

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

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Abstract

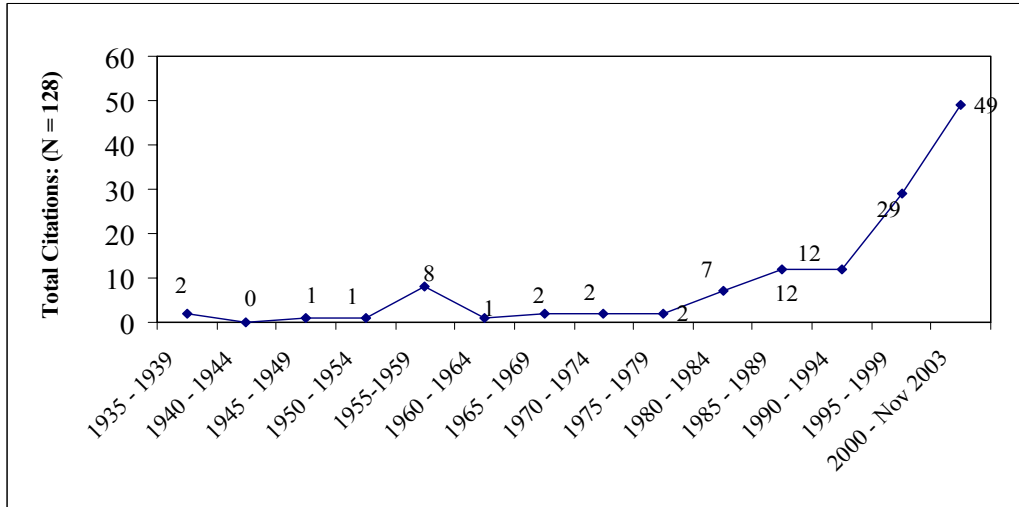
The use of coaching in workplace or organisations settings to enhance work performance, executive development or life experience is increasing in popularity. This annotated bibliography draws only on scholarly papers from the behavioural science literature as presented in PsychInfo and Dissertation Abstracts International (DAI), and covers the peer-reviewed behavioural science literature on executive, workplace and life coaching. Published peer-reviewed research has escalated since 1995. The first published peer-reviewed paper on coaching was published in 1937. Between 1937 and November 2003 there were a total of 128 published papers. Between 1937 and 1994, 50 papers or PhD dissertations were cited in the PsychInfo and DAI databases. Between 1995 and 1999 there were 29 papers or PhD dissertations. Between 2000 and Nov 2003 there were 49; a total of 128. Between 1935 and Nov 2003 there were a total of 33 PhDs. Of these 128 citations, 73 were articles which discussed coaching, theories of coaching or application of techniques, and there were 55 empirical studies. The majority of empirical investigations are uncontrolled group or cases studies. It is clear that there is a growing body of knowledge about workplace, executive and life coaching, but research is in its infancy, and although there is some measure of empirical support for the effectiveness of workplace and life coaching, more systemic research is needed.

Cite this paper as:

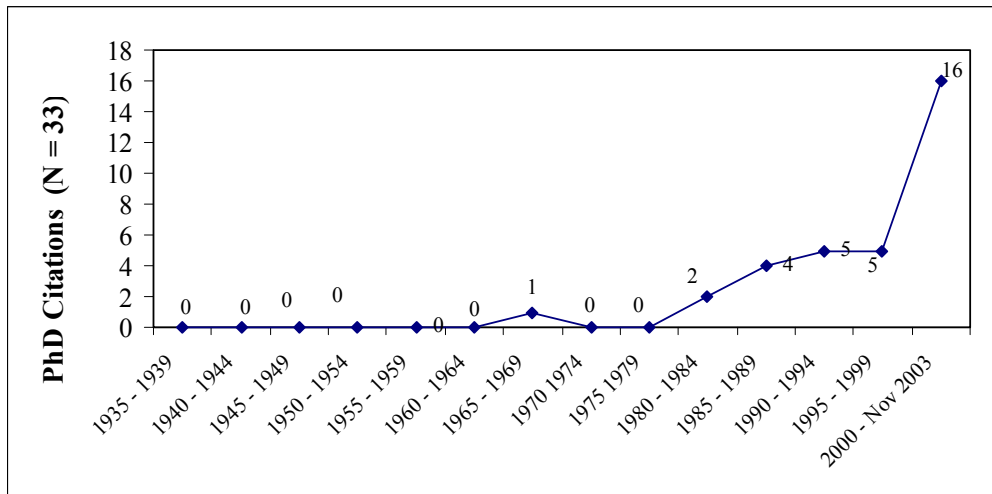
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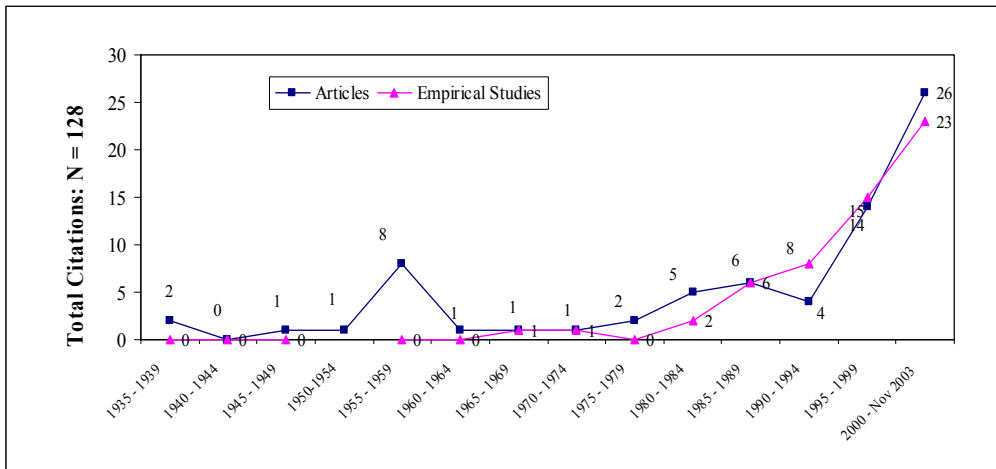
Total Number of Coaching Citations 1935 to Nov 2003



PhD Citations Since 1935



Articles Compared With Empirical Studies Since 1935



Citations are categorised as follows:

A = Primarily a discussion article
E = Primarily an empirical study
PhD = PhD

1935 – 1939 (n = 2)

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

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

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

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

1940 – 1944 n= 0)

1945 – 1949 (n = 1)

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

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

1950 – 1954 (n = 1)

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

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

1954-1959 (n= 8)

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

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

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

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

- Parkes, R. C. (1955). "We use seven guides to help executives develop." *Personnel Journal* **33**: 326-328.
The seven guides used to help develop executives in a small company employing about 125 people are: (1) Psychological appraisal of management, including foremen, to learn for what jobs to train them, (2) Writing and using job descriptions in order to know what they must learn. (3) Goal-setting, that is setting standards for each executive to reach during the year. (4) **Coaching** his men is the responsibility of each boss in training his men. (5) Motivating the men by helping them meet all their needs, not just the financial ones. (6) Individual progress reports consisting of discussing performance ratings with the men rated once or twice a year. (7) Check where the company stands in its development program. ((c) 1997 APA/PsycINFO, all rights reserved) **A**
- Allen, L. A. (1957). "Does management development develop managers?" *Personnel* **34**: 18-25.
Company programs should focus on the work a manager does if they want to develop managers. Managers are engaged in planning, organization, coordination, motivation, and control. The author feels that a form of apprenticeship is needed for managers, an internship in management, which can be accomplished through **coaching**. ((c) 1997 APA/PsycINFO, all rights reserved) **A**
- Perley, J. D. (1957). "How the personnel staff can serve line management." *Personnel* **33**: 546-549.
The author contends that the personnel specialist "should be effectively developing--in co-operation with the line-policies and procedures which will enable each line man to handle the job. Thereafter it is the personnel specialist's duty to help the line through training, **coaching**, coordinating, and other techniques, so that each line man can accomplish his desired objective." Precepts are presented for improving line-staff relationships. ((c) 1997 APA/PsycINFO, all rights reserved) **A**
- Bridgman, C. S., M. Spaethe, et al. (1958). "Salesmen helped by bringing out jobs' "critical incidents"." *Personnel Journal* **36**: 411-414.
Nearly 500 critical incidents, describing behavior of salesmen which resulted in success or failure in selling, were collected by sales managers. Of these 64% were classified under presentation, 24% under preparation, and 11% under customer relations. The classification of critical requirements in selling for this company has been made available for use in training and performance analysis. A check list of 25 items has also been prepared for use of sales managers in **coaching** salesmen in the field. ((c) 1997 APA/PsycINFO, all rights reserved) **A**
- Glaser, E. M. (1958). "Psychological consultation with executives: A clinical approach." *American Psychologist* **13**: 486-489.
"The purpose of this paper is to describe psychology in action at the executive level, pointing up some of the unique problems and opportunities." Illustrative material in the form of 2 case histories is presented. Psychological descriptions based on interviewing and psychological testing serve: as a means of assisting individuals better to understand themselves and their developmental needs; as an applicant selection tool; and as a manpower inventory tool, thereby contributing to more effective utilization and **coaching** of personnel as well as to internal selection for promotion or transfer. The psychologist may agree to furnish a report to management, but "this is done only after the report has been shown to and discussed with the individual and his consent obtained to discuss it with his superiors." The "psychologist's professional loyalty is to the individual as well as to the company." Special problems of the clinical psychologist in industry are contrasted with the situation of clinical psychologists in private practice. ((c) 1997 APA/PsycINFO, all rights reserved) **A**
- Hoppock, R. (1958). "Can appraisal counseling be taught?" *Personnel* **35**: 24-30.
"The art of **coaching** is something that some men will never learn and others do not need to be taught. But between these extremes we can count the vast majority of managers who can be trained to do a better job of counseling their subordinates." A typical workshop program is outlined. ((c) 1997 APA/PsycINFO, all rights reserved) **A**

1960 – 1964 (n = 1)

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

1965 – 1969 (n = 2)

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

Programmed instruction also appears to be finding increasing use." (30 ref.) ((c) 1997 APA/PsycINFO, all rights reserved) A

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

1970 – 1974 (n = 2)

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

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

1975 – 1979 (n = 2)

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

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

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

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

1980 – 1984 (n = 7)

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

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

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

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

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

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

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

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

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

1985 – 1989 (n = 12)

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

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

Kelly, P. J. (1985). "Coach the coach." Training & Development Journal **39**(11): 54-55. Discusses the benefits to be derived from the **coaching** of sales representatives by field sales managers and reviews ways to institute such **coaching**. Trainers may have to convince managers of these benefits by showing that, despite their time constraints, the return on their investment is worthwhile. Trainers who are **coaching** managers to coach may also have to deal with problems of self-discipline and changing roles in managers. ((c) 1997 APA/PsycINFO, all rights reserved) A

Krausz, R. R. (1986). "Power and leadership in organizations." Transactional Analysis Journal **16**(2): 85-94. Discusses the relationship between types of power and leadership styles (LSs) in organizations and the effect that these types of power and LSs have on the culture, climate, and results of an organization. Two sources of power are considered: the organization and the individual. Six types of power are considered: coercion, position, reward, support, knowledge, and interpersonal competence. Four derivative LSs are considered: coercive, controlling, participative, and **coaching**. Using a transactional analysis approach, behavioral responses stimulated by different LSs are described. The most probable consequence of the coercive and controlling LSs will be the establishment of a

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." Training & Development Journal **40**(10): 77-81.

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

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

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

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

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

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

The primary purpose of this study was to provide an understanding of the **coaching** process which is defined as a leader-initiated informal discussion designed to bring about a change in employee behavior, attitudes or actions. The study was conducted in a well-known, medium-sized insurance-oriented company. This investigation addressed four major concerns identified in the literature review: (a) the lack of direct and specifically-focused studies in the area of leader **coaching** behaviors; (b) the lack of investigations to support models proposed in the popular literature; (c) the lack of clarity regarding the

role of different variables in the **coaching** process; and (d) an excess number of studies on simulated or artificial organizational situations. The naturalistic or qualitative method of investigation was used to gather data from interviews with leaders who were nominated as effective coaches and leaders who were nominated as less effective coaches. Interviews were also utilized to gather data from employees regarding their perceptions of the **coaching** process. Finally, with the aid of tape recorders, data were gathered from real **coaching** discussions between leaders and employees. Through a process of content analysis, key leader behaviors emerged and major categories of **coaching** behavior were formed. Forty-eight categories of behavior were ultimately identified and labeled and were formed into two primary groups. One group was supportive/nonsupportive leader behaviors; the other was initiating/confrontive leader behaviors. These two major groups of behavior form a preliminary model of the **coaching** process that has been labeled SUPPORT/INITIATE. In addition to the structure of the **coaching** process itself, this investigation reports on findings regarding the length, location, planning, preferred intervals, purpose and

other general perceptions about the **coaching** process in an organizational setting. **E PhD**

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

1990 – 1994 (n = 12)

Evered, R. D. and J. C. Selman (1990). ""**Coaching** and the art of management": Correction." *Organizational Dynamics* 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)
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Hein, H. R. (1990). "Psychological type, **coaching** activities and **coaching** effectiveness in corporate middle managers." DAI-A 50/10, P. 3293, Apr 1990.

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 type on **coaching** behavior were recommended. E PhD

Hillman, L. W., D. R. Schwandt, et al. (1990). "Enhancing staff members' performance through feedback and **coaching**." Journal of Management Development 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." Dissertation Abstracts International 50(8-A): 2435.

The problem. The purpose of this study was to test the efficacy of **coaching** as a vehicle for enhancing transfer of training by comparing the performance of two groups of corporate employees, one which received **coaching** on the trained skills and one which did not. Method. A quasi-experimental field study was conducted. Ninety-one employees enrolled in six regularly scheduled classes on interpersonal communication formed the initial subject pool. Three classes were designated control, and three were designated experimental. Managers who declined to participate, coupled with substantial dropout of both subjects and raters, reduced the sample size to 17 experimentals and 16 controls. Experimental subjects' managers received special training in coaching skills. On returning to the workplace, experimental subjects received **coaching** by their managers for a period of four weeks, while control subjects received no such systematic interaction. Pre- and post tests completed by subjects and two raters using the Interpersonal Communication Inventory provided the measure of transfer. Results. Post test comparisons of the control and experimental groups showed no significant differences between groups. The experimental group alone showed no pre-post gains, while the control group showed a gain on one of the six factors. Data from subjects alone (removing rater data) revealed control group pre-post gains on two of the six factors. In contrast to the quantitative findings, anecdotal participant comments were overwhelmingly favorable toward the technique of **coaching**. Results of the study draw attention to methodological concerns that need to be addressed in performing research in corporate educational settings. In particular, the following areas emerged as problematic: sample selection, establishing that learning actually occurred, operationalizing 'transfer', instrument sensitivity, and the design of the treatment itself. Careful attention to these and other concerns should allow a more thorough understanding of the **coaching** process, which may yet promise to be an unobtrusive device to enhance employee performance. 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/coaches and subordinate/ trainees. The data provided these results: (1) Participants' perceptions of the five-step **coaching** process were largely positive. (2) Manager/coaches and subordinate/trainees did not agree about the most helpful or most difficult **coaching** steps. (3) Both groups of respondents rated the managers 'somewhat effective' coaches. (4) Both groups of respondents perceived that trainees 'occasionally' use newly learned knowledge on the job. (5) The researcher's observations revealed that most managers appeared not to possess several of the skills required by the **coaching** process. (6) Most manager/coaches would change the **coaching** training they experienced. The researcher concluded: (1) Participants favored increased interaction between managers and subordinates. (2) Managers do not demonstrate coaching skills; perceive they do not have time to coach; practice a task-oriented approach when they coach; coach infrequently. (3) Most managers and supervisors appear not to be aware of transfer issues. (4) Gathering and analyzing the perceptions of participants important to the success of endeavors should be an important organizational activity. (5) Many organization variables and managers' personal variables combine to determine whether managers coach their subordinates. 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 coaches 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 coaches 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 outcomes of **coaching**. For each participant, a customized rating inventory based on their individual training objectives is developed. This inventory is rated by the participant, their boss, and their coach at pre- and post-training, as well as at follow-up. Participants are rated on each item for their level of

current effectiveness and, for the post-training ratings, retrospective degree of change. These two ratings provide different indications of the amount of change observed as a result of the coaching. For example, interrater correlations and agreement regarding the mean level of change are both higher for the retrospective change measure. All rater perspectives indicate that the coaching is effective in enhancing on-the-job behavior. On average, over 1.54 standard deviations of change are observed on the specific training objectives. Overall job effectiveness, a global outcome measure, is also rated. Based on pre- and post-training ratings, participants improve by about .85 standard deviations in overall effectiveness as a result of their coaching programs. These results compare quite favorably with the meta-analytic findings of Burke and Day (1986), who found an average effect size of .44 for subjective ratings of on-the-job behavior 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 coached in areas considered weak. Another group of subjects was given only self and immediate supervisor feedback and coached in areas considered weak. The third group or control group was not given any feedback or coached in any areas. In each case the person conducting the coaching was the subject's immediate supervisor. Subjects in the first two groups were coached 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 .

1995 – 1999 (n = 29)

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 favored Managers 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.

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 coaches 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**

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 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

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were randomly assigned to one of four groups: training only, **coaching** only, training plus **coaching**, or a no treatment/control. Stress levels increased significantly during the course. A 2 x 2 x 2 MANCOVA on post test performance and perceived stress revealed a significant resilience by training interaction and resilience by **coaching** interaction on post test perceived stress. For high resilience participants, **coaching** may have lessened posttest perceived stress and training may have increased post test perceived stress. For low resilience participants, training may have lessened posttest perceived stress and **coaching** may have increased post test perceived stress. The efficacy of interventions designed to foster effective coping appear to be contingent upon an individual's dispositional resilience. Additional research is needed to ascertain the validity of the results. E . PhD

Wageman, R. (1997). "Critical success factors for creating superb self-managing teams." Organizational Dynamics 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." Consulting Psychology Journal: Practice and Research 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." Journal of Management Development 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**." Consulting Psychology Journal: Practice & Research 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." Journal of Applied Psychology 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' **precoaching** job knowledge and motivation to do well on the promotional procedures, attendance at a **coaching** 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 .

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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 coaches referred to the researchers as leaders in the field. The study was also informed by the practical executive **coaching** experiences of the authors, who work in a range of institutional settings. When done as intended, **coaching** can be an effective means of improving business results while contributing to executive development. However, **coaching** can grow beyond the control of top management as the demand grows for having a "personal trainer." Not only does this aspect add considerably to the cost of doing business, but there is also the risk of wrong advice by external coaches who do not really understand the business, sometimes resulting in disastrous consequences for both the manager and organization. Although the data indicate generally positive outcomes from executive **coaching** activities, there were three primary areas of concern: managing the growth of demand, addressing ethical issues arising from the **coaching** process, and defining program scope and controlling costs. ((c) 1999 APA/PsycINFO, all rights reserved) **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 – Sept 2003 (n = 49)

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 coaches 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 coaches." 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**

Howatt, W. A. (2000). "**Coaching** choices: Using Reality Therapy and Choice Theory." International Journal of Reality Therapy **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 coaches more effectively help their clients make better life choices. The author shares his experience with using Reality Therapy and Choice Theory to help his clients 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." Educational & Psychological Measurement **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." DAI-B 61/04, p. 2257, Oct 2000.

This study presents an integrative model for executive **coaching** and describes its 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: the unconscious 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." Journal of the American Academy of Psychoanalysis **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 coaches, 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." DAI-B 61/04, p. 2225, Oct 2000.

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

consider the current programs that attempt to address these needs. Next a framework is presented for viewing leadership development efforts and the relationships through which they occur, namely, training, **coaching**,

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

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

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

participants used language, specifically the display of positive emotion were documented. Implications resulting from the research noted that the use of positive emotion in coaching sessions transferred to conversations with actual clients as demonstrated on audiotapes. The research method of this inquiry was a participant observational field study. Data collection utilized field study techniques. Through rich description of the language of the **coaching** events and observation over a year and a half, changes in behavior were noted indicating improvement in communication between supervisor and agent and in turn, agent and client. Also included in the multiple sources of evidence were ongoing call data for each agent, which tracked statistics including sales outcomes. This outcome data for the agents involved in the case studies, indicated improved productivity and suggests that videotaping of **coaching** sessions be recommended as an ongoing component of the **coaching** process. Others working toward changing the qualitative nature of the **coaching** and learning process will hopefully gain insights from the research findings and use them to continue the dialogue. **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 Coaches affiliated with the International **Coaching** Federation. Semi-structured interviews were conducted over the telephone with coaches 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: *an interaction between coach and client, where the coaching Purpose, Process and Relationship interdependently function; seeking to develop the client to their fullest potential*. Two distinctions between mentoring and **coaching** were that unlike mentors, coaches are paid to engage in the coach-client relationship, and unlike mentors, coaches 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**

Diedrich, R. C. (2001). "Lessons learned in--and guidelines for--**coaching** executive teams." Consulting Psychology Journal: Practice & Research **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." Gruppendynamik **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 awareness of the financially feasible solutions. Furthermore, acceptance of solutions at a rational and a human relationship level, a touch of Machiavellism, transparency 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 had 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." Consulting Psychology Journal: Practice & Research **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, coaches 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." Consulting Psychology Journal: Practice & Research **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 coaches--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." Consulting Psychology Journal: Practice and Research **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." Consulting Psychology Journal: Practice & Research **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, 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

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www.psych.usyd.edu.au/coach

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**." Dissertation Abstracts International **61**(12-A): 4853, US: University Microfilms International.

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

Kralj, M. M. (2001). "**Coaching** at the top: Assisting a chief executive and his team." Consulting Psychology Journal: Practice & Research **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**." Organization Science **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**." Dissertation Abstracts International: Section B: the Sciences & Engineering **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 literature. The literature is reviewed and a model for **coaching** performance is proposed and tested. The results indicate that managers who are effective coaches 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 coaches. 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**

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 Psicología del Trabajo y de Las Organizaciones **18**(2-3): 303-318.

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

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 coaches. 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 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)

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

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 coaches 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 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." Far Eastern Economic Review **165**(19): 56.

An executive coach talked to sports coaches 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." Journal of Applied Social Psychology **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." Journal of Management Development **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**." Journal of Rational-Emotive & Cognitive Behavior Therapy **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 a 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." Journal of Applied Sport Psychology **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

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

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 coaches 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 coaches, (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 coaches compare to the experiences of clients with regard to media selection. Through maximum variation sampling, ten executive coaches 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

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

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

The study explored the perception of executive **coaching** among the chief executive officers (CEOs) of America's largest 500 companies as shown on *Fortune* magazine list of April 15, 2002. This study utilized an instrument of 12 questions. The questionnaire was sent to the CEOs of the top 500 American companies. A cover letter and a self-addressed, postage-paid envelope were provided. Attribute responses were coded and analyzed using several descriptive statistical tools. Out of the 500 targeted CEOs, 143 participated in this study. Seventy-six percent of the respondents demonstrated a good understanding of the basic concepts of executive **coaching**. Eighty-three percent were able to distinguish **coaching** from consulting, 61% stated that **coaching** can make their life somewhat better, 49% agreed on the idea of hiring executive coaches, and 32% declared that they had hired coaches. Those who never hired a coach showed a great deal of willingness (37%) to hire one. Sixty-two percent of the respondents indicated a preference for coaches from outside their organizations, 51% would search for one through human resources, 31% preferred sites off their company premises for **coaching** sessions, and 43% would keep their **coaching** relationship confidential. Thirty-nine percent of the participants expressed the belief that **coaching** should not be limited to a specific management level, and 37% said they supported research related to executive **coaching**. Based on these findings, executive **coaching** can be considered as a worthwhile investment. Future studies may take a closer look at the details and characteristics of the **coaching** session, and may explore what is called the "trusted advisor," someone who is believed to be much closer to the client than is the coach. E PhD

Grant, A. M. (2003). "The impact of life **coaching** on goal attainment, metacognition and mental health." Social Behavior & Personality **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

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

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

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

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

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

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

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

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

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

This paper describes a piece of academic research that explores the experiences of a group of managers taking part in 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." Consulting Psychology Journal: Practice & Research 55(2): 94-106.

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