

The dance becomes even more intricate as we delve into the functioning of our brains. It is not just a matter of doing more reading and less listening, or spending evening in an alert state, it is also a matter of the way our brain grows when we are children, the way in which it changes as we live through our adult years, and the way in which we remember things, feel about things, reflect on things, and take actions based on our thoughts, feelings and reflections.

(2023) Kevin Weitz and William Bergquist Technological Acceleration: The Crisis of Information, Reality and One's Sense of Self

Library of Professional Coaching

The advent of the metaverse, artificial intelligence and deepfake technologies are likely to greatly accelerate the opportunities for people with the propensity to believe misinformation and conspiracy theories to be indoctrinated into whatever cult or sinister movement is looking for naïve recruits. Moreover, the likelihood that information provided by experts and leaders virtually will be disbelieved is almost assured.

We are reaching a point where any information we read online needs to be questioned. Moreover, this is truly a "Liar's Dividend" situation in which Machiavellian individuals can easily deny or undermine any information that contradicts their positions or viewpoints – in other words "everything I disagree with is fake news".

Leadership and Executive Coaching

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

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

(2009) Kemp, T. J. "Coaching and leadership: Practice, perspectives and directions from the field." International Coaching Psychology Review 4(1): 6-8.

Introduces the 2009 special issue of the International Coaching Psychology Review exploring Leadership and Coaching. The style and 'feel' of this special issue deviates slightly from the normal ICPR style. An effort has been made to capture the diversity of thought, practice and perspective in order to highlight the space between the two very broad fields of leadership and coaching. In attempting this, the authors' styles and preferences have been maintained. This issue includes papers on the dysfunctional behavioural patterns or 'Dark Side' of leadership personality, the 'coal face' application and phenomenon of the leadership coaching relationship, application of coaching and positive psychology approaches to the significant challenges within mental health systems, strengths-based methods with leaders, the challenge of developing coaching capability within leaders themselves, the application of attachment theory to narrative coaching models, the application of psychodynamic approaches and philosophies to leadership development, the coaching skills development programme embedded in the MBA curriculum at the University of Western Australia, and a theoretical framework that acts as a guide to developing and growing the leadership/coaching alliance.

(2009) L Baron, L Morin The coach-coachee relationship in executive coaching: A field study.

Human Resource Development Quarterly 2009

Numerous authors have suggested that the working relationship between coach and coachee constitutes an essential condition to the success of executive coaching.

(2010) Best, K. . "Assessing leadership readiness using developmental personality style: A tool for leadership coaching." International Journal of Evidence Based Coaching and Mentoring 8(1): 22-33.

This article presents a conceptual application for use in executive and leader development coaching engagements. The Leadership Readiness Index uses developmental personality style theory to establish categories of leadership readiness that can be used during the assessment phase of a coaching relationship. The article begins with an overview of leader development and is followed by a description of developmental personality style theory and its role in the construction of the Leadership Readiness Index. A brief discussion of potential uses for the index within the context of executive/leader coaching is provided. The article concludes with a discussion of the limitations of the index, future research strategies that can be applied to evaluate its viability and a summary of its potential contributions to evidence-based coaching practice. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract).

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

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

for conducting client-coach relationship research. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract).

(2013) de Haan. E., A Duckworth, D Birch, ... de Haan. E., A Duckworth, D Birch, . Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self efficacy.

Consulting Psychology Journal 2013

This article argues for a new way of studying executive-coaching outcomes, which is illustrated with a study based on data from 156 client– coach pairs.

Coaching High Achieving/High Potential Clients

(2006) Jones, G. and K. Spooner "Coaching High Achievers." Consulting Psychology Journal: Practice & Research: 40-50.

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

(2012) William Bergquist and Dorothy Siminovich, Coaching High Potential and High Performance Clients

Library of Professional Coaching

A three-day symposium was convened on November 11-13, 2009 in Istanbul, Turkey under the auspices of the International Consortium for Coaching in Organizations. This three-day meeting was organized to explore the relationship between executive coaching and leadership development. During this meeting extensive attention was given to two related coaching challenges: how to work most effectively with men and women who have been identified as high potential performers, and how to work most effectively with men and women who have already been acknowledged for high levels of performance. As a first step in making sense of these challenges, we have identified five different kinds of clients (two of which are high potentials and high performers) and have suggested ways in which

these five types pose both different and similar coaching challenges. Perhaps most importantly, three of these types tend to be deficit-based whereas the high potential (HPOT) and the high performance (HPER) clients were identified as coming from a position of envisioned (HPOT) or real (HPER) strength and accomplishment. It is our belief that the executive coach requires specific strategies and competencies to serve the developmental needs of all five of these diverse client populations, but that the high potential and high performance clients in particular require unique coaching strategies and competencies.

Race and Culture in Coaching Relationships

(2003) P Rosinski Coaching Across Cultures

The International Journal of Coaching in... 2003

If coaching is largely about shifting and expanding people's perspectives in a way that they can translate into daily actions, then working with individual belief systems and assumptions....

(2010) The Coach in Asian society: Impact of social hierarchy on the coaching relationship.

L Nangalia, A Nangalia International Journal of Evidence Based ... 2010

This exploratory case study explores how executive coaches across Asia adapt coaching, from the conventional (essentially Western) understanding, to make it culturally congruent.

(2015) Geok Chew Gan, Chin Wei Chong Coaching relationship in executive coaching: a Malaysian study

Journal of Management Development, 2015 ISSN: 0262-1711

Purpose

In order to bridge the gap and provide organizations with practical assistance in dealing with the effectiveness of executive coaching. The purpose of this paper is to investigate the association between coaching relationship which constitutes of rapport, trust, commitment and match with coaching effectiveness in Malaysia using a quantitative research method.

Design/methodology/approach

Based on the extensive review of the current literature, rapport, trust, commitment and coach-coachee match with coaching effectiveness are investigated through questionnaire. Objective-driven model which focuses on the extent to which coaching objectives have been met, is used to measure the effectiveness of executive coaching.

Findings

The main results of the multiple regressions demonstrate that both rapport and commitment significantly influence coaching effectiveness. These findings provide a basis for developing a quality relationship to advance the executive coaching and HRM research literature.

Practical implications

The practical implication of this study could be useful for HCM managers, who want to enhance leadership capabilities through executive coaching engagement that support their organizations performance.

Originality/value

This Malaysian study will build upon the existing knowledge by investigating the factors contributing to quality coaching relationship from the coachee's viewpoint.

The unique positionality of Black women leadership coaches was the perspective used in a study to consider how race, gender, and culture influence the leadership development of Black leaders. This idea is reflected in the overarching research question: What can we learn by listening to the relevant experiences of Black women coaches? Interpretive phenomenology and intersectionality served as theoretical lenses for understanding the lived experiences of seven Black women internal and external coaches who had corporate and professional leadership experience. Findings show themes of collectivity, influence, and convergence that were deeply ingrained in the coaches' leadership coaching practices and connected with the three principles of ubuntu—spirituality, consensus, and dialogue. The study highlights the shared Black experience, and the means in which these coaches navigate the intersections of race and gender in their leadership and coaching practices. We issue a call for research on developing an ubuntu coaching paradigm and continued learning through interconnectedness. More research is needed on Black women leadership coaches and how psychologically safe coaching relationships with other Black leaders might increase career opportunities and leadership acumen. The study contributes to the sparse research on leadership coaches with intersectional identities who use coaching as a developmental strategy to cultivate other Black women leaders. (PsycInfo Database Record (c) 2023 APA, all rights reserved)

(2022) Gil Bozer, Human Resources Management Department, Sapir Academic College, Israel, James C. Sarros, Management Department, Monash University, Australia Examining the Effectiveness of Executive Coaching on Coachees' Performance in the Israeli Context

While executive coaching is a key means by which organisations and individuals build

executives' capabilities, very little research has investigated how effective or beneficial this

development tool is to the individuals or the organisations in which they work. The purpose of this

study was to examine executive coaching effectiveness by investigating whether executive coaching

has an impact on coachee performance outcomes as well as individual outcomes as manifested by self

awareness, career satisfaction, job affective commitment, and job performance. Coaching outcomes

were examined through a quasi-experimental field pre-post design with an untreated control group.

The study participants (n=197) were drawn from the client bases of four Israeli-based firms whose

primary professional services focused on executive coaching. The primary conclusion is that

executive coaching may be a mechanism by which executives could be helped in improving and

maintaining a high level of career satisfaction. The results should assist organizations in designing

more effective executive coaching program.

Coaching in the Midst of Personality Disorders

(2009) Nelson, E. and R. Hogan (2009). "Coaching on the dark side." International Coaching Psychology Review 4(1): 9-21. Dysfunctional personality characteristics can derail the career of an otherwise competent executive. Personality predicts both leadership effectiveness and derailment, and assessment of these characteristics is critical for effective coaching and leader development. This paper reviews the relationship between personality and leadership and offers a taxonomy of flawed interpersonal strategies that can degrade a leader's capacity to build and maintain high- performing teams. Assessment of these dysfunctional dispositions facilitates the coach's ability to build an effective coaching relationship, enhance the executive's strategic self-awareness, and identify appropriate targets and strategies for intervention.

(2013) Kevin Weitz, Personality Disorder and the Workplace

Library of Professional Coaching

The Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5) defines a personality disorder as an "enduring pattern of inner experience and behavior that deviates markedly from the expectations of the individual's culture, is pervasive and inflexible, has an onset in adolescence or early adulthood, is stable over time and leads to distress or impairment". Cavaiola and Lavender (2000) describe personality disorders as a "special group of psychological disorders of which the general public and most workplaces are generally unaware". These are potentially more destructive, they say, because they are generally difficult for the layperson to identify, and undoubtedly even more difficult to deal with in the work environment. Personality disorders are long standing disturbances in personality that usually begin in adolescence and continue through adulthood. The authors describe how these behaviorally affected individuals manifest in the workplace with repetitive patterns of dysfunctional behaviors that are disturbing and often destructive.

Coaching in an Anxious/Emotional Situation

Szymanska, K. (2009). "Anxiety and the coaching relationship: How to recognise the signs and what to do next (Part 2)." The Coaching Psychologist 5(1): 39-41.

Following on from the second paper published on coaching psychology and clinical disorders in the August 2007 issue of The Coaching Psychologist, this article addresses the symptoms of Post-Traumatic Stress Disorder, (PTSD), Acute Stress Disorder (AST) and Obsessive Compulsive Disorder (OCD) and health anxiety, with the aim of familiarising coaching psychologists with the symptoms of the above disorders and the strategies which can be implemented within the coaching arena to provide coachee support.

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

Objectives: The coaching process can arouse emotion for both the client and the coach. Coaches then have a choice between either minimising the attention paid to emotional phenomena or working with emotions to achieve results. The objectives of this study were to investigate coaches' personal theories of emotion and in particular their approach to dealing with difficult emotional situations within the coaching relationship. Design: A qualitative study was designed in order to explore coaches' perspectives, theories and strategies for dealing with emotions. Data was analysed using a grounded theory approach to elicit a number of themes. Methods: The study collected data from 39 UK coaches, using a stem-sentence questionnaire approach. Results: Findings suggest that coaches can have very different viewpoints in relation to dealing with difficult emotional situations that arise when working

with clients, dealing with them in one of four ways: using self-reflection or supervision, avoiding tackling the emotion considering it to belong to the client, actively exploring with the client, or referral of the client/termination. They also see control of their own emotions as important and recognised some gender related issues. Conclusions: Recommendations are made for an understanding of emotions to be included in the education and training of coaches. The strengthening of supervision provision for coaches is also suggested. PsycInfo. ., executive, case studies. Empirical.

Cavicchia, S. (2010). "Shame in the coaching relationship: Reflections on organisational vulnerability." Journal of Management Development 29(10): 877-890.

Purpose: The purpose of this paper is to look at the particular human experience that is shame and its manifestations in the relationship that coaches and their clients co-create. The paper aims to consider shame as a relational and contextual phenomenon, how it is experienced, how it arises, and the impact it can have on organisational and coach- client interactions, learning and change. It also aims to consider in particular the inhibiting effect of shame on spontaneity and improvisation so necessary for adjusting creatively to complex situations in organisational life, changing conversations, and unfreezing entrenched and unproductive patterns of relating.

Design/methodology/approach: The paper's approach is primarily phenomenological and comprises description of case material, textural and structural analysis, along with reflection on self and use of self in the research and practice being described. The hypotheses and conclusions at which the paper arrives are based on the author's 14 years' experience as a coach and seven as a Gestalt therapist. Many of the hypotheses have been tested and refined with clients, supervisees and students from two Master's programmes on which the author teaches. Findings: The paper offers a number of examples to illustrate the ways in which shame can arise in the coach-client relationship, as well as a number of contextual dynamics in client organisations and coaching practice that can contribute to the experience of shame. It suggests a number of departure points for coaches wishing to work with a sensitivity to shame dynamics in their coaching and consulting practice. Originality/value: A relational perspective offers an expansion of coaching theory beyond an emphasis on models and tools, to encompass relational dynamics as a source of both data and experimentation in the service of individual and organisational change. The paper proposes an approach that makes conscious use of relational principles, in order that shame phenomena can be surfaced, explored and transformed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract).

(2018) William Bergquist, Piercing the Armor: Professional Coaching and Vulnerability

Library of Professional Coaching

A very controversial (and some would say "mad") psychoanalyst, Wilhelm Reich (1980), provided a very insightful observation about the "Character Armor" that some of us wear as a way to protect against vulnerability. We see this character armor in people with whom we associate (and perhaps in ourselves) through a pattern of rigid behavior and seeming indifference to the interactions of people around them. It is not that these men and women are sociopaths or hermits living in a cave—they work with and around other people and are often quite effective in getting their work done and monitoring the work of fellow employees. And these folks clearly care about those with whom they live and work – it is just that this caring attitude doesn't show up very often.

(2021) Mindfulness and personality: More natural for some than others and how it matters.

Altizer, Christopher C., Ferrell, Brandon T., & Natale, Alessa N.

Consulting Psychology Journal: Practice and Research, Vol 73(1), Mar 2021, 51-64

https://doi.org/10.1037/cpb0000189

Knowledge about mindfulness and its impact on emotional reactivity, behaviors, and wellness has greatly increased in recent years as mindfulness practices make their way from the clinic to the workplace. Studies of the relationships between mindfulness and personality assessments commonly used in organizational consulting and coaching, however, have been few. We sought to determine what relationships exist between two personality assessments (the Hogan Personality Inventory [HPI] and Hogan Development Survey [HDS]) and two measures of mindfulness (the Five Facet Mindfulness Questionnaire and the Mindfulness Attention and Awareness Scale). Results indicated eight scales were significantly related with one or more of the mindfulness scales across two independent samples. HDS Cautious had the strongest correlations across the mindfulness scales, followed by HPI Adjustment and Ambition, HDS Leisurely, and HDS Excitable. Given the frequent practice by consultants of using assessments to predict team effectiveness and leader performance, we discuss potential ways to integrate mindfulness-enhancing practices into the coaching of different personality profiles, particularly those profiles prone to higher emotional reactivity, distractible attention, and a lack of self- or other-awareness. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

Earlier Documents

Documents listed by year

1999

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

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

2003

Creane, V. E. J. R. (2003). An exploratory study of personal coaching from the client's perspective, California Inst Integral Studies, US, 1.

This exploratory study provides a thick description of both the nature and impact of coaching from the perspective of personal coaching clients. Qualitative methods were used to address the guiding research question: What is personal coaching from the perspective of the client? In-depth interviews were conducted with eight adults who were currently engaged in long-term coaching relationships with experienced coaches certified by the Coaches Training Institute.

Inductive analysis was used to analyze the data, and member checks were conducted to verify the accuracy of data reduction. Thirteen major themes were identified that address the nature and impact of personal coaching. Eight themes described the process of coaching: (a) identifies what clients want, (b) shifts clients' perspectives, (c) connects the client and coach in a powerful relationship, (d) promotes self-discovery, (e) focuses on the present and future rather than the past, (f) promotes client accountability, (g) identifies and challenges clients' internal barriers to success, and (h) follows the client's agenda. Three themes addressed the skills a coach utilizes during coaching: (a) listening, (b) asking thought-provoking questions, and (c) providing validation or acknowledgment. Four themes described the impact of coaching on clients: (a) becoming more aware of what they want, (b) self-discovery, (c) moving forward in their lives, and (d) feeling more positively about themselves. Coaching emerged to meet a need that was not being addressed by traditional helping relationships, such as psychotherapy or consulting. Coaching offers clients an intimate relationship in a convenient, modern format. It provides a forum for learning and action that is positive and strengths-based. Coaching offers clients an opportunity to create a "blueprint" for their lives, and provides them with the vehicle for implementing this "blueprint" and achieving their most valued goals. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E PhD

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

The study explored the perception of executive coaching among the chief executive officers (CEOs) of America's largest 500 companies as shown on "Fortune" magazine list of April 15, 2002. This study utilized an instrument of 12 questions. The questionnaire was sent to the CEOs of the top 500 American companies. A cover letter and a self- addressed, postage-paid envelope were provided. Attribute responses were coded and analyzed using several descriptive statistical tools. Out of the 500 targeted CEOs, 143 participated in this study. Seventy-six percent of the respondents demonstrated a good understanding of the basic concepts of executive coaching. Eighty-three percent were able to distinguish coaching from consulting, 61% stated that coaching can make their life somewhat better, 49% agreed on the idea of hiring executive coaches, and 32% declared that they had hired coaches. Those who never

hired a coach showed a great deal of willingness (37%) to hire one. Sixty-two percent of the respondents indicated a preference for coaches from outside their organizations, 51% would search for one through human resources, 31% preferred sites off their company premises for coaching sessions, and 43% would keep their coaching relationship confidential. Thirty-nine percent of the participants expressed the belief that coaching should not be limited to a specific management level, and 37% said they supported research related to executive coaching. Based on these findings, executive coaching can be considered as a worthwhile investment. Future studies may take a closer look at the details and characteristics of the coaching session, and may explore what is called the “trusted advisor,” someone who is believed to be much closer to the client than is the coach

2004

(2004) Campbell Quick, James, Campbell Quick, James Macik-Frey, Marilyn Behind the Mask Coaching Through Deep Interpersonal Communication.

Consulting Psychology Journal: Practice and Research, Vol 56(2), Spr 2004, 67-74

https://doi.org/10.1037/1061-4087.56.2.67

Executive coaching can focus on personal behavior change, enhancing leadership effectiveness, fostering stronger relationships, personal development, and/or work-family integration or specific performance issues on the job. K. M. Wasylyshyn (2003a) and H. Levinson (personal communication, 2003) suggested that executive coaching reaches for a deeper level of clinical and therapeutic intervention. The authors propose a health-enhancing, developmental model of coaching anchored in a process of deep interpersonal communication. This approach is neither a surface approach nor a therapeutic approach. It is an interpersonal approach focused on safe, secure communication in which difficult, complicated issues are addressed and where crucial conversations occur. In this process, the executive is approached as a person, one who stands behind the executive mask or facade. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

2005

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

Purpose - The paper aims to examine the coaching relationship as a critical success factor in executive coaching. It also aims to set out the characteristics of a successful coaching relationship and how to establish it Design/methodology/approach - The basic proposition of this article is set out in the introduction - that the coaching relationship is not just a critical success factor, but arguably the critical success factor in successful coaching outcomes. From there, the characteristics of a successful coaching relationship are explored. The link is made to client-centred counselling and to the influence of

"Rogerian" thinking. Key characteristics of the coaching relationship such as rapport, trust, support and challenge are critically examined. Finally, the implications for coach training are set out. Findings - The arguments presented here point to a need to shift the emphasis of coach training more strongly towards the coaching relationship. Originality/value - A great deal of current literature about executive coaching is focused on models and techniques: this article challenges that approach and reminds the reader of the importance of the coaching relationship as a critical success factor in executive coaching.]. BusinessSourcePremier. ., executive, relationship.

2006

(2006) Bowles, Stephen V., Picano, James J. Picano, James J. Dimensions of coaching related to productivity and quality of life.

Consulting Psychology Journal: Practice and Research, Vol 58(4), Fal 2006, 232-239

https://doi.org/10.1037/1065-9293.58.4.232

This article examines the impact of coaching 19 recruiting first sergeants (district managers) over six months. The relationships between coaching dimensions (intensity of coaching and involvement in coaching) and measures of goal attainment, stress, life satisfaction, quality of life, and work productivity were examined. A self-reported negative relationship between goal achievement and the quality of recruitment productivity among personnel was found. Additionally, managers who more frequently applied coaching advice reported more work satisfaction and a tendency toward more life satisfaction. These findings provide some direction in exploring goal achievement and adherence in coaching. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

(2006) A O'Broin, S Palmer The coach-client relationship and contributions made by the coach in improving coaching outcome

The Coaching Psychologist 2006

This paper highlights the paradox of the potential importance of the coach-client relationship to coaching outcome, with a serious lack of studies in this area.

2007

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

The purpose of this exploratory study was to compare coaching behaviors as they relate to the underlying cultural values of Saudi Arabian and U.S. managers. The Coaching Behaviors Inventory (Noer, 2005) was administered to 80 Saudi Arabian and 71 U.S. managers to measure the frequency with which they exhibited assessing, challenging and supporting coaching behaviors. Results indicated that, relative to their U.S. counterparts, the Saudi Arabian managers

1) demonstrated more overall homogeneity in their coaching behaviors and 2) scored significantly higher on the supporting and challenging dimensions. Implications for U.S. and Saudi coaching relationships as well as the use of effective coaching behaviors to facilitate deeper and more authentic cross-cultural communications are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract) PsycInfo.

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

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

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

The formation of the therapeutic alliance in clinical work is central to psychoanalytic theory and psychoanalysis and can inform the executive coach about the importance and nature of the therapeutic coaching alliance. Because CEOs tend to be narcissistically oriented (as noted by Manfred Kets de Vries and Michael Maccoby), they present important considerations and challenges to the coach related to forming and maintaining the therapeutic coaching alliance. The theoretical work of Heinz Kohut is particularly useful in guiding the critical task of forming a successful therapeutic alliance. This dissertation is a study of six CEOs who entered into executive coaching to enhance job performance and interpersonal relationships. The duration of the coaching ranged from 1 year to more than 3 years. The methodology is a retrospective case narrative. The case narrative was co-created by both the CEO and me as the coach. I summarized the coaching relationship by focusing on the CEO's presenting problem(s), the development of the therapeutic coaching alliance, transference phenomenon and

interpretation, and the integration of growth at the termination phase of coaching. The CEOs were interviewed 1+ year(s) after the conclusion of the coaching and asked to reflect on the coaching experience in order to get at how they both described and understood the therapeutic coaching alliance. The CEO narratives were elicited via qualitative, in-depth interview protocol. Each CEO's narrative was used in conjunction with my own retrospective case narrative, as I reconstructed each case using my process notes from coaching sessions with the CEO. The interview data were analyzed to understand individual and aggregate differences in how CEOs described and understood how they changed internally and how these changes impacted job performance and interpersonal relationships. The therapeutic coaching alliance factors assessed included: affect containment, collaboration, empathic attunement, and transference phenomena such as idealizing, mirror, twinship, and negative transferences. Key words. psychoanalysis, executive coaching, therapeutic alliance, transference, narcissism, Kohut, therapeutic coaching alliance (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, case studies, self-report, relationship.

2008

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

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

(2008) Gregory, J. B., P. E. Levy, et al. "Development of a model of the feedback process within executive coaching." Consulting Psychology Journal: Practice and Research 60(1): 42-56

Recent literature concerning executive coaching consistently points out the need for a better conceptual understanding of the process of coaching. The current paper addresses this need with an emphasis on the role of feedback in executive coaching. Several existing models of the coaching process mention

feedback as an important element, but none expand on the role and function of feedback in executive coaching relationships. This paper builds on several existing models of executive coaching and integrates London and Smither's (2002) model of the feedback process to create a model of feedback in executive coaching. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory.

(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 haracteristics of effective peer- coaching relationships, and we provide an empirical test of the impact of these characteristics with a survey of MBA students. We also offer a theoretical model of peer coaching, along with propositions for future research. We conclude that when peer coaching works best for a person, it happens through a 3-step process of (1) building the developmental relationship, (2) creating success in development, and (3) internalizing the learning tactic by applying the peer-coaching process in future relationships. PsycInfo.

(2008) Kombarakaran, Francis A., Yang, Julia A., Baker, Mila N., & Fernandes, Pauline B.

 Executive coaching: It works!

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

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

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

(2008) F Moen, R Kvalsund , What Communications or Relational Factors Characterize the Method, Skills and Techniques of Executive Coaching?

International Journal of Coaching in Org... 2008

This article aims to clarify executive coaching by describing the coaching process through an examination of relevant theory. Establishing a relationship based on mutuality.

2009

(2009) Berger, J. G. and P. W. B. Atkins "Mapping complexity of mind: using the subject-object interview in coaching." Coaching: An International Journal of Theory, Research and Practice 2(1): 23 - 36

We describe a small, hypothesis-generating study of the use of a measure of complexity of mind in coaching contexts. The aims of the pilot study were threefold: (a) to explore participantscoaches and interviewersâ€™ insights and reactions to the use of a developmental theory in coaching; (b) to develop and explore a process for using the Subject-Object Interview (SOI) inside or outside existing coaching relationships; and (c) to provide a preliminary evaluation of the usefulness and/or potential limitations of the SOI for coaching contexts. All 15 participants in this qualitative study enjoyed the process and most reported significant or profound insights arising from the process that were potentially useful for their own development. The process revealed some of the growing edges of the clientsâ€™ insights into their own way of being, their relationships, and their work. Importantly, participants reported that the SOI and associated discussions allowed them to identify key developmental issues more quickly than other approaches they had experienced. While the time and high skill levels associated with conducting an SOI and feedback discussion may preclude its use in many coaching contexts, there are implications that arise from this work for coaches interested in working in developmentally-informed ways.

(2009) Karin Askeland, M. "A reflexive inquiry into the ideologies and theoretical assumptions of coaching." Coaching: An International Journal of Theory, Research and Practice 2(1): 65 - 75

To be able to rigorously reflect upon the effects, risks and limitations of current coaching practices, we need to understand the ideologies and theoretical assumptions of coaching. In this article the author presents her research to identify some of these ideologies and assumptions. Through her work she has found in particular two risks involved with the current ways of thinking in the coaching business: the potential exhaustion of the client as the result of a continuous focus on improving; and how the power and influence of the coach is downplayed as the coach is perceived as a neutral catalyst, merely speeding up the process without affecting the content or result of the coaching. The author also introduces the theory of Complex Responsive Processes of Relating and uses this theory to suggest a contrasting view of the dynamics of the coaching relationship.

(2009) Baron, L., and Morin, L. The coach-coachee relationship in executive coaching: A field study. Human Resource Development Quarterly, 20(1), 85-106.

2010

(2010) Alanna O'Broin &Stephen Palmer Exploring key aspects in the formation of coaching relationships: initial indicators from the perspective of the coachee and the coach

Coaching: An International Journal of Theory, Research and Practice, Volume 3, 2010 - Issue 2, Pages 124-143 |

This article explores coachees and coaches views on aspects important in the formation of the coaching relationship. The research uses a qualitative methodology. Semi-structured repertory grid interviews were conducted with six coachees and six coaches in the UK. Using content analysis, three primary themes, of bond and engagement, coach attitudes and characteristics, and collaboration were elicited. Findings suggest that coach self-awareness and awareness of the coachee are important to both coachees and coaches; adaptation of the coach to the individual coachee was important to some participants; that the bond and collaboration were perceived differently by participants, however not by coachees and coaches; and that trust was a key aspect of bond and engagement. The quality of interpersonal interactions between coachee and coach, and an emphasis on co-creation of the coaching relationship were highlighted as superordinate themes subsuming several of the study's findings. Recommendations for coaching research and practice and implications of the study's findings are also discussed.

(2010) Gregory, J. B. and P. E. Levy . "Employee coaching relationships: Enhancing construct clarity and measurement." Coaching: An International Journal of Theory, Research and Practice 3(2): 109-123.

While managers' coaching of their subordinates continues to grow in organisations, little empirical research exists to inform the practice. The current paper seeks to further our understanding of this type of coaching--which we refer to as employee coaching--by exploring the coaching relationship formed between the supervisor and subordinate. Past research has noted that the process and effectiveness of coaching are contingent on this relationship. The purpose of the current paper is twofold: to better define the constructs of employee coaching and the employee coaching relationship and to develop a measure of the perceived quality of the employee coaching relationship.

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

The study of self-esteem has a long history, and it is not without cause that self-esteem is seen by many as central to human functioning and happiness, governing our sense of self-efficacy as well as ability to learn, grow and change. It is, therefore, not surprising that self-esteem issues frequently present themselves within coaching conversations and it behaves the competent coach to be aware of how self-esteem might mediate the coaching relationship. In this article we discuss how the concept of self-esteem has been defined and addressed in the psychological literature and how specific theories might apply in the coaching context. A model of self-esteem is used to illustrate four cases of coaching using 360degrees feedback within an organizational setting. We conclude with a summary of implications for coaching practice.

(2010) Simon Machin, BELRON, Milton Park, Stroud Road, Egham, Surrey, The nature of the internal coaching relationship

International Journal of Evidence Based Coaching and Mentoring   Special Issue No.4, October 2010

This paper presents the results of a study into the nature of the relationship between in-house

coaches and their clients based on three case studies of coach-client pairs using a phenomenological

approach. Findings suggest that trust is of paramount importance and this enables both a level of

psychological depth and challenge by the coach. Trust is created by both the person of the coach

(specifically the level of empathy, listening, a non-judgemental attitude and congruence) and the

person of the client (and specifically client readiness for change). These findings are discussed

alongside research from the counselling field.

(2010) Gray, D.E., and Goregaokar, H. Choosing an executive coach: The influence of gender on the coach-coachee matching process. Management Learning, 41(5), 525-544.

(2010) Passmore, J. 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.

2011

(2011) de Haan, E., V. Culpin, et al.. "Executive coaching in practice: What determines helpfulness for clients of coaching?" Personnel Review 40(1): 24-44.

Purpose: Executive coaching is gaining in popularity, both as part of personal or organisational development programmes and as a tailored form of individual consulting. The purpose of this study is to examine how various aspects of the executive coaching intervention make a difference to the clients of coaching themselves.

Design/methodology/approach: The study involved a web-based questionnaire (163 closed and three open questions) completed by 71 executive coaching clients shortly after the beginning of their coaching contract and by 31 of those again approximately six months later. Findings: The research found that clients' appreciation of coaching was high. In response to the research question "What determines helpfulness for clients?" a picture emerged of a client valuing the relationship with and the qualities of the coach, while making little distinction between specific interventions of that same coach. The findings support the idea that common factors are at work in executive coaching, so that helpfulness is much less predicted by technique or approach than by factors common to all coaching, such as the relationship, empathic understanding, positive expectations etc. Research limitations/implications: For further quantitative research into the effectiveness or helpfulness of executive coaching it will become increasingly important to explore the relative effectiveness of the various common factors. Practical implications: The findings show that professional executive coaches would do well to enhance the common factors in their work, such as the quality of their empathic understanding, the quality of the coaching relationship as perceived by the client, and the expectations of their client. Originality/value: This research shows that a broad range of techniques are deemed helpful, and equally so. It is therefore not the preference for a specific technique that makes a difference, but rather the ability to employ many techniques, to use them well and at the right moment. This is clear support for a common-factors perspective on executive coaching (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract). Baron, L, Morin, L., and Morin, D. (2011). Executive coaching: The effect of working alliance discrepancy on the development of coachees' self-efficacy. Journal of Management Development, 30(9), 847-864.

(2011) Gregory, Jane Brodie, Levy, Paul E. It's not me, it's you: A multilevel examination of variables that impact employee coaching relationships. Consulting Psychology Journal: Practice and Research, Vol 63(2), Jun 2011, 67-88

https://doi.org/10.1037/a0024152

 Employee coaching, which we consider to be a critical part of the performance management process, is coaching done by a manager or supervisor with his or her direct reports. The current article builds on recent research on the importance of the employee coaching relationship by investigating individual difference and contextual variables that contribute to the quality of employee coaching relationships. The study uses a multilevel modeling approach to test the effects of such variables as supervisor leadership style, emotional intelligence, empathy, implicit person theory, trust, and feedback

environment on employees' perceptions of the coaching relationships they share with their supervisors. Overall, supervisors' individual consideration, empathy, trust, and the feedback environment all accounted for significant variance in employees' evaluations of coaching relationships. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

(2011) Berry, R.M., Ashby, J.S., Gnilka, P.B., and Matheny, K.B. A comparison of face-to-face and distance coaching practices: Coaches' perceptions of the role of the working alliance in problem resolution. Consulting Psychology Journal: Practice and Research, 63(4), 243-253.

(2011) De Haan, E. Back to basics: How the discovery of transference is relevant for coaches and consultants today. International Coaching Psychology Review, 6(2), 180-193.

(2011) Gray, D.E., Ekinci, Y., and Goregaokar,. A Five-dimensional Model of Attributes: Some precursors of executive coach selection. International Journal of Selection and Assessment, 19(4), 415-428.

2012

(2012) Jen Todd, It's Complicated:Coaching Relationships in Organizations

Library of Professional Coaching

I got a call the other day about a potential client. The caller, an employee of the man who was the potential client, described him as a "narcissistic, oblivious, controlling vice president of human resources." As I explored and asked questions about the coaching need, the caller kept saying with a deep sigh, "well, it's complicated." Isn't that the truth about coaching in organizations? The complexities are abundant, including relationships with bosses, peers, customers and subordinates; power and authority dynamics; organizational goals; performance criteria; leadership development competencies; legacy patterns of behavior from cultural norms; sponsorship and confidentiality challenges; and the list goes on. The author deals with some of these challenges.

(2013) de Haan, Erik, Duckworth, Anna, Birch, David, & Jones, Claire Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy.

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

(2013) Patrizia M. Ianiro, Carsten C. Schermuly &Simone Kauffeld Why interpersonal dominance and affiliation matter: an interaction analysis of the coach-client relationship

There is growing evidence that coaching is effective. However, little is known about the process variables critical for coaching success. This article investigates the role of the two interpersonal behaviour dimensions affiliation and dominance in the formation of a positive coaching relationship and in coaching success. The interaction of 33 coach–client dyads was videotaped during their first coaching session. The verbal and non-verbal affiliation and dominance behaviour of both actors was analysed with the Discussing Coding System. Findings show that a coach's dominance behaviour in the first session predicts positive ratings by the client concerning goal attainment at the end of the five-session-coaching process. Similarity of coach and client in terms of dominance and affiliation predicts positive ratings by the client on relationship quality and goal attainment. Practical implications and limitations are discussed.

(2015) Christina Turner1 and Grace McCarthy, Queensland University of Technology,

Sydney Business School, University of Wollongong Coachable Moments: Identifying Factors that

Influence Managers to take Advantage of Coachable Moments in Day-to-Day Management

International Journal of Evidence Based Coaching and Mentoring

Vol. 13, No. 1, February 2015

The purpose of this study was to identify the factors that influence managers to take advantage of

coachable moments in day-to-day management. Interviews with ten managers found that time, skills,

and relationships were key factors considered by managers, but that these were considered within the

context of potential "risk" to the manager. This paper elaborates on these findings and makes

recommendations for further research into how managers consciously assess the risks associated with

coaching, in order to decide whether to take advantage of an informal coaching opportunity.

(2015) Shirley C. Sonesh,Chris W. Coultas,Christina N. Lacerenza,Shannon L. Marlow,Lauren E. Benishek &Eduardo Salas The power of coaching: a meta-analytic investigation

Coaching: An International Journal of Theory, Research and Practice, Volume 8, 2015 - Issue 2 Pages 73-95

Coaching is defined as a one-to-one relationship in which the coach and coachee work together to identify and achieve organisationally, professionally, and personally beneficial developmental goals. However, it is often unclear what the relative effects of coaching are on specific coaching outcomes. We adopt meta-analytic techniques to investigate the predictive power of coaching on coach–coachee relationship outcomes, and coachee goal-attainment outcomes. Our findings suggest that coaching has stronger effects on eliciting relationship outcomes with the coachee than goal-attainment outcomes. Moreover, of the goal-attainment outcomes, coaching has the strongest effect on behavioural changes as opposed to attitudinal changes. Sample type, study design, background of the coach, and number of coaching sessions all emerged as significant moderators. Implications of these findings are discussed.

(2015) Wasylyshyn, Karol M. The trusted leadership advisor: Another view from the bridge between business and psychology.

With this conceptualization of the trusted leadership advisor (TLA), a senior practitioner provides an in-depth view of the role transition from executive coach in short-term engagements to the TLA in long-term consulting relationships with corporate level and other senior business leaders. Emphasis is placed on the integration of business knowledge with an insight-oriented approach, and the nature of the TLA's presence as the core factor in the success and perpetuation of these relationships. Three specific albeit discontinuous states of presence are offered as a mental framework for informing how the practitioner "meets" clients for sustained impact. Further, four dimensions of the TLA role are presented as guidance for specific actions in client meetings. Taken together, these TLA states of presence and role dimensions provide a model that can contribute to the development of those who aspire to work with top business leaders, as well as enrich the practice of other senior practitioners already engaged in this work. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

2017

(2017) Rank, Johannes, Gray, David E. The role of coaching for relationship satisfaction, self-reflection, and self-esteem: Coachees' self-presentation ability as a moderator.

Although theoretical and applied work has emphasized the critical role of coachee personality in the coaching process, little empirical research has identified specific personality traits as moderating variables. Drawing from social-psychological theories, we examined coachees' ability to modify self-presentation, a major facet of the self-monitoring construct, as a moderator of the relationships between executive coaching and coachees' satisfaction with the coaching relationship, career-related self-reflection, and self-esteem. Using a sample of managerial coachees who were either unemployed or at risk of becoming unemployed and who participated in a series of executive-coaching sessions, we found support for most of our hypotheses. Overall coaching as well as specific coaching factors were significantly and positively associated with relationship satisfaction and self-reflection. Overall coaching and transformative-learning dimensions of coaching (goal development and past reappraisal) related more strongly and positively to self-reflection among coachees high in self-presentation ability, whereas overall coaching and psychosocial dimensions of coaching (confidence enhancement and relationship building) related more strongly and positively to relationship satisfaction among coachees low in self-presentation ability. Therefore, our theoretical considerations and empirical results suggest that

coachees differing in self-presentation ability respond differently to coaching in general and to specific coach behaviors in particular. (PsycInfo Database Record (c) 2022 APA, all rights reserved)

2018

(2018) Farh, Crystal I. C., Chen, Gilad Leadership and member voice in action teams: Test of a dynamic phase model.

Journal of Applied Psychology, Vol 103(1), Jan 2018, 97-110

https://doi.org/10.1037/apl0000256

Voice is an important way that members contribute to effective team functioning. And yet, the existing literature provides divergent guidance as to how leaders can promote member voice in action teams—a dynamic team context where eliciting voice may be difficult, due to different task demands encountered in the preparation and action phases of task performance, among members who may have little history of working together. Drawing on the employee voice and team leadership literatures, we focus on three leader behaviors—directing, coaching, and supporting—and employ a functional leadership perspective to assess whether certain leader behaviors enhance voice in one phase of the performance episode versus the other. We also assess whether these leadership-voice relationships are further contingent on team members' prior familiarity with one another. Observation and survey data from 105 surgical team episodes revealed that leader directing promoted voice in both the preparation and action phases. Coaching also facilitated voice in both phases, especially in the action phase for more familiar teams. Surprisingly, supporting did not enhance voice in either phase, and in fact exhibited negative effects on voice in the preparation phase of more familiar teams. Theoretical and practical implications around how leaders can elicit voice in action teams are discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved)

Foundational Documents

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

Books

Bohm, David (2004) On Dialogue. New York: Routledge.

Bolton, Robert 1(986), People Skills. New York: Simon and Schuster.

Grenny . Joseph, Kerry Patterson, Ron McMillan, Al Switzler, Emily Gregory (2021) Crucial Conversations: Tools for Talking When Stakes are High, Third Edition New York: MacMillan.

Miller, William and Stephen Rollnick (2002) *Motivational Interviewing* (2nd Ed.) New York: Guilford.

Bergquist, William (2023) The New Johari Window: Exploring the Unconscious Processes of Interpersonal Relationships and the Coaching Engagement Library of Professional Coaching [Digital Version of the Book is Available Free of Charge] Link: The New Johari Window: Exploring the Unconscious Processes of Interpersonal Relationships and the Coaching Engagement | Library of Professional Coaching

Most of us have heard of the Johari Window and assume that it somehow came out of the blue or from heaven if we happen to admire and use this insightful model of interpersonal relationships. There is an author and there is a book. The person is Joe Luft. The book is On Human Interaction. Actually, Joe Luft isn't the only author and On Human Interaction is not really the source of the Johari Window. The Johari Window was presented first at a human relations conference held in Ojai California during the 1950s. As is typical of this type of high-level and high-powered conferences, senior staff members were asked by the conference dean to prepare brief presentations that relate specifically to the dynamic events emerging from the intense interpersonal experiences of the conference. At this particular Ojai conference, two of the senior staff members—Joe Luft and Harrington Ingram—were asked to prepare a presentation on interpersonal relationships that would be presented the following morning at a general session. Joe and Harrington sat down with a flip chart page and magic marker in hand to prepare this presentation. On a now-fabled tree stump they sketched out a four cell model of interpersonal relationships that focused on the degree to which two people are open with one another in sharing their thoughts and feelings (especially about one another).

Articles

Schein, Edgar H., Turner, Rebecca A., Schein, Peter A., & Hayes, Theodore L.
A long and beautiful conversation with Edgar Schein: His journey through seven decades of social psychology, anthropology, and organizational life. Consulting Psychology Journal: Practice and Research, Vol 73(4), Dec 2021, 289-301

Edgar H. Schein reflects upon over 7 decades of organizational consulting in a far-ranging interview. Topics include the historical context of organizational consulting, what led him to focus currently on humble inquiry, what is new in organizational culture, what is wrong with executive coaching, and his thoughts on diversity and inclusion. (PsycInfo Database Record (c) 2022 APA, all rights reserved)