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

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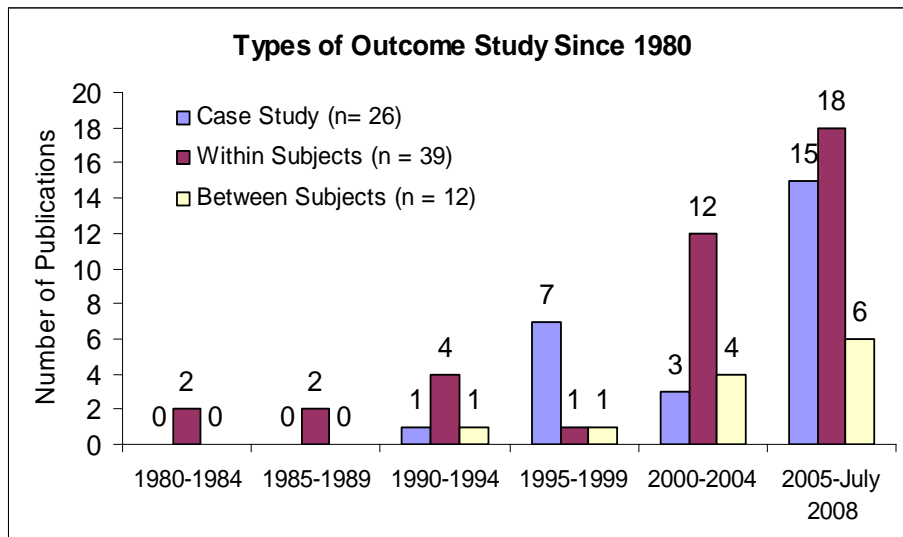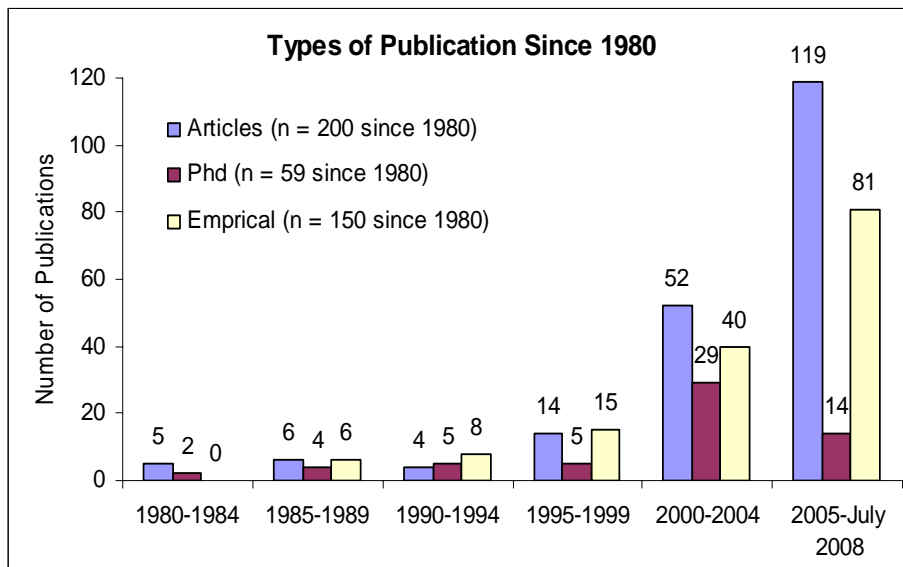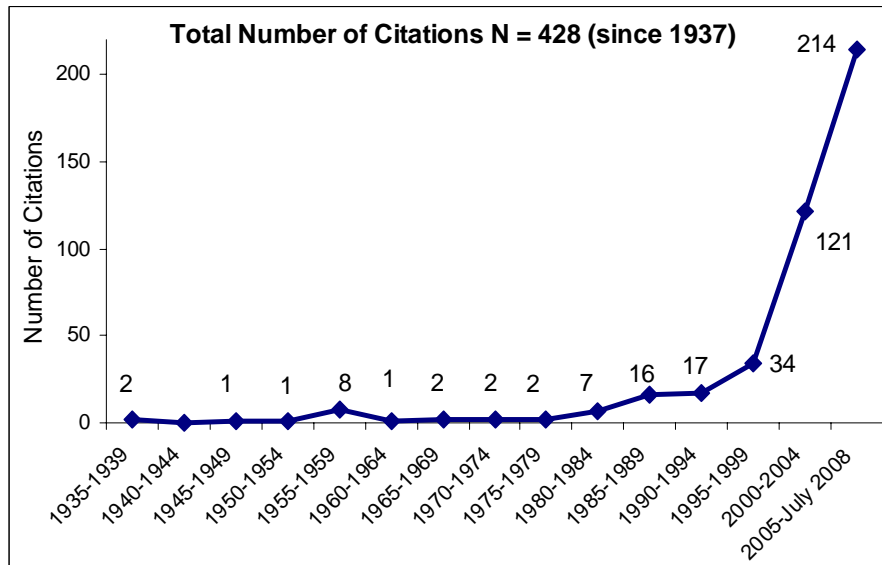## Coaching Publications from 1937 to July 2008

PsycINFO and Dissertation Abstracts International
(Excluding books, educational coaching and therapeutic work with clinical populations)

Abstract

The use of coaching in order to enhance performance, professional or personal development, psychological and subjective well-being, and general life experience is increasing in popularity. This annotated bibliography draws only on scholarly papers from the behavioural science literature as presented in PsycINFO and Dissertation Abstracts International (DAI), and covers the peer-reviewed behavioural science literature on executive, workplace and life coaching. Published peer-reviewed research has significantly escalated since 1995. The first published peer-reviewed paper on coaching was published in 1937. Between 1937 and July 2008 there were a total of 428 published papers. In the 62 years between 1937 and 1999 there were only a total of 93 articles, PhDs and empirical studies published. In contrast, between 2000 and July 2008 there were a total of 335 articles, PhDs and empirical studies published. There have been 77 outcome studies published since 1980; 26 case studies, 39 within-subject studies and 12 between-subject studies. Of the between-subject studies, only eight were randomised controlled studies (see Table 1 in appendix). The knowledge base underpinning coaching appears to be growing at a substantial rate. To further move towards a solid evidence-based approach to coaching, more between subject studies, and particularly randomised outcome studies, are needed.

Total Number of Citations N = 428 (since 1937)

Types of Publication Since 1980

- Articles (n = 200 since 1980)
- Phd (n = 59 since 1980)
- Emprical (n = 150 since 1980)

Types of Outcome Study Since 1980

- Case Study (n= 26)
- Within Subjects (n = 39)
- Between Subjects (n = 12)

Citations are categorised as follows:	
A	= Primarily a discussion article
E	= Primarily an empirical study
PhD	= PhD

1935 – 1939 (n = 2: A=2)

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

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

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

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

1940 – 1944 n= 0)

1945 – 1949 (n = 1: A=1)

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

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

1950 – 1954 (n = 1: A=1)

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

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

1954-1959 (n= 8: A=8)

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

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

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

> A follow-up interview after a performance appraisal can be an effective form of **coaching** if it results in fostering the appraisee's own insight. The objectives should be a personal recognition of limitations and a self-propelled motivation

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toward improvement. Insight is inhibited, however, by errors on the part of the interviewer who may order, plead, reassure, advise, or "explain" in his approach to securing attitudinal change. A "healthier" approach is for the interviewer to be an active or passive listener, which allows the subordinate to explain himself. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Parkes, R. C. (1955). "We use seven guides to help executives develop." <u>Personnel Journal</u> **33**: 326-328.
> The seven guides used to help develop executives in a small company employing about 125 people are: (1) Psychological appraisal of management, including foremen, to learn for what jobs to train them, (2) Writing and using job descriptions in order to know what they must learn. (3) Goal-setting, that is setting standards for each executive to reach during the year. (4) **Coaching** his men is the responsibility of each boss in training his men. (5) Motivating the men by helping them meet all their needs, not just the financial ones. (6) Individual progress reports consisting of discussing performance ratings with the men rated once or twice a year. (7) Check where the company stands in its development program. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Allen, L. A. (1957). "Does management development develop managers?" <u>Personnel</u> **34**: 18-25.
> Company programs should focus on the work a manager does if they want to develop managers. Managers are engaged in planning, organization, coordination, motivation, and control. The author feels that a form of apprenticeship is needed for managers, an internship in management, which can be accomplished through **coaching**. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Perley, J. D. (1957). "How the personnel staff can serve line management." <u>Personnel</u> **33**: 546-549.
> The author contends that the personnel specialist "should be effectively developing--in co-operation with the line-policies and procedures which will enable each line man to handle the job. Thereafter it is the personnel specialist's duty to help the line through training, **coaching**, coordinating, and other techniques, so that each line man can accomplish his desired objective." Precepts are presented for improving line-staff relationships. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Bridgman, C. S., M. Spaethe, et al. (1958). "Salesmen helped by bringing out jobs' "critical incidents"." <u>Personnel Journal</u> **36**: 411-414.
> Nearly 500 critical incidents, describing behavior of salesmen which resulted in success or failure in selling, were collected by sales managers. Of these 64% were classified under presentation, 24% under preparation, and 11% under customer relations. The classification of critical requirements in selling for this company has been made available for use in training and performance analysis. A check list of 25 items has also been prepared for use of sales managers in **coaching** salesmen in the field. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

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

Hoppock, R. (1958). "Can appraisal counseling be taught?" <u>Personnel</u> **35**: 24-30.
> "The art of **coaching** is something that some men will never learn and others do not need to be taught. But between these extremes we can count the vast majority of managers who can be trained to do a better job of counseling their subordinates." A typical workshop program is outlined. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

1960 – 1964 (n = 1: A=1)

Mahler, W. R. (1964). "Improving **coaching** skills." <u>Personnel Administration</u> **27**(1): 28-33.
> Although good **coaching** is basic to managerial productivity, most organizations have difficulty getting their managers to be effective **coach**es. The author's research provides numerous insights into this problem. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

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1965 – 1969 (n = 2: A=1, PhD=1)

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

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

1970 – 1974 (n = 2: A=1, PhD=1)

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

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

1975 – 1979 (n = 2: A=2)

Carroll, A. B. (1975). "The joining-up process: Issues in effective human resource development." <u>Training & Development Journal</u> **29**(8): 3-7.
    Describes problems of the initial management of new 1st level managers and professionals, and summarizes methods for solution. Mismatched expectations are prevented by early discussions using a structured format. Stifling of creativity is handled by identifying job constraints and **coaching** employees accordingly. Lack of managerial sensitivity is countered by offering a short course on how to manage the new employee. Inappropriate screening criteria are avoided by using a detailed checklist to specify abilities and behaviors required by the open job. Action steps of this kind have proved effective in supporting job satisfaction and in promoting productivity on the job. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Frohman, A. L. and J. P. Kotter (1977). "**Coaching** and counseling: How you can improve the way it's done." <u>Training & Development Journal</u> **31**(11): 50-60.
    Notes that training and advising are among the most difficult jobs confronting any manager. Professional trainers can help the manager by distinguishing 4 basic ways of counseling based on 2 fundamental dimensions, dominance submission and hostility warmth. In quadrant 4, where dominance and warmth meet, real communication occurs between manager and subordinate. There is give and take, discussion, candor, and a genuine 2-way exchange. When people see the connection between their own needs and those of the organization, productive change is best supported. Specific steps in conducting a counseling interview by quadrant 4 techniques are summarized. The subordinate's feelings and perceptions are drawn out before views are compared, and ways of proceeding to improvement are jointly defined. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

1980 – 1984 (n = 7: A=5, PhD=2)

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

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

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

Holoviak, S. J. (1982). "The impact of training on company productivity levels." <u>Performance & Instruction</u> **21**(5): 6-8.
Examines training programs in relationship to variations in company productivity levels. Managers at various levels from 6 underground coal companies were interviewed. Results show that companies that provided greater amounts of management and supervisory training also achieved higher productivity. Company-sponsored programs varied considerably in terms of depth of coverage and by means used to facilitate the learning process. They were either very complex and thorough in an operational sense or they had "rest and rehabilitation" sessions to reward hardworking employees. It is suggested that to link the training content to desired objectives is a multi-step process. This process requires that (1) training needs, objectives, and interactions with various departments be clearly specified; (2) current programs be broken down, analyzed, and compared to alternative techniques; (3) learning-task objectives of training for the company be examined and then an optimum progression through the program set forth; (4) feedback loops be instituted to ensure continued top management support and commitment; and (5) follow-up in the use of newly taught skills through supervised practice, **coaching**, counseling, and appraisal be included. (14 ref) ((c) 1997 APA/PsycINFO, all rights reserved) **A**

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

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

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

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

1985 – 1989 (n = 12: A=6, PhD=4, E=2)

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

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

Kelly, P. J. (1985). "**Coach** the **coach**." <u>Training & Development Journal</u> **39**(11): 54-55.
Discusses the benefits to be derived from the **coaching** of sales representatives by field sales managers and reviews ways to institute such **coaching**. Trainers may have to convince managers of these benefits by showing that, despite their time constraints, the return on their investment is worthwhile. Trainers who are **coaching** managers to **coach**

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may also have to deal with problems of self-discipline and changing roles in managers. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Krausz, R. R. (1986). "Power and leadership in organizations." <u>Transactional Analysis Journal</u> **16**(2): 85-94.
>Discusses the relationship between types of power and leadership styles (LSs) in organizations and the effect that these types of power and LSs have on the culture, climate, and results of an organization. Two sources of power are considered: the organization and the individual. Six types of power are considered: coercion, position, reward, support, knowledge, and interpersonal competence. Four derivative LSs are considered: coercive, controlling, participative, and **coaching**. Using a transactional analysis approach, behavioral responses stimulated by different LSs are described. The most probable consequence of the coercive and controlling LSs will be the establishment of a symbiotic relationship between the leader and group. In the **coaching** LS the leader relates to the group in a semi-symbiotic way. The participative LS is symbiosis-free so that individuals relate as equals. (31 ref) ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Leibowitz, Z. B., B. Kaye, et al. (1986). "Overcoming management resistance to career development programs." <u>Training & Development Journal</u> **40**(10): 77-81.
>Discusses the 4 roles of managers in employee career development (**coaching**, appraising performance, advising, and referring); the rationale for each role; reasons why managers may resist these roles; recommendations to facilitate learning in each of the 4 roles; and the rewards that result from career development efforts. Instruments are presented for assessing organizational support for career development and the match between manager and employee objectives. ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Orth, C. D., H. E. Wilkinson, et al. (1987). "The manager's role as **coach** and mentor." <u>Organizational Dynamics</u> **15**(4): 66-74.
>Discusses the importance and effectiveness of managers who act as mentors/**coach**es to employees. The role of **coaching** and creating the proper climate for the mentor employee atmosphere is described. Emphasis is placed on the importance of observational, analytical, interviewing, and feedback skills. It is suggested that managers need to learn how to be active listeners, paying attention to buried feelings, beliefs, or ideas that the other person is trying to communicate. (0 ref) ((c) 1997 APA/PsycINFO, all rights reserved)   **A**

Sergio, J. P. (1987). "Behavioral **coaching** as an intervention to reduce production costs through a decrease in output." <u>DAI-B 47/08, p. 3566, Feb 1987</u>.
>A **coaching** intervention implemented by first level managers was used to modify six behaviors of 24 male forming-machine operators in a mid-sized fastener manufacturing organization. Changes in these behaviors were directed towards reducing the percentage of scrapped materials and therefore the overall production costs. This intervention consisted of observing on-the-job performance, analyzing behavior deficits, and prompting specific behavior changes. The **coaching** intervention followed a baseline on which performance feedback, group goal setting, task clarification, the setting of standards, and praise had been previously introduced. **Coaching** was evaluated using a multiple-baseline across subjects (departments) design having withdrawal components within each of the two baselines. Appropriate manipulation and reliability checks were also conducted. **Coaching** resulted in changes in all six of the operator behaviors, although not consistently for both shifts. Two of the six operator quality behaviors for the first and second shifts changed much more dramatically than the others however, and were associated with 30.9% and 43.1% reductions in scrap production for the first and second shifts respectively. Furthermore, during the withdrawal phases scrap production returned to near baseline levels. The results of the present project supported the assertion that **coaching** could have a significant effect on behavior, and subsequently scrap production, beyond those attained by other more conventionally employed interventions. A questionnaire was administered to employees following the final withdrawal conditions. These operators reacted favorably to the **coaching** intervention and preferred its continuation. Benefits analyses indicate program-related reductions in scrap production were potentially worth $155,844 in annual savings. However, attainment of this benefit appears to require improved control of rejection production, possibly through **coaching** procedural modifications.   **E.   PhD**

Stowell, S. J. (1987). "Leadership and the **coaching** process in organizations." <u>DAI-B 48/02, p. 589, Aug 1987</u>.
>The primary purpose of this study was to provide an understanding of the **coaching** process which is defined as a leader-initiated informal discussion dsigned to bring about a change in employee behavior, attitudes or actions. The study was conducted in a well-known, medium-sized insurance-oriented company. This investigation addressed four major concerns identified in the literature review: (a) the lack of direct and specifically-focused studies in the area of leader **coaching** behaviors; (b) the lack of investigations to support models proposed in the popular literature; (c) the lack of clarity regarding the role of different variables in the **coaching** process; and (d) an excess number of studies on simulated or artificial organizational situations. The naturalistic or qualitative method of investigation was used to gather data from interviews with leaders who were nominated as effective **coach**es and leaders who were nominated as less effective **coach**es. Interviews were also utilized to gather data from employees regarding their perceptions of the **coaching** process. Finally, with the aid of tape recorders, data were gathered from real **coaching** discussions between leaders and employees. Through a process of content analysis, key leader behaviors emerged and major

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categories of **coaching** behavior were formed. Forty-eight categories of behavior were ultimately identified and labeled and were formed into two primary groups. One group was supportive/nonsupportive leader behaviors; the other was initiating/confrontive leader behaviors. These two major groups of behavior form a preliminary model of the **coaching** process that has been labeled SUPPORT/INITIATE. In addition to the structure of the **coaching** process itself, this investigation reports on findings regarding the length, location, planning, preferred intervals, purpose and other general perceptions about the **coaching** process in an organizational setting.   **E PhD**

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

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

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

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

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

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

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

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

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1990 – 1994 (n = 12: A=4, PhD=5, E=3)

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

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

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

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

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

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

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

> The problem. The purpose of this study was to test the efficacy of **coaching** as a vehicle for enhancing transfer of training by comparing the performance of two groups of corporate employees, one which received **coaching** on the trained skills and one which did not. Method. A quasi-experimental field study was conducted. Ninety-one employees enrolled in six regularly scheduled classes on interpersonal communication formed the initial subject pool. Three classes were designated control, and three were designated experimental. Managers who declined to participate, coupled with substantial dropout of both subjects and raters, reduced the sample size to 17 experimentals and 16 controls. Experimental subjects' managers received special training in **coaching** skills. On returning to the workplace, experimental subjects received **coaching** by their managers for a period of four weeks, while control subjects received no such systematic interaction. Pre- and post tests completed by subjects and two raters using the Interpersonal Communication Inventory provided the measure of transfer. Results. Post test comparisons of the control and experimental groups showed no significant differences between groups. The experimental group alone showed no pre-post gains, while the control group showed a gain on one of the six factors. Data from subjects alone

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(removing rater data) revealed control group pre-post gains on two of the six factors. In contrast to the quantitative findings, anecdotal participant comments were overwhelmingly favorable toward the technique of **coaching**. Results of the study draw attention to methodological concerns that need to be addressed in performing research in corporate educational settings. In particular, the following areas emerged as problematic: sample selection, establishing that learning actually occurred, operationalizing 'transfer', instrument sensitivity, and the design of the treatment itself. Careful attention to these and other concerns should allow a more thorough understanding of the **coaching** process, which may yet promise to be an unobtrusive device to enhance employee performance.   **E . PhD**

Sawczuk, M. P. (1991). "Transfer-of-training: reported perceptions of participants in a **coaching** study in six organizations (management development)." Dissertation Abstracts International **DAI-A 51/12, p. 4195, Jun 1991**.
> Management training programs are subject to the same questions about transfer-of training which are asked of other educational endeavors. Do managers use training program knowledge on the job? Research on transfer appears to have several deficiencies. It has been largely limited to laboratory settings and the examination of simple experimental tasks. The research has resulted in very little literature documenting transfer studies in management development programs. Finally, the research has not examined the perceptions of those involved in the transfer studies. Training is intended to affect behavior; because participants' perceptions may also affect their behavior, those perceptions should be understood if training is to be undertaken effectively. To address these issues the researcher developed a five-step **coaching** model as a transfer vehicle. Six organizations were persuaded to add the **coaching** model to planned management training programs. Superiors of trainees were trained in the **coaching** model. The researcher used standard field study methods, interviews, observations, and questionnaires, to gather the perceptions of the manager/**coach**es and subordinate/ trainees. The data provided these results: (1) Participants' perceptions of the five-step **coaching** process were largely positive. (2) Manager/**coach**es and subordinate/trainees did not agree about themost helpful or most difficult **coaching** steps. (3) Both groups of respondents rated the managers 'somewhat effective' **coach**es. (4) Both groups of respondents perceived that trainees 'occasionally' use newly learned knowledge on the job. (5) The researcher's observations revealed that most managers appeared not to possess several of the skills required by the **coaching** process.   (6) Most manager/**coach**es would change the **coaching** training they experienced. The researcher concluded: (1) Participants favored increased interaction between managers and subordinates. (2) Managers do not demonstrate **coaching** skills; perceive they do not have time to **coach**; practice a task-oriented approach when they **coach**; **coach** infrequently. (3) Most managers and supervisors appear not to be aware of transfer issues. (4) Gathering and analyzing the perceptions of participants important to the success of endeavors should be an important organizational activity. (5) Many organization variables and managers' personal variables combine to determine whether managers **coach** their subordinates.   **E . PhD**

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

Graham, S., J. F. Wedman, et al. (1993). "Manager **coaching** skills: Development and application." Performance Improvement Quarterly **6**(1): 2-13.
> Describes an assessment of a program designed to enhance managers' **coaching** skills. Interviews were conducted with 87 account representatives who worked for 13 sales managers involved in the **coaching** skills program. The 8 **coaching** characteristics identified by C. Schelling (1991) as associated with successful sales management were addressed. Significant increases on follow-up ratings were obtained on 5 behaviors, including clarity in performance expectations, providing feedback, and rewarding performance. Results suggest that the program had a positive impact on managers' **coaching** behaviors, and provide preliminary evidence that managerial **coaching** behaviors could be enhanced through a combination of training and on the job follow-up. Successful **coaching** is described as a complex interaction between management behaviors, time, and manager employee relationships. ((c) 1997 APA/PsycINFO, all rights reserved)   **E .**

Peterson, D. B. (1993). "Skill learning and behavior change in an individually tailored management **coaching** and training program." DAI-B 54/03, p. 1707, Sep 1993.
> This study presents an innovative methodology for measuring individual change and development. This methodology is used to evaluate the effectiveness of an individualized **coaching** program for managers and executives. Individual **coaching** is an intensive development program that provides participants with new insights, principles, strategies, tactics, and skills to improve their effectiveness and performance at work. Multiple techniques (including multiple types of items, rating scales, and raters) are used in a construct-oriented triangulation approach to evaluate the

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outcomes of **coaching**. For each participant, a customized rating inventory based on their individual training objectives is developed. This inventory is rated by the participant, their boss, and their **coach** at pre- and post-training, as well as at follow-up. Participants are rated on each item for their level of current effectiveness and, for the post-training ratings, retrospective degree of change. These two ratings provide different indications of the amount of change observed as a result of the **coaching**. For example, interrater correlations and agreement regarding the mean level of change are both higher for the retrospective change measure. All rater perspectives indicate that the **coaching** is effective in enhancing on-the-job behavior. On average, over 1.54 standard deviations of change are observed on the specific training objectives. Overall job effectiveness, a global outcome measure, is also rated. Based on pre- and post-training ratings, participants improve by about .85 standard deviations in overall effectiveness as a result of their **coaching** programs. These results compare quite favorably with the meta-analytic findings of Burke and Day (1986), who found an average effect size of .44 for subjective rratings of on-the-job behavior **E. PhD**

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

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

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

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

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

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

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

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

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1995 – 1999 (n = 29: A=14, PhD=5, E=10)

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

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

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

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

Seifert, L. L. (1995). "Perceptions of managerial **coaching** within selected workplaces." DAI-A 55/08, p. 2472, Feb 1995.

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

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

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

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

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

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

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

Kiel, F., E. Rimmer, et al. (1996). "**Coaching** at the top." Consulting Psychology Journal: Practice & Research **48**(2): 67-77.
Presents a systems-oriented approach to the leadership development of top-level executives. A structured program is described that is designed to have a positive impact at the organizational level through focused work with the individual client. Leadership effectiveness is seen as strongly influenced by the individual's past, personal life, and work environment. Comprehensive information gathered from the client's work life and personal life increases understanding of behaviors that influence performance, and thereby fosters change. Development is perceived from a holistic point of view, with benefits to the organization accruing through increased effectiveness in any areas of the client's life. A case example (of a 40-yr-old male) is given to illustrate how this approach is put into effect. ((c) 1997 APA/PsycINFO, all rights reserved) **E .**

Kilburg, R. R. (1996). "Toward a conceptual understanding and definition of executive **coaching**." Consulting Psychology Journal: Practice and Research **48**(2): 134 - 144.
A review of the literature on **coaching** reveals that very little empirical research has focused on the executive **coaching** methods used by consultants with managers and leaders in organizations. Within the framework of a 17-dimensional model of systems and psychodynamic theory, the author provides an overview of a conceptual approach to **coaching** activities that incorporates 5 identifiable components plus an emphasis on goal setting, intervention methods, and hypothesized factors in negative consulting outcomes. A definition of executive **coaching** is offered as a way of summarizing the literature and differentiating these consulting activities from others for the purpose of improving conceptual clarity and encouraging specific research on the concepts, methods, and outcomes of such activities. **A**

Levinson, H. (1996). "Executive **coaching**." Consulting Psychology Journal: Practice & Research **48**(2): 115-123.
Executive **coaching** requires the ability on the part of the **coach** to differentiate **coaching** from psychotherapy while using basic psychological skills and insights. It is usually short term and issue focused. At high executive levels, its success depends heavily on the consultant's knowledge about contemporary management and political issues. The case study of a 60-yr-old male CEO is included here to illustrate this process. Fundamentally, psychoanalytically oriented consultants help their clients attain greater psychological freedom to make their own choices and assume responsibility for their own behavior. Unlike psychoanalytic practice, however, **coaching** consultants may offer suggestions, information, and guidance consistent with their understanding of the psychology of the client in his or her organizational context. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Peterson, D. B. (1996). "Executive **coaching** at work: The art of one-on-one change." Consulting Psychology Journal: Practice & Research **48**(2): 78-86.
Outlines the 5 research-based strategies that guide one-on-one **coaching** by a management consulting firm: forge a partnership, inspire commitment, grow skills, promote persistence, and shape the environment. The case study of a typical targeted **coaching** participant (a female executive who sought to develop stronger relationships with internal customers and enhanced credibility on strategic business issues) is presented and contrasted with other **coaching** services (i.e., intensive **coaching** and executive **coaching**) provided by the firm. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

Saporito, T. J. (1996). "Business-linked executive development: **Coaching** senior executives." Consulting Psychology Journal: Practice & Research **48**(2): 96-103.
Presents a model of executive **coaching** based on the organizational requirements that shape the leadership factors to be considered in the **coaching** process. Consultants must clearly shape their **coaching** to reflect these dimensions if they are to be effective in helping to increase the effectiveness of their individual clients. Consulting issues are described as well as a specific methodology that reflects a business-linked executive development approach to **coaching** executives. There are 4 stages to the approach: defining the context (i.e., organizational imperatives, role-based success factors, and success-relevant behavioral requirements), assessment of the individual, developmental planning, and implementation. The case study of a middle-aged male executive illustrates this approach. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

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

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

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

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

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

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

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

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

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

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

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

> Resilience is the process of effective coping that leads to successful adaptation. Components of the process of coping include cognitive appraisal, utilization of personal and environmental resources, emotional response, and coping strategies. Resilient people appear to be emotionally stable extroverts who possess an internal locus of control, are focused, organized, and open-minded, view change as an opportunity, utilize social relationships for support, and select resources and strategies that are appropriate to a given situation. It was thought that coping skills training and/or solution-focused **coaching** might foster situational resilience during a career-threatening milestone such as preparing

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for the Medical College Admission Test (MCAT), by helping people to lessen their perceived stress and thereby maximize performance. Participants undergoing a summer MCAT preparation course were randomly assigned to one of four groups: training only, **coaching** only, training plus **coaching**, or a no treatmentcontrol. Stress levels increased significantly during the course. A 2 x 2 x 2 MANCOVA on post test performance and perceived stress revealed a significant resilience by training interaction and resilience by **coaching** interaction on post test perceived stress. For high resilience participants, **coaching** may have lessened posttest perceived stress and training may have increased post test perceived stress. For low resilience participants, training may have lessened posttest perceived stress and **coaching** may have increased post test perceived stress. The efficacy of interventions designed to foster effective coping appear to be contingent upon an individual's dispositional resilience. Additional research is needed to ascertain the validity of the results. **E. PhD**

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

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

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

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

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

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

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

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

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

> This field study addressed the question of whether voluntary participation in interview **coaching** is related to performance in situational interviews. Promotional procedures in 4 different police and fire department jobs were involved, allowing replication in separate samples. In 3 of 4 jobs, when controlling for indicators of candidates' pre**coaching** job knowledge and motivation to do well on the promotional procedures, attendance at a **coaching**

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session was significantly related to interview performance. Following a discussion of study limitations, an agenda for future research is discussed, including a proposed general model of **coaching** process and outcome variables. ((c) 1998 APA/PsycINFO, all rights reserved) (journal abstract)   **E .**

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

> Asserts that sales **coaching** is a critically important means used by sales managers to enhance the performance of their salespeople. A review of a number of popular press articles and books indicates that practitioners typically discuss sales **coaching** as a multidimensional activity consisting of 3 core constructs: (1) supervisory feedback, (2) role modeling, and (3) salesperson trust in manager. This article defines and examines the 3 sales **coaching** constructs in detail, reviewing the most recent academic theory and research in order to more precisely understand how and why sales **coaching** is effective. ((c) 2000 APA/PsycINFO, all rights reserved)   **A**

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

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

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

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

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

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

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

> This article outlines a **coaching** paradigm derived from constructive-developmental psychology, family therapy supervision, and theories of organizational cognition. The paradigm is one of transformative, developmental

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

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

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

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

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

2000 (n=12: A=4, PhD=7, E=1)

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

This study looked at the self-perceptions of individuals participating in a program of executive **coaching**. Specifically, the study sought to investigate whether there were differences in perception about which factors in the **coaching** were most important in leading to behavior change between two groups—those sent to **coaching** for developmental purposes, called High Performing, and those sent to **coaching** for remedial purposes, called Low Performing. The study consisted of a telephone survey of individuals completing the six month Individual **Coaching** for Excellence (ICE) program at Personnel Decisions International (PDI), a worldwide provider of **coaching** services. Before being contacted for the survey, the study participants were categorized as high performing or low performing by their respective **coach**es to allow for later comparison and analysis. The study hypothesis, based on attribution theory and Noe's model of behavior change from management training, predicted that High Performing individuals would rate survey items related to various aspects of the **coaching** experience higher if the items were associated with the individual him or herself, and Low Performing individuals would rate items higher if they were associated with people or events outside of him or herself. The results of the study did not support the hypothesis, because there was

no significant difference in ratings between the two groups. A comparison of results by gender instead of performance category, however, showed that women rated all **coaching** factors and all items associated with the value of the **coaching** experience higher than men, except for those items having to do with support from boss and support from organization. These items were rated higher by men. Inasmuch as gender differences were not the purpose of the current study, however, it is recommended that future research be conducted to validate and further these initial findings. **E PhD**

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

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

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

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

Garman, A. N., D. L. Whiston, et al. (2000). "Media perceptions of executive **coaching** and the formal preparation of **coach**es." Consulting Psychology Journal: Practice & Research **52**: 203-205.

> Seventy-two articles on executive **coaching** appearing in mainstream and trade management publications between 1991 and 1998 were analyzed to determine (a) general opinions of the practice of executive **coaching** and (b) the extent to which training in psychology was described as relevant and useful to **coaching** practice. A content analysis methodology yielded reliable coding across raters. Results of the review suggest that favorable views of executive **coaching** far exceed unfavorable views. However psychologists were infrequently recognized as uniquely competent practitioners. Implications of these findings for psychologists in **coaching** roles are discussed. (PsycINFO Database Record (c) 2000 APA, all rights reserved) (journal abstract) **A**

Hancyk, P. (2000). "**Coaching** in the corporate environment." Dissertation Abstracts International **MAI 38/06, p. 1418, Dec 2000**.

> The research question related to this study is: How should internal **coaching** be introduced and implemented in the corporate environment? Within the context of this project, the overall objective was to increase the effectiveness of leadership and management in organizations by training managers and other influencers in the organization to use **coaching** techniques effectively. **E. PhD**

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Howatt, W. A. (2000). "**Coaching** choices: Using Reality Therapy and Choice Theory." <u>International Journal of Reality Therapy</u> **20**(1): 56-59.

> This is an overview of how W. Glasser's ideas are a natural fit for, and of great value to, a **coach**. By fully understanding Glasser's ideas **coach**es more effectively help their clients make better life choices. The author shares his experience with using Reality Therapy and Choice Theory to help his client's make fast and effective choices so they are more productive and successful. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

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

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

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

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

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

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

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

> The old days of traditional, hierarchical, and control driven management are gone. Today's highly competitive, global, and customer-driven marketplace is forcing organizations to focus more on the bottom line and the quality of leadership throughout their companies. Leadership development has become a critical business initiative. Furthermore, the very process of leadership development has changed to a more active and relational process. This dissertation explores organizational leadership development efforts and provides a clear picture of where the clinical psychologist with business training and experience has significant skills to offer to organizations seeking guidance in this area. After reviewing the organizational leadership needs that exist, I consider the current programs that attempt to address these needs. Next a framework is presented for viewing leadership development efforts and the

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relationships through which they occur, namely, training, **coaching**, mentoring, and therapy. In addition, this dissertation offers theoretical models and assessment instruments that the clinical-business psychologist-consultant can use to facilitate and guide leadership development initiatives. Also offered, is a resource guide which describes professional groups and presents literary materials germane to this area of practice. In conclusion, this dissertation describes other topics related to leadership development that were beyond the scope of this endeavor, and offers ideas regarding related areas of research that would provide valuable information regarding those factors that contribute to successful leadership development outcomes. **E   PhD**

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

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

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

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

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2001 (n=10: A=8, PhD=2)

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

    The author shares his experience as a **coach** to senior teams by way of some recommended practice guidelines. These guidelines are intended to help those who **coach** teams, and those interested in doing so, to think more carefully and completely about their role as facilitator and helper. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract). **A**

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

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

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

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

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

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

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

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

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

    A review of the recent literature demonstrated that there are virtually no articles or research papers on the subject of intervention adherence or compliance in executive **coaching**. This article begins to address that deficit by presenting an 8-component model of **coaching** effectiveness that includes such elements as the **coach**--and client--commitment to the path of progressive development, characteristics of client problems, structure of the **coaching** containment,

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quality of **coaching** interventions, and the intervention adherence protocol the **coach** develops with the client. These elements of **coaching** effectiveness are explored in more depth in the context of considering the outcome pathways of **coaching** assignments. Components of a possible adherence protocol for **coaching** executives are described along with major client and **coach** problems that contribute to nonadherence. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract).   **A**

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

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

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

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

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

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

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

        As the world of work has changed, so have the roles and responsibilities of managers. Organizations have begun to insist that leaders take much of the responsibility for the development of employees. One proven method for doing so is through one-on-one **coaching** between manager and employee. While **coaching** has been found to be effective, there has been no research on which personal attributes and skills help make a **coach** effective. This study investigates the relationship among managerial attributes, managerial skills, and **coaching** performance to help fill this gap in the

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literature. The literature is reviewed and a model for **coaching** performance is proposed and tested. The results indicate that managers who are effective **coach**es are more likely to build relationships with their staff and to lead courageously. In addition, those who were bright were more likely to be effective in analyzing issues, which helped them to lead in a courageous or forthright manner. In contrast, when one was bright but did not use his or her intelligence to carefully analyze issues, a negative relationship between intelligence and leading courageously was found, indicating that the more intelligent the individual, the less likely they were to be considered a strong leader, as well as an effective **coach**. This is an important finding as it challenges the long accepted theory that intelligence is the foremost predictor of performance (with a positive, not a negative relationship). Building relationships with people was also found to be a significant predictor of **coaching** performance. Those who listened to their staff and were outgoing and social were more likely to be viewed as making interpersonal connections with employees and therefore perceived as better **coach**es. The findings of this study have implications for how managers are hired and developed. The results suggest that organizations must look not only at personal attributes such as cognitive ability, assertiveness, and sociability, but also at how these are channeled through skills such as analyzing issues, leading courageously, listening to others, and building relationships. Study limitations and future research directions are proposed and discussed. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E   PhD**

2002 (n=18: A=11, PhD=4, E=3)

Anderson, J. P. (2002). "Executive **coaching** and REBT: Some comments from the field." Journal of Rational-Emotive & Cognitive Behavior Therapy **20**(3-4): 223-233.
> Executive **Coaching** comprises personal counseling, business advice, and advice about managing for people who are in executive management. This involves a one-to-one helping relationship between **coach** and client. In each case for which executive **coaching** is sought, there are problems the client has encountered which requires changes in client behavior. Rational-emotive behavior therapy, with its blend of easy understandability and direct applicability to client problems, is an ideal tool for use in executive **coaching**. Clients readily understand the A-B-C-D connections and are able to effect changes in behavior. The article includes case examples. (PsycINFO Database Record (c) 2003 APA, all rights reserved).   **A**

Berger, J. (2002). "The use of hypnosis and relaxation therapy in professional and life skills **coaching**." Australian Journal of Clinical Hypnotherapy & Hypnosis **23**(2): 81-88.
> This paper gives a brief overview of the nature of professional and life skills **coaching** and how and where it can be used. It examines the models the **coaching** concept borrows from in order to function, the nature of the **coach**-client relationship, the benefits of **coaching** for the client and the differences between **coaching** and therapy. In particular it discusses how the author uses hypnosis and relaxation therapy--along with the Choosing Continuum and Transitional Visualisation--as tools in the **coaching** process, to assist clients in positive **coaching** breakthroughs. Finally the benefits of **coaching** for the **coach** are discussed and the possibility of the clinical hypnotherapist adding **coaching** to their existing services after receiving the appropriate training. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract) **A**

Bricklin, S. M. (2002). "The rapport program: A model for improving the emotional intelligence of executive **coaching** clients." Dissertation Abstracts International: Section B: the Sciences & Engineering **62**(11-B): 5363, US: Univ Microfilms International.
> Emotional intelligence-defined by Goleman (1998) as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships' (p. 317)-has received a considerable amount of attention in recent years. While the competencies associated with emotional intelligence were once dismissed by the business community as 'soft skills,' the leaders of many organizations have come to recognize that improving these 'soft skills' can increase the hard numbers. The higher up one moves in an organization, the more important emotional competencies become. In fact, a lack of emotional intelligence is frequently the reason executives fail. Given the expense of hiring and training people for executive positions, programs designed to improve the emotional intelligence of executives are of considerable value to organizations. Guidelines for improving emotional intelligence within organizations have been developed and models of executive **coaching** exist that can be used to improve the emotional intelligence of executives. However, an executive **coaching** program that explicitly includes methods for facilitating the adherence to the guidelines has not, until now, been developed. Furthermore, past programs have not adequately addressed assessment issues or the methods for obtaining the necessary constituent validity. The goal of this dissertation is to synthesize existing knowledge in order to develop an executive **coaching** program that offers techniques for implementing the guidelines, providing a comprehensive method for assessment, and incorporating a model for obtaining constituent validity. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A   PhD**

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

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

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

Grant, A. M. (2002). "Towards a psychology of **coaching**: The impact of **coaching** on metacognition, mental health and goal attainment." Dissertation Abstracts International **63/12**(June): pp.6094.
A series of studies developed a framework for a psychology of **coaching**. **Coaching** was defined as a collaborative, solution-focused, result-orientated systematic process, used with normal, non-clinical populations, in which the **coach** facilitates the self-directed learning, personal growth and goal attainment of the **coach**ee. A review of the peer-reviewed psychological literature found some measure of support for the effectiveness of **coaching**, but noted that **coaching** research is still in its infancy. A solution-focused cognitive-behavioural (SF/CB) framework was developed, which the following studies explored. The Transtheoretical Model of Change (TTM) was identified as a model of change with applicability to **coaching** and empirical support was found for its use in **coaching**. Three studies then explored the effects of cognitive only, behavioural only, and combined cognitive and behavioural **coaching**, on trainee accountants' grade point average, study skills, self-regulation, mental health, private self-consciousness and self-concept. The cognitive only program increased deep and achieving approaches to learning, academic self-concepts, reduced test anxiety and nonstudy-related anxiety and depression. Academic performance declined relative to controls. The behavioural only **coaching** program decreased test anxiety and increased academic performance. The combined cognitive and behavioural program increased academic performance, deep and achieving approaches to learning, academic self-concepts, and reduced test anxiety. No program had a significant impact on private self-consciousness, self-reflection or insight. On follow-up, one semester later, academic performance increases were maintained only for combined cognitive and behavioural program participants. A theoretical discussion then outlines the role of psychological mindedness, self-reflection and insight in **coaching**, and the construction and validation of the Self-reflection and Insight Scale (SRIS) is reported. In the final study 20 adults completed a life **coaching** program, focusing on attaining goals that had alluded them for an average of 23.5 months. Participation was associated with enhanced mental health, quality of life and increased goal attainment. Levels of self-reflection decreased but insight increased. It is concluded that SF/CB **coaching** appears to be an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved purposeful change in normal adult populations. **E PhD**

Greenberg, L. S. (2002). **Coaching** for emotional wisdom in couples. Greenberg, Leslie S (2002) Emotion-focused therapy: **Coaching** clients to work through their feelings. Washington, DC, American Psychological Association**:** 255-277.
(from the chapter) Emotions are fundamentally relational. They link people to each other. Once they are in awareness, emotions give people information about the states of their intimate bonds, telling them if their bonds are in good condition, if they have been disrupted, or if they need maintenance. People are calm and feel good when all is going well between them and their intimate partners. They are disturbed and upset when all is not well. Emotion **coach**es can help people improve their relationships by guiding them to become aware of their attachment- and intimacy-related feelings and needs and to communicate these in nondemanding ways. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Holm-Hadulla, R. M. (2002). "**Coaching**." Psychotherapeut **47**(4): 241-248.
Coaching is widely applied in profit and non-profit organizations. In a quickly changing economy with the growing demand for professional and personal flexibility, leaders of companies were the first to look for professional **coach**es. Politicians, moderators of media, middle and lower managers, freelancers and scientific institutions are also increasingly looking for **coaching. Coaching** is a combination of different organizational training methods, psychological techniques, personal experiences and philosophical opinions. The label "**coach**" is not certified, and a variety of eclectic concepts exist for it. In practice, **coaching** is a form of psychohygiene and psychotherapy for healthy persons. Thus it may be useful to apply to **coaching** theoretical concepts and - modified - practical techniques of psychotherapy as well as the methods of psychotherapy research. Three evidence-based essentials of psychotherapy

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may be fundamental for **coaching**: The helping alliance, cognitive-behavioral training and psychodynamic understanding. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

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

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

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

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

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

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

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boss, the executive and the **coach**, as well as suggestions for future research. (PsycINFO Database Record (c) 2002 APA, all rights reserved).   **E   PhD**

Wozniak, L. (2002). "**Coaching** the chief executive." <u>Far Eastern Economic Review</u> **165**(19): 56.
An executive **coach** talked to sports **coach**es to learn how their approach might be applied in business settings. This article is an interview with the business **coach** about what he found. The interview covers: a definition of executive **coaching** (confidential, one-to-one, oriented towards performance improvement, needs diagnosed and agreed upon, action plans developed, tested in the workplace under **coach** guidance, often stretching the comfort zone of the executive, usually focuses on 2-3 developmental needs, lasts from 6-12 months), distinctions of **coaching** from traditional management consulting (**coaching** is less technical and more behavior or leader focused), and key observations from the sports world including: **coach** as catalyst for change, the importance of team work, the learning value of both failure and success, the role of attitude, and the role of balance.   **A**

Levy, P. E., R. T. Cober, et al. (2002). "The effect of transformational and transactional leadership perceptions on feedback-seeking intentions." <u>Journal of Applied Social Psychology</u> **32**(8): 1703-1720.
This paper explores the relationship between leadership style as operationalized by transformational/transactional leadership (B. M. Bass, 1985) and feedback-seeking behavior. 132 participants were presented with a vignette describing either a transformational or a transactional leader. Leadership style (transformational leader) was significantly related to higher feedback-seeking intentions. Further, controlling for manipulated leadership style, participants' perceptions of leader consideration behaviors resulted in higher feedback-seeking intentions. These findings suggest that not only does exposure to a certain leader affect feedback-seeking behavior, but also perceptions of a certain characteristics of leader's behavior are important. These findings explain one potential mechanism through which transformational leaders might affect the development of their subordinates and raises interesting implications for leadership **coaching**. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **E**

Laske, O. E. and B. Maynes (2002). "Growing the top management team: Supporting mental growth as a vehicle for promoting organizational learning." <u>Journal of Management Development</u> **21**(9): 702-727.
The authors outline a developmental view of OD, showing on empirical grounds that C. Argyris' "theory in use" notion points to different levels of mental growth as underpinnings of 'the program in brain/mind' that determines personal theories of organizational action. Employing the developmental structure/process tool (DSPT-super(TM)), the authors explain the differences between two executives' theory of action. They also analyze the dynamic of a six-member team on developmental grounds. By way of close analysis, it is shown that theories of action are developmentally grounded, and are thus open both to maturation over the life span and to interventions like developmental **coaching**. The authors come to the conclusion that developmental assessment of executives and teams should become a vital part of in-house development and of OD intervention. (PsycINFO Database Record (c) 2002 APA, all rights reserved). **A**

Kodish, S. P. (2002). "Rational emotive behavior **coaching**." <u>Journal of Rational-Emotive & Cognitive Behavior Therapy</u> **20**(3-4): 235-246.
Managed care has led some psychotherapists to seek alternative modes of practice. Personal **coaching** provides one such approach. To what extent might an rational-emotive behavior therapy practitioner already be "**coaching**"? How can REBT be meshed with personal **coaching**? What advantages and problems might ensue? What training is involved? These questions are answered based on the experiences of the author in shifting her work to what she calls Rational Emotive Behavior **Coaching**. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **A**

Jones, G. (2002). "Performance excellence: A personal perspective on the link between sport and business." <u>Journal of Applied Sport Psychology</u> **14**(4): 268-281.
This article provides a personal perspective on the link between excellence in sport and business. It traces the author's transition from sport psychologist to business consultant before identifying specific areas in which direct links can be drawn between the 2 domains. Specifically, 5 major areas are addressed: organizational issues, in which a demands, supports, constraints approach is outlined; stress, including a model of stress in leaders and a model of stress and coping; leadership, in which a model of leadership and how it relates to performance is presented; high-performing teams, based on a create, unite, perform model of team building, team work, and team effectiveness; and 1-to-1 **coaching**/consulting, in which common areas across sport and business are identified. The general conclusion is that the principles of elite performance in sport are easily transferable to the business context, and also that sport has a considerable amount to learn from excellence in business. (PsycINFO Database Record (c) 2002 APA, all rights reserved).   **A**

Mai, R. P. (2002). "**Coaching** for learning: Lessons for organizational renewal." <u>Psychologist-Manager Journal</u> **6**(1): 94-102.
Using the Grinnell College basketball program as an example of organizational learning, this paper addresses the role of the **coach** as a renewal agent and the methods used to "reinvent" Grinnell's approach to the game. By challenging conventional assumptions and experimenting with unorthodox strategies based on existing team strengths (such as

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they were), then systematically gathering, analyzing, and learning from performance data, the **coach** and team were able to redesign their "operating plan" and win games. Their results--several league championships and the achievement of NCAA all-division scoring records--prompted a story in The Wall Street Journal. This paper goes on to describe 10 leadership strategies--mostly involving the creation of a data-driven "learning conversation" between **coach** and players--that sustained ongoing experimentation and innovation. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). **A**

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

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

2003 (n=23: A=12, PhD=7, E=5)

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

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

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

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

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

> The current study examines the experiences and meanings of media selection for executive **coach**es and recipients of **coaching** who interact face-to-face, by telephone, by email and through video conferencing. Using a qualitative paradigm, the current study investigates (a) the dimensions of media selection in executive **coaching** according to **coach**es, (b) the dimensions of media selection in executive **coaching** according to clients, (c) how these dimensions relate to current models of media selection, and (d) how the experiences of executive **coach**es compare to the experiences of clients with regard to media selection. Through maximum variation sampling, ten executive **coach**es and ten clients were selected. One semi-structured interview was conducted with each participant.

Grounded theorizing was used to generate an in-depth understanding of the phenomena under investigation. A final list of the ten dimensions of media selection in executive **coaching** was generated. The evidence converges with social interaction theories, with the access/quality theory and with the task-technology-fit theory. The current study does not support the social presence theory; rather, the process of media selection and the degree of presence of media in **coaching** appear to be socially constructed phenomena embedded in relational, behavioral and contextual variables. **E PhD**

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

This document does not support the social presence theory; The authors address the practice, training, professional, and ethical issues of career **coaching**. Some recommendations are offered as a first step in promoting professionalism in the practice of career **coaching** and for uniting this profession with other career service professionals. It is concluded that it is time that career development professionals take charge to ensure ethical and quality career services for all consumers. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

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

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

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

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

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

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

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

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

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

Fanasheh, H. A. (2003). "The perception of executive **coaching** among CEOs of America's top 500 companies." <u>Dissertation Abstracts International</u> **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 **coach**es, and 32% declared that they had hired **coach**es. 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 **coach**es from outside their organizations, 51% would search for one through human resources, 31% preferred sites off their company premises for **coaching** sessions, and 43% would keep their **coaching** relationship confidential. Thirty-nine percent of the participants expressed the belief that **coaching** should not be limited to a specific management level, and 37% said they supported research related to executive **coaching**. Based on these findings, executive **coaching** can be considered as a worthwhile investment. Future studies may take a closer look at the details and characteristics of the **coaching** session, and may explore what is called the “trusted advisor,” someone who is believed to be much closer to the client than is the **coach**. **E   PhD**

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

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

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

An exploratory study was conducted to gather information on strategies employed by experienced psychologists who **coach** executives with narcissistic personality features (as defined by Maccoby, 2000; Kernberg, 1998; Kets de Vries

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and Miller, 1997). In-depth, semi-structured interviews were carried out with fourteen psychologists/executive **coach**es who practice independently or as partners in management consulting firms. At the time of the interviews, these psychologists had collectively **coach**ed nearly 3000 executives throughout the United States, Europe and Canada. A qualitative analysis was conducted to identify common themes arising from interviews. Identified strategies for effecting change included establishing credibility, developing rapport through empathy and mirroring, setting boundaries, providing feedback, dealing with emotional overreactiveness, curtailing grandiosity, increasing awareness of others, changing behavior, involving co-workers, education/reframing limiting beliefs, and authentic use of self. Results indicate that the prognosis for effecting deep, lasting change in executives with narcissistic personality features is guarded at best. Long-term (4+ years) **coaching** or therapy is required, and executives must be highly motivated. **Coach**es who work short term set modest goals, targeting only the most problematic behaviors and relying primarily upon simple behavioral strategies. Changes resulting from short-term **coaching** are often viewed as superficial, and their sustainability is questionable. Both long-term and short-term **coaching** efforts are enhanced through systemic interventions. Data analysis revealed a number of themes related to how narcissistic executives affect their organizations, and how their work groups and organizations are affected by them. Theoretical and practical implications of research findings are discussed. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **E PhD**

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

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

Jay, M. (2003). "Understanding how to leverage executive **coaching**." Organization Development Journal **21**(2): 6-19.

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

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

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

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undertaken that involved an opportunity for all staff of the hospital to be involved. (PsycINFO Database Record (c) 2003 APA, all rights reserved). **E**

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

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

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

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

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

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

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

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

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

> This study examines the phenomenon of executive **coaching**, a leadership development strategy, from the perspective of executive **coach**es and executive clients. Grounded theory, an inductive qualitative research methodology, was used to generate a theory of executive **coaching** that emerged from the reported experiences of study participants. A conceptual framework, derived from the literature review, located executive **coaching** within a learning-centred, work-based development paradigm. A six-phase **coaching** model was developed to identify key stages in the **coaching** process. Interview questions addressed gaps brought out by the literature review. The literature failed to address properly both the conceptual framework and aspects of the executive **coaching** process. Nine executive **coach**es, nine executive clients, and one former client who had become an executive **coach** were located through theoretical sampling. Semi-structured interviews were conducted at specific points in the **coaching** process in order to explore participants' experiences of executive **coaching** and to locate its benefits, limitations, and factors that contribute to its success. Responses were analysed and coded using open, axial and selective coding. **Coach**es' and clients' responses were compared through the constant comparative method, and four primary categories and properties were identified. A storyline that captured the main concern of the participants was woven into a grounded theory of executive **coaching**. This theory states that executive **coaching** is a confidential partnership between a skilled **coach** and a willing client that is based on motivation, trust, action, and reflection, and which works through

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University of Sydney, Australia NSW 2006 and for other bona fida students of coaching. This is not a commercial offering.
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the medium of dialogue and continuous feedback. Executive **coaching** sets in motion a chain of learning with a broad sphere of influence. Its direct beneficiaries are the executive and the organization; but its benefits filter beyond the local arena to include the executive's personal life and the organization's employees. Interpersonal concerns such as leadership, authenticity, and self-awareness are typical **coaching** goals, and the effectiveness of executive **coaching** in achieving these goals is best measured qualitatively. **E PhD**

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

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

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

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

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

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

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

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

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

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

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2004 (**n=32: A=17, PhD=10, E=5**)

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

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

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

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

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

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

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

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

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

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

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application of AFT is provided to further clarify and explicate how AFT can assist in executive **coaching** assignments. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

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

This research measured the effectiveness of executive **coaching** as perceived by executives who have experienced executive **coaching** for 6 months or longer, with weekly sessions lasting between 30-60 minutes each. These executives were grouped into six personality-type groups based on their combined personality-type as was measured by the PeopleMap Questionnaire. These type groups are the leader-free spirit type, the leader-task type, the leader-people type, the free spirit-task type, the people-task type, and the people-free spirit type. It also compares the effectiveness of methods involved in executive **coaching** as perceived by the different personality-types. Additionally, this study explores whether or not there are differences among the personality-types regarding the degree to which they viewed the improvement of their behavior and the time frames necessary for this change because of executive **coaching**. Furthermore, this study addresses the desired background of executive **coach**es as is perceived by the executives. It was hoped that this study would offer insight critical to strengthening executive **coaching**. Demands for higher performance from executives and employees are growing and the need for external resources is expanding. One of the fastest growing resources for leaders is executive **coaching**. Additional research may lead to making improvements in the field which can further enhance executive **coaching**. This study was designed to add to the body of knowledge in executive **coaching** by studying the overall perceived effectiveness of executive **coaching** as well as by comparing the six personality-type groups to discover whether or not different personality-types perceive executive **coaching** differently. **PhD E**

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

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

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

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

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

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

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

> The purpose of this research project was to test the general hypotheses that peer and **coach** leaders impact team dynamics. In order to provide a conceptual framework for examining leadership, a working model of peer leadership was developed. The two main constructs in this model are **coaching** style and peer leadership style. It was hypothesized that peer and **coaching** leadership behavior would influence team dynamics, specifically team climate, cohesion, collective efficacy, motivation, and performance. Additionally, it was hypothesized that a **coach**es' collective efficacy would influence their leadership style and peer leadership would be influenced by perceived competence, anxiety and theories of talent. Multivariate canonical correlation analyses of the revealed that leaders and **coach**es who exhibited moderate to high levels of training and instruction, positive feedback, and social support were correlated with athletes' perceptions of positive team climate, team cohesion, collective efficacy, intrinsic motivation and perceived performance. Furthermore, athletes who score high on perceived peer leadership demonstrated high perceived competence, whereas perceived leadership decreased with increasing anxiety levels. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

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

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

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

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

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

> The article presents some of the basic guidelines for the psychotherapists transitioning into **coaching**. Life **coaching** is a new profession that is not yet fully recognized by the general public. It will take time, along with a solid marketing plan, to build a lucrative **coaching** practice. When creating your marketing plan, view marketing as an invitation to conversation. A success- oriented marketing plan will include many of the following: business cards, brochures, ads in professional journals, speaking to organizations, writing **coaching** articles for the media, having lunch with potential leads, participating in local and national **coaching** groups and developing your website. A website should be a part of your overall marketing strategy. The purpose of your **coaching** website is ultimately to attract clients. It portrays your professional image and allows potential customers to anonymously investigate your

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services.Public speaking is an excellent way to promote your **coaching** practice. When presenting, don't speak specifically about **coaching**; instead, provide information on a topic that has value or benefit to the particular audience. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

Grant, A. M. and R. Zackon (2004). Executive, workplace and life **coaching**: Findings from a large-scale survey of international **coach** federation members. [References], <u>International Journal of Evidence Based **Coaching** and Mentoring.</u>
The knowledge base of **coach**-specific research detailing theories, techniques and outcomes of **coaching** is growing annually. However, little is known about **coach**es themselves. This paper reports on a large scale survey of **coach**es. A total of 2,529 **coach**es responded to an online survey conducted in 2003 amongst International **Coach** Federation (ICF) members. Data on credentialing, prior professional background, and current **coach** practice were collected. The **coach**es in this study had overwhelmingly graduated from or have been enrolled in a **coach** training program and virtually all had come to professional **coaching** from a prior professional background. In addition, data on **coach** demographics, **coaching** process and demographics were collected. This paper reports in detail on these findings, and makes suggestions for future research directions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). E

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

Horebeek, W. v., S. Michielsen, et al. (2004). A Cognitive-Behavioral Approach in Group Treatment of Procrastinators in an Academic Setting. Schouwenburg, Henri C (Ed); Lay, Clarry H (Ed); et al (2004) <u>Counseling the procrastinator in academic settings</u>. Washington, DC, American Psychological Association**:** 105-118.
(from the chapter) This chapter summarizes our practical experience in organizing group training sessions for students with extreme procrastination problems. These sessions are organized within the Psychotherapeutic Student Center (PSC), which is part of the Student Facilities of the Catholic University of Louvain in Belgium and offers a wide range of psychotherapy from different psychotherapeutic disciplines. The PSC is accessible to all university students, and for some years now it has also been open to all higher education students from the Louvain district. The group procrastination training is delivered by the behavioral therapists of the PSC. Beyond the group training, there is no other individual program for procrastinators, except for non-Dutch-speaking students or students who would clearly be excluded from this group due to personal characteristics (e.g., age of older working students or serious pathology). For these other clients there is an individual **coaching** program. In the summer term individual **coaching** for procrastination is also possible. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **A**

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

Kilburg, R. R. (2004). "Trudging Toward Dodoville: Conceptual Approaches and Case Studies in Executive **Coaching**." <u>Consulting Psychology Journal: Practice & Research</u> **56**(4): 203-213.

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

Kilburg, R. R. (2004). "When Shadows Fall: Using Psychodynamic Approaches in Executive **Coaching**." Consulting Psychology Journal: Practice & Research **56**(4): 246-268.

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

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

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

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

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

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

    (from the journal abstract) Since organizations have become characterized as political arenas, it is apparent that to survive and be effective in such arenas requires political skill. Furthermore, because of the barriers hampering their success, women need to develop even greater political astuteness than men. Such skill will not only increase women's performance and advancement, but also reduce stress and increase well-being at work. This article describes the nature of political skill, the importance of using political skill when influencing others, why women often suffer from

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political skill deficiency, and how mentoring and executive **coaching** experiences can build political skill and position women to capitalize on performance and advancement opportunities. We argue that gaining and utilizing political skill can enhance performance, success and health in women. (PsycINFO Database Record (c) 2005 APA, all rights reserved). **A**

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

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

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

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

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

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

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

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

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

> The perception of executive **coaching** from the executive's perspective is the topic of this descriptive study. The executive **coaching** described is specifically related to the following **coaching** behaviors: (a) asking questions, (b) listening, (c) giving feedback, and (d) building trust. The executives participating in this study are attending a 2-week Executive Program with a curriculum based on strategy, marketing, employee involvement and leadership. Internal executive **coach**es work with the executives to foster a deeper learning in **coaching** behaviors, business goals, and leadership competencies. **Coaching** begins at the Residential Training Center during the 2-week Executive Program and continues when the executive returns to work for 45 days through implementation of the project plan. A combination quantitative and qualitative survey was developed by the researcher to determine the executive's experience of the **coaching** behaviors. The survey then determines if these behaviors help transfer the learning to practical application of the business goals and leadership competencies. The survey was administered at the end of the

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2-week training and again as a post survey 45 days after returning to work. The findings are that 60% of the executives rated the perceived **coaching** behaviors at a 4 (Agree) or a 5 (Strongly Agree) on the Likert Scale at the end of the 2-week training and again after 45 days. However, 60% of the executives rated the transfer of learning to practical application of business goals and leadership competencies below 4 (3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree) during that time period. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

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

The demand for consultation services is increasing due to educational reforms and changes in special education legal mandates, yet consultation practice and training have not kept pace with this demand. To address the need for quality consultation training, an in-service training and e-mail **coaching** course in Instructional Consultation (IC) was delivered to school-based practitioners. IC is a collaborative consultation model founded upon systematic problem solving, effective communication, and the use of curriculum-based assessment (CBA). The current study examined the themes of e-mail IC **coaching**, as well as the participants' perceptions of the quality, benefits, and viability of the e-mail IC **coaching** process. Thirty consultant-trainees and four **coach**es who participated in the course completed feedback forms to indicate their perceptions of the e-mail IC **coaching** process. The **coach**es' e-mail **coaching** responses to the consultant-trainees were analyzed using grounded theory methods, and triangulated with the feedback form responses, to explore the themes of IC **coaching** by e-mail. Three findings warrant specific mention. First, **coach**es typically provided directive responses, especially Information/Suggestion and Positive Feedback. Second, consultant-trainees rated the **coaching** experience positively and reported that their skills developed significantly in all areas. Third, **coaching** that involved specific Information/Suggestion followed by specific Positive Feedback was associated with consultant-trainees' perceptions that their skills improved. Other study results suggested: (1) the content areas most frequently addressed included CBA, Defining the Problem, and Collaboration; (2) the amount and type of **coaching** provided to individual consultant-trainees varied somewhat, due to **coach**es' perceptions of the consultant-trainees' needs; (3) approximately 80% of the consultant-trainees felt they were able to apply most IC skills following training, with the exceptions of CBA and Interventions; and (4) consultant-trainees and **coach**es rated e-mail as easy to access and comfortable to use for **coaching**. The study results suggest that practitioners found e-mail IC **coaching** to be practical to use and beneficial for their development of consultation skills. While the above hypotheses must be validated, they help to inform the design of future e-mail IC **coaching** courses while additional research is conducted. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

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

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

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

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

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

Psychology has become feminized, but women are not yet concentrated in the highest career and leadership ranks. This limits the number of women with the experience and status to serve as role models and mentors. Little is known about mentoring in general, and less is known about woman to woman mentoring. This study augments current research on mentoring to provide a theoretical model for mentoring women in psychology. Qualitative research was employed using grounded theory methodology. Eight eminent women in psychology were interviewed about their mentoring experiences to compare with the literature and build upon the findings of a pilot study conducted with

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female graduate students. Results are presented as an integrated set of hypotheses in the form of a mentoring model. Participants suggested that women have unique developmental needs that do not get necessary attention. Having a trusted mentor was important in helping participants learn the general rules for success in psychology, as well as providing them with national contacts and opportunities for research, publication, leadership, and job opportunities. Participants expressed a strong recommendation for mentors to provide social support, career counseling, **coaching**, and to help students understand the culture of the profession and work environments. (PsycINFO Database Record (c) 2004 APA, all rights reserved). **PhD E**

2005 (n=62: A=35, PhD=3, E=24)

Ahern, G. (2005). "**Coaching** professionalism and provider size." Journal of Management Development Vol 24(1) 2005, 94-99.

Purpose: This article opens up for debate a new perspective on professional quality in externally supplied **coaching**. Design/methodology/approach: Three provider size-types are taken in turn and interpreted in relation to characteristic quality issues. Findings: Professional quality characteristically varies with different types of **coaching** provider. Three primary provider types are identified: large conglomerates (often multinational); the solo market where **coach**es work as individuals; and the specialised **coaching** team or "boutique". Provider size is suggested to be the key quality-related variable distinguishing these three types. Professional quality is specified inclusively through identifying the factors currently in the **coaching** quality debate. This allows a menu of factors to be considered non-judgementally in relation to the provider types. Practical implications: The article suggests how the characteristic size pluses can be realised and the minuses avoided. Originality/value: Provider size does not seem to have been debated before as a key variable in **coaching** quality. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

Ascentia were engaged by the Home Office to provide Professional Development Support for a Regional Drug Strategy manager. **Coaching** was identified by the progressive manager as the development tool of choice and Ascentia were selected from a range of organizations. The initial meeting was a three-way meeting with the director, manager and **coach**, the final session a review and consolidation of learnings. One of the key changes the manager shared was a sense of taking control of the regional drug strategy rather than waiting for deadlines and clarification from others. The stress levels in the team have dramatically reduced and there has been very little sickness leave. This is despite the fact that 50% of the team have been dealing with significant and demanding personal life changing events that could have resulted in a serious and understandable depletion of effort and achievement. The philosophy, approach and effectiveness of this approach contributed to Ascentia being awarded the contract for a Leadership Development Program for 30 managers within the organization. (PsycINFO Database Record (c) 2007 APA, all rights reserved) **E Case**

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

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

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

This article describes how principles of adult psychological development can inform executive **coaching**. An adult developmental perspective is used to identify key transformational tasks of adulthood that help shape executive role functioning. The correlation of psychological competencies with leadership competencies is outlined in more detail for the roles of senior vice president and executive vice president. **Coaching** case material is used to further illustrate how consultants can use an adult developmental framework to better align organizational life with personal strivings for meaning and growth. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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Bennett, J. A., N. A. Perrin, et al. (2005). "Healthy Aging Demonstration Project: Nurse **Coaching** for Behavior Change in Older Adults." *Research in Nursing & Health* Vol 28(3) Jun 2005, 187-197.

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

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

> This article is a review of a **coaching** engagement that spanned a 2-year period. The client was an executive with a global corporation. The case study discusses several key elements of the process, including trust, relationship building, and assessment, as well as content of the **coaching** process. Finally a summary from the **coach** and client is provided. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E Case**

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

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

Cavanagh, M., & Grant, A. M. (2005). Making the implicit, explicit: Delineating theoretical influences on **coaching** and mentoring. International Journal of Evidence Based **Coaching** and Mentoring, 3(1).

> Professional **coaching** and mentoring are change methodologies that seek their inspiration and evidence base in a host of areas, including education, psychology, action learning, health, philosophy, business, and conflict resolution. In this issue two case studies present Team Manager **coaching** and Group **coaching**, and provide useful information on the management of successful **coaching** engagements. The papers in this edition help to make the implicit explicit. By explicitly drawing on, and applying cross disciplinary theories and practices to the field of **coaching**, the authors in this issue help us to understand what it is that we do when we **coach** from a range of perspectives. (PsycINFO Database Record (c) 2007 APA, all rights reserved) **A**

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

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

Cox, E., & Dannahy, P. (2005). The value of openness in e-relationships: Using Nonviolent Communication to guide online **coaching** and mentoring. International Journal of Evidence Based **Coaching** and Mentoring, 3(1), 39-51.

> 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

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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. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **A**

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

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

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

Mentors and proteges from two formal mentoring programs were interviewed about the benefits associated with program participation, problems encountered in the program, and recommendations for program improvements. The most commonly reported benefits for proteges included learning, **coaching**, career planning, and psychosocial support. Mentors most frequently reported learning, developing a personal relationship, personal gratification, and enhanced managerial skills. Both groups identified a range of problems including mentor-protege mismatches, scheduling difficulties, and geographic distance. Unique problems were also identified, including mentor neglect (by proteges), unmet expectations (by proteges), structural separation from the mentor (by proteges), and feelings of personal inadequacy (by mentors). Finally, suggestions for program improvement were identified such as clearer communication of program objectives, better matching, targeted participation in the program, and better program monitoring. Findings are discussed in terms of what we currently know about informal mentoring and implications for mentoring theory. Suggestions for mentoring practice are also discussed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

The use of executive **coaching** as a developmental intervention for managers has increased dramatically during the past decade. Consequently, there has been a burgeoning practitioner literature on the topic of executive **coaching**. Empirical research on executive **coaching**, however, has lagged far behind, and theoretical work on the processes underlying effective **coaching** has been limited. In this review, we investigate the construct of executive **coaching** and examine how **coach**es' professional training, client characteristics, and types of **coaching** impact the effectiveness of this intervention. The article concludes with an agenda for future research on this emerging form of management development. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

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

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

Glazer, E., M. J. Hannafin, et al. (2005). "Promoting Technology Integration Through Collaborative Apprenticeship." Educational Technology Research and Development Vol 53(4) 2005, 57-67.

> Teachers often learn technology skills and integration strategies in intensive seminars, ineffective means for professional learning because experiences are seldom transferred to instructional practices. Thus, effective technology integration requires teachers to obtain learning experiences within the context of their teaching so they can practice, reflect, and modify their practices. Learning in a teaching community is a social process that involves ongoing, on-site, and just-in-time support. Teachers need avenues to continually interact to provide such support across all members of the community. Collaborative Apprenticeship, a professional development model featuring reciprocal interactions, is one such approach to promoting technology integration. Teachers experienced in technology use serve as mentors of peer-teachers' technology applications aimed at improving instruction. Technology is progressively infused as peer-teachers learn to design technology-rich lessons from their technology-savvy peers through modeling, collaboration, and **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

> **Coaching** has become a popular method to develop senior executives, yet its effectiveness is open to debate. First, **coaching** is often conducted without addressing the environment in which the executive operates, making gains derived from **coaching** difficult to sustain. Second, executives often resist being **coach**ed, inhibiting them from learning or acting differently. This article demonstrates executive **coaching** to be an effective management and organizational development tool, particularly when **coach**es become more aware of their own resistance to **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

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

> The Society of Consulting Psychology has identified the need for a scientist-practitioner model in the training of new consulting psychologists. However, it has been a challenge to find practitioners able to devote the time to training, **coaching**, or mentoring students. The author, a consulting psychologist for 22 years, describes his experience in

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returning to an academic setting. The advantages and disadvantages to practitioner and student are discussed. It is seen as beneficial to all parties, and practitioners are encouraged to assume a more active role in the training of new consulting psychologists. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

Hackman, J. and R. Wageman (2005). "A Theory of Team **Coaching**." Academy of Management Review Vol 30(2) Apr 2005, 269-287.

> After briefly reviewing the existing literature on team **coaching**, we propose a new model with three distinguishing features. The model (1) focuses on the functions that **coaching** serves for a team, rather than on either specific leader behaviors or leadership styles, (2) identifies the specific times in the task performance process when **coaching** interventions are most likely to have their intended effects, and (3) explicates the conditions under which team-focused **coaching** is and is not likely to facilitate performance. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

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

> According to the World Health Organization (1986), "health promotion is the process of enabling people to increase control over, and to improve their own health." To bring this process and its desired outcomes to fruition, many theories and models for understanding and altering health behaviours have been designed and utilized (Ajzen, 1988; Bandura, 1986; Fishbein & Ajzen; 1975; Freire, 1973, 1974; Jessor & Jessor, 1977; Prochaska, 1979). Practitioners of behaviour change implementation are legion, as therapists, counsellors, social workers and so forth. **Coaching** (in various iterations such as life **coaching**, personal **coaching**, executive **coaching**) is a recent and growing behavioural intervention. As trained health behaviourists with professional **coaching** practices, it is our contention that the Co-Active **coaching** method is an effective and efficient approach for 'doing health promotion'. Furthermore, the success of the Co-Active **coaching** approach as a tool for health promotion is based, in part, on its integration of key health behaviour change elements such as: personal values; goal setting; self-defined issues; empowerment; self confidence; reinforcement; and self-efficacy. This position paper will examine the relationship of the Co-Active **coaching** method with several well-established behavioural theories. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **A**

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

> (from the journal abstract) Organized youth programs can serve as a context in which youth are connected to resource-bearing adults in the community who promote the development of social capital. This article explores the

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

Joo, B.-K. (2005). "Executive **coaching**: A conceptual framework from an integrative review of practice and research." Human Resource Development Review Vol 4(4) Dec 2005, 462-488.
　　Executive **coaching** has become increasingly popular despite limited empirical evidence about its impact and wide disagreement about necessary or desired professional qualifications. This article examines the practice of executive **coaching**, investigating the useful underlying theories by reviewing previous research. It also provides a conceptual framework of executive **coaching**, integrating the literature on executive **coaching** and related areas such as mentoring, career success, 360-degree feedback, and training and development. The significance of this article lies in its integration of the extant literature on executive **coaching** and the development of a conceptual framework of executive **coaching** and related propositions derived from the literature. The article discusses the implications for future research and for human resource development. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Kaul, C. and S. Krapoth (2005). "**Coaching** of key players in the industery." Familiendynamik Vol 30(3) Jul 2005, 262-277.
　　Coaching - as a highly individual and tailor made method of personal development - was established at Volkswagen in 1996 with the top managers and managers as the main target groups. Since then more than 2500 **coaching** processes were carried through either by external or internal **coach**es. Most of these processes were one on one-**coaching**, but about a fourth was team-**coaching**. In this article the Volkswagen **Coaching** model is described with examples of both team- and one on one-**coaching**. These examples focus on two special topics which are quite common in **coaching**: firstly on conflicts in cooperation and secondly on the adaptation to company's culture (in this case the failure of it). It is to be shown how (internal) psychological **coach**es could support the clients to get orientation, a fresh look at their problems and to decide how to cope with. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Krausz, R. R. (2005). "Transactional executive **coaching**." Transactional Analysis Journal Vol 35(4) Oct 2005, 367-373.
　　This article discusses some aspects of transactional analysis theory that are also part of executive **coaching** principles and how they may reinforce each other to enhance the effectiveness of transactional analysis in organizational settings and the executive **coaching** process. A new model, transactional executive **coaching**, is suggested. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Latham, G. P., J. Almost, et al. (2005). "New Developments in Performance Management." Organizational Dynamics Vol 34(1) 2005, 77-87.
　　This article, grounded in leading edge findings in the behavioral sciences, provides practical, straightforward recommendations on the success of **coaching** employees about ways to increase their performance. New developments of innovative appraisal instruments, ways to train **coach**es, and the use of multiple sources for appraisals are described. The paradigm shift from thinking of appraisals as a discrete event to a continuous process of performance management is explained. Concrete ways are given to develop a performance management system that is relevant, accurate, fair, and effective in inculcating the desire among employees for continuous improvement. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Lee, R. H. (2005). "The couple's therapist as **coaching** double in a model encounter." Journal of Group Psychotherapy, Psychodrama & Sociometry Vol 58(3) Fal 2005, 107-118.
　　The author describes a model interview in which the participants perform the steps of a successful encounter aloud. A soliloquy about some internal awareness in one member of the couple develops a warm-up to intentional communication. His or her interpersonal repertoire is reviewed and selected in service of this intention. He or she delivers an experimental communication face-to-face. The other member of the couple then goes through the same sequence. The therapist acts throughout as a **coaching** double. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Lowman, R. L. (2005). "Executive **Coaching**: The Road to Dodoville Needs Paving With More Than Good Assumptions." Consulting Psychology Journal: Practice and Research Vol 57(1) Win 2005, 90-96.
　　This article reviews the 10-article, two-part special issue on executive **coaching** (R. R. Kilburg, 2004a, 2005). It identifies common themes and areas needing development. It identifies needed next steps in creating a psychology of **coaching** that is more than a collection of advice and techniques. The author argues that practice has greatly exceeded

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research in this area and that, whatever the findings in related fields such as psychotherapy, there is no substitute for empirical evaluation and restructuring of theories and practice on the basis of that research. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Martell, N. G. (2005). "The Voice of Leadership: Critical Success Factors of Executive Women." Dissertation Abstracts International: Section B: The Sciences and Engineering 65(10-B): 5446.

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

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

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

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

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

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

> Relatively little empirical research has been conducted on external leaders of self-managing teams. The integration of functional leadership theory with research on team routines suggests that leaders can intervene in teams in several different ways, and the effectiveness of this intervention depends on the nature of the events the team encounters. External team leaders from 3 organizations first described a series of events (N=117), and leaders and team members then completed surveys to quantitatively describe the events. Results indicated that leader preparation and supportive **coaching** were positively related to team perceptions of leader effectiveness, with preparation becoming more strongly related to effectiveness as event novelty increased. More active leader intervention activities (active **coaching** and sense making) were negatively related to satisfaction with leadership yet were positively related to effectiveness as events became more disruptive. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

> Although stimulant medication is a cornerstone of treatment for attention deficit hyperactivity disorder (ADHD), numerous nonpharmacological treatments can be employed in combination with medication to assist in the lifelong management of the disorder. A multimodal treatment combining psychoeducation, medication, psychotherapy, compensatory behavioral/self-management skills, technological tools and devices, **coaching**, advocacy, and reasonable school or workplace accommodations is probably the most comprehensive and effective. This article

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describes a variety of psychosocial treatments that are commonly used for adolescents and adults suffering from ADHD. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

Peel, D. (2005). The significance of behavioural learning theory to the development of effective **coaching** practice. International Journal of Evidence Based **Coaching** and Mentoring, 3(1), 18-28.

> This paper outlines the potential significance of behaviourism and its impact on developing effective **coaching** practice. Its purpose is threefold: firstly, it addresses the issues resonating from the critique of behaviourism, which focuses on its limited understanding and application within the **coaching** community. This is interesting given the fact that many **coach**es and **coaching** manuals use these techniques almost without realising their rootedness within the behaviourist tradition. Secondly, the argument is made that if behaviourism is to be used in an informed and ethical way then an in depth understanding of its theoretical underpinnings and application as a learning theory is essential. To this end the historical development, critique and adaptation of behaviourism is outlined in order to develop this understanding within the wider **coaching** community. Finally, the argument is put forward that only through adopting an integrated approach to **coaching** practice development can the **coaching** discipline move forward upon a sound theoretical base. The areas that will establish this theoretical base are also highlighted in the future research that needs to be undertaken. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **A**

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

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

Peterson, D. B. and J. Millier (2005). "The Alchemy of **Coaching**: "You're Good, Jennifer, But You Could Be Really Good"." Consulting Psychology Journal: Practice and Research Vol 57(1) Win 2005, 14-40.

> In the literature of the **coaching** profession, the voice of the client is rarely heard. This case study examines the **coaching** process from the perspective of both the **coach** and the participant, providing unique insights into the art of **coaching**. Beginning with background descriptions of the **coach** and the participant, the authors move into a discussion of the first **coaching** engagement, which began in 2000. Two years later, after Jennifer had been promoted into a larger and more complex assignment, the authors began working together again. The authors discuss highlights of the **coaching** experience from each of their perspectives and compare what was similar and different across the 2 **coaching** engagements. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Rogers, K. L. (2005). "An Action Research Study of Life **Coach**es: The Benefits of a Specialized Life **Coaching** Business Plan Template Designed Specifically for the Life **Coaching** Industry." Dissertation Abstracts International Section A: Humanities and Social Sciences 65(10-A): 3665.

> The PDE study resulted in a comprehensive life **coaching** business plan template designed specifically for the life **coaching** industry. An action research methodology was utilized to offer a solution to a practical concern for life

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

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

Personal success at work can attract hostility from others, but does the achiever's own personality influence how well they cope with that hostility? In a first exploratory study of core individual differences, 114 work-experienced Aucklanders completed measures of self-efficacy (Sherer et al's General Self-Efficacy Scale), the big five (Goldberg's International Personality Item Pool), achievement motivation (Cassidy and Lynn's Achievement Motivation Questionnaire), and Rundle-Gardiner's (2003) Tolerance Threshold measure of what proportion of discouraging bosses, peers, and subordinates they would tolerate before deciding to quit a job. Tolerance thresholds for discouragement of achievement motivation, or negative 'motivational gravity', bore little relationship to the personality of the participants, who preferred instead to stress emotion- and problem-focused coping skills. This emphasis on skills is both consistent with motivational gravity theory and suggestive of a role in managing career development for personalised **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

This case study follows the evolution of an executive **coaching** consultation provided to the leaders of an organizational system over a 5-year period. The clients were part of a community outreach center in an academic medical center, and the **coach**-consultant was part of an internal service group. During this extended engagement, the clients' organizational system experienced a dramatic period of growth and change. The diversification of leadership roles, the dynamics of moving beyond the leadership of an organizational founder, and the challenges of rapid growth are all highlighted in the **coaching** content. Lessons learned from this **coaching** experience include an understanding of (a) the advantages of using **coaching** as an adjunct to other forms of organizational consultation, (b) how to manage changes in contracting and intervention goals over time, (c) how to meet the challenges of **coaching** to a leadership pair, and (d) mechanisms for using **coaching** to support leadership succession. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E Case**

Soller, A., A. Martinez, et al. (2005). "From Mirroring to Guiding: A Review of State of the Art Technology for Supporting Collaborative Learning." International Journal of Artificial Intelligence in Education Vol 15(4) 2005, 261-290.

We review a representative selection of systems that support the management of collaborative learning interaction, and characterize them within a simple classification framework. The framework distinguishes between mirroring systems, which display basic actions to collaborators, metacognitive tools, which represent the state of interaction via a set of key indicators, and **coaching** systems, which offer advice based on an interpretation of those indicators. The reviewed systems are further characterized by the type of interaction data they assimilate, the processes they use for deriving higher-level data representations, the variables or indicators that characterize these representations, and the type of feedback they provide to students and teachers. This overview of technological capabilities is designed to lay the groundwork for further research into which technological solutions are appropriate for which learning situations. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Stevens, J. H., Jr. (2005). "Executive **Coaching** From the Executive's Perspective." Consulting Psychology Journal: Practice and Research Vol 57(4) Fal 2005, 274-285.

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Seven top management executives were invited to share their views and perspectives regarding executive **coaching**. Each CEO or president was interviewed separately by the author in a manner that was informal, conversational, and guided by 11 preconstructed questions. While a number of shared themes emerged, several distinct thoughts were raised that have implications for how consulting psychologists think about, conduct, and prepare for their professional roles as executive **coach**es. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E Case**

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

Coaching-based development is growing in prominence as a means of enhancing the achievement of leadership outcomes in Australian business. This article seeks to demonstrate how the application of the practices associated with action learning can be applied to support the achievement of practical outcomes within group-based executive **coaching**, namely a more rigorous focus on business results. The work draws on an illustrative case study: a group-**coaching** program conducted with the executive leadership team of an industry-based service organisation. The theoretical and methodological basis of **coaching** and action learning are explored and contrasted with the conclusion that an integrated approach has the capacity to support **coaching** participants to achieve extensive developmental and practical outcomes. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **A**

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

Purpose: Aims to examine within the theoretical construct of absorptive capacity several forms of host country national (HCN) learning, leading to improved productivity in the foreign operation, and ultimately yielding more effective knowledge generation and flow throughout the multinational corporation (MNC). Design/methodology/approach: Used open-ended exploratory field interviews with 51 host country human resource and middle managers in 49 different MNC foreign subsidiaries with headquarters in six different countries. Learning needs in three major employee levels of operative, supervisory/middle management, and upper management were examined. Notes from the interviews were recorded by hand and combined and analyzed for evidence of potentially beneficial forms of HCN learning using procedures of domain and theme analysis in taxonomy development. Findings: A total of 12 categories of potentially beneficial forms of HCN learning were identified and discussed relative to their contributions to increased absorptive capacity. These forms of learning included such areas as new employee orientation and entry job skills, MNC predominant language, MNC home country cross-cultural awareness, supervision and technical operations management skills, expatriate **coaching** and liaison skills, and MNC strategy and culture. Research limitations/implications: Provides helpful insights on absorptive capacity to promote further theory development, as well as practical guidance for future HCN training to enhance the effective transfer of management knowledge and practice. Originality/value: Past research in international management has had a predominant focus on expatriates, failing to identify important contributions that can be made by host country nationals to promote the effective transfer of knowledge throughout the multinational organization. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

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

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

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Purpose: The paper offers an example of an approach to translating integral concepts into language that is accessible to executive leaders in business without resorting to introducing the complexity of integral theory and models. Design/methodology/approach: The phase of intervention is data gathering prior to feedback of data, action planning or change interventions. The model is presented along with examples of its implementation. The methodology and implementation follows principles derived from organization development and change methodologies. Findings: Time availability for "educational interventions", particularly in the initial phases of an intervention with executives is usually very limited. Having an approach that is integrally informed supports the gathering and organization of quality data from interviews and lays the foundation for individual and team **coaching** interventions that may include introduction of integral models and concepts to support executive leadership. The approach clarifies for the individual and the executive team their views of the requisite priorities, skills and processes for effectiveness within the team and in relation to stakeholders. Research limitations/implications: The paper is suggestive of a more comprehensive approach to research on leadership and its development in organizations. Practical implications: Since contracting for change is a critical element in successful interventions, an integral approach fosters more effective contracting due to the thoroughness of data identified. Originality/value: Presents an application of integral theory that is unique and that has been tested in organization change interventions at the executive level. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Wasylyshyn, K. M. (2005). "The Reluctant President." Consulting Psychology Journal: Practice and Research Vol 57(1) Win 2005, 57-70.
>
> **Coaching** CEO successor candidates is challenging and deeply nuanced in the best of circumstances. The stakes rise exponentially when the sitting CEO owns the company, resents having "anointed" an eventual successor, and has been phenomenally successful despite the bruising effects of his narcissism and toxic micromanagement. This case study describes how a data-driven, insight-oriented **coaching** methodology helped the CEO candidate accelerate his effectiveness, instill hope in the organization, and forge a more stable relationship with the CEO--a sufficiently functional relationship for the future CEO to decide to remain with the company. Furthermore, this work highlights the importance of clinical skills and 3 **coaching** meta principles (traction, trust, and truth-telling). Finally, this longer term **coaching** engagement illustrates the dynamic role shift from **coach** to trusted advisor. Through this deepened relationship, **coaching** gains were consolidated and an objective sounding board was retained for both the CEO and his eventual successor. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Williamson, T. (2005). "Work-based learning: A leadership development example from an action research study of shared governance implementation." Journal of Nursing Management Vol 13(6) Nov 2005, 490-499.
>
> Aim: An empowering action research study was undertaken to evaluate and strengthen the implementation of shared governance. One aim was to identify factors that acted as aids or barriers to effective decision-making by clinical leaders. As a work-based learning approach, action research was expected to lead to integration of learning into practice by researcher and participants alike. Background: Shared governance replaces traditional hierarchies and requires and develops clinical leaders. Strategies are needed to maximize learning from introduction of such initiatives at the individual, group and organizational level. Methods: Participant-observations and interviews were undertaken with shared governance council members from one model in north-west England. Results: Leadership skills and knowledge and shared governance practices were significantly enhanced. Preparation for council roles was considered inadequate. Increased structured time for reflection and action planning was indicated. Conclusions: Implementation of shared governance has succeeded in developing leadership capacity. Evaluation findings have led to improvements in the overall shared governance model. Action research has been found to have great utility at optimizing work-based learning. Nurse Managers need to develop their **coaching** and facilitating skills and recognize there is no 'quick fix' for developing clinical leaders. Implications include the need to support learners in identifying and implementing changes arising from work-based learning activities, the significant resource implications and the need to optimize the organizational climate if work-based learning approaches to leadership and management development are to succeed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

Winum, P. C. (2005). "Effectiveness of a High-Potential African American Executive: The Anatomy of a **Coaching** Engagement." Consulting Psychology Journal: Practice and Research Vol 57(1) Win 2005, 71-89.
>
> This case study chronicles the **coaching** and development partnership among a consulting psychologist, a high-potential African American executive who was faltering in his role as the head of a regional division of a Fortune 500 company, and the principal stakeholders in that executive's work environment. The presentation format incorporates elements of the format for case studies suggested by R. L. Lowman (2001), including a description of the presenting situation, diagnostic hypotheses, and the initial interventions used to assist the key stakeholders and the executive in their stated objectives. Results to date are reported, planned next steps are outlined, and implications for intervening with faltering executives and their organizations are discussed. Specific recommendations are offered for situations where diversity issues are a salient feature of the **coaching** context. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E Case**

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Wisniewski, L. and Ben-Porath, D. (2005). "Telephone skill-**coaching** with eating-disordered clients: Clinical guidelines using a DBT framework." European Eating Disorders Review Vol 13(5) Sep-Oct 2005, 344-350.

> One component of standard dialectical behaviour therapy (DBT), a treatment that combines cognitive-behavioural and acceptance-based techniques, is intersession telephone skills-**coaching**. We propose that a DBT-based telephone skill-**coaching** model can be a useful adjunct to the treatment of eating disorders. The current paper describes the standard telephone skill-**coaching** model, the adaptations necessary for its use with eating disorder clients and a protocol that may be used with this population. A clinical vignette illustrates the principles described in the protocol. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Wright, J. (2005). "**Coaching** mid-life, baby boomer women in the workplace." Work: Journal of Prevention, Assessment & Rehabilitation Vol 25(2) 2005, 179-183.

> There are over 40 million mid-life, baby boomers in the US alone. Technically those between the ages of 40 and 58 in 2004, boomers are the largest generational demographic in the US today. While boomer women are anything but stereotypical, they do have shared workplace issues because of their own psychosocial development, their physical aging, and their cohort experiences and expectations. Mid-life woman in the workplace are not to be stereotyped as a homogeneous group. Nevertheless, common issues affect this cohort in the workplace and beyond. **Coach**es and other workplace professionals need to be aware of these issues as they build the relationships that impact change for their clients. The hormonal changes of menopause are experienced by most mid-life women and can have an impact on the workplace in a variety of ways. Each woman's experience is different and stereotyping should be avoided. While there are some chronic conditions that are common in mid-life women, such as diabetes, obesity, and low back pain, these are not considered a part of the normal aging process and should be considered on an individual basis, as with all other health problems that relate to occupational performance in the workplace. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **A**

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

> **Coaching** in the workplace is a passion of mine, and I am honoured to have this opportunity to share it with you. **Coaching** is one of the fastest-growing professions in the Western world. In this column I would like to clarify what **coaching** is, and what its origins were. In so doing, I will compare **coaching** to terms one may be more familiar with: mentoring, training, and therapy. **Coaching**'s roots can be found in many different, evolving fields. Abraham Maslow, through his research, viewed man as a naturally health-seeking being who, if obstacles to personal growth are removed, will naturally pursue self-actualization, playfulness, curiosity, and creativity. This is the foundational belief of **coaching** today. **Coaching** incorporates an appreciative approach. This approach is grounded in what's right, what's working, what's wanted, and what's needed to get there. **Coaching** has become a popular tool in the workplace. Increase in job transition and self-employment along with downsizing and restructuring all make for stressed, out-of-focus, less effective employees. **Coaching** is a powerful strategy for the 21st century workplace. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **A**

2006

Abbott, G. N., Stening, B. W., Atkins, P. W., & Grant, A. M. (2006). **Coaching** expatriate managers for success: Adding value beyond training and mentoring. *Asia Pacific Journal of Human Resources, 44*(3), 295-317.

> This paper explores the potential of evidence-based executive **coaching** as an intervention for facilitating expatriate success. One-to-one professional **coaching** is proposed as a powerful supplement to two interventions that have traditionally been used to assist expatriate managers-training and mentoring. **Coaching** is likely to be effective with expatriate managers because, like the expatriate experience itself, it is a connected process that impacts interactively across the individual's affective, behavioural and cognitive domains. **Coach**es can work with individuals to deal with their specific contexts, taking into account the complexity of the circumstances. It can also assist managers to take full advantage of training and mentoring programs. Evidence-based **coaching** informed by cross-cultural research and experience has the potential to improve work performance and the personal satisfaction of the expatriate manager. Its effectiveness would seem to be currently dependent, however, on the availability and deployment of suitably qualified and experienced **coach**es. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

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

> Current social and economic changes have created a challenging context for career counsellors. Within this context counsellors are being asked to view their role from different perspectives. There is recognition of the importance of lifelong guidance and also the need to view guidance from a broader social context with greater emphasis on social responsibility and ethics. New forms of delivery are also emerging. These include an emphasis on client centred and holistic counselling, an affirmation of narrative methods, and a more dynamic counselling approach. Lastly, there is the development of a number of new methods of service delivery. Some examples include one stop counselling

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centres, virtual counselling services, mentoring, career **coaching**, and the inclusion of social enterprises as part of the counselling process. The implementation of these changes has implications for training, specialization and for accreditation. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

This study examined self-perceptions of the effectiveness of executive **coaching**. The individuals involved received executive **coaching** based on their Myers-Briggs Type Indicator (MBTI) profiles. A custom designed web-based survey was administered. The three general groups of items investigated for the ten MBTI Types represented in the sample were as follows: (a) self-perceived effectiveness of executive **coaching** and of MBTI Type feedback, (b) lengths of time spent in executive **coaching**, and (c) lengths of time for differences to be noticed. The following questions were answered. Are there differences between individuals' self-perceptions about how effective executive **coaching** has been; based on their MBTI Type profiles, in respect to the following general categories: (a) overall changes, (b) goal attainment, (c) behavior change, (d) professional life, (e) personal life, (f) sense of balance, and (g) amount of time it took for the results to become apparent. The research participants were 67 executive **coach**ees who received executive **coaching** using their MBTI Type throughout the process. The findings indicate there are differences and many of those differences are significant. The most substantial finding was that the different MBTI Types do not generally respond to the questions at different levels, but do have different profiles across the questions. This suggests that the different MBTI Types had somewhat different reactions to executive **coaching**. The most noteworthy finding from the category of lengths of time for differences to be noticed was that the most robust changes are noticed very early in the executive **coaching** process. The average time for changes to be noticed each from executive **coaching** and from feedback regarding the MBTI was between 1 and 2 months. Changes resulting from MBTI Type feedback were noticed earlier than those from executive **coaching**. The findings suggest that executive **coach**es who use MBTI Type throughout the **coaching** process can expect their clients to experience the greatest gains early in the **coaching** process. Recommendations for future studies using personality constructs in conjunction with an executive **coaching** process; as well as with involving more participants, are advanced. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **PhD E**

Bennett, J. L. (2006). An Agenda for **Coaching**-Related Research: A Challenge for Researchers. *Consulting Psychology Journal: Practice and Research, 58*(4), 240-249.

The practice of **coaching** by individuals who consider themselves professional **coach**es has proliferated, yet **coaching** is not recognized as a profession. Through a metareview of scholarly works and a qualitative content analysis, an agenda for **coaching**-related research is proposed and applied to the criteria for a profession as a means of illustrating how **coaching**-related research can be utilized to support the professionalization of **coaching**. Recommendations for further study and their linkage to the criterion for professionalization are suggested. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Berman, W. H., & Bradt, G. (2006). Executive **Coaching** and Consulting: "Different Strokes for Different Folks". *Professional Psychology: Research and Practice, 37*(3), 244-253.

Increasing frustration with the politics and economics of traditional mental health care has led many psychologists to consider shifting to or adding executive **coaching** as a core competency in their practices. Experience with work-related issues in clinical practice makes this appear to be a logical extension of traditional clinical and counseling work. There are many types of executive **coaching** and consulting, however, and only some of these relate to traditional mental health services. The authors propose a 4-category model of executive **coaching** defined by the intersection of focus (business vs. personal) and technique (brief-directive vs. extended-Socratic). Developmental **coaching**, which addresses long-standing behavior problems in both personal and work settings, is most likely to fit with traditional psychological training. Training or experience in the upper levels of the business world is essential to developing the capability to help corporate leaders with a broad range of needs and situations in which they find themselves. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

This study surveyed one hundred and two **coach**es who had a background in psychology or other helping professions regarding their current executive or personal **coaching** practice. Demographic information about current practices was collected. The study used a quantitative research design to examine the relationship between the working alliance and a **coaching** outcome measure of problem resolution (degree of change) in both face-to-face and distance **coaching** (virtual **coaching**). Respondents completed the Working Alliance Inventory - Short Form (WAI-S, Tracey & Kokotovic, 1989) and the Problem Resolution Form - Target Complaints Method (Battle et al., 1966). High levels of working alliance and problem resolution were found in both face-to-face and distance conditions, providing some support for the effectiveness of distance **coaching**. Surprisingly, the working alliance was found to be predictive of

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outcome in distance relationships but not in face-to-face relationships. **Coach** experience and number of **coaching** meetings were not predictive of working alliance. (PsycINFO Database Record (c) 2007 APA, all rights reserved). **PhD E**

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

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

Bowles, S. V., & Picano, J. J. (2006). Dimensions of **Coaching** Related to Productivity and Quality of Life. *Consulting Psychology Journal: Practice and Research, 58*(4), 232-239.

> This article examines the impact of **coaching** 19 recruiting first sergeants (district managers) over six months. The relationships between **coaching** dimensions (intensity of **coaching** and involvement in **coaching**) and measures of goal attainment, stress, life satisfaction, quality of life, and work productivity were examined. A self-reported negative relationship between goal achievement and the quality of recruitment productivity among personnel was found. Additionally, managers who more frequently applied **coaching** advice reported more work satisfaction and a tendency toward more life satisfaction. These findings provide some direction in exploring goal achievement and adherence in **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

> By integrating recent findings in affective neuroscience and biology with well-documented research on leadership and stress, we offer a more holistic approach to leadership development. We argue here that leader sustainability is adversely affected by the psychological and physiological effects of chronic power stress associated with the performance of the leadership role. We further contend, however, that when leaders experience compassion through **coaching** the development of others, they experience psychophysiological effects that restore the body's natural healing and growth processes, thus enhancing their sustainability. We thus suggest that to sustain their effectiveness, leaders should emphasize **coaching** as a key part of their role and behavioral habits. Implications for future research on leadership and leadership development are discussed, as well as implications for the practice of leadership development and education. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

> This heuristic study investigated the experience of executive **coaching** when the **coach** has practiced vipassana, a Buddhist meditation practice, (commonly known as mindfulness meditation), for at least 10 years. Psychology and organizational development were explored as two theoretical roots for executive **coaching**. **Coach**es also bring a worldview to their **coaching**. This study explored the Dharma (the teachings of the Buddha) as one possible worldview for executive **coaching**. Following a personal heuristic inquiry, 90-minute face-to-face interviews were conducted with seven executive **coach**es from across the United States who had had a daily vipassana meditation practice for 10 to 23 years. Three **coach**es were female; four were male. Six were external **coach**es. One **coach** had a full-time **coaching** practice; six provided organizational development consulting, or training in addition to executive **coaching**. The **coach**es came from diverse educational backgrounds including psychology, organizational development, business and education. Two had completed formal **coach** training. All but one had been **coaching** for at least five years. In the interview each **coach** was asked to describe his/her executive **coaching** practice, vipassana meditation practice and how the worldview of the Dharma was experienced in their executive **coaching**. The findings clustered into four themes: (1) The Practice: Mindfulness while **coaching**; (2) The View: Insights from the practice; (3) Living the View: Integrating the practice into work and life; and (4) Being the View. Theme one describes how **coach**es use mindfulness to center themselves before meeting the client, monitor their physical sensations during the conversation, and be a non-anxious presence. Theme two explains how meditation insights such as impermanence and interconnectedness create a worldview that shapes how the **coach** listens and intervenes. Living the View describes how the worldview is integrated into personal and work life. This cohort of **coach**es felt that **coaching** aligned with the Dharma. In theme four, **coach**es describe an increased ability to access their intuition and embody the Dharma worldview. The study concluded that long term vipassana meditation practice and the worldview of the Dharma supported these **coach**es in their work with executives. The practice of mindfulness strengthened their capacity to be present with an executive. (PsycINFO Database Record (c) 2007 APA, all rights reserved). **PhD E**

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

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The article provides a basic definition of conflict **coaching** and overviews the use of the "conflict" and "**coaching**" concepts within both the conflict resolution and executive **coaching** communities. The author proposes a comprehensive conflict **coaching** model and concludes with advantages of conflict **coaching** for the conflict resolution field. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Butterworth, S., Linden, A., McClay, W., & Leo, M. C. (2006). Effect of Motivational Interviewing-Based Health **Coaching** on Employees' Physical and Mental Health Status. *Journal of Occupational Health Psychology, 11*(4), 358-365.

Motivational Interviewing (MI) based health **coaching** is a relatively new behavioral intervention that has gained popularity in public health because of its ability to address multiple behaviors, health risks, and illness self-management. In this study, 276 employees at a medical center self-selected to participate in either a 3-month health **coaching** intervention or control group. The treatment group showed significant improvement in both SF-12 physical (p = .035) and mental (p = .0001) health status compared to controls. Because of concerns of selection bias, a matched case-control analysis was also performed, eliciting similar results. These findings suggest that MI-based health **coaching** is effective in improving both physical and mental health status in an occupational setting. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

This study explores the theoretical bases of an empathically-grounded **coaching** method designed to help abrasive executives construct less destructive interpersonal management strategies. An abrasive executive is defined as any individual charged with managerial authority whose interpersonal behavior causes emotional distress in coworkers sufficient to disrupt organizational functioning. Cases of three abrasive executives **coach**ed in the use of empathy were analyzed in relation to sociobiological and psychoanalytic conceptualizations of threat, anxiety, and defense, as well as the construct of emotional management, drawn from emotional intelligence theory. This analysis and the explication of the **coaching** method was then integrated with findings from empathy research to construct a theory of **coaching** abrasive executives. Abrasive behavior is understood to be the executive's maladaptive defense against the threat of unconscious self-perceptions of inadequacy. Incessantly striving to demonstrate superior adequacy through super-competence , perceived coworker incompetence is inaccurately interpreted and attacked as resistance to the SuperManager's quest for perfection. Executives were **coach**ed to use empathy (perception and accurate interpretation of behavior) to gain insight into the psychodynamics of their workplace interactions and the counterproductive consequences of an aggressive management style. This concept was conveyed through the interpretive lens of threat, anxiety, and defense encountered by the executive struggling for survival in an intensely competitive business environment. Insights gained by the executives were used to develop interpersonal management strategies reflecting increased emotional intelligence and decreased aggression. These findings stand in contrast to bullying and mobbing theories which hold that abrasive executive behavior is both intractable and malevolently motivated. Further research is needed to develop and demonstrate the effectiveness of interventions designed to reduce workplace suffering caused by abrasive executives. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **E Case**

Dagley, G. (2006). "Human resources professionals' perceptions of executive **coaching**: Efficacy, benefits and return on investment." International **Coaching** Psychology Review **1**(2): 34-45.

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

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

Personal and professional **coach**es provide a partnership with their clients to help them achieve desired outcomes and more rapidly navigate personal or professional developmental processes. The authors define **coaching**, discuss the similarities and differences between **coaching** and more traditional mental health services, and indicate that providing **coaching** is a viable way for Adlerian therapists and counselors to reach a wider range of clients, further develop their

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practices, and gain a greater control over their times and lives. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Evers, W. J., Brouwers, A., & Tomic, W. (2006). A Quasi-experimental Study on Management **Coaching** Effectiveness. *Consulting Psychology Journal: Practice and Research, 58*(3), 174-182.

> **Coaching** has become an important managerial instrument of support. However, there is lack of research on its effectiveness. The authors conducted a quasi-experimental study to figure out whether **coaching** really leads to presupposed individual goals. Sixty managers of the federal government were divided in two groups: one group followed a **coaching** program, the other did not. Before the **coaching** program started (Time 1), self-efficacy beliefs and outcome expectancies were measured, linked to three central domains of functioning: setting one's own goals, acting in a balanced way and mindful living and working. Four months later (Time 2), the same variables were measured again. Results showed that the **coach**ed group scored significantly higher than the control group on two variables: outcome expectancies to act in a balanced way and self-efficacy beliefs to set one's own goals. Future examination might reveal whether **coaching** will also be effective among managers who work at different management levels, whether the effects found will be long-lasting, and whether subordinates experience differences in the way their manager functions before and after the **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E BS**

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

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

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

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

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

> Purpose: The aim of this paper is to assess highly toxic leaders and dysfunctional organizations as presented via management consulting and executive **coaching** assignments. Design/methodology/approach: The paper employs an action research approach via two participant observer case studies incorporating the DSM IV-TR: Diagnostic and Statistical Manual of Mental Disorders. Findings: The paper finds that the nexus of dysfunctional organizational systems may be located in "pre-existing" leadership pathologies. Research limitations/implications: First, additional

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research will be needed to confirm and extend the findings of individual pathologies in leaders to dysfunctional organizational systems; second, a closer look is necessary at the applicability of the DSM IV-TR to pathologies at the organizational level; third, due to the action research, case study approach utilized, there is somewhat limited generalizability; fourth, there are limitations re: the applicability of DSM IV-TR as an assessment tool for management researchers due to the necessity of training in clinical psychology. Practical implications: The importance of distinguishing personality disorders in leaders from toxic behaviors falling within a range of "normal pathology," and the ability to assess individual leadership pathology within organizational systems via the clinically trained usage of the DSM IV-TR; providing clinical assessment tools for reducing the number of misdiagnoses of leadership pathology in the workplace; encouraging collaboration between management and psychology researchers and practitioners. Originality/value: This paper fills a gap in the toxic organizations research by identifying personality disorders in leaders and providing an action research agenda for incorporating the DSM IV-TR as a means of extending the repertoire of assessment tools. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E Case**

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

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

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

Research is in its infancy in the newly emerging field of **coaching** psychology. This study examined the effects of a 10-week cognitive-behavioral, solution-focused life **coaching** group programme. Participants were randomly allocated to a life **coaching** group programme (n = 28) or a waitlist control group (n = 28). Participation in the life **coaching** group programme was associated with significant increases in goal striving, well-being and hope, with gains maintained up to 30 weeks later on some variables. Hope theory may explain such positive outcomes. Life **coaching** programmes that utilize evidence-based techniques may provide a framework for further research on psychological processes that occur in non-clinical populations who wish to make purposeful change and enhance their positive psychological functioning. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

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

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

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

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

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

Hamlin, R. G., Ellinger, A. D., & Beattie, R. S. (2006). **Coaching** at the Heart of Managerial Effectiveness: A Cross-Cultural Study of Managerial Behaviours. *Human Resource Development International, 9*(3), 305-331.

The concept of managers and managerial leaders assuming the developmental role of **coaching** has gained considerable attention in recent years as organizations seek to leverage learning by creating infrastructures that foster employee learning and development. However, despite the increasing focus on managerial **coaching** and the many contentions that **coaching** is an essential feature of really effective management, the literature remains predominantly practice-based and atheoretical. The present study attempts to address this lack of a sound and sufficient empirical base by presenting the results of a cross-cultural comparison of the empirical findings from several previous 'managerial **coaching** effectiveness' and 'managerial and leadership effectiveness' studies completed by the authors in their three respective countries. Its specific aim is to demonstrate empirically the extent to which being an effective **coach** is an essential feature of being an effective manager and/or managerial leader. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

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

Purpose: Medicine is undergoing dramatic changes that will alter its basic organizational structure. The integration of evidence-based medicine, patient centered care, and the electronic medical record into medical practice will necessitate innovative approaches to management. Design/methodology/approach: A review of the literature was undertaken to assess the current state of leadership **coaching** for physicians and non-medical health care leaders. Different models of leadership **coaching** are described and examined. Findings: Leadership **coaching** has been an underutilized resource in health care executive training. The use of **coaching** methods has been of great utility for physician and non-medical managerial leadership. Health care leaders will need to develop interpersonal and emotional intelligence competencies in order to successfully run increasingly complex organizations. Originality/value: To encourage further quantitative studies of **coaching** in the health care field. Such studies would be significantly helpful in elucidating those approaches to **coaching** that yield the best results. Encouraging the greater use of leadership **coaching** by medical executives can be of potentially important benefit to the successful operation of their institutions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

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

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

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

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

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

> Purpose: The purpose of this paper is to explore the process by which individual change occurs. Design/methodology/approach: This conceptual paper presents the intentional change theory (ICT) perspective on the role of positive and negative emotion in individual level intentional change. Existing emotion research is reviewed to provide a framework for discussion. Findings: ICT offers a new understanding on the role of positive and negative emotion in the process of intentional change. The positive emotional attractor (PEA) triggers constructive cognitive and physiological responses that enhance an individual's motivation, effort, optimism, flexibility, creative thinking, resilience and other adaptive behaviors. The negative emotional attractor (NEA) triggers another process by calling attention to current social and environmental stressors that may compromise an individual's effectiveness. While both emotional attractors play an important role in intentional change, it is critically important to leverage the beneficial effects of PEA arousal. Practical implications: Through thorough understanding of the PEA and NEA **coaching** and other ways of helping adults change can be enhanced. ICT is currently used worldwide in MBA classrooms, executive education programs and executive **coaching** contexts. Research on the impact of positive and negative emotion in intentional change can enhance these practice applications. Originality/value: To date, no one has conceptualized the PEA and NEA in this manner. This proposes an enhancement of the previously developed notions of the value of positive emotion and positivity. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

Jones, G., & Spooner, K. (2006). **Coaching** high achievers. *Consulting Psychology Journal: Practice and Research, 58*(1), 40-50.

> Purpose: This paper proposes to investigate the influence of executive **coaching** on managerial flexibility in order to build a stronger theoretical and empirical basis for executive **coaching** research. Design/methodology/approach: A repeated measures design was adopted. About 11 leaders participated in a leadership development program and received executive **coaching** over a three-month period. Leaders were surveyed prior to **coaching**, during **coaching**, and post **coaching**. Findings: Repeated measures analysis revealed that self-reported managerial flexibility increased

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throughout the duration of executive **coaching**. Research limitations/implications: This exploratory study provides initial support for the argument that executive **coaching** positively impacts on managerial flexibility. Several areas for future research are discussed including examining the influence of executive **coaching** on the dimensions of managerial flexibility. Originality/value: This study provides a detailed overview of how to develop an executive **coaching** program and empirically tested the effects of executive **coaching** on executives' flexibility. A number of areas for future research were identified. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **E**

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

Abstract Purpose: This paper proposes to investigate the influence of executive **coaching** on managerial flexibility in order to build a stronger theoretical and empirical basis for executive **coaching** research. Design/methodology/approach: A repeated measures design was adopted. About 11 leaders participated in a leadership development program and received executive **coaching** over a three-month period. Leaders were surveyed prior to **coaching**, during **coaching**, and post **coaching**. Findings: Repeated measures analysis revealed that self-reported managerial flexibility increased throughout the duration of executive **coaching**. Research limitations/implications: This exploratory study provides initial support for the argument that executive **coaching** positively impacts on managerial flexibility. Several areas for future research are discussed including examining the influence of executive **coaching** on the dimensions of managerial flexibility. Originality/value: This study provides a detailed overview of how to develop an executive **coaching** program and empirically tested the effects of executive **coaching** on executives' flexibility. A number of areas for future research were identified. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **E**

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

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

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

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

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

Problem behavioral patterns are seen much more as a set of learned behaviors and/or expectations of others than they are inborn traits and unconscious characteristics. The problem behavior pattern is presented as a default means to protect oneself from external threat, particularly during the process of **coaching** or counseling. Five categories of fixed Gestalt patterns are presented and characterized based on the individual's energy level or need for dominance. Perspectives and tactics, originating in the Gestalt theory base, are suggested for assisting **coach**es and counselors in

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dealing more effectively with each pattern. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **A**

Ladyshewsky, R. K. (2006). Peer **coaching**: A constructivist methodology for enhancing critical thinking in postgraduate business education. *Higher Education Research & Development, 25*(1), 67-84.
> Peer **coaching** (PC) is one experiential learning method that can be used to enhance the depth of learning in managerial education. The paper explores the concept of peer **coaching**, and reports on the experiences of 43 students who participated in a PC program as part of their postgraduate management education. Powerful learning effects are reported by participants, and characteristics for successful PC relationships are examined. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

Law, H., S. Ireland, et al. (2006). "Evaluation of the **Coaching** Competence Self-Review online tool within an NHS leadership development programme." International **Coaching** Psychology Review **1**(2): 56-67.
> Objectives: The objectives of this case study were to: (1) develop a Universal Integrated Framework (UIF) of **coaching**; and (2) evaluate its effectiveness in terms of its impact upon the participants and the organisations. Design: 49 participants assessed themselves on **coaching** indicators using the online CCSR tool as part of a leadership development programme within the National Health Services (NHS) in UK. The tool consisted of four dimensions (Personal, Social, Cultural, and Professional) and 18 elements with 110 questions. Methods: The tool was evaluated using linear regression and analyses of variance, supplemented with qualitative review as part of triangulation process. Results: Statistical analyses indicated that the **Coaching**/mentoring competence was predicted by Personal competence. The competence increased with age/life experience. There were no differences in competence scores between male and female participants. Personal and Social and Social and Cross-Cultural competences were co-related. Black participants seemed to benefit from the cross-cultural dimension framework as they scored significantly higher than White participants. Asian participants scored somewhere in between the two categories. Conclusions: The results supported the underpinning **coaching** philosophy that was advocated that in order for the framework to be universal (non-biased), it was important to include a cross-cultural dimension within the core **coaching** and mentoring competence. It was recommended that future research should aim to explore the validity of the individual elements of the CCSR using a larger sample size. **E Case**

Libri, V. and T. Kemp (2006). "Assessing the efficacy of a cognitive behavioural executive **coaching** programme " International **Coaching** Psychology Review **1**(2): 9-20.
> Objectives: Cognitive behavioural techniques have been the mainstay of psychological treatment for many psychologists in clinical practice. However, there is little known in relation to the efficacy of cognitive behavioural techniques for performance enhancement within a non-clinical setting, such as those found in organisational environments. The present study examined the effects of a cognitive behavioural based executive **coaching** intervention for a finance sales executive. Design: A within subject, ABAB single case design was utilised in this study. Methods: The participant was a 30-year-old Australian male, employed as a full-time finance sales executive. Each phase of the single case design had a duration of three weeks. Follow-up measures were taken at six months (week 36) and at 18 months (week 88) after the conclusion of the intervention. Results: It was shown that a cognitive behavioural executive **coaching** programme enhanced a 30-year-old Australian male finance executive's sales performance, core self-evaluation, and global self-ratings of performance following his participation in an executive **coaching** intervention. Conclusions: The present study suggests that executive **coach**es should consider incorporating cognitive behavioural techniques into their **coaching** programmes. Further research into executive **coaching** models, approaches and outcomes, is needed, particularly by academics within the field of organisational psychology. **E Case Outcome**

Linley, P. A. and S. Harrington (2006). "Strengths **Coaching**: A potential-guided approach to **coaching** psychology." International **Coaching** Psychology Review **1**(1): 37-46.
> As unlikely as it might seem, strengths have been a much neglected topic in psychology until relatively recently. In this article, we provide an historical context for the study of psychological strengths before going on to consider three approaches to understanding strengths. We locate a psychological understanding of strengths in the context of an assumption about human nature that is characterised by a constructive developmental tendency within people, showing how this assumption is consistent with theory and research about psychological strengths, and how it is consistent with the theoretical approach of **coaching** psychology. We then begin to examine what strengths **coaching** might look like in practice, together with considering some caveats and future research directions for the strengths **coaching** approach. **A**

Murphy, T. P. (2006). Judgment: The Foundation of Professional Success. *Consulting Psychology Journal: Practice and Research, 58*(4), 185-194.
> Lists of core competencies or critical capabilities are popular and plentiful. This article makes the case that a single core competency or critical capability accounts for professional success: the exercise of judgment. Judgment is the critical determinant of the quality of professional decisions, actions, and evaluations. Practical models of judgment are

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presented. The elements and dynamics of judgment are detailed. Individual, group, and organization implications are explored. **Coaching** and consulting interventions are explained. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **A**

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

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

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

> The purpose of this research study was to investigate the perceptions of middle managers, in a multimedia corporation, regarding their perceptions of helpful **coaching** behaviors. To date, much of the literature concerning executive **coaching** has focused on the **coach** as expert, with a structured format. Based in modernist thought, this approach stresses the use of objective data and the expertise of the **coach** to assess for and plan intervention. Another perspective, based in postmodern thought, embraces the concepts of subjective experience and multiple realities. This research explored the perceived deficit of knowledge regarding potential **coach**ees' beliefs of helpful **coaching** behaviors. Q Methodology, chosen to provide the framework for studying subjective data, is a process that examines relationships among people. Phase I of the study began with interviewing nine middle managers, in the multimedia corporation, regarding their perceptions of helpful **coaching** behaviors. From the interviews and related literature, 47 items were constructed and were used as the Q sort items in Phase II of data collection. To complete the Q sorts, 47 middle managers, in the same multimedia corporation, volunteered to rate their perceptions of helpful **coaching** behaviors. The 47 items were sorted, on a continuum of least (-4) to most (+4) helpful, with 0 considered to be neutral. The 47 Q sorts were correlated, factor analyzed, and their factor scores computed using the PQ Method 2.11 computer program (Schmolck & Atkinson, 2000). Five factors emerged, respectively presented, with the following themes for preferences in **coaching**: directive, collaborative, pragmatic, integrative, and facilitative. Individuals on two factors preferred a Modernist approach of the more traditional, direct, and company-oriented **coaching**. Individuals on the other three factors indicated postmodern preferences based on collaborative- or facilitative-based **coaching** techniques. The results of the study suggest that preferences for a variety of **coaching** styles exist, and further research within different corporate cultures is recommended. The data-evidenced facilitative and collaborative preferences for **coaching** may suggest a role for counseling in the executive **coaching** field. However, as postmodern thought upholds the value of multiple realities, this is but one possibility among many regarding **coaching** preferences. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **PhD E**

Orenstein, R. L. (2006). Measuring Executive **Coaching** Efficacy? The Answer Was Right Here All the Time. *Consulting Psychology Journal: Practice and Research, 58*(2), 106-116.

> This article demonstrates that executive **coaching** efficacy can be measured empirically. It describes the application of C. P. Alderfer's & L. D. Brown's (1972) "Empathic Organic Questionnaire" to executive **coaching** by summarizing a case in which it was adapted and utilized, by detailing the instrument's construction and administration, and by reporting the results of paired sample t tests of 40 items rated by 20 respondents representing a diverse sample of the client's organization. The findings support the hypothesis that the **coaching** client would be rated as changing most the behaviors directly related to stated **coaching** objectives; next, behaviors indirectly related to objectives, and least, behaviors not addressed in **coaching**. It concludes by considering the inextricability of sound practice and sound measurement. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

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

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

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

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

> A qualitative interview method was employed to examine the most important component parts in an executive **coaching** intervention. Eight cases were surveyed by telephone, each one asking the **coach**, the client (person being **coach**ed, or **coach**ee) and the client's boss what their view was as to why the **coaching** experience was successful. The interview data was coded according to themes present in the literature (Gegner, 1997; Hall; Kilburg, 2001; Otazo & Hollenbeck, 1999; Sztucinski, 2002). The responses showed that the support of the client's boss was the single most important factor leading to **coaching** success in these cases. Bosses are involved in the **coaching** through three way meetings with the **coach** and client, through regular updates with the **coach**, and through giving feedback to the client through the course of the **coaching** engagement. Further cross-case agreement was present on the following factors: client adherence (the client's willingness to engage in **coaching**), insight through feedback, **coach**/client relationship, and reflective/developmental space provided (a non-threatening, open atmosphere which encourages growth). **Coach**es reported client Adherence as the most important component part of executive **coaching**. Clients suggested the support of boss, reflective/developmental space provided, and **coach** challenges client were the most important factors. Bosses suggested support of boss, insight through feedback, client adherence, and **coaching** shows an investment in the client were the most important factors. Within case agreement varied considerably. Each case had between two and five component parts unanimously reported by the **coach**, client and boss within the case. The perceived value of the **coaching** relative to **coaching** fees was also validated. Over 87% of the participants felt the **coaching** was of value when considered against the fees. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **PhD E**

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

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

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

> This dissertation is a qualitative study of the effectiveness of executive **coaching** for the development of emotional intelligence competencies. Eight executives from the same government agency were interviewed regarding recent **coaching** they had received. This **coaching** was offered as a component of an executive development program that was grounded in action learning. Through these interviews, the executives shared their perspectives of the **coaching** process and the degrees to which they and their teammates were able to benefit. They described the different styles of their **coach**es and the rapports each had with their own team's **coach**. Perhaps most importantly, as a result of the **coaching**, they were each able to share an increased awareness of a specific trait or tendency that they would continue to develop more consciously in order to achieve greater results in their professional positions. Peers and subordinates of the executives, as well as four executive **coach**es who were involved in the program, were also interviewed for

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their perspectives of the process and of the participants. The data collected through this study suggested that executive **coaching** is an effective tool in the enhancement of emotional intelligence competencies in executives. Certain factors add to the likelihood that a benefit will be achieved through the **coaching** process, including the participants' openness to learning, the chemistry between the **coach** and the participants, and the relevance of the **coaching** to the work of the executives. Organizational culture and environment also surfaced as important factors in predicting success in the **coaching** process. This study will be of value to researchers or organizational leaders exploring the benefits of executive **coaching**. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **PhD E**

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

Background: Whether teaching portfolios achieve their aim of stimulating teachers' professional development is favourably affected by the incorporation of a balanced structure and effective social interactions, such as **coaching**. We explored teachers' experiences with a teaching portfolio that was structured by teaching roles, portfolio assignments and conversation protocols. The related social interactions consisted of meetings with peers and personal **coach**es. Teachers' and **coach**es' opinions were sought about the benefits and the enabling and disabling factors of the portfolio structure and the social interactions involved. Method: Five teachers and their personal **coach**es were individually interviewed about their experiences with the portfolio. Protocols were analysed using a top-down strategy. Results: The teaching roles were helpful in analysing teaching, but the assignments and the conversation protocols were too detailed and directive. The social interactions were perceived as very valuable for professional development, particularly the meetings with personal **coach**es. Conclusions: The portfolio structure and social interactions, especially personal **coaching**, appeared to be helpful for teachers in analysing their teaching practice. The assignments and protocols, however, were too detailed and directive. This may be resolved by using assignments and conversation protocols more flexibly and enabling adjustment to personal learning needs. The high appreciation of personal **coaching** might be related to the freedom for teachers to choose their own **coach**. The results can be used by portfolio designers as guidelines for how to achieve a balanced structure and effective social interactions and how these might be combined to increase the benefits of working with a portfolio to teachers. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

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

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

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

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

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

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

Executive career derailment seems to coincide with one of the most significant transitions in life - the midlife 'crisis'. Career derailment is most commonly caused by insensitivity; both to others needs and to the individuals own developmental needs for authenticity. Executive **coach**es can form strong developmental relationships with derailed executives through engaging them in the behaviours of individuation and supporting the development of a more authentic self. **Coaching** is conceptualised as a 'U-shaped' journey exploring 5 levels of meaning: (1) the executive's environment; (2) the executive's behaviour; (3) attitudes, (4) deep structure of the person; and (5) deepest structure. **A**

White, K., & Whitman, P. (2006). Caught the "Big One": How a Newly Integrated Home Health Billing Department, Working With a **Coach**, Used the FISH Philosophy to Catch Team Spirit. *Home Health Care Management & Practice, 18*(4), 300-305.

This article tells how a manager and her **coach** used creative change strategies including the FISH philosophy to help two companies bring together two billing departments. What resulted was a true fish tale. Through the effective use of persistence, humor, team building tools and techniques, and a healthy dose of asking for the right kind of help at the right time through **coaching**, the manager and the team stayed the course through the best and worst of times. This article presents lessons that can be applied to departments and organizations. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E Case**

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

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

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

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

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

The purpose of this article is to describe the efforts in the state of Georgia to train public health nurse-childcare health consultants (PHN-CCHCs) using the framework of the "Core competencies for public health practice." Objectives: The goal of the training was twofold: (1) to prepare a statewide cadre of PHNs as the primary workforce for Georgia's emerging childcare health consultation (CCHC) system and (2) to prepare their district nurse directors to lead and support CCHCs. Design: Administrators attended a 2-day workshop followed by access to executive **coaching** for

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their management teams. PHNs participated in a three-phase training program, with phases 1 and 3 offered as 3-day workshops with field experiences, and phase 2 offered online and as a practicum. Sample: Forty-four administrators and over 85 PHN-CCHCs completed the training. Results: Graduates of the program reported satisfaction with training and reported the use of PHN core competencies in CCHC. Graduates also found enhanced skills in using core competencies to be applicable to a variety of population-based practices. Beyond CCHC being instituted in selected health districts, interest in CCHC has occurred statewide. Conclusions: The PHN-CCHC program enhanced the knowledge and use of core competencies and heightened interest in CCHC statewide. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). **E**

Wright, J. (2006). Crisis and opportunity: **Coaching** older workers in the workplace. *Work: Journal of Prevention, Assessment & Rehabilitation, 26*(1), 93-96.

    Over the past few years, we have heard predictions of an impending worker shortage due to the retirement of the baby boomers. Older persons in the workforce are a phenomenon that is growing and challenging the worldwide workplace in ways never before experienced. **Coaching** in the workplace facilitates positive outcomes for employers by way of the employee's success. Instead of viewing life after age 40 as downhill, second growth means individuals can create a fulfilling new roadmap for this period in their life journey. With baby boomers at 76 million strong, such a paradigm shift for aging will have a tremendously positive impact in our workplaces and society. Significant change will require three things: 1) a process of personal transformation, which calls for reflection and openness to change; 2) an organizational change in attitude, perspective, and policies towards older workers; and 3) a redefinition of retirement as a period of growth with new forms of work. (PsycINFO Database Record (c) 2006 APA, all rights reserved). **A**

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

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

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

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

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

    Objectives: Executive **coach**es are often involved in working with executive managers. The objective of this study is to investigate whether teams are more engaged and productive when led by an optimistic manager. Furthermore, we hypothesise that optimistic managers embody positive leadership – employing a strengths-based approach, maintaining a positive perspective, and frequently providing recognition and encouragement – which increases the engagement and productivity of their employees. Design: The study used a cross-sectional survey design at two time points. Method: The researchers developed a survey to measure this concept of positive leadership. In addition, two

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measures were used: the Life Orientation Test Revised (LOT-R) to measure optimism and the Gallup Organisation's Q12 to measure engagement. Results: In a cross-sectional study of 86 employees and 17 managers in an Information Technology (IT) organisation, positive leadership correlated with employee optimism, engagement, and project performance. When we looked at a subset of this data prospectively, with 39 employees and 14 managers, manager optimism predicted project performance. Conclusions: Our data support the claim that positive leadership is correlated with employee engagement and performance, and further extends the importance of optimism in the workplace. **Coaching** implications are also discussed, in terms of exploring how **coaching** psychologists can work with executives to develop their managerial style. **E**

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

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

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

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

Barner, R. and J. Higgins (2007). Understanding implicit models that guide the **coaching** process. [References], Journal of Management Development. Vol 26(2) 2007, 148-158.

Purpose: This paper seeks to provide readers with a better understanding of four theory models that inform **coaching** practice, and to reflect on how the theoretical approach that one adopts is likely to shape one's **coaching** practice. Design/methodology/approach: This article is based on the authors' combined 30 years of experience as internal and external executive **coach**es. Organizational examples are provided to illustrate key concepts. Findings: The authors conclude that, although **coach**es tend to be eclectic in the methods that they employ, they tend to center their craft on one of four prevailing **coaching** models: the clinical model, the behavioral model, the systems model, and the social constructionist model. These models inform the practice and shape the approaches that OD practitioners take in directing **coaching** assessments and interventions. Practical implications: This article serves as a "think piece" to help OD practitioners understand the theoretical assumptions, constraints, and caveats that are associated with each model. The authors strongly believe that having this knowledge enables practitioners to introduce a higher level of discipline and effectiveness into the **coaching** process. Originality/value: This article represents a unique attempt to bridge theory and practice by encouraging readers to reflect on how each individual's practice is developed from, and informed by, a particular theory position. It represents one of the few papers that have tackled this particular management development topic. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

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

This study examined group **coaching**, a leadership development activity that has emerged out of the executive **coaching** movement. The literature has indicated that it is the fastest growing offering in the **coaching** profession

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(Morgan, Harkins, & Goldsmith, 2005). However, one of its suspected weaknesses is that it is shorter in duration and less intense than the one-to-one format of executive **coaching**. **Coaching** research literature is discussed followed by an identification of the relevant issues and variables that could be impacted by a group **coaching** intervention in a governmental host organization. Two hypotheses were tested to understand the potential effects of group **coaching**, examining both the inner world (executive health/burnout) and outer world (team effectiveness/labor productivity) effects of the group **coaching** intervention. Data were collected from 42 experimental group participants and 42 control group participants in a **quasi-experimental, modified post-test only control group design**. Results of the analyses indicate that the group **coaching** intervention positively affected experimental group participants, resulting in a reduction of burnout, but do not show any effect on labor productivity. Detailed implications and recommendations for future research are presented. (PsycINFO Database Record (c) 2007 APA, all rights reserved). **E**

Bents, R. and E. Ilona (2007). "Questionnaires in organizational consulting and **coaching**." <u>Pszichoterapia</u> **16**(4): 222-255.
In this essay we study the use of questionnaires and surveys in the field of **coaching** and organizational consultancy. The survey gives guidance to both the client and the consultant therefore their use is more and more widespread. The two authors write the essay on their aggregated 30 years of experience in using questionnaires in organizational work. We review how the need appeared after the radical political and economic change in Hungary, and the increasing significance of organizational and leadership development. Also we review some broadly applied questionnaire types. With the increase of use, also the misuse of such tools is becoming common. Therefore we suggest cautious and client-fitting use of the questionnaires. In our experience the use of these tools can be attractive and frightful at the same time for the client. The client must be sure that we use the questionnaire for his interests and the interests of his organization with the goal of achieving practical results. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). **A**

Blattner, J. and A. Bacigalupo (2007). "Using emotional intelligence to develop executive leadership and team and organizational development." <u>Consulting Psychology Journal: Practice and Research</u> **59**(3): 209-219.
This case study explores how emotional intelligence (EI) was used to facilitate team and organizational cohesiveness. An organizational development (OD) consultant and an executive **coach**, both senior consultants, facilitated this engagement. An EI assessment and a team-building retreat served as the foundation for the process. In addition, the relationship between the executive **coach** and the OD consultant is examined, and comments from the CEO in this engagement and consultants are included. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **E Case**

Bowles, S., C. J. Cunningham, et al. (2007). "**Coaching** leaders in middle and executive management: Goals, performance, buy-in." <u>Leadership & Organization Development Journal</u> **28**(5): 388-408.
Purpose: This article aims to test the effectiveness of **coaching** for middle and executive level managers within a large recruiting organization. Design/methodology/approach: Participants set goals to achieve during a 12-month **coaching** programme. The sample consisted of middle managers (n = 30) and executive managers (n = 29) involved in US Army recruiting. Outcomes included measures of **coach**ed participants' achievement of quota and personal goals, and assessment on nine leader competencies and buy-in over the one-year **coaching** period. Findings: **Coach**ed managers outperformed un-**coach**ed, but experienced/incumbent counterparts. The strongest impact of **coaching** on performance was for middle managers and their subordinates (as opposed to executive managers). Both groups of participants demonstrated growth on some dimensions of recruiter-leader competencies and achievement of self-set goals. Research limitations/implications: A small and nontraditional sample of military recruiters was used. Future researchers can build on the approach outlined here to more concretely evaluate the impact of their **coaching** efforts in other populations. Practical implications: **Coaching** all recruiter managers could translate into a return on investment of several thousand additional recruits. In addition, the achievement of personally relevant goals with the help of **coaching**, the development of leader competencies indicates real benefit associated with this form of goal-based **coaching**. Originality/value: We offer one of the first empirical evaluations of the effectiveness of a goal-based leader **coaching** intervention. Practitioners and researchers can benefit from this approach by using it to improve **coaching** effectiveness and demonstrate value to the clients they serve. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). **E outcome**

Brooks, I. and S. Wright (2007). "A Survey of Executive **Coaching** Practices in New Zealand." <u>International Journal of Evidence Based **Coaching** and Mentoring</u> **5**(1): 42 - 57.
Executive **coaching** is a rapidly growing form of organisation development intervention, and one which is receiving increasing attention in the management and psychology literature. This study reports on the state of the practice of executive **coaching** in New Zealand, about which little is currently known. Fifty-nine executive **coach**es responded to a survey that gathered data on the demographics of **coach**es; their backgrounds, qualifications and training; their **coaching** method; and aspects of their practice, including typical fees charged, number of client sessions, method of marketing, ethical standards and professional insurance. Conclusions are drawn from the data and suggestions for future research are made. **E**

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

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

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

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

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

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

Choong, S. and K. Britton (2007). "Character strengths and type: Exploration of covariation." <u>International **Coaching** Psychology Review</u> **2**(1): 9-23.

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

Cox, E. and T. Bachkirova (2007). "**Coaching** with emotion: How **coach**es deal with difficult emotional situations " <u>International **Coaching** Psychology Review</u> **2**(2): 178-190.

> Objectives: The **coaching** process can arouse emotion for both the client and the **coach**. **Coach**es 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 **coach**es' 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 **coach**es' perspectives, theories and strategies for dealing with emotions. Data was

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analysed using a grounded theory approach to elicit a number of themes. Methods: The study collected data from 39 UK **coach**es, using a stem-sentence questionnaire approach. Results: Findings suggest that **coach**es 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 **coach**es. The strengthening of supervision provision for **coach**es is also suggested. **E**

Du Toit, A. (2007). Making sense through **coaching**. [References], Journal of Management Development. Vol 26(3) 2007, 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. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

Drum , J. (2007). "A fruitful soil: what **coach**es can learn from how theatre directors in rehearsal create a learning environment " International Journal of Evidence Based **Coaching** and Mentoring **5**(2): 34-44.

This grounded theory study looks at how theatre directors in rehearsal create a learning environment and considers what **coach**es 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 **coach**es, enhance the learning environment s that they create.   E

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

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

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

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

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Foster, S. L. and P. J. Lloyd (2007). <u>Positive Psychology Principles Applied to Consulting Psychology at the Individual and Group Level. [References]</u>, Consulting Psychology Journal: Practice and Research. Vol 59(1) Mar 2007, 30-40.

> This article describes the application, at the team and individual level, of findings from the positive psychology research. An overview of this research is presented focusing on several areas generally included in the positive psychology domain: flow, appreciative inquiry, the broaden and build theory, and other strategies for increasing the experience of positive emotions and the identification and deployment of strengths. The authors propose that these applications show promise in consulting psychology engagements and may have merit when utilized by practitioners themselves. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

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

> Objective: To extend the knowledge base on the use of life **coaching** as an applied positive psychology. Studies to date have utilised community samples with participants of varying ages and most research has used adult community samples. The present study is unusual in that it examined the efficacy of an evidence-based (cognitive-behavioural, solution-focused) life **coaching** programme in enhancing cognitive hardiness and hope in senior female high school students. Design: In a randomised controlled experimental design, 56 female senior high school students (mean age16 years) were randomly allocated to an individual life **coach** (N=28) or to a wait-list control group(N=28). Method: 10 teachers were trained in theories and techniques of **coaching** psychology through a manualised' Teacher as **Coach**' workshop. Participants were randomly allocated to a Teacher-**Coach** with whom they met individually for 10 sessions over two school terms. Results: Life **coaching** was associated with significant increases in levels of cognitive hardiness and hope,and significant decreases in levels of depression .Conclusions: Life **coaching** may be an effective intervention for high school students. **E Outcome**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gyllensten, K. and S. Palmer (2007). "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 sub-themes; 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 **coach**es 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. **E**

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

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

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

Purpose: This paper aims to evaluate the impact of experiential learning, goal setting, peer **coaching** and reflective journaling as a combined strategy to influence leadership development. Design/methodology/approach: Subjects participated in a university based leadership development program over two years. Four focal units of study were undertaken. Participants set development plans based on their learning and implemented them over eight weeks with the support of a peer **coach**. A pre, mid- and post- 360-degree assessment was undertaken to measure changes in leadership competency. Learning outcomes and **coaching** reports were also submitted and evaluated qualitatively. Findings: A progressive increase in leadership competency was reported by participants and their work colleagues in the 360-degree data. Qualitative data revealed a range of learning outcomes that elevated their leadership competency. Research limitations/implications: The results of this research provide a model for further investigations into how training can be structured to promote transfer of training. Originality/value: Considering the investment being made by organizations into leadership development, this research provides a strategy for increasing return on investment in leadership development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).   **E outcome**

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

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

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centricity in its many forms, new perspectives on 'helping' and 'consultation' including **coaching** arise that are unknown in a behavioural universe of discourse **A**

Latham, G. P. (2007). "Theory and research on **coaching** practices." <u>Australian Psychologist</u> **42**(4): 268-270.
> To date the **coaching** literature has been dominated by practitioner contributions, and the commercial **coaching** industry itself has been significantly influenced by simplistic folk psychology and pseudoscientific approaches. There has been a paucity of solid theory and empirical research. Advances in industrial/organisational psychology often occur from adapting theories, concepts and methods from other subdisciplines of psychology. The explicit linking of **coaching** practice to existing psychological frameworks and empirical research will help develop an evidence-based approach to **coaching**. Theories and research that may usefully inform **coaching** practice include Dweck's implicit person theory, Locke and Latham's goal theory, and a range of sociocognitive theories. The application of findings from empirical research guided by theory are far more likely to prove valuable than **coaching** based on fads, fashion and folderol. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

Lawton-Smith, C. and E. Cox (2007). "**Coaching**: Is it just a new name for training?" <u>International Journal of Evidence Based</u> <u>**Coaching** and Mentoring</u>(Special Issue Summer): 1-9.
> This article looks at the growth of **coaching** in the corporate sector and considers the overlaps with training provision. Drawing on the experience of the authors, a conceptual analysis is constructed that culminates in our presentation of a simple learning strategies map that provides a framework for understanding the activities and strategies used when developing others, either through training or **coaching**. Key words: **Coaching**, training, learning strategies **A**

Lowman, R. L. (2007). "**Coaching** and consulting in multicultural contexts: Integrating themes and issues." <u>Consulting</u> <u>Psychology Journal: Practice and Research</u> **59**(4): 296-303.
> This article reviews a series of articles in a special section on "**Coaching** and Consulting in Multicultural Contexts." It identifies overlapping themes and issues (e.g., the role of perception, culture, pragmatic wisdom, and trust in **coaching**), as well as issues still to be addressed. It is argued that much work remains to be done to establish an empirical basis for hypotheses generated by the series. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). **A**

MacKie, D. (2007). "Evaluating the effectiveness of executive **coaching**: Where are we now and where do we need to be?" <u>Australian Psychologist</u> **42**(4): 310-318.
> To date there have been no universally accepted criteria for what constitutes a successful outcome in executive **coaching**. This has been partly a function of the range of activities undertaken within the **coaching** medium and partly the fact that commercial realities mitigate against controlled trials teasing out mediating and moderating variables. Consequently we may need to look elsewhere for some inspiration in how to assess outcome in executive **coaching**. Both the training and psychotherapy literature have a long history in addressing the problem of evaluating outcomes in their respective domains. The Kirkpatrick model of four-stage evaluation is now nearly 50 years old and suggests key criteria for the effective evaluation of training and management development interventions. The psychotherapy literature has by necessity advocated controlled trials of different therapies and established key process and outcome variables that predict an effective intervention. Incorporating some of their key insights and findings on evaluation should help to accelerate the executive **coaching** evidence base. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

Mackenzie , H. (2007). "Stepping of the treadmill " <u>International Journal of Evidence Based **Coaching** and Mentoring</u> **5**(2): 22-32.
> This phenomenological study is set in the context of leadership development in the National Health Service (NHS). The aim of the study was to provide an in-depth understanding of the Royal College of Nursing Clinical Leadership Development Programme (RCN CLP) participants' experience of the **coaching** component of the programme. In-depth interviews were undertaken with eight clinical leaders who had recently completed the RCN CLP. The overarching theme emerging from the data suggested that **coaching** was seen as an opportunity for 'stepping off the treadmill'. This main theme is underpinned by a further eighteen theme clusters, organised into 6 categories: out and in the comfort zone; mirror mirror; unconditional positive regard; creative conversations; ripple effect; and I'm OK, you're OK. In this paper, the implications of the findings are discussed and recommendations for further research identified. **E**

McVea, C. and D. Reekie (2007). "Freedom to act in new ways: The application of Moreno's spontaneity theory and role theory to psychological **coaching**." <u>Australian Psychologist</u> **42**(4): 295-299.
> Moreno's concepts of role and spontaneity offer a useful methodology for psychological **coaching**. A central principle in Moreno's approach is that strengthening spontaneity and creativity through free-flowing enactment of a person's core concerns can produce the conditions that generate new and constructive responses to problematic situations. A **coach**, trained in Moreno's approach, can apply the concepts of role and spontaneity to promote and develop healthy functioning by helping clients access their capacity for self-direction, experimentation, self-review and purposeful

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action. This paper presents the principles of role-training and illustrates its application in an individual **coaching** context. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract).   E Case

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

> The purpose of this **study was to identify the critical aspects in coaching outcome**s as perceived by experienced **coach**es in the United States in both business and life **coaching** settings. Nineteen **coach**es provided a total of 109 critical incidents that led the client to the **coaching** process. Six dimensions of **coaching** emerged from the **coding process**; personal philosophies of **coaching**, **coach** functions, the **coaching** process, breakdown and success factors, precipitating factors and outcomes of **coaching**. A model was constructed to depict the relationship of the dimensions to one another. The personal philosophy of the **coach** influenced every other dimension. The **coach** functions were separated from the **coaching** process as they were interwoven throughout the **coaching** process and influenced the **coaching** process along with personal philosophies. The **coaching** process influenced factors of breakdown and success as did personal philosophies and **coach** functions. Factors that led to unsuccessful outcomes or breakdowns in **coaching** were therapeutic issues, **coach**/client mismatch, a lack of a willingness or ability to take action and make commitments, unrealistic expectations, lack of depth and flow in the **coaching** process, and negative mindsets that could not be shifted. Conversely, factors that led to successful **coaching** outcomes were the client connection, unconditional positive regard, the **coach** selection process, establishing a strong connection between **coach** and client, client accountability, openness and motivation. The tacit knowledge of the **coach** became an integral component of the study as **coach**es related the incidents of success and lack of success as **coach**es engaged in a **coaching** process that reflected their personal theories and perspectives. These theories could often be related back to foundational theories of **coaching** such as client-centered therapy, transformational learning, systems theory, and adult development theories and had become a source of tacit knowledge for study participants. The unplanned or unexpected outcomes revealed the impact of **coaching** on the whole person or system. **Coach**es reported that as clients gained successes in one area of their lives, improvement in other areas was also experienced. The electronic version of the dissertation is accessible at the Ohiolink ETD center http://www.ohiolink.edu/etd/. (PsycINFO Database Record (c) 2007 APA, all rights reserved). **E**

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

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

McKelley, R. A. and A. B. Rochlen (2007). The Practice of **Coaching**: Exploring Alternatives to Therapy for Counseling-Resistant Men. [References], Psychology of Men & Masculinity. Vol 8(1) Jan 2007, 53-65.

> The current article examines the practice of **coaching** as a possible alternative to conventional therapy for men. Although overviews of **coaching** have been outlined, none have specifically addressed how this particular helping modality might fit with the cultural demands of men resistant to conventional sources of professional help. This article provides suggestions for how **coaching** may address possible conflicts and paradoxes between men's gender role socialization and help-seeking attitudes and behaviors, as well as overviews some of the problems within the current practice of **coaching**. Suggestions for research with using **coaching** are also addressed. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). **A**

Noer, D. M., C. R. Leupold, et al. (2007). "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).   E

Palmer, S. and K. Gyllensten (2008). "How cognitive behavioural, rational emotive behavioural or multimodal **coaching** could prevent mental health problems, enhance performance and reduce work related stress." Journal of Rational-Emotive & Cognitive Behavior Therapy **26**(1): 38-52.

This case study describes the therapeutic work with a client suffering from depression. A cognitive approach was used and a brief summary of the problem and the therapy is outlined. The client had suffered from procrastination for a long time and this was one of the key areas to be addressed in therapy. This case is presented to highlight that cognitive behavioural, rational emotive behavioural or multimodal **coaching** may be able to prevent mental health problems. It is possible that the client's problem with procrastination could have been tackled in psychologically based **coaching** at an earlier stage. Psychological **coaching** could have provided the client with tools to deal with the procrastination and increase her self-awareness. This could have prevented the development of the depression or helped the client to intervene at an earlier stage. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). **E Case**

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

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

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

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

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

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

Passmore, J. (2007). An Integrative Model for Executive **Coaching**. Consulting Psychology Journal: Practice and Research, 59(1), 68-78.

Executive **coaching** has grown in popularity, but in spite of this growth, the use of sophisticated approaches appears limited. This article brings together a series of evidence-based approaches to build an integrated model for executive **coaching**, which can be described as integrative **coaching**. This model uses the concept of working at multiple levels with **coach**es; behavioral, cognitive, and unconscious. It combines these elements into "streams," which the **coach** works across seamlessly. The model recognizes the central importance of building a **coaching** partnership and the role of emotional intelligence in this process with a focus on improving performance at work. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract) **A**

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

Despite a proliferation of 'one-to-one' taking practices that include counselling, psychotherapy and **coaching**, the existing approaches do not seem to by fully adequate, starting from their very names to, more importantly, the help that they can offer to clients. Broadly speaking, counselling and psychotherapy are mostly remedial, and usually lack more 'positive' or pro-active elements. **Coaching**, on the other hand, can be charged with not addressing deeper, underlying issues, and consequently being superficial. Personal consultancy approach allows practitioners to integrate

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the depth perspective, offered by counselling and psychotherapy, with an opportunity to make constructive, practical changes, associated with **coaching**. This is possible because all of these practices, in fact, use similar skills, and their domains already overlap to a large extent. In building its framework three essential elements of 'one-to-one' practices are considered first: the client, the consultant and the interaction (relationship) between them. On this basis four stages of the personal consultancy process are suggested: authentic listening, re-balancing, generating and supporting. The paper will expand on them, discussing the appropriate attitudes, methods, and techniques that can be used at each stage, in order to assist the process   A

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

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

Saskia Duijts, P. v. d. B. a. G. S. (2007). "The compatibility between characteristics of employees at risk for sickness absence and components of a preventive **coaching** intervention " International Journal of Evidence Based **Coaching** and Mentoring **5**(1): 42 - 57.

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

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

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

Silberman , J. (2007). "Positive intervention self-selection: Developing models of what works for whom " International **Coaching** Psychology Review **2**(1): 70-77.

> Objective: To determine if self-selection is an effective way to match positive interventions to individuals. Design: Each time a participant in the choice group selected one of four positive interventions, a depression-matched yoked control participant was assigned the same intervention. Method: Positive interventions and surveys were administered online. Happiness and depression were assessed at baseline, one week, and two weeks. Results: If participants could identify the positive intervention that was most suitable for them, then interventions should have been more effective for the choice group than for the yoked control group. This was not observed. Both groups experienced significantly increased happiness and decreased depression, but the magnitudes of these changes did not significantly differ between groups. Conclusions: These data suggest that self-selection may not be a good way to identify well-suited positive interventions, and that other selection approaches should be investigated **A**

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

> As the demand for an evidence-based approach to **coaching** grows, so does the need for rigourous outcome measures. However, despite the fact that **coaching** is a goal-focused process, there has been little discussion in the **coaching** literature about different approaches to measuring goal attainment. Given that goal attainment represents a key dependent variable for **coaching** interventions, it is important that this gap in the literature be addressed. This paper seeks to stimulate discussion about this important issue by describing an approach to the measurement of goal outcomes, Goal Attainment Scaling (GAS), and discussing the strengths and limitations of the approach. Whilst goal attainment processes are multifaceted and measurement is complicated by a multiplicity of goal constructs and the inherent instability of goals, it is argued that the GAS methodology offers **coach**es a way of neutralising some of these challenges. In addition, GAS has the potential to stimulate dialogue between practitioners and researchers, as it could provide a methodological framework and language accessible to both.**A**

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

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

Spence, G. and A. M. Grant (2007). "Professional and peer life **coaching** and the enhancement of goal striving and well-being: An exploratory study " Journal of Positive Psychology **2**(3): 185-194.

> Few studies have investigated the impact of life **coaching** on self-regulated behaviour and well-being. A limitation of past studies has been their reliance on peer rather than professional **coach**es. The present randomized controlled study compared peer with professional life **coaching** over a 10-week period with 63 participants. Results indicated that, compared to peer **coach**ees and controls, **coach**ees of professional **coach**es were more engaged in the **coaching** process, had greater goal commitment and progression and greater well-being in terms of environmental mastery; other facets of well-being did not change. The results suggest that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving and highlight the importance of expertise in **coaching**. Recommendations are made for future research and for using life **coaching** as a methodology for applied positive psychology. **E RCT outcome**

Sparrow, J. (2007). "Life **coaching** in the workplace." International **Coaching** Psychology Review **2**(3): 277-291.

> Objectives: There is increasing recognition of **coaching**'s situated nature. Different emphases in **coaching** are being utilised in different contexts with differing performance expectations. Life **coaching** has witnessed rapid growth within the last five years, primarily outside but increasingly within the workplace. The objective of this research is to establish the understanding, utilisation, and outcomes associated with life **coaching** in the workplace. Procurement practices within organisations are also explored. Design: A cross-sectional survey of organisations is undertaken. Practices and reported outcomes are explored within small- and medium-sized organisations together with large organisations. Private, public and community and voluntary sector organisations are sampled. Methodology: A postal questionnaire assessing 39 potential organisational outcomes, 93 potential individual outcomes and 21 potential procurement criteria for both performance and life **coaching** was developed. Responses from 51 organisations were obtained. Results: Life **coaching** is found to be less well understood than performance **coaching**. Significant differences between organisational sizes and sectors in practices and perceived outcomes are identified. **Coaching** has significantly less impact upon entrepreneurship and social purpose outcomes than more general organisational outcomes. The outcomes more typically associated with life **coaching** are not secured to the same extent as outcomes typically associated with performance **coaching**. Both **coaching** in general and life **coaching** secure rectification outcomes to a greater extent than positive well-being outcomes. There are significant differences in procurement criteria for performance and life **coaching**. Conclusions: A potential role for a life dimension in workplace **coaching** may be evolving. The contribution of the current study and other prospective research towards the development of theory and practice are discussed.   E

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literature about different approaches to measuring goal attainment. Given that goal attainment represents a key dependent variable for **coaching** interventions, it is important that this gap in the literature be addressed. This paper seeks to stimulate discussion about this important issue by describing an approach to the measurement of goal outcomes, Goal Attainment Scaling (GAS), and discussing the strengths and limitations of the approach. Whilst goal attainment processes are multifaceted and measurement is complicated by a multiplicity of goal constructs and the inherent instability of goals, it is argued that the GAS methodology offers **coach**es a way of neutralising some of these challenges. In addition, GAS has the potential to stimulate dialogue between practitioners and researchers, as it could provide a methodological framework and language accessible to both. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).   A

St Claire-Ostwald , B. (2007). "Carrying cultural baggage: the contribution of socio-cultural anthropology to cross-cultural **coaching** " International Journal of Evidence Based **Coaching** and Mentoring **5**(2): 45-54.

This study examines the cultural awareness of professionals working in organisations. Given the multicultural nature of today's workforce, it is becoming increasingly important for companies and **coach**es alike to take into account how cross-cultural differences may affect daily working practices. The study draws on a review of current research into cultural dimensions and looks at the complex relationship between personality and culture – our 'cultural baggage'. In order to explore the opinions and cultural awareness of participants, a questionnaire was developed. The purpose of the questionnaire was to identify themes and orientations to cross-cultural issues in terms not only of communality but also of paradoxes. The results highlighted a high level of recognition of cultural dilemmas and a perceived need and willingness to address and reconcile them. However, the diversity of opinions about the potential benefits of specific methods of addressing cultural dilemmas suggested considerable uncertainly about dealing with cross cultural issues. A

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

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

Terrion, J. L., R. Philion, et al. (2007). "An Evaluation of a University Peer-Mentoring Training Programme " International Journal of Evidence Based **Coaching** and Mentoring **5**(1): 19 - 29.

This study of a university peer-mentoring training programme evaluated mentor reaction, learning, transfer of learning and impact on organizational goals. Using quantitative and qualitative measures, the study found that the mentors reacted positively to the training, that training enabled mentors to develop and reinforce skills and encourage them to establish and maintain networks, or social capital, throughout the university. Peer-mentors reported transferring skills and identified effects beyond mentoring. The study affords insights into the training requirements and learning experience of peer-mentors and shows that mentor training is indispensable in providing tools and techniques and an opportunity to reflect on practice, and in facilitating the feedback necessary to continuous improvement in the mentoring capacity   E

Topp, E. M. (2007). Presence-based **coaching**: The practice of presence in relation to goal-directed activity (mindfulness, **coaching**), Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 67(7-B), 2007, pp. 4144.

This dissertation introduces a new scholar-practitioner model to the professional **coaching** literature called Presence-Based **Coaching** (PBC). Presence-Based **Coaching** is a counter intuitive approach to goal attainment based on increasing present-moment attention and awareness, and was developed from the Mindfulness Meditation, Flow, Presence, and Taoist literature. PBC consists of the 4-step process of stop, observe, align, and allow. Fifteen entrepreneurs underwent a 6-week **coaching** program applying the PBC model to self-selected goals. **Qualitative data** from participants' weekly reflection papers and **quantitative data from a pilot 360-degree** feedback instrument completed by both participants and outside observers suggest that practicing Presence can influence both what one does and how one does it. Specific findings indicate that the PBC model supports goal attainment through discovering new approaches to work, increasing focus and calm, promoting wholeness, and supporting the clarification of values and priorities. This study introduced and tested a 360-degree assessment tool consisting of 4 10-item subscales. Initial results from the 360-degree instrument indicate that scale construction and subscale correlations were positive (Standardized Cronbach Coefficient Alpha: 0.69--0.91). Nine out of 40 items showed significant changes in means from pre-post test at the (p<.05) level for self-raters while 15 out of 40 items showed significant changes in means for other raters. Additional findings suggest that (a) the PBC model facilitates a relatively predictable growth process, (b) affects the personal and professional relationships of clients, and (c) supports differentiation, or authenticity, which

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may affect one's goal attainment strategies or value system in general. Finally, this dissertation introduces a model for examining professional **coaching** interventions on a spectrum ranging from Doing to Being oriented practices or activities: from practical concrete actions to more contemplative and existential considerations that affect the manifest life of the client.* *This dissertation is a compound document (contains both a paper copy and a CD as part of the dissertation). The CD requires the following system requirements: Adobe Acrobat. (PsycINFO Database Record (c) 2007 APA, all rights reserved). **E BS**

Veronesi, J. F. (2007). "When "just do it" does not work." <u>Home Health Care Management & Practice</u> **19**(6): 470-472.
>Rule number one in leadership is that you cannot do everything yourself. Well, not unless you never sleep, eat or have any semblance of a personal life. Directing is not an effective strategy when managing others in most situations, and is the strategy that is least likely to lead to leadership skill development. In essence, this tactic requires that you, as the leader, provide specific instructions for staff members and closely supervise task accomplishment. **Coaching** is an effective strategy that, when used effectively, allows you as the leader to assess where your employees require additional knowledge and skill development in order to deliver consistently effective results. Delegation is an appropriate leadership strategy in a variety of situations. Targeting the appropriate team members, providing assistance as necessary to support knowledge gaps and ensuring open bi-directional communications are critical to the success of your delegation. With focused effort, you will soon have a team with a broad range of skills capable of executing projects on your behalf. And that gives you the opportunity to focus, in a more strategic direction, on your department and your organization. (PsycINFO Database Record (c) 2008 APA, all rights reserved).   A

Wangsgard, T. G. (2007). A construct of **coaching** skills and the effect of an original treatment on management behavior. Dissertation Abstracts International Section A: Humanities and Social Sciences., Vol 67(8-A), 3071.
>Frontline managers in a plurality of manufacturing settings tend to demonstrate a lack of ability to **coach** and develop employees. Limited empirical research exists to validate the efficacy of specific **coaching** development interventions for frontline supervisors in high-rate manufacturing settings. The purpose of this study was to examine the validity and reliability of an original survey instrument and introduce an original **coaching** model and course designed to improve frontline manager **coaching** ability. A **quasi experimental design, employing a posttest-only c**ontrol and test group, was conducted. The instrument and treatment were tested by gauging the effectiveness of study participants' **coaching** behavior as a function of subordinate employees' perceptions. The two central research questions are (a) is the new survey instrument valid and reliable, and (b) how does the treatment affect participants' **coaching** behavior. Two systematic random samples were identified in a manufacturing firm in the Midwest. Participants' subordinates rated their managers' **coaching** behavior 60 days after the treatment on the 10-item Manager **Coaching** Behavior Measure (MCBM) survey instrument. A two-tailed t test demonstrated that the test group's **coaching** behaviors improved significantly over that of the control group. Cronbach's alpha verified the reliability of the instrument. Both the MCBM and the high performance **coaching** model represent a valid measure and treatment, respectively, for the setting in which they were tested and warrant further testing. The exercises and follow-on activities associated with the course hold the potential to dramatically improve management behavior by developing managers who are better listeners, give timely and constructive feedback, guide employees through their challenges and to their own solutions, help employees put plans in writing, and consistently follow up on those plans to ensure their successful execution. When businesses promote effective   **coaching**, they can expect improved employee relations, employee attendance, productivity, and ultimately greater financial strength. (PsycINFO Database Record (c) 2007 APA, all rights reserved) **PhD E**

Wesson, K. and I. Boniwell (2007). "Flow theory – its application to **coaching** psychology " International **Coaching** Psychology Review **2**(1): 33-43.
>Purpose: Being 'in flow' or 'in the zone' enables individuals to focus on tasks more fully and to maximise performance. As this phenomenon results in pleasure being experienced whilst mastery is gained, it can be a natural aid to goal-oriented activities such as **coaching**. This paper explores the applications of flow theory to **coaching** psychology. Method: Various conditions are thought to influence the acquisition and maintenance of psychological flow. These are reviewed and linked to the work of **coach**es and **coaching** psychologists. Results: The literature and models reviewed indicate that flow theory has a number of applications to **coaching** psychology, and that it can provide a useful framework for **coaching** psychology practice. Conclusions: This paper suggests how these factors may be captured by **coaching** methodology thereby: (i) helping the client and **coach** to find focus and fulfilment during sessions; and (ii) encouraging the client to remain 'on task' whilst engaging in goal actioning activities afterwards. **A**

Wright, J. (2007). <u>Stress in the workplace: A **coaching** approach. [References]</u>, Work: Journal of Prevention, Assessment & Rehabilitation. Vol 28(3) 2007, 279-284.
>Management **coaching** provides leadership training to executives and managers whereby they gain the skills to lead and manage staff in the environment of change. Managers with proper experience and training can learn to increase their awareness of their own actions and their impact on others, as well as their ability to problem-solve creatively, to understand and respect the opinions of others and to decrease defensiveness. Combined **coaching** and wellness

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education in the workplace create a medium whereby employees are able to take on board information about wellness in a way they can understand and implement in their own lives. Medico is a progressive company, hiring **coach**es on an ongoing basis for their top-level executives, and for a year for any staff member who has been promoted. In the time of position changes and redundancies, support was given through group and individual sessions to help staff identify new avenues for employment, as well as to provide ways to adjust to an environment of change. Medico's owners reported a drop in absenteeism of 25% in the six months that followed the first intervention. The experiences of Medico support the workplace promotion of wellness **coaching** as one solution to skyrocketing health care costs, especially when the **coaching** is coupled with education in the tenets of living well. (PsycINFO Database Record (c) 2007 APA, all rights reserved). **E Case**

2008 to July

Ayo, L. and C. Fraser (2008). "The Four Constructs of Collegiality " International Journal of Evidence Based **Coaching** and Mentoring **6**(1): 57 - 66.

> This paper presents a new approach to understanding how and why colleagues come together in professional partnerships. The 'Four Constructs' model looks at the motivations of those deliberately engaging in collegial relationships in a Higher Education context in New Zealand and seeks to determine the common characteristics of objectives around replication, validation, aspiration or exploration. The model draws on many of the strengths identified from studies in the mentoring field, and attempts to extend the discussion to advocate the possibility of a series of relationships, as well as linking these to the expectations and investment by the institution. By understanding the nature of professional relationship drivers, it is then possible to work with new or existing systems, policies and programmes to ensure a better fit for professional and personal development. **A**

Binstead, T. and A. M. Grant (2008). "An exploratory study of Australian executive **coach**es." International **Coaching** Psychology Review **3**(1): 43-55.

> Objectives: This exploratory study sought to extend the limited knowledge base about the executive **coaching** industry in Australia. Design: A qualitative process of emergent thematic coding using information from participants. Methods: 28 Australian executive **coach**es were interviewed using a qualitative conversational interviewing methodology. Participants were recruited using a snowball survey method in which each participant recommended other potential participants. Results: The findings were that the executive **coaching** practitioners in this research use a variety of alternative titles apart from 'executive **coach**' and supply other services in conjunction with executive **coaching**. Additionally it was found that, contrary to previous Australian research, the majority of executive **coaching** practitioners in this research could identify their direct competitors by name. Also in contrast to past research, most of the participants in this study were trained to recognise mental health problems. The most commonly seen mental health issues in this sample's clients were stress, depression and anxiety, with personality disorders rarely observed. No **coach**es in this study charged under A$200 per hour and the majority of participants charged between A$400 and A$799 per hour. Conclusions: The findings in the present study differ in many respects from past research into the Australian **coaching** industry, particularly in relation to the levels of competitive awareness found in past research into Australian business **coaching** firms. There may be important differences between Australian executive **coaching** practitioners and those **coach**es who specialise in business **coaching**. Limitations to the study are discussed and suggestions made for future research. **E**

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

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

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

> This qualitative action research study of middle managers combined **coaching**, leadership development, and the Keirsey Temperament Sorter II (KTS II). Currently, published academic research provides no research for the use of

the KTS II in combination with **coaching** for leadership development. A **coaching** intervention for middle managers was designed using content **coaching** based on Malcolm Baldrige National Quality Award leadership criteria together with **coaching** focused on the manager's temperament. Participants' individual **coaching** plans were shaped by the managers' temperament type, with each **coaching** session building upon the previous **coaching** sessions in the study, reflecting the emergent nature of action research. During the study, the participants' observable application of the **coach**ed leadership behaviors were determined by multirater feedback obtained from supervisors, subordinates, and peers as observed since the **coaching** began, as well as from the participants' self-assessment of application of **coach**ed leadership practices. This study also examined how soon after the implementation of the **coaching** action plan changes occurred. In the use of **coaching** as the delivery method for this leadership development program, the researcher was also the **coach** in order to provide consistency in the **coaching**. The results of the study revealed an increase in observed leadership behaviors centered on the Baldrige competencies within one month of the onset of the **coaching** intervention. Recommendations for further research include additional longitudinal study of continued **coaching** in conjunction with application of the competencies for solidifying participant leadership practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved).   PhD

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

How can **coach**es learn from moments and incidents in their own practice, particularly from moments that somehow feel critical? How can they improve working with the tension and anxiety that such moments will generate, and how might they even make use of such tensions? This is the first report of a research project into critical moments in **coaching** practice, which looks at critical moments of relatively inexperienced **coach**es. The second report, which looks at critical moments of much more experienced **coach**es, can be found as a companion article in this same issue. The sample size of the inexperienced **coach**es was 65 and 49 **coach**es communicating a total of 56 critical moments. Analysis of the moments revealed that they were all somehow related to a doubt that the **coach** had, so doubt seemed to be the overriding form of tension for the inexperienced **coach**. The type and nature of doubts are analyzed and the possible impact of (in-)experience is studied. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).   E

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

A recent study of critical moments of relatively inexperienced **coach**es in their first year of formal **coaching** activities yielded new perspectives on the doubts and dilemmas faced by **coach**es during their **coaching** conversations (De Haan, 2008). This led me to question whether these same doubts and dilemmas would remain as **coach**es gained experience or whether new issues would emerge. Experienced **coach**es were defined as **coach**es who have at least 8 years **coaching** practice behind them after completing their formal training or accreditation. The sample size was 110 and 47 **coach**es 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).   E

Drake, D. B. (2008). "Finding our way home: **coaching**'s search for identity in a new era." **<u>Coaching</u>**: An International Journal of Theory, Research and Practice **1**(1): 16-27.

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

Gilbert, K. and P. Rosinski (2008). "Accessing cultural orientations: the online Cultural Orientations Framework Assessment as a tool for **coaching**." **<u>Coaching</u>**: An International Journal of Theory, Research and Practice **1**(1): 81-92.

Recognition is growing of the advantages of building a cultural perspective into executive **coaching**, particularly where executives and managers are working in a globalised business environment. There is somewhat less recognition of the contribution that **coaching** from a cultural perspective can bring into any business **coaching** situation, whatever the role or context of the **coach**ee. Culture may be perceived as an integral part of the individual's identity, as well as

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a set of characteristics held by other groups, and thus an awareness of one's own cultural orientations and preferences is a powerful aid to self-understanding and sustainable success in roles and relationships. This paper presents and discusses the use of an online assessment tool, the Cultural Orientations Framework (COF) assessment tool designed for use by **coach**es and **coach**ees in an individual or team context. The conceptual dimensions of the COF â€' as operationalised in the tool â€' are described, and in order to demonstrate the way in which the tool stimulates reflective learning, one of the co-authors presents a heuristic reflective account of an experience of completing the assessment tool online. The authors suggest that, for the **coach**, using the COF online assessment tool opens up greater awareness and clarity about one's own cultural starting points and assumptions, particularly the cultural foundations of values and beliefs. For **coach**es, using the assessment tool within the context of a **coaching** relationship can open the doors to a wider and deeper understanding of learned behaviours; the degree of congruence or incongruence experienced in different aspects of life; and the possibility of consciously choosing different orientations. A

Gordon, S. (2008). "Appreciative Inquiry **Coaching**." International **Coaching** Psychology Review **3**(1): 19-31.
In this paper the principles and processes of Appreciative Inquiry (AI) and Appreciative Inquiry **Coaching** (AIC) are described to illustrate the theory and vision behind a recent paradigm shift in promoting change both in business and everyday life settings. Appreciative Inquiry evolved in the 1980s as a revolutionary and positive philosophy aimed at creating organisational change and is a process that focuses on leveraging an organisation's core strengths, rather than seeking to overcome or minimise its weaknesses. Appreciative Inquiry has been used to cultivate peak performance leadership in the workplace and appreciative organisational practices have been used to create strategic competitive advantages. The AI 4-D Model (Discovery, Dream, Design and Destiny) is used to illustrate how AIC can be applied by **coaching** practitioners and additional applications of appreciative **coaching** that address frequently encountered **coaching** issues are provided. A

Grant, A. M. (2008). "**Coaching** in Australia: a view from the ivory tower." **Coaching**: An International Journal of Theory, Research and Practice **1**(1): 93-98.
The Australian **coaching** industry is undergoing an important period of maturation, with growing numbers of Australian Universities offering postgraduate degrees in **coaching** and mentoring. Australian commercial **coach** training organisations are also increasingly offering government accredited **coach** training (vocational) programs under the Australian Qualifications Framework. In addition there is an increasing output of Australian **coaching**-related research. Arguably, some of this research is genuinely cutting edge and world leading. In addition to the **coaching**-related research being generated by a number of different universities, the Australian Research Council (a government research funding body) has recently awarded at least three large government Grants for research into **coaching**. **Coaching** in Australia has become mainstream and shows important signs of being an significant contributor to the global **coaching** movement.   A

Grant, A. M. (2008). "Personal life **coaching** for **coach**es-in-training enhances goal attainment, insight and learning." **Coaching**: An International Journal of Theory, Research and Practice **1**(1): 54-70.
Evidence-based approaches to **coach** training and education are vital if the **coaching** industry is to continue to mature. Drawing on past research on mandatory personal therapy for therapists-in-training, this paper reports a qualitative and quantitative within-subject exploration of the impact of compulsory participation in a personal life **coaching** program for **coach**es-in-training. Twenty-nine **coach**es-in-training set personal goals and completed a 10 to 12 week, five-session, solution-focused cognitive-behavioural personal **coaching** program. Three sessions were face-to-face, two by telephone. Following each **coaching** session the **coach** and the **coach**ee independently completed a structured reflection exercise. Participation in the program was associated with reduced anxiety, increased goal attainment, enhanced cognitive hardiness and higher levels of personal insight. Participants also had higher end-of-semester marks as compared to a cohort that did not participate in the intensive personal **coaching** program. There was no change in participants levels of psychological well-being.   **E outcome**

Grant, A. M. and B. O'Hara (2008). "Key characteristics of the commercial Australian executive **coach** training." International **Coaching** Psychology Review **3**(2): 57-73.
Objectives: To identify organisations who offer executive **coach** training and business **coach** training in Australia; assessment processes, cost and duration of courses; the delineation between **coaching** and counselling; marketing claims made; and the qualifications of the owners and trainers. Design: A qualitative process of emergent thematic coding using information from the internet. Methods: Broad categories and themes related to the aims of the study were documented, leading to the identification of a group of core categories and a process of comparison between organisations. Results: More than half the 16 Australian executive **coach**-training organisations identified offered more than one type of **coach** training. Four offered a **coach** franchise. The most common accrediting bodies were the International **Coach** Federation or the Australian Government Vocational Training Framework. Costs of courses ranged from AUS\$3245 to AUS\$14,795. Marketing claims included having longevity, being the best school, setting the standard, or having global recognition. Some trainers had no qualifications at all, but the majority of trainers' qualifications were directly relevant to the field of **coaching**. The majority of **coaching** organisations did not make a

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clear distinction between these two issues. Average longevity of these organisations was 6.75 years. Conclusion: The Australian executive **coach** and business **coach** training industry continues to develop. We recommend that, in order to further professionalise executive **coach** training, all **coach** trainers should be properly qualified, issues related to identification of mental illness be incorporated into executive **coach** training, and organisations offering **coach** franchising provide clear and unambiguous information to prospective clients.   E

Gregory, J. B., P. E. Levy, et al. (2008). "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).   A

Griffiths, K. and C. Campbell (2008). "Regulating the regulators: Paving the way for international, evidence-based **coaching** standards " International Journal of Evidence Based **Coaching** and Mentoring **6**(1): 19-31.

Attempts to standardise **coaching** and develop frameworks of accreditation for professional **coach**es currently appear to be growing as rapidly as the **coaching** industry itself. **Coach** training organisations, professional associations and universities are vying to regulate the industry through the development of competencies and standards. However, most existing frameworks of **coach** regulation are not evidence-based or empirically validated. The International **Coach** Federation (ICF) is the current leader in the promotion and regulation of professional **coaching** standards and the largest **coach** accreditation body in the world. Using the findings from a qualitative grounded theory study of ICF certified **coach**es and their clients, this paper empirically examines and discusses the ICF **coaching** core competencies. The paper presents evidence to strengthen the credibility of the ICF core competencies as well as inform their future refinement and, by encouraging further research into existing **coach** regulation, it paves the way for future shared standards of **coaching**.   A

Hawkins, P. (2008). "The **coaching** profession: some of the key challenges." **Coaching**: An International Journal of Theory, Research and Practice **1**(1): 28-38.

This paper explores some of the key challenges facing the growing profession of **coaching**. These include: ensuring that **coaching** is meeting the needs of both the **coach**ee and the organisation, and also that there is demonstrable return on investment. To meet these needs it is necessary to ensure quality of practice through such means as supervision and review, establishing an appropriate profession, and moving beyond an individual focus to also focus on the wider systemic context. The paper is written from a personal perspective, from someone who has been involved in **coaching**, supervising **coach**es, advising companies on their **coaching** strategy and carrying out research in the field of **Coaching** Supervision. The primary focus is on **coaching** in the British context, but the author does also include reference to experience in other countries.   A

Ievleva, L. and P. C. Terry (2008). "Applying sport psychology to business." International **Coaching** Psychology Review **3**(1): 8-18.

There has been a substantial increase in the application of sport psychology theory and practice in business settings in recent years. This paper outlines points of intersection and divergence between sport and business, and provides examples from sport that are of use in business settings. This paper also draws upon Orlick's 2008 evidence-based model of excellence, as a vehicle for illustrating key skills associated with peak performance across a variety of high-stress domains including sport, music, and medicine. We posit that this model can be applied to improving performance in the corporate world. The 'Wheel of Excellence' model incorporates seven key elements, with Focus as the hub, in addition to ommitment, Mental Readiness, Positive Images, Confidence, Distraction Control, and Ongoing Learning. Given the close parallels between business and sport psychology, it is anticipated that increasing attention will be devoted to their integration and application crossover in the future.   A

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

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

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Kemp, T. (2008). "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 **coach**es establishing robust and accountable supervision relationships. The paper provides a theoretical framework for operationalising this supervisory relationship and facilitating **coach**es own process of introspection and continuous development.   A

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

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

Kombarakaran, F. A., J. A. Yang, et al. (2008). "Executive **coaching**: It works!" Consulting Psychology Journal: Practice and Research **60**(1): 78-90.

> Outcomes of this empirical study demonstrated that executive **coaching** is an effective method of leadership development. One hundred fourteen executives and 42 **coach**es were surveyed using instruments designed to gather both quantitative and qualitative data. Results indicated that executive change occurred in 5 areas: people management, relationships with managers, goal setting and prioritization, engagement and productivity, and dialogue and communication. This study also highlights the importance of **coach** selection, executive commitment to behavioral change, and the role of good program and environmental support. The success of this **coaching** program also suggests that investment in well-designed and implemented programs can contribute to leadership development and the retention of talent. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).   **E outcome**

Liljenstrand, A. M. and D. M. Nebeker (2008). "**Coaching** services: A look at **coach**es, clients, and practices." Consulting Psychology Journal: Practice and Research **60**(1): 57-77.

> **Coaching** is growing rapidly as a way to help individuals improve their professional and/or personal success. Although similar services have been offered for some time, **coaching** is becoming more widely available and is being offered by a more diverse set of professionals. This research was undertaken to learn more about **coach**es from varying academic backgrounds, and how they may differ in their approach to their craft. In the study, 2,231 **coach**es participated by completing a web-based survey examining **coaching** practices. A general discussion and conclusions are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).   E

Linder-Pelz, S. and M. Hall (2008). "Meta-**coaching**: a methodology grounded in psychological theory." International Journal of Evidence Based **Coaching** and Mentoring **6**(1): 43-56.

> In this conceptual article we suggest that understanding clients' self-reflexive processes enables **coach**es to become even more effective in helping clients make changes in how they think, feel and act. Our aim is also to throw light on the relationship between metacognition, change and **coaching**. We begin with an overview of theories of metacognition and then set out 10 principles of meta-level processing which, together with an understanding of NLP (neuro-linguistic programming), lead Hall to propose the Meta-States model of self-reflexivity (Hall 1995/2000). We then describe the Meta-States model and how it in turn led to the development of the Axes of Change model (Hall and Duval 2004). Following that we outline how the NLP, Meta-States and Axes of Change models underpin the Meta-**coaching** methodology and we illustrate with case studies. Finally we reflect on how the ideas presented here address issues raised in the **coaching** literature.   A

Neenan, M. (2008). "From cognitive behaviour therapy (CBT) to cognitive behaviour **coaching** (CBC)." Journal of Rational-Emotive & Cognitive Behavior Therapy **26**(1): 3-15.

> This article focuses on how the principles and practice of cognitive behaviour therapy (CBT) can be adapted to the field of **coaching** to become cognitive behaviour **coaching** (CBC) and the current empirical status of CBC is discussed. The centrepiece of CBC practice is the ABCDE model of identifying psychological blocks and their removal. Typical tools and techniques used in CBC are outlined and ten key questions to ask in **coaching** are advanced. What CBC can offer **coach**es is discussed and, finally, suggestions are made to point out when **coaching**

should really be counselling. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). E

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

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

Palmer, S. and K. Gyllensten (2008). "How cognitive behavioural, rational emotive behavioural or multimodal **coaching** could prevent mental health problems, enhance performance and reduce work related stress." Journal of Rational-Emotive & Cognitive Behavior Therapy **26**(1): 38-52.

> This case study describes the therapeutic work with a client suffering from depression. A cognitive approach was used and a brief summary of the problem and the therapy is outlined. The client had suffered from procrastination for a long time and this was one of the key areas to be addressed in therapy. This case is presented to highlight that cognitive behavioural, rational emotive behavioural or multimodal **coaching** may be able to prevent mental health problems. It is possible that the client's problem with procrastination could have been tackled in psychologically based **coaching** at an earlier stage. Psychological **coaching** could have provided the client with tools to deal with the procrastination and increase her self-awareness. This could have prevented the development of the depression or helped the client to intervene at an earlier stage. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). **E Case**

Quick, J. C. (2008). "Quick reaction to "Executive dilemmas."" Consulting Psychology Journal: Practice and Research **60**(1): 38-41.

> This brief article is a reaction to Kilburg and Levinson's (2008; see record 2008-03845-003) important article on the **coaching** and professional perspectives of Harry Levinson. Levinson's 50 years of seminal psychoanalytic thinking in business and organizations has shone a bright light in some very dark corners of work environments and executive suites. However, capturing, summarizing, and reprising the breadth and depth of his intellectual journey is a difficult task. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). A

Smith, K. A. (2008). "Restructuring metaphors: Using mental re-mapping in cognitive **coaching**." Journal of Rational-Emotive & Cognitive Behavior Therapy **26**(1): 16-29.

> This article outlines different aspects of dealing with metaphors within the cognitive **coaching** framework. It focuses on the connection between metaphor, language and perception. Metaphors are an intimate part of most linguistic expressions. Since **coaching** is a structured verbal interaction it involves the exchange of metaphors between a client and a **coach**. The cognitive **coaching** literature concentrates mainly on techniques that help clients to pinpoint logical inconsistencies in their thinking. Such techniques have proven to be very helpful, but not all clients have the ability to benefit from this traditional rational disputing. In these situations the **coach** can make use of another technique, which still derives from cognitive principles. The first part of the article focuses on the theoretical aspects of metaphors as linguistic expressions while the second part addresses a specific client case. Suggestive techniques on how to restructure metaphors are described in connection with the client case. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). A

Sperry, L. (2008). "Executive **coaching**: An intervention, role function, or profession?" Consulting Psychology Journal: Practice and Research **60**(1): 33-37.

> Although previously considered a consultation intervention and a role function, executive **coaching** is now considered by some to be a profession. Currently, there is little consensus on its definition and how it differs from executive consultation and executive psychotherapy. This article begins by commenting on the Kilburg and Levinson (2008; see record 2008-03845-003) article and proceeds to critically analyze executive **coaching** as a construct. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). A

Ward, G. (2008). "Towards Executive Change: A psychodynamic group **coaching** model for short executive programmes." International Journal of Evidence Based **Coaching** and Mentoring **6**(1): 67 - 78.

> **Coaching** in different forms is prevalent in many European organisations. However, individuals typically receive **coaching** in the traditional dyadic form. Groups are generally formed only for training. In this article, it is argued that **coaching** executives in groups to leverage collective experience in an experiential encounter and provide ongoing

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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   A

Wycherley, I. M. and E. Cox (2008). "Factors in the selection and matching of executive **coach**es in organisations." <u>**Coaching**: An International Journal of Theory, Research and Practice</u> **1**(1): 39-53.

The objective of this paper is to explore factors that impact on the selection and matching of **coach**es with executives in organisations. Selection of **coach**es is seen to be of utmost importance and a number of different stakeholders are invariably involved in the selection and matching decisions. This conceptual paper uses critical analysis and discussion of a wide range of literature in order to explore the issues at play. The paper positions selection and matching within a conceptual framework and offers a systemic perspective on the organisational processes involved. It thus widens the debate on which actors exert influence. The paper argues that organisations should focus on preparing the executive to be better equipped to maximise their potential for being **coach**ed, focusing on selecting **coach**es, rather than being distracted by the matching question.   A

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Appendix

Table 1: Outcome studies of executive, workplace and life coaching utilising between subjects designs

Study	Intervention Overview	Type of Study	Key Findings
Miller (1990)	33 employees. Some received **coaching** by their managers over 4 weeks	Quasi-experimental field study (a) **Coaching** group; (b) control group	No sig. differences pre-post for interpersonal communication skills
Deviney (1994) *	45 line supervisors at a nuclear power plant. Some received feedback and **coaching** from their managers over 9 weeks	Randomised controlled study (a) Feedback plus **coaching**, (b) Feedback with no **coaching**, (c) Control group	No sig. differences in pre-post feedback behaviour
Taylor (1997) *	Participants undergoing a Medical College Admission Test preparation course	Randomised controlled study (a) Training only; (b) **Coaching** only; (c) Training plus **coaching**; (d) Control group	**Coaching** reduced stress more than training
Grant (2003a) *	62 trainee accountants received group **coaching** over one semester	Randomised controlled study (a) Cognitive **coaching** only; (b) Behavioural **coaching** only; (c) Combined cognitive and behavioural **coaching**; (d) Control groups for each condition	Combined cognitive and behavioural **coaching** most effective in increasing grade point average, study skills, self-regulation, and mental health. GPA gains maintained in 6 month follow-up
Miller, Yahne, Moyers, Martinez & Pirritano (2004) *	140 Licensed substance abuse professionals learnt Motivational Interviewing via a range of methods	Randomised controlled study (a) Workshop only; (b) Workshop plus feedback; (c) Workshop plus **coaching**; (d) Workshop, feedback, and **coaching**; or (e) Waitlist control group	Relative to controls, the 4 trained groups had gains in proficiency. **Coaching** and/or feedback increased posttraining proficiency.
Sue-Chan & Latham (2004)	53 MBA students in two studies in Canada and Australia	Random assignment (a) External **coach**; (b) Peer **coach** or (c) Self-**coach**ed	Study 1: External **coaching** associated with higher teamplaying behavior than peer **coaching**; Study 2: External and self **coaching** associated with higher grades than peer **coaching**
Gattellari, M., N. Donnelly, et al. (2005) *	277 GPs in total. Some received 2 phone-based peer **coaching** sessions integrated with educational resources	Randomised controlled study (a) Peer **coaching** and educational resources; (b) Control group	Compared to controls, peer **coaching** increased GPs ability to make informed decisions about prostate-specific antigen screening
Gyllensten & Palmer (2005)	31 participants from UK finance organisation	Quasi-experimental field study (a) **Coaching** group; (b) Control group	Anxiety and stress decreased more in the **coaching** group compared to control group.
Evers, Brouwers & Tomic (2006)	60 managers of the federal government:	Quasi-experimental field study (a) **Coaching** group; (b) Control group	**Coaching** increased outcome expectancies' and self-efficacy
Green, Oades & Grant (2006) *	56 adults (community sample) took part in SF-CB life **coaching** program	Randomised controlled study (a) Group-based life **coaching**; (b) Waitlist control	**Coaching** increased goal attainment, well-being, and hope. 30-week follow-up found gains were maintained
Green, Grant & Rynsaardt (2007) *	56 female high school students took part in SF-CB life **coaching** program for 10 individual **coaching** sessions over 2 school terms	Randomised controlled study (a) **Coaching** group; (b) Waitlist control group	**Coaching** increased cognitive hardiness, mental health and hope.
Spence & Grant (2007) *	63 adults (community sample) took part in SF-CB life **coaching** program	Randomised controlled study (a) Professional **coaching** group; (b) Peer **coaching** group; (c) Waitlist control group	Professional **coaching** more effective in increasing goal commitment, goal attainment and environmental mastery.

Note: Findings from these studies are only brief summaries; see actual publications for full details
SF-CB = Solution-focused cognitive behavioural.
* = Randomised controlled study

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