

INSTITUTE OF



**COACHING**

at McLean Hospital, an Affiliate of Harvard Medical School

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## RESEARCH ABSTRACTS

1. *RESEARCH*
2. *EDUCATION*
3. *LEADERSHIP*
4. *HEALTHCARE*
5. *POSITIVE PSYCHOLOGY*

## **1. RESEARCH**

**Spence, G. B., & Grant, A. M. (2007). Professional and peer life coaching and the enhancement of goal striving and well-being: An exploratory study. *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 2(3), 185 - 194.**

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

**Drake, D. B. (2009). Evidence Is a Verb: A Relational Approach to Knowledge and Mastery in Coaching. *International Journal of Evidence Based Coaching and Mentoring*, 7(1), 1 - 12.**

This article provides a fresh look at the evidential needs in coaching by outlining important principles for the bases of evidence-based practice, the nature of evidence itself, the links between research and practice, the uses of evidence, the politics of evidence and the implications of evidence as a basis for coaching. The aim is to enhance our understanding of the “black box” of coaching, the body of knowledge specific to and foundational for coaching, and the development of shared guidelines for the use of evidence in coaching. Two models are introduced to support a new and relational view of evidence: one that identifies four domains of knowledge as the basis for mastery in coaching and the other that articulates a need for artistry as a way to draw on these domains in working with clients. Examples are offered to illustrate many of the key points and the article concludes with a vision for the future of evidence in coaching.

**Green, L. S., Oades, L. G., & Grant, A. M. (2006). Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being, and hope. *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 1(3), 142 - 149.**

Research is in its infancy in the newly emerging field of coaching psychology. This study examined the effects of a 10-week cognitive-behavioral, solution-focused life coaching group programme. Participants were randomly allocated to

a life coaching group programme ( $n = 28$ ) or a waitlist control group ( $n = 28$ ). Participation in the life coaching group programme was associated with significant increases in goal striving, well-being and hope, with gains maintained up to 30 weeks later on some variables. Hope theory may explain such positive outcomes. Life coaching programmes that utilize evidence-based techniques may provide a framework for further research on psychological processes that occur in non-clinical populations who wish to make purposeful change and enhance their positive psychological functioning.

**Personal life coaching for coaches-in-training enhances goal attainment, insight and learning Anthony M. Grant\* Coaching Psychology Unit, School of Psychology, University of Sydney, Australia Coaching: An International Journal of Theory, Research and Practice Vol. 1, No. 1, March 2008, 53-69**

Evidence-based approaches to coach training and education are vital if the coaching industry is to continue to mature. Drawing on past research on mandatory personal therapy for therapists-in-training, this paper reports a qualitative and quantitative within-subject exploration of the impact of compulsory participation in a personal life coaching program for coaches-in-training. Twenty-nine coaches-in-training set personal goals and completed a 10 to 12 week, five-session, solution-focused cognitive-behavioural personal coaching program. Three sessions were face-to-face, two by telephone. Following each coaching session the coach and the coachee independently completed a structured reflection exercise. Participation in the program was associated with reduced anxiety, increased goal attainment, enhanced cognitive hardiness and higher levels of personal insight. Participants also had higher end-of-semester marks as compared to a cohort that did not participate in the intensive personal coaching program. There was no change in participants' levels of psychological well-being.

**The integration of mindfulness training and health coaching: an exploratory Study; Gordon B. Spence\*, Michael J. Cavanagh, and Anthony M. Grant Coaching Psychology Unit, School of Psychology, University of Sydney, Australia Coaching: An International Journal of Theory, Research and Practice Vol. 1, No. 2, September 2008, 144-162**

Coaching has attracted much attention from health professionals interested in collaborative, person-centred approaches to motivating behaviour change. Whilst initial research supports the efficacy of coaching in health contexts, more theoretical and empirical work is needed. Based on recent work demonstrating the important role that mindfulness plays in self-regulation, it was hypothesised that the efficacy of health coaching could be enhanced through the inclusion of Mindfulness Training (MT). To test this, 45 adult were randomly assigned to three health programmes for eight weeks. Using a crossover design, two groups

received an alternative delivery of MT and cognitive-behavioural, solution-focused (CB-SF) coaching, whilst the third group participated in a series of health education seminars. Results showed that goal attainment was significantly greater in the facilitative/coaching format than the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions suggesting that the delivery sequence had little bearing on outcomes. After reviewing the results, the implications for health professionals are discussed.

## **2. EDUCATION**

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

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

**Govindji, R. & Linley, P. A. (2007). Strengths use, self-concordance and well-being: Implications for Strengths Coaching and Coaching Psychologists. *International Coaching Psychology Review*, 2(2), 143 - 153.**

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

**Campbell, K. G. a. M. (2009). Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring*, 7(2), 16 - 30.**

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

**Our different paths up the mountain: *Personality type and ego development tools in coaching*; JAMES PRITCHARD *Coaching: An International Journal of Theory, Research and Practice Vol. 2, No. 2, September 2009, 182-194***

The article looks at two psychometric tools which may be used by coaches to enhance our understanding of the client and to help the client gain a new perspective on their situation. The Myers-Briggs Type Indicator and the Leadership Development Framework can both give the coach insight into a client's world. Either tool may be useful on its own but when used in combination, a more detailed and subtle picture emerges, which can help the coach intervene more effectively. Interactions between the models and implications for coaching are discussed

**Hindmarch, L. (2008). An exploration of the experience of self-doubt in the coaching context and the strategies adopted by coaches to overcome it.. *International Journal of Evidence Based Coaching and Mentoring, Special Issue ( 2), 1- 13.***

This study explores the experience of self-doubt in coaching, and strategies adopted to overcome it. A phenomenological approach is used to explore the lived experience of self-doubt with eight participants. Four of the participants are clients who have been coached in self-doubt, and four are coaches who have worked with clients in addressing issues of self-doubt. Key results include the suggestion that self-doubt is a work-related phenomenon; that it is an emotional experience based on a perception of lack of abilities to perform at work to a satisfactory level; and that men raise it later in their coaching programme than women. The results also suggested that an important element in coaching clients

in overcoming self-doubt is the expression of warmth and positive support from coaches, and that coaches benefit in a similar way from being in supervision. The implications of the findings for coaching practice are discussed, and a description of self-doubt is proposed.

**Stewart, L., Palmer, S., Wilkin, H. & Kerrin, M. (2008). The Influence Of Character: Does Personality Impact Coaching Success?. *International Journal of Evidence Based Coaching and Mentoring*, 6(1), 32 - 42.**

Using the Five Factor Model of personality and the construct general self efficacy this study explores the relationship between coaching clients' personality and a self-report measure of the transfer of learning from coaching to the workplace. Positive correlations are found between the application of coaching development and conscientiousness, openness to experience, emotional stability and general self-efficacy. Conscientiousness is also found to be associated with generalisation and maintenance of outcomes. Personality measures may have value as a means for identifying coaching clients who require support in order to make manifest the changes experienced in coaching.

**Ives, Y. (2008). What is 'Coaching'? An Exploration of Conflicting Paradigms. *International Journal of Evidence Based Coaching and Mentoring*, 6(2), 100 - 113.**

This paper sets out the argument that quite fundamental issues, both theoretical and practical, divide the various approaches to coaching. It does not suggest that any one approach is better or right; each approach would be more appropriate in particular situations. However, by understanding more clearly the nature of the difference between approaches, it will also be easier to fit a coaching model to specific situations. It is argued here that goal-oriented approaches to coaching generally have a different perspective than therapeutic or personal-development approaches on the role of the coach and on the objective of coaching.

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

In this conceptual article we suggest that understanding clients' self-reflexive processes enables coaches to become even more effective in helping clients make changes in how they think, feel and act. Our aim is also to throw light on the relationship between metacognition, change and coaching. We begin with an overview of theories of metacognition and then set out 10 principles of meta-level processing which, together with an understanding of NLP (neuro-linguistic programming), lead Hall to propose the Meta-States model of self-reflexivity (Hall 1995/2000). We then describe the Meta-States model and how it in turn led to the development of the Axes of Change model (Hall and Duval 2004).

Following that we outline how the NLP, Meta-States and Axes of Change models underpin the Meta-coaching methodology and we illustrate with case studies. Finally we reflect on how the ideas presented here address issues raised in the coaching literature.

**Day, A., De Haan, E., Sills, C., Bertie, C. & Blass, E. (2008). Coaches' experience of critical moments in the coaching. *International Coaching Psychology Review*, 3(3), 207-218.**

This paper presents the findings of a qualitative research study into Coaches' experience of critical moments in the coaching relationship. Interviews were completed with a total of 28 experienced coaches. The research highlighted that critical moments are unforeseen and characterised by intense emotions and anxiety within the coaching relationship. These moments were most often seen to be turning points in the work. Coaches reported that they resulted in either insight for their clients or a distancing, or even breakdown, in the coaching relationship. Their accounts indicate that the outcome of these moments is influenced by the coach's containment of both their and their client's emotions. This process of containment involved coaches being aware of their own emotions and the reactions of their client, making a link with what was taking place in the coaching relationship and reflecting on their experience with their client in a manner that led to heightened awareness for the client. In situations where a distancing occurred between coach and client, this was associated with either an aggressive response or an avoidant response by one or both parties. Coaches reported using supervision to help them to make sense of critical moments, to gain reassurance that they responded appropriately and to learn from these moments. These findings demonstrate the importance to the coaching process of personal insight on the part of the coach, reflexivity in the coaching relationship and emotional containment by both the coach and the coaching supervisor.

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

In this article, some of the major contributions to coaching psychology made by evidence-based developmental coaching, a form of coaching based on research in adult development, are outlined. 'Coaching Psychology' is seen as a behavioural discipline (Stober & Grant, 2006). Therefore, the emphasis is put, not on the developmental paradigm per se, but on how it relates to working with behavioural data in coaching practice. This amounts to shedding light on the limits of a strictly behavioural coaching paradigm, however evidence-based it may be. Positively speaking, it entails pointing to the enrichment of coaching psychology by way of acknowledging and integrating developmental research methods and findings about coaches as well as clients, and thus their interaction.

There is a common thematic denominator of disciplines using a developmental paradigm in Piaget's central notion of increasing loss of ego-centricity over the life span. This notion straightforwardly extends to behaviour, in the sense of Freud's 'what Id is shall Ego become,' in that Freud's Ego is exactly where egocentricity imposed by Id is being lost. If, as happens in developmental coaching, behaviour is seen, as well as measured, in terms of a person's level of ego-centricity in its many forms, new perspectives on 'helping' and 'consultation' including coaching arise that are unknown in a behavioural universe of discourse.

**O'Broin, A. (2008). All or nothing thinking: Using thinking skills to re-appraise. *International Coaching Psychology Review*, 3(3), 250 - 252.**

Using the all-or-nothing thinking error as an example, this paper addresses the learning and use by coachees of thinking skills to identify performance-interfering thoughts (PITS) and then re-appraise them into more helpful and goal-focused performance-enhancing thoughts (PETS).

Accessing cultural orientations: the online Cultural Orientations Framework Assessment as a tool for coaching; Kate Gilberta and Philippe Rosinski a Business School, Oxford Brookes University, Oxford; bRosinski & Company, Belgium (Received 12 November 2007; final version received 11 December 2007) *Coaching: An International Journal of Theory, Research and Practice* Vol. 1, No. 1, March 2008, 80-91

Recognition is growing of the advantages of building a cultural perspective into executive coaching, particularly where executives and managers are working in a globalised business environment. There is somewhat less recognition of the contribution that coaching from a cultural perspective can bring into any business coaching situation, whatever the role or context of the coachee. Culture may be perceived as an integral part of the individual's identity, as well as a set of characteristics held by other groups, and thus an awareness of one's own cultural orientations and preferences is a powerful aid to self-understanding and sustainable success in roles and relationships. This paper presents and discusses the use of an online assessment tool, the Cultural Orientations Framework (COF) assessment tool ([www.philrosinski.com](http://www.philrosinski.com)) designed for use by coaches and coachees in an individual or team context. The conceptual dimensions of the COF -as operationalised in the tool- are described, and in order to demonstrate the way in which the tool stimulates reflective learning, one of the co-authors presents a heuristic reflective account of an experience of completing the assessment tool online. The authors suggest that, for the coach, using the COF online assessment tool opens up greater awareness and clarity about one's own cultural starting points and assumptions, particularly the cultural foundations of values and beliefs. For coaches, using the assessment tool within the context of a coaching relationship can open the doors to a wider and deeper understanding

of learned behaviours; the degree of congruence or incongruence experienced in different aspects of life; and the possibility of consciously choosing different orientations.

**Coaching non-adult students for enhanced examination performance: A longitudinal study; JONATHAN PASSMORE; *Coaching: An International Journal on Theory, Research and Practice Vol 2 (2)***

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

**Which hat am I wearing now?: an evidence-based tool for coaching self-reflection**

**Irene F. Stein\* Fielding Graduate University, 2112 Santa Barbara Street, Santa Barbara, CA, USA *Coaching: An International Journal of Theory, Research and Practice Vol. 2, No. 2, September 2009, 182-194***

Most coaches would say that coaching is a facilitative process - the coach listens, asks questions, and contributes observations. But what do coaches really do? Based on careful study of actual coach-client conversations, it becomes clear that coaches actually have a wide variety of hats that they can choose to wear in the course of a coach-client conversation. Which hat the coach puts on at any point of the conversation is mostly made instinctively, rather than by conscious choice, because up until now there has not been a good vocabulary to name each hat. To name the hats, and show how each is used in conversation, this study uses the concept of conversational identity. The premise is that each sentence or phrase that a coach uses in conversation with a client can be associated with putting on

a particular hat, or adopting a temporary 'conversational' identity. Qualitative analysis of coaching conversations led to the development of a framework consisting of sixteen categorized conversational identities. The Typology of Conversational Identities for Professional Coaches described in this article can be a tool for coaches to be more self-reflective about what they say, how that relates to what hat they are choosing to wear, and ultimately to be able to make observations of their own style and what works best with clients.

### **3. LEADERSHIP**

**Moen, F. & Skaalvik, E. (2009). The Effect from Executive Coaching on Performance Psychology. *International Journal of Evidence Based Coaching and Mentoring*, 7 (2), 31- 49.**

In this study, the authors explore the effects of an executive coaching programme on important performance psychology variables (self-efficacy, causal attribution, goal setting, and self-determination). One hundred and forty-four executives and middle managers from a Fortune high-tech 500 company participated in the experiment over a period of one year. Twenty executives participated in an external executive coaching programme and one hundred and twenty four middle managers participated in a coaching based leadership programme. Findings indicate that there are significant effects of external coaching on psychological variables affecting performance such as self-efficacy, goal setting, intra-personal causal attributions of success and need satisfaction. Findings also indicate that there are significant effects of coaching based leadership on self-efficacy among middle managers. However, the effects regarding coaching based leadership are not as strong as those from external executive coaching.

**Linley, P. A., Woolston L., & Biswas-Diener, R. (2009). Strengths coaching with leaders. *International Coaching Psychology Review*, 4(1), 37 - 48.**

Positive psychology and coaching psychology share a number of common themes and fundamental assumptions. Blending positive psychology, strengths approaches and coaching psychology, our work in strengths coaching with leaders enhances both leadership and organisational capability. In this article, we explore the role of leaders as climate engineers and provide a brief history of strengths approaches, together with definitions of what we mean by strengths and strengths coaching, and how we use these in practice. We introduce the integrative Realise2 model of strengths and weaknesses which distinguishes between the six areas of realised strengths, unrealised strengths, regular learned behaviours, infrequent learned behaviours, exposed weaknesses, and unexposed weaknesses, before going on to demonstrate how leaders can make weaknesses irrelevant through role shaping, complementary partnering, strengths-based team-working or personal development. We examine the golden mean of strengths use, looking at strengths both overplayed and underplayed, before concluding with a view on the benefits of strengths coaching for both leadership and organisational capability. The Appendix provides 10 summary points in a strengths coaching checklist for leaders.

**Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: a randomised controlled study. *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 4(5), 396 - 407.**

In a randomised controlled study, 41 executives in a public health agency received 360-degree feedback, a half-day leadership workshop, and four individual coaching sessions over 10 weeks. The coaching used a cognitive-behavioural solution-focused approach. Quantitative and qualitative measures were taken. This is the first published randomised controlled study in which coaching was conducted by professional executive coaches external to the organisation. Compared to controls, coaching enhanced goal attainment, increased resilience and workplace well-being and reduced depression and stress. Qualitative responses indicated participants found coaching helped increase self-confidence and personal insight, build management skills and helped participants deal with organisational change. Findings indicate that short-term coaching can be effective, and that evidence-based executive coaching can be valuable as an applied positive psychology in helping people deal with the uncertainty and challenges inherent in organisational change. Practical implications are discussed and recommendations are made for the effective measurement of coaching outcomes.

#### **4. HEALTHCARE**

**Newnham-Kanas, C., Gorczynski, P., Morrow, D. & Irwin, J. (2009). Annotated Bibliography of Life Coaching and Health Research. *International Journal of Evidence Based Coaching and Mentoring*, 7(1), 39 - 103.**

While executive life coaching is quite prominent in the research forum as outlined in Grant's workplace and executive life coaching annotated bibliography (2005), studies pertaining to life coaching-related health outcomes are fewer in number and they have not been well recognized. Furthermore, although health-related studies focusing on life coaching as one form of health-related treatment have been conducted for some time, neither a summary nor an appraisal of the methodological soundness of these studies have been conducted. Therefore, the two-fold purpose of this annotated bibliography is: 1) to present a summary of critically appraised life coaching studies related to health research; and 2) stemming from that summary, to outline possible avenues for future health-related coaching research.

**Harris, A. H. S., & Thoresen, C. E. (2006). Extending the influence of positive psychology interventions into health care settings: Lessons from self-efficacy and forgiveness. *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 1(1), 27 - 36.**

The goal of this article is to explore strategies to extend the influence of positive psychology interventions into environments where strength-promotion is not generally embraced. Particularly, we are interested in examining the potential benefits and barriers to extending positive psychology interventions into health care settings (really illness-treatment settings), such as hospitals, community mental health centers, and disorder-focused psychotherapy practices where psychologists increasingly work. Patients primarily come to these settings to reduce suffering rather than to develop strengths. We argue that positive psychology interventions and concepts may become more valued within such contexts if they can be shown to be cost-effective in improving important health care targets. By examining positive psychology-based interventions that have already become relatively mainstream within health care (e.g., self-efficacy-based interventions), we identify strategies for making promising but less-influential positive psychology interventions (e.g., forgiveness training) more valued in today's health care marketplace. Through these examples, we suggest that extending the influence of positive psychology into health care settings is desirable, but will involve several conceptual, evidentiary, and educational or marketing challenges.

## **5. POSITIVE PSYCHOLOGY**

**Park, N., Peterson, C., & Seligman, M. E. P. (2006). Character strengths in fifty-four nations and the fifty US states. *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 1(3), 118 - 129.**

In a web-based study of 117,676 adults from 54 nations and all 50 US states, we investigated the relative prevalence of 24 different strengths of character. The most commonly-endorsed strengths in the USA were kindness, fairness, honesty, gratitude, and judgment, and the lesser strengths included prudence, modesty, and self-regulation. The profile of character strengths in the USA converged with profiles based on respondents from each of the other nations. Except for religiousness, comparisons within the US sample showed no differences as a function of state or geographical region. Our results may reveal something about universal human nature and and/or the character requirements minimally needed for a viable society.

**Peterson, C., Park, N., & Seligman, M. E. P. (2006). Greater strengths of character and recovery from illness. *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, 1(1), 17 - 26.**

How are character strengths related to recovery? A retrospective web-based study of 2087 adults found small but reliable associations between a history of physical illness and the character strengths of appreciation of beauty, bravery, curiosity, fairness, forgiveness, gratitude, humor, kindness, love of learning, and spirituality. A history of psychological disorder and the character strengths of appreciation of beauty, creativity, curiosity, gratitude, and love of learning were also associated. A history of problems was linked to decreased life satisfaction, but only among those who had not recovered. In the case of physical illness, less of a toll on life satisfaction was found among those with the character strengths of bravery, kindness, and humor, and in the case of psychological disorder, less of a toll on life satisfaction was found among those with the character strengths of appreciation of beauty and love of learning. We suggest that recovery from illness and disorder may benefit character.