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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

100 Coaching Research Proposal Abstracts

International Coaching Research Forum
September 28 - 29
Cambridge, Massachusetts
Harvard Medical School

InstituteofCoaching.org

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Introduction

The International Coaching Research Forum (ICRF) was attended by a group of forty internationally recognized researchers, coaching professionals and other coaching stakeholders from around the world. In September 2008, they gathered for a historic meeting on the campus of Harvard University, in Cambridge, MA. Never before has such an accomplished group of coaching researchers and professionals convened in one place for the single-minded purpose of fostering coaching research on a global scale.

While by no means inclusive, we gathered together with a goal of building coaching research networks and supporting coaching research.

These prominent individuals who are among those at the forefront of academic coaching research and professional coaching practice hail from seven different countries. They have collectively:

- Published hundreds of books and peer-reviewed journal articles on coaching and coaching-related topics.
- Delivered coaching-related presentations and taught academic and practical coaching principles to literally thousands of people.
- Worked to facilitate positive change in the lives of hundreds of professional and executive clients via direct, one-on-one coaching sessions.

The meeting was held in the spirit of mutual openness, communication and camaraderie. The result: an emerging foundation for cohesive, focused, worldwide coaching research. Our belief is that solid research is one of the keys to advancing coaching as an evidence-based discipline, which can pave the way toward a future for coaching as a powerful force for positive individual and societal change.

In order to further the goal of fostering progress and community in coaching research, the thought leaders of the ICRF developed the 100 coaching-related research proposals published in this document. The hope is that these research ideas will be instrumental in prompting new coaching studies among researchers and graduate students, either by direct adoption or by inspiring new research ideas.

** All of the proposals as well as ICRF participant biographical and contact information are accessible online at the ICRF website. The site offers proposal search capability and also provides language translation options: **CoachingResearchForum.org**. **

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The ICRF represents the fruition of a seminal, early 2008 discussion between two key coaching stakeholders, Ms. Carol Kauffman, PhD and Ms. Ruth Ann Harnisch. Carol is an Assistant Professor at Harvard Medical School's Department of Psychiatry at McLean Hospital, where she is Co-Founder and Director of the Coaching and Positive Psychology Initiative (CPPI). More information about CPPI is available online at HarvardCoaching.org.

Ms. Ruth Ann Harnisch is President of The Harnisch Foundation and Co-Founder of The Foundation of Coaching (TFC), an organization dedicated solely to the development of coaching as a profession. Ruth Ann has long been an outspoken proponent of coaching and a strong believer in the profession's potential to facilitate positive social change on a broad scale. More information about TFC is available online at TheFoundationOfCoaching.org.

The body of coaching research is small and interested researchers are very much needed. The Foundation of Coaching has committed a million dollars over 10 years to fund coaching research. If you are interested in conducting sponsored research, find out more about the TFC grant process at their website: **TheFoundationOfCoaching.org**.

The ICRF became a reality thanks to its generous sponsors: Ms. Ruth Ann Harnisch and Mr. David Goldsmith at The Foundation of Coaching, a project of The Harnisch Foundation, and Ms. Carol Kauffman, PhD at The Coaching and Positive Psychology Initiative of Harvard Medical School, McLean Hospital.

Other contributions to ICRF success:

- Ms. Carol Kauffman, PhD, ABPP, PCC – Co-Chair
- Ms. Mary Wayne Bush, EdD – Co-Chair
- Ms. Sunny Stout Rostron – Facilitator
- Ms. S. Grace Russell, BS, EMBA – Editor, Internet and Advisory
- Ms. Vikki Brock, PhD – Historian
- Ms. Laurence Honan and Ms. Sarah Wachter – Administrative Coordination

Most of the credit belongs to the thoughtful, passionate, open and gracious individuals who traveled from all over the world to spend a cloistered two days engaged in lively coaching research discourse. Their ICRF participation and their on-going individual efforts are advancing the field of executive and life coaching in countless crucial ways.

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2008 ICRF Participant List

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A Note Regarding Attributions:

The nature of the 2008 ICRF gathering was collaborative, fluid and open. Participants contributed individually as well as within and across working groups, and they also brought ideas from invitees who could not attend. Some participants submitted proposal ideas in advance and/or refined proposals afterwards. This unrestricted interaction and flow of ideas resulted in very rich discussions and outcomes. Unfortunately, it was not conducive to precise attributions.

We have made our very best effort to give credit where credit is due. However, we recognize that the attributions reflected in this document remain imperfect and some individual or group contributions may not be properly credited.

We would simply like at this time to reemphasize our sincere appreciation for each and every individual who helped to make the 2008 ICRF such a resounding success.

Carol Kauffman, PhD, ABPP, PCC – Co-Chair

Mary Wayne Bush, EdD – Co-Chair

Sunny Stout Rostron, DProf, MA – Facilitator

ICRF Working Groups

Theme	Participants
Society & Diversity	Andrea Broughton, BA, PGDip, MSc Kim Gørtz Linda Miller, PhD
Modalities & Process	Tatiana Bachkirova, CPsychol Susan David, PhD Anthony Grant, PhD Bill Hodgetts, EdD Carol Kauffman, PhD, ABPP, PCC

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Business of Coaching & Policy/Ethics/Governance	Esra Ozkan, PhD Jonathan Passmore, DPsych
Training, Development, Knowledge Base & Theoretical Frameworks	John Bennett, PhD Robert Lee, PhD Lesedi Makhurane Henry Marsden, CPsychol Margaret Moore, MBA Linda Page, PhD S. Grace Russell, BS, EMBA
Outcomes & Methodology	Kim Ammann Howard, PhD Alison Carter, DBA Niloofar Ghods Gabrielle Highstein, PhD, RN Ruth Orenstein, PsyD Gordon Spence, PhD
Coaching Style, Approach & Core Competencies	Janet Baldwin Anderson, PhD Teresa Freire, PhD David Peterson, PhD Larry Starr, PhD Brian Underhill, PhD

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The 100 ICRF Research Proposals

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Summary of sProposal Listing

Ordered by Primary Theme

	Society & Diversity
#1	Is coaching for women more effective when the coach is also female? Focus on women in employment, coaching for progression.
#2	Can coaching impact on socio-economic mobility? If so, to what extent? Is societal position (socio-economic status of the coach) a factor impacting on extent of success? Do different coaching methods have different likelihood of impacting positively?
#3	Which approaches to executive coaching have been adopted in different countries? Are certain methods/approaches more popular in different countries, or is there more consensus than difference? Are certain approaches perceived as having been more successful in some countries?
#4	Can coaching create a meaningful combination of living and applying personal and organizational values in daily work activities?
#5	How does coaching help managers in organizations to understand themselves and others?
#6	What represents best practice for implementing internal coaching program? What are the critical issues that organizations need to consider when delivering coaching using an internal re-sourcing model?
#7	Organisational transformation - What is being transformed within organisations as a result of the coaching intervention (e.g., corporate culture, old vs. new paradigms, values, perceptions, assumptions, power, control and relationship issues), and how can coaching build positive and sustainable organisations through its impact on these dimensions?
#8	Can having a professional health coach as part of a physician's office team reduce hospitalizations, exacerbation visits, and complications by keeping in regular contact with the chronically ill patient population?

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#9	Does coaching improve a client's hope, optimism, social functioning and perceived availability of support?
#10	Does wellness coaching for cancer survivors improve and sustain health related outcomes such as improved quality of life, reduced depression, and an increase in healthy lifestyle behaviors that reduce risk of recurrence as compared to other common interventions?
	Modalities & Process
#11	Coach-coachee relationship and its impact on changing processes during coaching - What factors in the relationship between the coach and coachee and which experiences for the coachee have a positive effect on learning and development in the coaching process?
#12	Community oriented group coaching as a new form of sport psychological intervention?
#13	What are the best practices in supervision of coaches?
#14	We still have questions concerning the process of coaching and it is here that the practitioner/academic divide is most evident. How to optimize effective use of feedback to/for coachees?
#15	What is the impact of executive coaching in facilitating executive onboarding?
#16	What actually happens in coaching sessions?
#17	What inherent assumptions, if any, are common to different coach approaches? (Methodology 1)
#18	What inherent assumptions, if any, are common to different coach approaches? (Methodology 2)
#19	What inherent assumptions, if any, are common to different coach approaches? (Methodology 3)
#20	What are the essential elements of a coaching contract?

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#21	What are the most effective methods of contracting for coaching?
#22	How do coaches use themselves as an instrument in the coaching process?
#23	Using the typology of conversational identities developed in previous work (Stein, 2008), what can be said about the pattern of coach-client conversations? How can various episodes of the conversation be described?
#24	Does feeling well equate to doing well? - A randomised controlled outcome study of coaching approaches.
#25	Is Strength-based coaching more efficacious than Gap-based coaching?
#26	Does explicitly including an autonomous support methodology within a coaching paradigm/framework increase goal attainment, satisfaction, wellbeing, and sustained behavior change compared to non-autonomy support focused coaching?
#27	What is the relationship between adult developmental stage of coaches, coaching style and coaching effectiveness? Do higher stage coaches differ in kind and style of coaching interventions they use?
#28	How to design an instrument that allows detailed description of the coaching process including behavioral, attitudinal and relational aspects? This could be a coaching equivalent of an instrument in use for therapists: Jones' Psychotherapy Process Q-Sort.
#29	What is the relationship between coaches espoused theories/self-descriptions of their coaching style/behavior and their actual behavior in coaching sessions on dimensions of X?
#30	Does the typology of conversational identities (Stein, 2008) need to be changed and/or expanded, for other communities of coaches? Does it hold up for coaching outside of North America? What about for "internal" coaches? What about for sports coaches? Or teachers, managers, parents? Consultants?
#31	Can coaching benefit people with significant psychological disorders?
#32	What are the pivotal elements in coaching and how do they emerge?

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#33	Anecdotal evidence shows that distance coaching is highly prevalent, effective, and a cost-effective alternative modality to face-to-face coaching. How to establish research evidence to substantiate this claim?
#34	Although coaching offers many potential benefits to coachees, a person's (or group's) readiness for coaching can affect its effectiveness. What factors affect a person's readiness to benefit from coaching?
#35	Although coaching offers many potential benefits to coachees, a person's (or group's) readiness for coaching can affect its effectiveness. What types of pre-coaching states are associated with helpful and unhelpful coaching?
	Defining Coaching
#36	What are the essential elements that define coaching?
#37	What is the currently available literature about coaching?
#38	What do coaches actually do in coaching sessions, toward what end, and with whom?
#39	How is the coaching process perceived differently between coaches and the people they coach?
#40	What coaching interactions do people find most helpful?
#41	What are the characteristics of helpful and unhelpful coaching interactions?
#42	Critical self-reflective practice - How will the development of critical self-reflective practice impact on the development of the emerging profession of coaching (including building the required body of professional knowledge), for example in regard to ethical issues?
#43	What is the business of coaching? How much do companies and individuals spend on coaching? What are the typical contractual arrangements for coaching? What pricing models do coaches use? How many coaches are there? What trends do we see in the coaching market?

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#44	Examining the development of coaching as a global profession. How might different cultures lead to different work and management styles? How do coaches, coaching clients and organizations perceive, define and address these differences? What are the different routes through which coaches and coaching clients move across borders? How do coaching theories, tools, methods and practices move between different local contexts? How do coaches bring together local cultures and global ideas? How is coaching influenced by and influencing the different cultural contexts in which it is practiced as it moves globally?
#45	When is coaching the right intervention? Are certain issues more appropriate for coaching versus other intervention such as training, psychotherapy, etc? Are certain clients not ready for coaching? Are certain coaches not the best fit for certain clients or issues due to lack of experience, knowledge or differences in personality attributes?
#46	What is a constructive, helpful, ethical decision making model that would guide coaching practitioners and help them resolve coaching ethical dilemmas?
#47	Studying the ways in which coaching has become a commodity. How is coaching defined as a commodity? What is the buyer expecting from buying coaching that they think they cannot get from other services, training, development, mentoring etc.? Why is coaching seen as necessary? How is its value determined by its sellers and buyers? How do buyers and sellers talk about the effects of coaching?

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	Training, Development, Knowledge Base & Theoretical Frameworks
#48	Understanding coach education. On what concept of professional learning is the program based? How are theory and practice interrelated? How is the basis for coaching skills defined and implemented in the program?
#49	An empirical study about the extent to which coaches reflect on and are aware of the theoretical foundation that informs their coaching practice: How are coach practitioners informed by theory? How does this possible theoretical foundation come into being in their coach practice? What kind of qualities do these theories have? Are they “personal theories” or in what degree are they based in the research literature (formal theories)? How are personal and formal theories interrelated in practice and reflected in their practice?
#50	Across the entire spectrum of social science disciplines, what research studies already exist that might have significant relevance for coaching and positive psychology?
#51	What research do practicing coaches believe is important and what do they most want from researchers?
#52	How to develop and refine a coaching research framework and tool kit?
#53	How to develop coaching competencies through enhanced self-directed learning?
#54	A peer coaching program with college students: How to promote self-complexity and optimal functioning in individuals throughout coaching intervention for a cooperative and engaged learning process?

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#55	How is the global coaching field currently preparing coaches? An evaluative (baseline) study. What courses, structures, processes, and specialty-specific courses are available for preparing coaches? How do they define their purposes, how do they deliver, and what evaluated outcomes have they obtained?
#56	What makes an excellent coach? Does it differ from specialty to specialty (e.g., education, business, health, etc.)?
#57	To what extent and in what respects do coaches develop over the course of their careers? What are the experiences that influence, positively or negative, the development of coaches? How does the development of coaches influence their work and professional lives? To what extent are patterns of coaching work and professional development, and the factors that influence them, broadly similar for all coaches and to what extent do they differ by professional background , training or other characteristics?
#58	What is the best way to develop a coach? Does the length of education impact the ability of the coach?
#59	How do we select the best coach training candidates? Are they born or made? What work and life experience are significant contributors to performance? How does lived experience influence/impact on coaching training?
#60	Does supervision significantly improve the performance of the coach post training? If so, in what ways? (Methodology 1)
#61	Does supervision significantly improve the performance of the coach post training? If so, in what ways? (Methodology 2)

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#62	Do trained coaches have a significantly positive impact on motivation, performance and relationships of people around them in their post-training environment?
#63	Do experienced coaches differ significantly from novice coaches in outcome measures and performance measures? (Methodology 1)
#64	Do experienced coaches differ significantly from novice coaches in outcome measures and performance measures? (Methodology 2)
#65	What theoretical foundations/underpinnings of coaching show up in coaches' practice? Is there a link between espoused theory and actual coaching practice?
#66	If a coach specifically bases his/her coaching practice on a given theory, what kinds of outcomes will occur?
#67	What coaching theories are used as the basis for the curriculum of coach training organizations? How do training organizations use theories in imparting coaching knowledge and in supporting the development of coaching skills in their students?
	Outcomes & Methodology
#68	Health coaching as social empowerment. The research question is: What impact does a community-based health coaching intervention have on the lifestyle of the participants, compared to a traditional advisory service in relation to the activity program at hand (change in physical activity and lifestyle)?
#69	Coaching survey within companies. Who receives coaching services in the organisation? What are the objectives and organisational goals of coaching? How is the success of the coaching intervention or the coaching project defined and evaluated in the organisation?

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#70	What outcome measures have the strongest positive relationship to satisfaction with executive coaching as rated by coachees, their managers/boards, their HR representatives, and their coaches?
#71	Can having a professional health coach as part of a physician's office team reduce hospitalizations, exacerbation visits, and complications by keeping in regular contact with the chronically ill patient population?
#72	Does coaching improve a client's hope, optimism, social functioning and perceived availability of support?
#73	Does wellness coaching for cancer survivors improve and sustain health related outcomes such as improved quality of life, reduced depression, and an increase in healthy lifestyle behaviors that reduce risk of recurrence as compared to other common interventions?
#74	Can wellness coaching have a positive impact on adolescents' general health, well-being, and perceptions of self-efficacy?
#75	Physical therapists are in a unique position to foster healthy lifestyle behaviors, but in the U.S. this may be limited given various health care insurance plans. Could coaching be of value?
#76	We believe that coaching builds good health habits. How to quantify the process in order to convince others that clients make progress when working with a coach?
#77	What is going on during chemistry?
#78	What are the strengths and limitations of coaching?
#79	To what degrees do different factors relate to the outcome of executive coaching: readiness of the coachee; readiness of the organization; background and approach of the coach, actions of the coachee during coaching, and the collaboration between the coachee, organization, and coach?
#80	How does the coaching system development within organizations impact upon the expected outcomes, when they are achieved and the type of support required?

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#81	How are coaches best to measure goal attainment? Are simple goal attainment scaling (GAS) methods just as accurate at measuring coaching outcomes as more thorough GAS methods?
#82	Can coaching act as an antidote to stress in leaders? Do leaders who coach others for their development experience compassion? If so, does coaching with compassion help leaders ameliorate the negative effects of stress, increase well-being and sustainable leadership?
#83	Examining practitioner experience of coaching research. How many are engaged in research endeavor in any way? What do they believe they can add? How would they like to be engaged in the process? How do they see research as being relevant to their practice? What obstacles do they see as preventing a meaningful interface with research? What would they most like to learn?
#84	What causes coaching failures? Are there coaching casualties?
#85	How can assessment tools be integrated into the coaching conversation without the coach becoming an expert consultant regarding the information contained in the associated assessments?
#86	To what extent can the effect of coaching in organizations be explained by the mere presence of outsiders? (Methodology 1)
#87	To what extent can the effect of coaching in organizations be explained by the mere presence of outsiders? (Methodology 2)
	Coaching Style, Approach & Core Competencies
#88	Coaching can be administered in a variety of ways, for example, through questions, assignments, or giving feedback. What are the antecedents of such different coaching behaviors?

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#89	Every novice dreams of being an expert, but the path toward becoming an expert is not straightforward and often complex. How can expertise in coaching be defined? What are the central constituents of coaching expertise? How can expertise in coaching been developed and learned? What is it in expert coaching that ensures unique outcomes? What makes experts special?
#90	What differentiates excellent coaches?
#91	What differentiates competent coaches from masterful coaches?
#92	To be directive or non-directive? How should coaches determine when to be directive or non-directive? How should clients decide whether a directive or non-directive coach or part of a coaching engagement would work for them?
#93	Does the coaching style (non-directive vs. directive) impact executive's leadership improvement?
#94	What coaching competencies are most desired by executives in selecting an executive coach? How does that compare to those who already have had a coach?
#95	Is executive leadership improvement impacted by the use of an internal or external coach? Where are internal coaches most effective?
#96	What constitutes effectiveness in coaching behavior?
#97	What coaching competencies are associated with successful client outcomes?
#98	What is the nature of the coaching competency X and what role does it play in coaching outcomes?
#99	What core competencies are common to all major models of coaching competency standards? Which are not and why?
#100	Do coaches and psychotherapists differ in their overall life satisfaction?

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Proposal #1

Primary Theme: Society & Diversity

Individual Submitter: Andrea Broughton, BA, PGDip, MSc

Research Question
Is coaching for women more effective when the coach is also female? Focus on women in employment, coaching for progression.

Methodology
Contact coaching organizations and organizations with known development programs specifically for women. Use these contacts to distribute/publicize invitation to women coaches to participate in interviews. Participation form will ask for details including whether coach interviews (selected) samples of women to provide equivalent number who have had coaching provided by women/men coaches. Ask to rate effectiveness of each coach on scale as part of interview process.

Hypothesized Results
Compare reported successes and gaps in coaches provided by women and men coaches. Compare ratings.

Potential Implications
Will confirm or disregard the assumption that matched coach-coachee pairs are more effective.

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Proposal #2

Primary Theme: Society & Diversity

Individual Submitter: Kim Gørtz

Research Question

- Can coaching impact on socio-economic mobility? If so, to what extent?
- Is societal position (socio-economic status of the coach) a factor impacting on extent of success?
- Do different coaching methods have different likelihood of impacting positively?

Methodology

- Go through ICF and EMCC to access sample of coachees to participate in survey.
- Questionnaire to assess degree of social movement and retrospective reporting of coaching method.
- Follow-up interviews with some.
- Ask survey respondents for contract details for coaches.
- Interview coaches.

Potential Implications

Will enable coaching organizations to demonstrate impact and value for money of coaching individuals.

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Proposal #3

Primary Theme: Society & Diversity

Individual Submitter: Kim Gørtz

Research Question

Which approaches to executive coaching have been adopted in different countries? Are certain methods/approaches more popular in different countries, or is there more consensus than difference? Are certain approaches perceived as having been more successful in some countries?

Methodology

- Make contact with participants via coaching companies in different countries through ICF and EMCC, and through international companies.
- Survey, asking coaches to report on intended aims of executive coaching; the types of method adopted by their coach; and the extent to which their aims and objectives were met.
  - 5,000 coaches; emailed out; electronic online survey
  - Analysis to compile profiles of responses between countries

Hypothesized Results

- Evidence for whether or not there are differences:
- In the coaching approaches adopted bin different countries/cultures
- Whether these differences are associated differently with success in these countries/cultures

Potential Implications

Evidence to guide the development of coaching practice.

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Proposal #4

Group/Primary Theme: Society & Diversity

Lead Submitter: Kim Gørtz

Research Question
Can coaching create a meaningful combination of living and applying personal and organizational values in daily work activities?

Can organizational coaching and cultures produce ethical behavior on the market of products and in business in general?

Methodology
Get in contact with companies which are value-based, involved in smaller or larger coaching programmes/initiatives and/or having/developing CSR-strategies (corporate, social responsibilities) and make interviews which HR-drivers; managers and employees (and customers)…

Hypothesized Results

- Shows what it takes to balance organizational and personal values through internal (leadership) coaching.
- Shows how organization based in coaching cultures makes an ethical impact on the relationship of economics.

Potential Implications

- Meaningful work conditions which integrate personal values within organizational settings, will release the ethical potentials embedded in the practice of coaching.
- Value based management/leadership (which entail coaching based leadership) can produce the realization of CSR-strategies of beneficial for private companies.

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Proposal #5

Group/Primary Theme: Society & Diversity

Lead Submitter: Kim Gørtz

Research Question
How does coaching help managers in organizations to understand themselves and others?

Methodology
Survey - Pre (T1) Post (T2) coaching questionnaires (EQ1) for coaching group (40 managers) or a group of managers completely a personal reflective (e.g., control group = 40 managers). Follow up survey 6 months after coaching finishes (T3).

Hypothesized Results

- H1: Managers who have received coaching over a 6-month period will make more significant gains in developing EQ as measured by EQ1 questionnaires then managers in the control group.

- H2: Managers in the coaching group will more further gain after 6 months following completion of coaching than those in the control group.

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Proposal #6

Group/Primary Theme: Society & Diversity

Lead Submitter: Kim Gørtz

Research Question

- What represents best practice for implementing internal coaching program?
- What are the critical issues that organizations need to consider when delivering coaching using an internal re-sourcing model?

Methodology

- Identify organizations that employ an internal coaching model.
- Select sample of organizations to participate in a semi-structured interview.
- Assess extent to which organizations feel that program(s) have been successful.
- Use interviews to understand how organizations construct program in respect of:
  - Selection of internal coaches
  - Confidentiality and ethics
  - Coaching framework
  - Involvement of sponsors
  - Perceived importance of program evaluation (i.e., what gets measured and how)

Hypothesized Results

This study would provide some insight into important considerations for the design and implementation of internal coaching programs. It is likely to shed light on issues such as:

- How organizations select who does internal coaching
- How organizations work to ensure that the coachee and coach can establish good rapport and trust
- How sponsor involvement contributes to the success of programs

Potential Implications

Results of this study would be of great interest to organizations that are looking to employ internal coaching models for the first time, or seeking to improve existing programs.

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Proposal #7

Primary Theme: Society & Diversity

Individual Submitter: Sunny Stout Rostron, DProf, MA

Research Question

Organisational transformation - What is being transformed within organisations as a result of the coaching intervention (e.g., corporate culture, old vs. new paradigms, values, perceptions, assumptions, power, control and relationship issues), and how can coaching build positive and sustainable organisations through its impact on these dimensions?

It is important to understand the mechanisms through which coaching interventions can make a positive, sustainable impact on critical dimensions of organisational structure and performance, including diversity issues, corporate culture, leadership and talent development, behaviour change and competence.

Methodology

A phenomenological approach will study the results and impact of coaching inside the organisation to understand how behaviour has changed, culture has been impacted, and leadership style affected. This would include case studies of individuals and teams, and would feature action research undertaken by 'insider researchers' managing coaching interventions through team coaching, interviews, questionnaires and reflective journaling.

Hypothesized Results

Results will be an understanding of the impact of coaching on corporate culture, performance and behaviour at individual, team and organisational levels.

Potential Implications

This study would help to clarify the impact of the coaching intervention on the organisation in terms of transforming culture, behaviour and/or performance.

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Proposal #8

Primary Theme: Society & Diversity

Individual Submitter: Annette Fillery-Travis, PhD

Research Question

The devil is in the contract! Context: Throughout the work with coaching students and their developing model and practice the central importance of the contract both physical and psychological between the coach, their client and their organization is forever there. Often it is through an ethical dilemma that poor contracting becomes evident. This can be failure to be explicit as to reporting or more likely the scope of the proposed coaching agenda. My feeling here is that there is a gap between the professed practice and the real practice. This is increased further as coaches take on roles with more influence within the organization and hence have to deal with increased complexity in terms of barriers and individual ethics. My question here is 'how does contracting practice vary across the globe and the varying influences of societal culture and organizational culture'.

Methodology

Initially this should be a relatively shallow survey to establish what the norms are across the world and if there are specific differences. There is clearly a well established best practice here but to what extent is it being adhered to and if not, why not? Further in-depth interviews and case studies should establish the real practice as opposed to the professed practice.

Hypothesized Results

There will be a number of reasons why best practice is not adhered to and a hunger for more explicit advice for novice and established coaches alike. There will be some subtle variations in practice around the globe closely linked to societal culture more then organizational culture per se.

Potential Implications

A further evolution of 'best practice' to become more a norm and hence ease the process for all concerned. This will result in greater ease of monitoring and clarity in the scope of the coaching and the expected results.

The feedback process within coaching context: We still have questions concerning the process of coaching and it is here that the practitioner/academic divide is most evident.

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Proposal #9

Primary Theme: Society & Diversity

Individual Submitter: Vikki G. Brock, PhD

Research Question
What are the similarities and differences of coaching in English and other languages?

Multi-language coaches who coach in English and other languages with multi-language clients indicate they coach differently in English than in other languages, even with the same client. This research could be done in, say English and French, and then replicated by various researchers for English and other languages.

Methodology
This issue might be studied by interviewing coaches and clients and/or taping coaching sessions with multi-lingual coaches and their clients. Some of the sessions might be conducted in English while others would be conducted in a language other than English. Coaches could be interviewed using a set of pre-developed questions to identify the similarities and differences when coaching in English or a language different than English. Once the methodology has been validated, this study could be replicated for a number of languages.

Hypothesized Results
Clearly identify is there is a difference and what the difference is when coaching occurs in English and other non-English languages.

Potential Implications
This study could help clarify the impact of cultural differences on coaching.

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Proposal #10

Primary Theme: Society & Diversity

Individual Submitter: Mary Wayne Bush, EdD

Research Question
What constitutes effectiveness in coaching, from the client's perspective in X country?

This study has been done with clients in the US (Bush, 2004). I propose it be repeated with coachees from other countries, to determine if there is a substantive difference in how "effectiveness" is viewed in different cultures.

Methodology
Retrospective, appreciative, qualitative, phenomenological - interview-based method.

Hypothesized Results
My US study resulted in six factors that clients said made their coaching experience effective. My research hypothesis is that there would be differences in "effectiveness" across cultures, most notably East and West.

Potential Implications
N/A

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Proposal #11

Primary Theme: Modalities & Process

Individual Submitter: Reinhard Stelter, PhD

Research Question

Coach-coachee relationship and its impact on changing processes during coaching - The planned study aims to identify, analyse and disseminate knowledge about the evidence bases of coaching relationships and shall cast light on the following: What factors in the relationship between the coach and coachee and which experiences for the coachee have a positive effect on learning and development in the coaching process?

Methodology

The project can be developed as a collaborative endeavour between several coaching researchers who use different coaching approaches: cognitive behavioural, existential, solution-focused, systemic, narrative, integrated. In that sense the project could be divided into a number of sub-projects that use the same analytical methods.

These sub-projects shall be included in a multiple-case analysis which involves twelve coachees with various backgrounds. The coachees – equally divided between males and females – can be selected among students, employees, executives with substantial leadership experience or participants with special challenges such as stress, illness, unemployment, etc.

Every participant will be coached five times during a two-month period. The total number of participants depends on the number of sub-projects. The coach shall serve both as an external coach and as a research practitioner with a scientific or reflective viewpoint.

The following data collection methods shall be employed:

- All participants will keep a log in which they record their experiences, thoughts, wishes, reflections and visions after each coaching session.
- After the final coaching session, all participants will be interviewed about how they experienced the coaching dialogues, their perceived development, which goals if any were achieved, what changes they experienced, wishes for the future and hopes that may have become more concrete during the period.
- All coaching sessions will be recorded on video to document the process.

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Hypothesized Results

Analysis: The contents of the logs and the final interviews will be qualitatively analyzed in order to generate the main characteristics and possible key situations in the coaching process:

- What leads to learning and development in the coachee?
- Which criteria are considered most important in the relationship between coachee and coach?
- What leads to a positive outcome?

The video recordings will be used as contextual validation of the applied methods, compared to other methods. Selected statements in the logs will remain in their original context; specific videos sequences will be revisited to further develop understanding of specific key situations in the coaching dialogue.

The analyses will be presented in two ways:

- Using a cross-case approach where the main criteria for changing processes are emphasized
- As narratives of single clients to get a grasp of selected cases in their entirety

In the first treatment the different sub-studies with their different focuses on specific coaching approach will be evaluated separately.

In the final phase all the different sub-studies will be cross-evaluated to cast light on possible and unique key criteria of the specific coaching approaches, or possible common criteria for all coaching approaches.

Potential Implications

The planned study aims to identify, analyse and disseminate knowledge about the evidence bases of coaching relationships.

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Proposal #12

Primary Theme: Modalities & Process

Individual Submitter: Reinhard Stelter, PhD

Research Question
Community oriented group coaching as a new form of sport psychological intervention?

Methodology
Both forms of intervention will be evaluated:

- Through a number of questionnaires measuring self-regulation, state and trait anxiety, goal setting abilities, and arousal regulation
- Through performance assessment (objectively and subjectively)

The evaluation takes place prior to intervention, with a two-month interval during intervention periods, at termination of intervention, two months after intervention termination and six months after intervention termination. The research design for both is more or less identical and will also include some experiential feedback from the participants of both intervention groups. A control group is included.

Hypothesized Results
It will be interesting to see the differences between these two forms of intervention. The first is very much focused on specific functions of the athlete while the coaching intervention is more an invitation to a reflective process that may influence the athlete on the social level: how can I share my knowledge with others and thereby develop my performance? Sport is chosen here, because sport is based on very clear criteria of performance and success.

Potential Implications
Combined with the research project “Development of an evidence-based sport psychological training program for young elite athletes” conducted in my research group by one PhD student, a second form of intervention shall be added, an intervention which has a coaching-related point of departure. While the PhD study is based on individually oriented programs which train mental skills (relaxation, visualization, stress management, goal setting), this second intervention will be based on a community and narrative psychology framework: a group coaching intervention focusing on athletes’ reflections on specific elite sport situations - a group learning process in the athletes’ community of practice, e.g., through outside witness procedures (White, 2007).

Reference

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White, M. (2007). Maps of narrative practice. New York: Norton.

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Proposal #13

Primary Theme: Modalities & Process

Individual Submitter: Henry Marsden, CPsychol

Research Question
What are the best practices in supervision of coaches?

There is increasing demand from the consumers of coaching services and from coaches to be involved in some form of supervision. What form should this supervision take? How frequently should supervision occur? What approaches are the most appropriate to use in supervision (e.g., psychological, psychodynamic, transactional analysis, business)?

Methodology
Option A – Supervisors' Perspective
Survey current coach supervisors on the services they provide, their approach to supervision, and their view on the future of supervision. Identify the key themes that emerge.

Option B – Coach's Perspective
Survey coaches to determine their current form and level of supervision, what they are looking for from supervision and what trends they notice in terms of supervision. Identify the key themes that emerge to draw conclusions and recommendations on coaches gaining supervision.

Option C – Experimental Comparison
Analyze the performance of a group of coaches in an organization. The purpose would be to contrast an unsupervised group with a psychologically supervised group (e.g., psychodynamic, transactional analysis) with a business supervisor (e.g., experienced coach with no psychology background). The measures may range from outcome of the coaching contract (e.g., performance, 360 feedback, performance reviews, integration etc.) and measures of the coach themselves (e.g., self-confidence, awareness, and challenge).

Hypothesized Results
This project should determine the impact, benefits and limitations of coaching supervision. It should also identify which forms of supervision are best suited to coaching relative to unsupervised areas of practice (e.g., consultancy) or heavily supervised areas of practice (e.g., health professionals).
Potential Implications

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This research may support:

- The development of supervisors for coaching
- The coaches in selecting and working with a coach
- The consumers of coaches – what to look out for when engaging a coach
- Accrediting bodies for coaches to making recommendations to their communities and to regulators

The recommendations may cover different supervision issues. For example, the type of coaching supervision to enter, the basis on which the supervision may take place and the frequency of supervision.

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Proposal #14

Primary Theme: Modalities & Process

Individual Submitter: Annette Fillery-Travis, PhD

Research Question

The feedback process within coaching context: We still have questions concerning the process of coaching and it is here that the practitioner/academic divide is most evident. During coaching a client will receive and seek out a wealth of feedback, not only from peers, reports and supervisors but also from the coach. The recent work of Gregory, levy and Jefferson (2008) seeks to synthesis the generic feedback literature with common coaching frameworks. In personal communication with Lise Lewis (Blue Sky Learning, UK), it is clear that further work is necessary to fully explore the effective use of feedback. How to optimize effective use of feedback to/for coachees?

Methodology

There are a variety of scales here to this inquiry. The question can be asked in the context of the coach-client relationship and the process itself in which case the richness of case study is clearly attractive. However, if we were seeking to ask the question at the organizational level then interviews and perhaps repertory grid type methods would identify the constructs that are prevalent within the organization. This could be cross-matched with individual coach-client pairs.

Hypothesized Results

The feedback orientation of individual clients (preparedness, valuing of and accountability etc.) will be relatively clearly identified however the organizational attributes will identify a complexity in terms of how they can be assessed and how they are shown for varying organizational structures.

Potential Implications

The use of feedback to: enhance our (and our clients') self-awareness; choose coaching goals; and monitor their attainment; places feedback at the center of coaching work. Understanding of the factors which impact upon its use and its effectiveness for clients of varying preparedness, organizational contexts and past experience, will allow these factors to be included within pre-coaching preparedness programmes, coaching models, and even evaluation.

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Proposal #15

Primary Theme: Modalities & Process

Individual Submitter: Mary Wayne Bush, EdD

Research Question
What is the impact of executive coaching in facilitating executive onboarding?

Research Summary: This study would aim to identify what the impact of coaching would be on executive onboarding: (positive, negative or any at all…) Does it help executives assimilate in new roles or new companies more easily? Faster? Does it help in retention? Strategy development and/or execution in the new role? What are the benefits? Drawbacks? Challenges? Is there a clear rationale for using executive coaching in onboarding?

Background: Given the current changing landscape of global corporations, as well as the impacts of the potential mass retirements of baby-boomers and subsequent depletion of corporate leadership ranks, the mobility of organizational leaders is at an all-time high. With such change and mobility, some leaders are finding themselves changing jobs or companies repeatedly in their careers, rather than staying with one organization. This study would explore whether executive coaching is an intervention of choice for facilitating executive onboarding.

Methodology
Survey or interviews with executives who have had onboarding coaches and those who have not. Potentially questioning coaches who do onboarding or transition coaching, and HR managers who use coaching as part of their onboarding process

Hypothesized Results
N/A

Potential Implications
N/A

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Proposal #16

Primary Theme: Modalities & Process

Individual Submitter: Mary Wayne Bush, EdD

Research Question
What actually happens in coaching sessions?

Methodology
Record actual coaching sessions (or entire coaching engagements) and transcribe them to be available to researchers who wish to analyze them for content, method of coaching, coach-coachee relationship, discursive identities, outcomes, etc. If technology was available to edit them to preserve client confidentiality, the actual recordings could be archived to enable study of voice tone, pace, language level of coach and/or client, linguistics, etc.

Demographic data could also be collected to indicate the coach's and/or client's gender, age range, primary language, presenting issue, coaching method used, coaching media used (phone, in person, email, etc.), frequency and duration of sessions, etc.
IRB and other measures would be taken to protect the privacy of the coach and client session, as well as eliminate any confidential material or material that would lead to identification of the coach or client. Recordings or transcripts would only be accepted/posted AFTER the engagement or single session was completed. Both coaches and clients would have to volunteer to be recorded, and would sign and submit both consent forms (before being recorded) and Release forms after reviewing their transcripts and editing them for privacy.

An archive of coaching sessions could be available for research purposes, searchable by keyword or topic or presenting issue or coaching method. It could be accessed online, globally and used by researchers worldwide. Studies using the archives could be replicated by different researchers in different countries.

Hypothesized Results
Actual data could be gathered on many of the questions we have currently: how often are coaches "directive" rather than "facilitative" with their clients? How do the actual outcomes match the actual conversations that occur during coaching? What are the different roles that coaches play during sessions with their clients (per Stein, 2008), how many different methods do coaches actually use in their sessions? Are these consistent with, or different from, the methods they were trained in during coach-training?

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Potential Implications

This archive of actual coaching sessions would enable non-coaches and researchers from other fields to study coaching as it is currently being practiced. This could open the whole coaching-related research field to a new level of understanding about coaching-related practices, and help coach training institutions better prepare coaches for their work.

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Proposal #17

Group/Primary Theme: Modalities & Process

Research Question
What inherent assumptions, if any, are common to different coach approaches? (Methodology 1)

Methodology
A narrative and appreciative inquiry approach is utilized with a group of senior coaches who are founders or world leaders in the coaching profession and who can articulate the underlying philosophical or categorical principals or beliefs fundamental to the coaching profession.

Hypothesized Results
The distinctiveness of the coaching profession lies in its unique view of man and the implication of these assumptions as it applies to professional practices. For instance, viewing man as whole and competent, allows the coaching professional to not create a hierarchical relationship with the client and to assume that the client knows the truth that is central to themselves as a person. This helps define and articulate the specific and unique relationship that is characteristic in the coaching conversation.

Potential Implications
Fundamental philosophical assumptions and principles in the coaching profession will become a core and universal aspect of coach training. Assessment through a dialectical process will help coaches in training, supervision and through continuing education examine their own underlying assumptions about people to determine the correspondence between their own beliefs and assumptions as they apply to the coaching profession and their actual professional practices as a coach. The unified coaching model will become a standard for supervising developing coaches. This philosophical narrative will help the coaching profession articulate its similarities and difference among the social sciences.

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Proposal #18

Group/Primary Theme: Modalities & Process

Research Question
What inherent assumptions, if any, are common to different coach approaches? (Methodology 2)

Methodology
A narrative and appreciative inquiry approach is utilized with a stratified group of practicing, certified coaches.

Hypothesized Results
The distinctiveness of the coaching profession lies in its unique view of man and the implication of these assumptions as it applies to professional practices. For instance, viewing man as whole and competent, allows the coaching professional to not create a hierarchical relationship with the client and to assume that the client knows the truth that is central to themselves as a person. This helps define and articulate the specific and unique relationship that is characteristic in the coaching conversation.

Potential Implications
Fundamental philosophical assumptions and principles in the coaching profession will become a core and universal aspect of coach training. Assessment through a dialectical process will help coaches in training, supervision and through continuing education examine their own underlying assumptions about people to determine the correspondence between their own beliefs and assumptions as they apply to the coaching profession and their actual professional practices as a coach. The unified coaching model will become a standard for supervising developing coaches. This philosophical narrative will help the coaching profession articulate its similarities and difference among the social sciences.

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Proposal #19

Group/Primary Theme: Modalities & Process

Research Question
What inherent assumptions, if any, are common to different coach approaches? (Methodology 3)

Methodology
A content analysis of “classic” books in the coaching field will identify any patterns or themes of underlying assumptions in the work under consideration. A summary of this content analysis will be used to document themes and/or patterns that exist, and to define universal assumptions within each coaching approach.

Hypothesized Results
The distinctiveness of the coaching profession lies in its unique view of man and the implication of these assumptions as it applies to professional practices. For instance, viewing man as whole and competent, allows the coaching professional to not create a hierarchical relationship with the client and to assume that the client knows the truth that is central to themselves as a person. This helps define and articulate the specific and unique relationship that is characteristic in the coaching conversation.

Potential Implications
Fundamental philosophical assumptions and principles in the coaching profession will become a core and universal aspect of coach training. Assessment through a dialectical process will help coaches in training, supervision and through continuing education examine their own underlying assumptions about people to determine the correspondence between their own beliefs and assumptions as they apply to the coaching profession and their actual professional practices as a coach. The unified coaching model will become a standard for supervising developing coaches. This philosophical narrative will help the coaching profession articulate its similarities and difference among the social sciences.

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Proposal #20

Group/Primary Theme: Modalities & Process

Research Question
What are the essential elements of a coaching contract?

Methodology
Interview coaches and coaching clients about their contracts, the perceived results of the coaching, and their satisfaction with the process and results of the coaching. The sample of these coaching situations should be stratified by coaching specialization, modality, and geography/culture. Analyze any written contracts they have written and to which they have agreed. Identify what they included in the contracts and the patterns of those elements across coaching engagements. Analyze the relationship between what is and what is not included in the contract and the satisfaction levels with the process and results of the coaching.

Hypothesized Results
There may be some essential elements of coaching which relate to the levels of satisfaction with the coaching (scope, roles, timeframe, cost, commitment, etc). These elements may have more or less of a relationship with the process vs. the results of the coaching, and how that satisfaction is rated by the coach and the client (coachee or other client representatives). They may also differ by coaching specialty, modality, or geography/culture.

Potential Implications
If essential elements of contracts are found to have a relationship with satisfaction with coaching then those elements may be important for coaching situations similar to those found to have those relationships.

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Proposal #21

Group/Primary Theme: Modalities & Process

Research Question
What are the most effective methods of contracting for coaching?

Methodology
Interview coaches and coaching clients about how they contracted for the coaching (who was involved, the degree of formality of the contracting, how it is recorded, how agreement is reached, etc.) and the success of the coaching (goal satisfaction, perceived satisfaction with the coaching process and results, etc.) The sample of these coaching situations should be stratified by coaching specialization, modality, and geography/culture. Analyze the relationship between how the contracting was done and the success of and satisfaction with the coaching.

Hypothesized Results
Informal and formal contracting may relate to the success of and satisfaction with coaching depending on the type of coaching, the modalities applied, and where and with whom the coaching is conducted. These approaches to contracting may have more or less of a relationship with the process vs. the results of the coaching, and how that satisfaction is rated by the coach and the client (coachee or other client representatives).

Potential Implications
If certain approaches to how contracting is done relate significantly to coaching success, then those approaches can be recommended in coaching guidelines and included in the training of coaches.

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Proposal #22

Contact: info@TheFoundationOfCoaching.org**Group/Primary Theme:** Modalities & Process

Lead Submitters:
Tatiana Bachkirova, CPsychol
Bill Hodgetts, EdD

Research Question
How do coaches use themselves as an instrument in the coaching process? By "themselves" we mean:

- Self knowledge (characteristics, attitudes, values, developmental levels)
- Self-awareness in the moment – what is happening inside me?

By "use" we mean translating above self-knowledge and self-awareness into coaching interventions.

Methodology
We propose using an interpretive phenomenological approach informed by extensive literature on this topic in the field of psychotherapy.

Sample: Small group of experience coaches who are prepared to reflect on their practice at a micro-analytical level. Coaches will be selected who come from a similar context and practice a similar type of coaching.

Method: Coaching sessions will be recorded and transcribed. Coaches will be asked to write commentaries on the transcription of their session, describing retrospectively the internal logic of their interventions depending on their self-awareness.

Analysis:

- First level: Identify themes that emerge from the coaches' commentaries. Conduct in-depth interviews with coaches to explore further the themes that emerged at the first level.
- Second level: Integrate emergent themes with additional input from interviews

Hypothesized Results

- Rich description of internal processes of coaches in relation to their use of self.
- Identification of emergent constructs of a theory of use-of-self in coaching.

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Potential Implications

- Training and continuing development of coaches.
- Theory building.
- Identification of promising avenues for future research in this area.

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Proposal #23

Group/Primary Theme: Modalities & Process

Lead Submitter: Irene F. Stein, PhD

Research Question

Using the typology of conversational identities developed in previous work (Stein, 2008), what can be said about the pattern of coach-client conversations? How can various episodes of the conversation be described?

Distinguish episodes and describe them.

Methodology

Using transcripts of professional coach-client conversational sessions, apply a type of discourse analysis that divides the conversation into episodes. Within each episode, code the conversation with the conversational identities. Look for patterns.

Hypothesized Results

There will be different parts of conversations that have a discernable pattern. "Beginning," "starting to end," and "ending" seem to have similar patterns among a community of coaches. There will probably be patterns for problem solving and a different one for transformative or "being" coaching and a different pattern for improving performance.

Potential Implications

- For practitioners: By seeing models of patterns, become more reflective. A way of describing and thinking about their own process.
- For researchers: Building on conversational identities, create other building blocks for describing conversations.

Reference

Stein, I. F. (2008). Enacting the role of coach: Discursive identities in professional coaching discourse. Fielding Graduate University, Santa Barbara, CA.

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Proposal #24

Group/Primary Theme: Modalities & Process

Lead Submitters:
Susan David, PhD
Anthony Grant, PhD
Gordon Spence, PhD

Research Question
Does feeling well equate to doing well? - A randomised controlled outcome study of coaching approaches.

The positive psychology literature suggests that wellbeing is a central focus of human striving. From this perspective, wellbeing is a valued end in itself. From this self-actualization perspective it can be argued that a foundation of wellness propels human beings towards goal attainment and fulfillment through the enactment of purposeful and productive behaviors. In contrast, goal theory suggests that wellbeing is an ancillary outcome of attaining valued goals.

The key research questions are:

- Does feeling well enhance self-regulation which manifests as goal attainment?
- Does goal striving enhance general self-regulation which then relates to enhanced wellbeing?
- Should one focus on the goal or on wellbeing in coaching?

Methodology
Time frame: Four time points of 12 weeks each. T1, T2, T3, T4.

- Group 1: Wellbeing based intervention group; (Wellbeing Coaching)
- Group 2: Goal focused coaching group; (Goal Coaching)
- Group 3: No intervention for the whole 48-week period. (Control)

Group 1 Condition: Wellbeing based coaching (Life Coaching)
Coach and client identify a key area of goal striving, but the coaching itself is focused on enhancing wellbeing.

Group 2: Goal focused coaching group (Goal Coaching)

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Coach and client identify a key area of goal striving and this is the focus of the coaching itself. The coaching is a standardized, solution focused, cognitive coaching program.

Group 3: Control group

Measures:

- Goal attainment scaling
- PANAS
- DASS
- Cognitive Hardiness Scale
- Life Satisfaction (Diener)
- Introversion/Extraversion (IPIP) (as a covariate)
- Multidimensional self-concept measure (Marsh)
- Trait self-regulation

Hypothesized Results

Wellness condition – greater levels of wellbeing and moderate levels of goal attainment. Goal focused – may actually have constricted wellbeing but higher levels of goal attainment.

Potential Implications

If hypothesized results hold, study results could inform the practice of coaching, guiding coaches in adopting the most appropriate coaching emphasis (wellness vs. goal attainment) for each client, based on client preferences and needs.

A variety of other benefits could accrue if the hypotheses do not hold. For instance, consider the possibility of study results where wellness emphasis resulted in both enhanced wellbeing and equal or higher goal attainment than goal emphasis.

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Proposal #25

Group/Primary Theme: Modalities & Process

Lead Submitters:
Susan David, PhD
Anthony Grant, PhD
Gordon Spence, PhD

Research Question
Is Strength-based coaching more efficacious than Gap-based coaching?

The positive psychology literature suggests that a strength-based approach is an effective change modality. While there is a significant amount of correlational and cross-sectional literature suggesting that strengths based approaches relate to well-being, goal attainment and positive emotions, there has been little experimental work comparing strengths based approaches with more established change based methodologies. One such established approach draws on a problem-solving framework. Although a number of proprietary frameworks are used, the common central aspect is the so-called “gap analysis”. In the gap analysis (1) the current situation is described, (2) the objective is defined in terms of an ideal outcome, (3) the gap between the two is delineated, (4) action steps are specified, and (5) attempts to close the gap are systematically reviewed.

Methodology
Time frame: Four time points of 12 weeks each. T1, T2, T3, T4.

- Group 1: Strengths based intervention group; (Strengths Coaching)
- Group 2: GAP analysis coaching group; (GAP Coaching)
- Group 3: No intervention for the whole 48-week period. (Control)

Group 1 Condition: Strengths based coaching
Initial VIA assessment to identify key strengths.
Goal setting is conducted through the use of Best Future self exercise making explicit the enactment of the individual’s personal strengths into coaching sessions. Each coaching session focuses on the deployment of specific strengths in the pursuit of the indentified goal(s) with a focus on strengths and progress. Each time a problem or barrier to progress arises in the conversation, the coach reframes this with a strengths based orientation. (e.g., how could you use one of your strengths to solve this?) No “problem/deficits talk is allowed.

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Group 2 Condition: Gap analysis coaching.
Session starts with review of last week's progress to goal, analyzing what was learned with an emphasis being placed on what was learnt. This emphasis is on the person understanding the interconnectedness of the things that constitute the problem or their interactions with their problems. This is an analysis approach. The session proceeds with a focus on the goal, and potential barriers. Discussion then moves to overcoming these. A primary focus of the session is on relapse prevention in the form of cognitive and behavioural rehearsal.

Process Management: At the end of each session, the PANAS (Watson and Tellegen) is administered and this data will be used as a covariate to assess the relationship of mood to coaching condition.

The client would also keep a diary in which they reflect on the session including their feelings about the effectiveness of the session and their experience of it.

Measures:

- Goal attainment scaling
- VIA (pre and post)
- PANAS
- DASS
- Cognitive Hardiness Scale
- Life Satisfaction (Diener)
- Introversion/Extraversion (IPIP) (as a covariate)
- Multidimensional self-concept measure (Marsh)

Hypothesized Results

- Group 1 – Strengths would increase perceived strength, higher levels of positive affect, and moderate levels of goal attainment. Longitudinal, increase in well being and moderate goal maintenance.
- Group 2: Gap condition: Lower levels of state wellbeing, but higher levels of initial and longitudinal goal maintenance relative to the G1.

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Proposal #26
Group/Primary Theme: Modalities & Process

Lead Submitters:
Susan David, PhD
Anthony Grant, PhD
Carol Kauffman, PhD, ABPP, PCC
Reinhard Stelter, PhD

Research Question
Does explicitly including an autonomous support methodology within a coaching paradigm/framework increase goal attainment, satisfaction, wellbeing, and sustained behavior change compared to non-autonomy support focused coaching?

Definitions: Central aspect is the freedom the coach gives to the coachee to connect that behavior to their own goals.

Autonomy support refers to the process of giving the change candidate the freedom to explicitly link the desired behavioral change to their personal goals, values and aspirations.

Research has convincingly demonstrated the relationship between autonomy support and performance, well being and goal attainment, across multiple contexts. These include health care, education, sport and parenting.

Methodology
This would be a longitudinal study:

- Measures taken every 12 weeks.
- Coaching over 12 week period, 4 – 6 sessions.

Time 1:

- Attend the briefing.
- Demographics.
- Self-concept scale.

Time 2: The intervention group receives the autonomous support.

Time 3: Now the control group gets the intervention condition.
Time 4: The control group is assessed on outcome measures again, to ascertain if the intervention had an impact.

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At all times, would also take measures on a control group that would receive no intervention during the first half year.

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Proposal #27

Group/Primary Theme: Modalities & Process

Lead Submitter: Bill Hodgetts, EdD

Research Question
What is the relationship between adult developmental stage of coaches, coaching style and coaching effectiveness? Do higher stage coaches differ in kind and style of coaching interventions they use?

Sample group of 15 executive coaches:

- 33% at Interpersonal stage (3)
- 33% at Institutional stage (4)
- 33% at Inter-Individual Stage (5)

Methodology

- Select initial sample of 30 executive coaches. Conduct Subject-Object Interview (1 hour) with each coach -- sort into three groups by stage level
- Select 15 coachees at similar stage level, with similar presenting problem.
- Conduct coaching sessions – record audio and/or video
- Transcribe sessions (15)

Analysis

- Use grounded theory approach to discover categories/themes in coaching session transcript data
- Code sessions for themes
- Analyze correlations between stage of coach and intervention themes/categories

Hypothesized Results
Summarize results showing correlation or lack of between stage level of coach and types of coaching interventions used.

Potential Implications
Further research should explore relationship between adult developmental stage of coach and coaching outcomes.

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Proposal #28
Group/Primary Theme: Modalities & Process

Lead Submitter: Tatiana Bachkirova, CPsychol

Submission Contributor: Jonathan Sibley, MBA

Research Question
How to design an instrument that allows detailed description of the coaching process including behavioral, attitudinal and relational aspects? This could be a coaching equivalent of an instrument in use for therapists: Jones' Psychotherapy Process Q-Sort

Methodology
Study the design of the Jones' Psychotherapy Process Q-Sort. Design a mixed-method study.

Probably include something like:

- Find a large sample of experienced coaches including international, cross-cultural, and a variety of theoretical traditions (solution-focused, humanistic, etc.) and genres (life coaches, executive coaches, etc.).
- Create an initial abundance of questions that describe the coaching process (>200?).
- By asking the coaches?
- By looking at coaching literature?
- By comparing the use of similar questions as the Jones' Psychotherapy Process Q-Sort
- Send the questions to the experienced coaches individually and ask them to comment on and/or change the questions.
- Refine the questions using qualitative analysis and integration of patterns.
- Show the questions to focus groups of experienced coaches to comment on.
- Refine further.
- Test the instrument. Consider issues of validity and reliability.

Hypothesized Results
An instrument that can be used in further coaching research studies.

Potential Implications

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With the instrument, the coaching process can be described both from the position of the coach and from the position of observers of the audio or video recording of the session. The instrument will allow comparing of the assumed description of the coaching session, self-assessed retrospectively coaching process and independent description of the session by the observers. It can be used to describe individual coaching processes and compare to outcome of interventions. Also, one can get a compendium of coaching processes by applying the instrument to a large population. In addition, individual coaches by taking the instrument can become more introspective about their own process.

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Proposal #29

Group/Primary Theme: Modalities & Process

Research Question
What is the relationship between coaches espoused theories/self-descriptions of their coaching style/behavior and their actual behavior in coaching sessions on dimensions of X?

- Dynamics of power
- Directive vs. non-directive
- Boundaries (coaching vs. therapy)
- Conversational identify
- Theoretical coaching model

Methodology

- Selection of sample
- Collect descriptions of coaching style and behavior (interviews, surveys, both)
- Observe and record actual coaching session – video/audio recording
- Transcribe data

Analysis/Outcome

- Analyze descriptions of coaching style and behavior and code for dimension X
- Analyze transcripts of coaching sessions and code for dimension X
- Compare coding of dimension X by coach -- descriptions vs. behavior -- create measure of congruence for each coach.

Potential Implications
Adds to training and continuing development of coaches.

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Proposal #30

Group/Primary Theme: Modalities & Process

Lead Submitter: Irene F. Stein, PhD

Research Question
Does the typology of conversational identities (Stein, 2008) need to be changed and/or expanded, for other communities of coaches? Does it hold up for coaching outside of North America? What about for "internal" coaches? What about for sports coaches? Or teachers, managers, parents? Consultants?

Methodology
Same methodology as Stein, 2008. Define a community of coaches. Interview each about the tasks they perform in a coach-client conversation. Collect audio recordings of coaching sessions from same community. Code transcripts of audio recording with conversational identities. Are there obvious holes? If so, name additional conversational identities using terminology from the coaches' interviews.

Hypothesized Results
For example, I imagine that "internal coaches" would have additional identities such as "manager," or "organizational representative." Other communities may have other identities.

Potential Implications
Further refines the tool of conversational identities to be used to analyze and describe coaching conversations.

References
Stein, I. F. (2008). Enacting the role of coach: Discursive identities in professional coaching discourse. Fielding Graduate University, Santa Barbara, CA.

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Proposal #31

Primary Theme: Modalities & Process

Individual Submitter: Tom Krapu, PhD, ACC

Research Question
Can coaching benefit people with significant psychological disorders?

Methodology
Individual's with a diagnosis of significant psychopathology are selected and randomly and assigned to a treatment and non-treatment groups. Both groups receive psychotherapy and the treatment group receives coaching as an adjunct intervention by coaches with a psychotherapy background but who are clear on the distinction between coaching and psychotherapy.

The number of hours of psychotherapy in the psychotherapy group equals the number of hours of coaching plus psychotherapy in the coaching intervention group. Symptom checklists and independent assessment of client levels of functioning, life satisfaction, and achievement of meaningful life goals are measured pre and post coaching intervention for both groups.

Hypothesized Results
Psychotherapy clients benefit from coaching when delivered by a professional who is competent in working with this population. The attainment of psychotherapeutic and general life goals are enhanced in psychotherapy clients when coaching is introduced.

Potential Implications
Specific considerations and guidelines are developed in the coaching specialty of coaching with psychotherapy clients including training considerations. These include working from a multidisciplinary approach, clearly distinguishing coaching from psychotherapy and considerations when coaching someone with a diagnosed mental illness.

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Proposal #32

Group/Primary Theme: Modalities & Process

Research Question
What are the pivotal elements in coaching and how do they emerge?

Methodology
Interpretative/phenomenological study of individual experiences of coaches and clients' perception of the pivotal moments. Both the coach and the client after the session will be asked to identify the moments that were pivotal for them (positive and negative).

Analysis will involve identifying themes and patterns, matching them between the perspectives of those involved for each coaching encounter in terms synchronically.

The preceding interventions, questions, feelings and behaviours would be also identified and explored.

Hypothesized Results
Rich description of the coaching process in terms of the important elements and moments of the coaching process.

Potential Implications

- Contribution to the theory of coaching processes.
- Enriching training, education and continuing development of coaches.

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Proposal #33

Primary Theme: Modalities & Process

Individual Submitter: Niloofar Ghods

Research Question

Anecdotal evidence shows that distance coaching is highly prevalent, effective, and a cost-effective alternative modality to face-to-face coaching. How to establish research evidence to substantiate this claim?

Examining the critical success factors of distance coaching:

- Are there any differences in coaching outcomes between distance and face-to-face coaching?
- Is distance coaching more suitable for lower level leaders in an organization rather than for executives? If yes why?
- Do coaching clients that receive distance coaching really experience something different? If yes, what are those differences and are they significant?
- What do coaches actually do to address the distance component?
- How is the coaching relationship affected by this distance?

Methodology

- In-depth interviews of practicing coaches and their clients about the proposed questions.
- Empirical examination of coaching client's outcomes via self-report and their observers (boss, direct reports, peers) immediately after completion of coaching and 6 months and 1 year after completion of coaching.
- Empirical examination and comparison of the coach-client relationship from both the coach and client immediately after completion of coaching.
- Empirical examination of coaching skills, tools, and tactics use to conduct the coaching at a distance. Such that these skills, tools, and tactics are identified then quantified in their use throughout the distance coaching engagement.

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Hypothesized Results

Some differences in coaching outcomes will exist between distance and face-to-face coaching engagements. This difference will probably be related to the coaching client's level in the organization, the coaching relationship established at a distance, certain tools used by the coach during the engagement, and the overall experience of the client during distance coaching.

Potential Implications

Such results would provide a wealth of information for coaches in making better decisions about when distance coaching is appropriate and effective. What tools to use to make the coaching more effective, and how to maintain a strong coaching relationship at a distance? Finally, these results could provide additional, cost-effective solutions for clients that cannot afford face-to-face coaching.

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Proposal #34

Primary Theme: Modalities & Process

Individual Submitter: Colin Fisher

Research Question
Although coaching offers many potential benefits to coachees, a person's (or group's) readiness for coaching can affect its effectiveness. What factors affect a person's readiness to benefit from coaching?

Methodology
Prior to entering into a coaching session, participants will be asked to fill out a survey on their emotional and psychological states (using existing or new measures), as well as other potential outcomes of the coaching, and asked (using free response) to describe the most significant events that are currently on their minds. The coaching session will then take place and be transcribed. Participants will then fill out the same survey on their states immediately after the coaching session, and midway between coaching sessions.

Many other proposals here suggest methodologies for creating a coding scheme/typology for coaching behaviors. Using existing coding schemes or a grounded theory approach, code the transcripts of the coaching sessions. Analyses will examine changes in participant states and what coaching behaviors are associated with those changes.

Hypothesized Results
Common associations between pre-coaching states, the content of the coaching, and the helpfulness of the coaching.

Potential Implications
Besides asking the question of "what coaching is helpful," research must also account for the conditions under which coaching is helpful. One significant condition is the state of the coachee, which needs to be better described before relationships can be tested.

This study could be a large and important longitudinal study that tracks coaching relationships over time. Such a study would require a research team and would have many layers of analysis.

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The project could be broken up by:

- Analyzing the surveys, using time-lag and Markov chain-type analyses
- Analyzing the qualitative free response data
- Analyzing the coaching transcripts

Alternatively, different people could each follow a small number of coaching relationships over a period of a few months. Many other research questions could be asked and answered using such data.

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Proposal #35
Primary Theme: Modalities & Process

Individual Submitter: Colin Fisher

Research Question

Although coaching offers many potential benefits to coachees, a person's (or group's) readiness for coaching can affect its effectiveness. What types of pre-coaching states are associated with helpful and unhelpful coaching?

Methodology

Using survey with free-response components (or an interview), coachees will be asked to describe an instance of coaching that was extremely beneficial and then to describe another instance that was unhelpful or harmful. Participants will then be asked to think back to the moments before they received this coaching and to describe their situation at the time. A survey that examines their feelings, self-perceptions, and other variables of interest in their pre-coaching situation will also be administered.

Qualitative analyses will then seek to describe commonalities between the helpful and unhelpful pre-coaching situations. There relationships can be tested at a later time.

Hypothesized Results

Common associations between pre-coaching states, the content of the coaching, and the helpfulness of the coaching.

Potential Implications

Besides asking the question of "what coaching is helpful," research must also account for the conditions under which coaching is helpful. One significant condition is the readiness of the coachee, which needs to be better described before relationships can be tested. This study will be purely correlational – causality cannot be inferred from these data.

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Proposal #36

Group/Primary Theme: Defining Coaching

Research Question
What are the essential elements that define coaching?

Methodology
Interviews of people inside coaching and in related disciplines. Theme analysis - look at what is common to all and what is specific to a specialty or situation.

Hypothesized Results
Description of core elements of coaching and what elements are specific to specialties from inside and outside the discipline.

Potential Implications
Better target development programs of the development of coaches. It may validate or invalidate existing competency frameworks.

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Proposal #37

Group/Primary Theme: Defining Coaching

Lead Submitter: Vikki G. Brock, PhD

Research Question
What is the currently available literature about coaching?

Methodology

- Collect bibliographies, literature reviews and other resources (i.e., URLs, abstracts, books and journals in other disciplines) about coaching – including sports coaching, executive coaching, specialties, etc.
- Categorize them
- Compile them into a single list with citations
- Annotate each entry

Hypothesized Results
Publication of a current annotated bibliography of coaching.

Potential Implications
This could make coaching research more accessible for novice researchers and practitioners, broaden the resources available for researchers, and support more rigorous and robust research to be done.

After this study is done, it could be analyzed against major coach training curricula or other structure (ICF Competencies, etc.) to identify what is missing.

And it should be kept up to date.

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Proposal #38

Group/Primary Theme: Defining Coaching

Research Question
What do coaches actually do in coaching sessions, toward what end, and with whom?

Methodology
Collect and analyze coaching session transcripts to identify recurrent behaviors and create categories for those behaviors.

Hypothesized Results
Frequencies and patterns of behaviors. We may also find differences between theoretical approaches and geographical regions.

Potential Implications
This is a first step to describe what coaches actually do. Further analysis and study can be done to establish more information about the patterns and how they compare to how coaching is perceived by coaches and the people they coach.

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Proposal #39

Group/Primary Theme: Defining Coaching

Research Question
How is the coaching process perceived differently between coaches and the people they coach?

Methodology
Survey coaches and coachees about their perceptions of what happens in their coaching sessions. This can be done within or across theoretical approaches to coaching, coaching specialties, demographics of the coachees, and/or geographical regions.

Hypothesized Results
Patterns of behaviors and differences between the perceptions of the coaches and the people they coach and between the approaches, specialties, demographics of coachees, and/or geographical regions.

Potential Implications
The degree to which the definition of coaching may be dependent on the contexts of the coaching and the perspectives of the coach and people being coached.

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Proposal #40

Group/Primary Theme: Defining Coaching

Research Question
What coaching interactions do people find most helpful?

Methodology
Random sample of adults are presented with a generic definition of coaching (i.e., interaction between two people that leads to positive results for one or both of those people). Each participant is asked to identify a specific one-on-one interaction that was most helpful for them. They are surveyed to describe what happened in the interaction that helped the most.

Hypothesized Results
Identified patterns of helpful interactions.

Potential Implications
Validation that coaching occurs in daily life by non-professionals and can be encouraged and developed as a life skill. Patterns can be compared to competencies being trained in coach education programs.

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Proposal #41

Group/Primary Theme: Defining Coaching

Research Question
What are the characteristics of helpful and unhelpful coaching interactions?

Methodology
Random sample of adults are asked for a critical incident of a recent instance of coaching. Each participant is asked to identify a recent, specific one-on-one interaction that was intended to coach them (i.e., “Please think of a recent time where someone tried to [your definition of coaching here]. Describe that incident and rate how helpful it was.”).

Hypothesized Results
Identify characteristics of helpful and non-helpful interactions.

Potential Implications
Describes the types of coaching that occurs in daily life by non-professionals and what people find helpful and unhelpful. Patterns can be compared to competencies being trained in coach education programs.

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Proposal #42

Primary Theme: Business of Coaching & Policy/Ethics/Governance

Individual Submitter: Sunny Stout Rostron, DProf, MA

Research Question

Critical self-reflective practice - How will the development of critical self-reflective practice impact on the development of the emerging profession of coaching (including building the required body of professional knowledge), for example in regard to ethical issues?

It is critical that the coach practitioner develops self-awareness with the ability to self-regulate. Awareness of ethical situations that arise is a first step; the second step is to manage them. Without self-awareness, integrity and the ability to manage complexity and ethical decisions may prove difficult or even remain in the unconscious. Coach practitioners are not yet in the habit of critically reflecting on their coaching practice, engaging in supervision to develop self-awareness and critical reflection skills, or necessarily even understanding the need for critical self-reflective practice. This study would analyse the role and importance of the development of critical self-reflective practice in the professionalisation of coaching, using coach practitioners' handling of ethical issues as a specific area of focus.

Methodology

This study will be conducted by interviewing coach practitioners to understand the breadth and depth of their self-reflection, e.g., whether through supervision, coaching, therapy, co-coaching, coaching forums, or even writing up their learning in articles or peer-reviewed journals. It will include both quantitative and qualitative analyses to determine the nature and extent of critical self-reflection in the following dimensions:

- In the early years of coaching, as well as among coaches with two or more years' experience;
- Among coach practitioners who coach for a specific/certain number of hours per month, and practitioners with variable practice hours; and
- Among business coaches as opposed to life coaches.

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Hypothesized Results

To clearly identify the understanding of self-reflective practice on the part of coach practitioners, and the percentage of coach practitioners within specified market segments who undergo reflective practice and to what degree. This would be useful in specific marketplaces (e.g., South Africa, the UK, Canada, USA), within a market segment such as large organisations, or within a specific industry.

Potential Implications

One implication will be to understand which practitioners are beginning to work with greater knowledge, depth, skills and competence as a result of critical self-reflective practice. Other implications of this research can help to promote the need for more self-reflective practice on the part of practitioners, and to encourage coach training programmes to address this issue in their education and development programmes.

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Proposal #43

Primary Theme: Business of Coaching & Policy/Ethics/Governance

Individual Submitter: Henry Marsden, CPsychol

Research Question

What is the business of coaching? To track the business trends in this important and growing sector will be important to many coaches entering or working in the area.

How much do companies and individuals spend on coaching? What are the typical contractual arrangements for coaching? What pricing models do coaches use? How many coaches are there? What trends do we see in the coaching market?

Methodology

Combination of desk research, data collection, telephone interviews and questionnaire studies. Research should target two main groups, the consumers of coaching (organizations and individuals) and the suppliers of coaching (organizations and individuals). This research should also reflect sector differences (e.g., corporate, professional services, services, government and charity) and the international nature of coaching (e.g., regions and countries).

Hypothesized Results

- Map of the coaching territory in relation to professional arrangements, supply of and demand for coaching.
- Identification of trends in the coaching market and what may be anticipated or prepared for.

Potential Implications

Many implications for experienced coaches and those entering the coaching market as well as those looking to purchase coaching services. Will also support the ability to target development internationally and support countries or sectors that have yet to take up coaching activities.

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Proposal #44

Primary Theme: Business of Coaching & Policy/Ethics/Governance

Individual Submitter: Esra Ozkan, PhD

Research Question

This project examines the development of coaching as a global profession, with over 30,000 coaches and ongoing growth. It examines the ways in which local cultural, social and economic contexts are shaping the global development of coaching and how the field of coaching is defining and defending itself as a distinctive professional practice in an increasingly global world. It asks:

- How might different cultures lead to different work and management styles? How do coaches, coaching clients and organizations perceive, define and address these differences?
- What are the different routes through which coaches and coaching clients move across borders? How do coaching theories, tools, methods and practices move between different local contexts?
- How do coaches bring together local cultures and global ideas? How is coaching influenced by and influencing the different cultural contexts in which it is practiced as it moves globally?

Methodology

Ethnographic methods: Shadowing a coach or a team of coaches who work in international settings, conducting in-depth interviews with coaches, clients of coaching and organizations that employ coaches, participant observation at coaching workshop and seminars, and analysis of trade journals and articles and books published by coaches.

Hypothesized Results

A study of the field of coaching from a multicultural perspective might reveal different answers to questions such as what is coaching, what coaches do and how they do it. It could produce a richer description of the coaching field and its development. Tracing the ways in which different understandings of identity and work in different cultural contexts might interact, influence and change each other in a global context contributes to the studies of globalization and corporate culture.

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Proposal #45

Group/Primary Theme: Business of Coaching & Policy/Ethics/Governance

Lead Submitters:
Esra Ozkan, PhD
Jonathan Passmore, DPsych
Gordon Spence, PhD

Research Question

- When is coaching the right intervention?
- Are certain issues more appropriate for coaching versus other intervention such as training, psychotherapy, etc?
- Are certain clients not ready for coaching?
- Are certain coaches not the best fit for certain clients or issues due to lack of experience, knowledge or differences in personality attributes?

Methodology

Conducting semi-structured interviews with three clusters of coaches:

- Novices (less than 50 hours of coaching)
- Medium-experienced (more than 150)
- Experienced (more than 1000)

Asking them:

- What do coaches believe are appropriate / inappropriate issues for coaching?
- What kinds of issues or clients do coaches think they are able to coach?
- Are coaches able to accurately identify psychological issues in clients?
- To what extent are coaches able to articulate their limits of their competence?
- How often do coaches refer clients onto mental health professionals?

Moderating group discussions in which the researcher presents case studies / scenarios. The conversations are recorded, transcribed and qualitatively analyzed.

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Proposal #46

Group/Primary Theme: Business of Coaching & Policy/Ethics/Governance

Lead Submitters:
Esra Ozkan, PhD
Jonathan Passmore, DPsych

Research Question
What is a constructive, helpful, ethical decision making model that would guide coaching practitioners and help them resolve coaching ethical dilemmas?

Methodology
Interviewing coaches who have more than 1000 hours of practice who are members of an organizational body and bound by a professional code of ethics. The sample needs to include coaches from the United States, Europe, and Pacific region.

Conducting semi-structured interviews should ask the coach ethical dilemmas they faced the last twelve months and identify the details of the case.

The processes of making ethical decisions will be explored and common features will be mapped.

Data collected from interviews will be analyzed using grounded theory.

Interview data will be complimented by a case study in which all stakeholders will be interviewed to understand their experience of how the ethical dilemma was resolved.

Hypothesized Results and Implications
A grounded theory of decision-making framework/model will be developed.

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Proposal #47

Group/Primary Theme: Business of Coaching & Policy/Ethics/Governance

Lead Submitters:
Esra Ozkan, PhD
Jonathan Passmore, DPsych

Research Question

This research studies the ways in which coaching has become a commodity that is marketed, purchased and consumed. It explores the factors that explain commoditized coaching in a post-20th century developed economy.

- How is coaching defined as a commodity?
- What is the buyer expecting from buying coaching that they think they cannot get from other services, training, development, mentoring etc.?
- Why is coaching seen as necessary?
- How is its value determined by its sellers and buyers? How do buyers and sellers talk about the effects of coaching?

Methodology

Conducting in-depth, semi-structured interviews with commissioning managers and individuals who have not been coached but are considering coaching.
Recording and transcribing interviews and analyzing them using an established qualitative method such as discourse analysis, grounded theory and interpretive phenomenal analysis (IPA).

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Proposal #48

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Individual Submitter: Reinhard Stelter, PhD

Research Question

Understanding coach education: Concepts of developing a professional knowledge base for coach practitioners - The idea is to investigate and compare different educational programs in coaching/coaching psychology. There are a number of questions to be answered:

- On what concept of professional learning is the program based?
- How are theory and practice interrelated?
- How is the basis for coaching skills defined and implemented in the program?

Methodology

The research is based on a multiple-case study of three different educational programs:

- A short training program of a private company
- An ICF or EMCC accredited program
- A University Master program

Data collection includes the following:

- Presentation and evaluation of the theoretical foundation, i.e., the different approaches to developing professional knowledge
- Evaluation of the curricula of each program
- Interviews with the scientific and educational leaders of each program
- Participant classroom observation of each program
- Interviews with the students of each program
- Participant observation in supervisory sessions of each program

Hypothesized Results

New concepts of developing a professional knowledge base for coach practitioners.

Potential Implications

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There has been a long-standing discussion on how to develop professional knowledge. In psychology a split between academic research and professional practice has been visible for many years. The result has been the emergence of two paradigms and educational concepts in psychology:

- The academic and research-based concept based in the university system
- The concept of practitioner education, mainly seen in further vocational training in psychotherapy and now also in coaching (see Kvale, 1992)

With the new upcoming Master degree programs in coaching a new trend might come into being, a trend that might focus on greater integration of the research basis and professional training (Hoshmand & Polkinghorne, 1992).

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Kvale, S. (1992). A postmodern psychology. A contradiction in terms? In S. Kvale (ed.), Psychology and postmodernism (pp. 31-57). London: Sage.

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Proposal #49

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Reinhard Stelter, PhD

Research Question

An empirical study about the extent to which coaches reflect on and are aware of the theoretical foundation that informs their coaching practice:

- How are coach practitioners informed by theory?
- How does this possible theoretical foundation come into being in their coach practice?
- What kind of qualities do these theories have? Are they "personal theories" or in what degree are they based in the research literature (formal theories)?
- How are personal and formal theories interrelated in practice and reflected in their practice?

This research might be enlarged by including practitioners with different educational backgrounds, experience and training.

Methodology

- In-depth interview of practicing coaches about how they are theoretically informed in regard to their practice
- Video documentation of selected coaching session of each coach practitioner included in the study
- Video confrontation of selected moments of their coaching sessions combined with an interview around how their practice is theoretically informed

Hypothesized Results

The central question is in what degree the coaches' practice is informed by formal theory – or is it more informed by personal theory? Is there a difference if we look at the coaches' educational background, experience and training?

Potential Implications

Based on the theory of Practitioner Researcher (Jarvis, 1999), we know that practitioners with little experience are mainly informed by personal theory. What changes ensue when practitioners have a longstanding coaching experience?

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #50

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Individual Submitter: S. Grace Russell, BS, EMBA

Research Question
Across the entire spectrum of social science disciplines, what research studies already exist that might have significant relevance for coaching and positive psychology?

Methodology
Coordinate a methodical review of all current fields of research, to be conducted by subject matter volunteer representatives from each field who are proponents of coaching and/or positive psychology. Define guidelines and criteria for each literature reviewer to follow in re-assessing their affiliated body of research from a coaching and positive psychology applicability perspective.

Establish an internet database where the volunteers can register the bibliographical information from studies that they find, along with their rational regarding relevance and potential value for advancing the fields of coaching and positive psychology.

Also have each reviewer document the body of research they have reviewed, in order to facilitate methodical tracking of assessed versus non-assessed areas.

Prioritize for review those fields of research that hold the most promise and those where volunteers are readily available.

Hypothesized Results
This effort should yield a great deal of research value in a relatively short period of time, for very little cost, especially if the most promising 20% of research is reviewed first and it yields 80% of the overall potential value.

Many very applicable studies probably exist. In fact, researchers affiliated with each of the social science areas may be aware of these studies and their applicability to coaching. However, there is no central repository for all of the studies, hence no opportunity to assess the potential value of the entire body of existing research as a whole.

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Potential Implications

Even in the unlikely event that few directly applicable studies are identified, there should be many studies that provide indirect insights into coaching and positive psychology, and/or suggest valuable coaching research methodologies, and/or prompt intriguing coaching hypotheses.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #51

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Individual Submitter: S. Grace Russell, BS, EMBA

Research Question

What research do practicing coaches believe is important and what do they most want from researchers?

- What research findings do coaches benefit from now, if any, and in what ways?
- Do coaches make a point to incorporate evidence-based methods?
- Given that a sizeable number of coaches hold advanced psychology degrees and either are or were therapists, do they base any of their coaching methods on evidence-based research from the psychology field?
- To what degree do coaches embrace and incorporate Positive Psychology principles into their coaching practices?
- What kinds of research studies would coaches find most beneficial? Are they most interested in research findings that they can use:
  - To be more effective as coaches and achieve enhanced results for clients?
  - To attract more clients by virtue of the proof of coaching efficacy?
  - Other reasons?
- To what degree do coaches perform their own efficacy research via before/after client surveys, and to what extent do coaches use the results in order to tune their practice methods?

Methodology

Create a survey with:

- Coach-specific questions such as practice specialty; professional credentials; # of years in coaching practice; # of years of therapeutic experience, if any; average # of weekly coachee sessions; coach demographics; etc.
- Relevant coaching practice and coaching research questions such as the ones above.
- Appropriate quantitative and qualitative response mechanisms.
- Requests for the coach to opt in to a 'future research survey' mailing list and to encourage their colleagues to both participate in the survey and join the mailing list.

Install the survey in an easily accessible, user-friendly format on the web.

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Partner with one or more organizations that have access to representative coach populations and can canvass them via email, websites, periodic mailed bulletins, and/or other means.

The target coach groups might be:

- Members of professional coaching organizations such as:
  - International Coaching Council (ICC)
  - The International Coach Federation (ICF)
  - The International Association of Coaching (IAC)
  - The Certified Coaches Federation (CCF)
  - The European Coaching Institute (ECI)
  - The International Guild of Coaches (IGC)
  - Worldwide Association of Business Coaches (WABC)
- Members of the American Psychological Association (APA)
- Attendees of the 2008 Harvard Coaching Conference
- Members of the Harvard/McLean Coaching and Positive Psychology Initiative mailing list

Have the cooperating coaching organizations ask their affiliated coaches to go to the research website and complete the research survey. To facilitate participation, a link to the survey could be included in emails and on cooperating organization web sites.

After the survey results have been assessed, release the research findings to the cooperating coaching organizations and, through them, to the coaching populations they represent. Also, of course, publish the survey results in a peer-reviewed coaching journal. Post detailed results data on a research website and publicize its availability for informing coaching research organizations and institutions worldwide.

Hypothesized Results

This effort should yield meaningful insights into, among other things:

- The nature, degree, and frequency of use of research findings among practicing coaches.
- The perceived value of research findings among coaches.
- What questions coaches most want researchers to address and why.
- Whether there are any notable research-related differences among coaches of varying age groups, experience levels, credentialing, geographic locations, areas of specialty, etc.

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Potential Implications

The results of this research should help inform many decisions of coaching stakeholders:

- Coaches might decide to use research differently if they understand how their peers have been leveraging the benefits of research findings.
- Coaching researchers might adjust research priorities based on how or why coaches use findings, or based on what coaches think would be of most value.
- The survey in and of itself could raise coaches' awareness of research, possibly prompting them to learn more about research findings, subscribe to research journals for informing their practices, etc.
- The incidental 'future research survey' mailing list could be leveraged for all manner of research studies in the future.
  - Coaches could be targeted for participation in studies based on demographics, experience, credentials, specialty, etc.
  - Coaches could be asked other questions about their opinions, practices, and outcomes.
  - Coaches could be vetted for participation in other types of research studies.

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Proposal #52

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Individual Submitter: Henry Marsden, CPsychol

Research Question
How to develop and refine a coaching research framework and tool kit?

The further development of our research tool kit will support the investigation of what coaching is, where it may be applied and what impact it has.

Methodology
Key components of coaching research need to be developed:

- Literature review: comprehensive analysis and compilation of the research published in peer reviewed journals. This will be important to avoid duplication and to move towards a position where results from other projects may be tested or built upon.
- Agreed map of research definitions: Not all coaching is the same so it is important to define its various forms (e.g., life, business, transformational, transition) and its basis or influence (e.g., business, psychological) in both descriptive and predictive forms. Such definitions will support more accurate research and interpretations and reduce the likelihood of use comparing apples and elephants.
- Measures (independent variables): Building from the definitions a battery of tests and measures may be generated to support research questions that are developed. These measures may link to existing bodies of research (e.g., learning theory, strength inventories, personality measures, self-efficacy measures, psychometrics, performance measures etc.) or may require the development of new measures of performance (e.g., goal setting, strengths, work life balance) depending on the definitions and purpose of coaching.

Hypothesized Results
This is not a research project per se but is a vital part of building a research portfolio.

Potential Implications
The availability of such a framework would have the benefit of connecting coaching with existing research disciplines. It would also provide the potential for large-scale examination of coaching initiatives and improved interpretation of research results.

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Proposal #53

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Individual Submitter: Annette Fillery-Travis, PhD

Research Question
How to develop coaching competencies through enhanced self-directed learning?

The education of coaches ranges from didactic teaching of skills through to the facilitated development of self directed learning as evidenced by reflection upon practice, critical analysis and synthesis of their own and others experiential learning and the current and evolving theoretical/professional models. This transition is not trivial nor is it fully explored within the educational literature. And yet, it is at the cornerstone of our development and what we seek to develop in our clients. The questions I seek answers to here are: what are the factors which promote this transition, which are the attributes of the coach student and which can be developed within the coaching course? Are these generic or are they related to preparedness and so can be assessed through appropriate instruments?

Methodology
Use of assessment tools to identify the readiness for self directed learning prior to entry to course, the analysis of the reflective accounts by the students at the end of the course and a further assessment of self-directed learning competence. Follow up after time to identify if the coach student is persisting in their development and using all available sources of data.

Hypothesized Results
There will be a readiness measure which will allow the coaching student to make an informed choice for their development needs. Courses will be able to design learning experiences and assessment criteria in line with professional and academic requirements to enhance the competences of the graduate coach.

Potential Implications

- Significant in HE of coaches to provide development programmes fully designed to the preferences and attainment level of the coach student.
- Entry requirements should assess the student's readiness for the level of development offered

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- An explicit identification of factors which can also impact upon the coaching of clients

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Proposal #54

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Individual Submitter: Teresa Freire, PhD

Research Question

A peer coaching program with college students: How to promote self-complexity and optimal functioning in individuals throughout coaching intervention for a cooperative and engaged learning process?

This research question defines a broad project based on the construction and implementation of a peer coaching program. This research project can be divided in 5 sub-projects aimed to promote a positive and healthy integration in the university context for a successful academic achievement and personal improvement of college students. These sub-projects articulate three main issues to consider in coaching research: conceptual approaches, methodological procedures and generalization concerns.

Methodology

Following this, more specific research questions are defined: what are the major developed skills, perceived challenges and optimal experiences in peer coaching processes? How to promote an optimal functioning throughout peer coaching? What is the impact of the involvement in peer tutoring and peer coaching in academic achievement, personal improvement and social engagement? How to evaluate and validate these kinds of tutoring and coaching programmes? How to generalize a coaching model/approach with college students to other specific groups and other life contexts?

Participants are college students: students that integrate the Peer Coaching Program and students that do not participate (control group). Different kinds of participation in the program are possible: as peer coaches, peer tutors and as tutees (cf. conceptual framework of the program). Only tutees are restricted to be students from the 1st year in the university. All the other students can be students from the 2nd year (or more) in the university. Students' tutors are selected according to defined criteria, after their voluntary registration. As for tutors, all students that want to benefit from the tutorial support as tutees have to register using formal procedures. Participation in the program is voluntary and independent of the student's specific course.

To achieve the aims of this project, several kinds of methods and measures are used through a complex design in order to compare pre and post program

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variables/measures; to identify and measure some tutorial session processes; to know and measure some variables of students' daily life; to analyze and measure the subjective experience of students with different roles; to analyze and measure the impact of the program participation in individual's academic, personal and social variables. This implies the use of quantitative and qualitative retrospective measures, such as self-reports and questionnaires (e.g., Likert and open-ended answers) and also on-line or real time measures (e.g., experience sampling method).

Hypothesized Results

Two main results need to be explored: comparisons between students that participated in the peer coaching program and those that do not participate; and processes of peer coaching that promote self-complexity and optimal functioning of students participating in the program (for both tutors/coaches and tutees). It is expected that the involvement in different roles, successively more complex in terms of challenges and related skills concerning coaching tasks promote a positive development of individuals in academic and personal life. These potential results are of particular interest to validate new conceptual approaches in peer coaching.

Potential Implications

- Contribute to a new approach of learning/teaching processes and positive development.
- To know how coaching can be part of students' empowerment in the university setting preparing them to the professional world.
- To identify new coaching processes that can be applied to other kinds of students or populations and other life contexts.

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Proposal #55

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Lesedi Makhurane

Research Question
How is the global coaching field currently preparing coaches? An evaluative (baseline) study.

- What courses, structures, processes, and specialty-specific courses are available for preparing coaches?
- How do they define their purposes, how do they deliver, and what evaluated outcomes have they obtained?

Methodology
Baseline research; interviewing of faculty in all areas; student interviews regarding outcomes. Generalisation and quantitative analysis.

Baselines will mainly be quantitative and include:

- Kobin's learning theory
- Factor analysis
- Random Analysis

Potential Implications
This will tell us about the state of preparing coaching in the fledgling coaching industry.

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Proposal #56

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Research Question

What makes an excellent coach? Does it differ from specialty to specialty (e.g., education, business, health, etc.)?

Methodology

- Literature review - What is out there?
- Review of existing methodologies.
- Identify excellent coaches by reputation, fees, self-selected, supervisor ratings, etc.
  - Analyse journey
  - Background
  - Process
  - Generate infrastructure (repertory grid technique)
  - Conduct survey of all coaches to develop instrument and benchmark

Potential Implications

- Informs selection, training and graduation of coaches.
- Clarifies client selection criteria.

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Proposal #57

Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Submitters:
Mary Wayne Bush, EdD
Carol Kauffman, PhD, ABPP, PCC
Tom Krapu, PhD, ACC
Linda Page, PhD

Submission Contributor: Francine Campone, EdD, PCC

Research Question

- To what extent and in what respects do coaches develop over the course of their careers?
- What are the experiences that influence, positively or negative, the development of coaches?
- How does the development of coaches influence their work and professional lives?
- To what extent are patterns of coaching work and professional development, and the factors that influence them, broadly similar for all coaches and to what extent do they differ by professional background , training or other characteristics?

Methodology

On-line survey questionnaire. Items in the questionnaire to explore professional background and training (both coaching and non-coaching fields), characteristics of practice and work setting, skills self-assessment, change self-assessment, influences on development, coaching challenges and life satisfaction. Also collect demographic data.

Hypothesized Results

Because the development of coaches is an unexplored field, there is little basis for initial hypotheses. The survey instrument would be an adaptation of the instrument used in a large-scale study of the development of psychotherapists. Compare results with the results of that study, as well as look for correlations between specific experiences (education/training, work experiences, client interactions, prior professional practice) and self-perceived developmental changes between and among subsets of coaches.

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Potential Implications

The results could provide evidence that would be useful in the development of coach training and education programs; inform understanding of coaching competencies; and assist coach practitioners to understand the specific experiences that contribute to the development of mastery.

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Proposal #58

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Research Question
What is the best way to develop a coach? Does the length of education impact the ability of the coach?

Methodology
Contrast and compare different means of training coaches

- Lecture based education
- Short programme education
- Telephone classes
- Live workshops
- One year programmes
- Education
- On-the job

Measure coaching performance through supervisor ratings (expert ratings) and client feedback.

Hypothesized Results
Optimum means of training new coaches and continuing their development.

Potential Implications

- Better performance of coaches.
- Efficient training process.
- Clearer accreditation procedures.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #59

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Research Question

- How do we select the best coach training candidates?
- Are they born or made?
- What work and life experience are significant contributors to performance?
- How does lived experience influence/impact on coaching training?

Methodology

Literature review.
Current processes and procedures.

Option A - Gather case studies and experiences of learning process.

Option B - Factor analysis of the background of coach graduates measured against performance measures.

Option C - Literature review of education models and learning theory (e.g., lawyers, GPs). Test models against the training processes in coach qualification areas.

Potential Implications

- Selection of candidates.
- Working with coach development organizations.

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Proposal #60

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Gabrielle R. Highstein, PhD, RN

Research Question
Does supervision significantly improve the performance of the coach post training? If so, in what ways? (Methodology 1)

Methodology
Train two groups of coaches, one randomized to get supervision and the other not. Test the impact of supervision on performance of the coach by listening to tapes of coaching sessions and grading them on criteria such as:

- Number of completed sessions.
- Number of minutes of client talking versus number of minutes of coach talking.
- Number of goals accomplished by the client.
- Satisfaction of the client with the coach.

Hypothesized Results
Coaches that have been supervised will:

- Have a higher number of completed sessions than the unsupervised coaches.
- Have a greater number of minutes of client talking versus number of minutes of coach talking than the unsupervised coach.
- Have a larger number of goals accomplished by the client than the unsupervised coach.
- Have higher ratings of client satisfaction than the unsupervised coach.

Coaches who have been through supervision will attain a higher level of proficiency in a shorter period of time.

Potential Implications
Coaches who have been through supervision will attain a higher level of proficiency in a shorter period of time.

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Proposal #61

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Henry Marsden, CPsychol

Research Question
Does supervision significantly improve the performance of the coach post training? If so, in what ways? (Methodology 2)

Methodology
Review the supervision literature to:

- Explore the different models of supervision across psychology related professions (e.g., psychoanalytic, counseling, health, therapy) and business (e.g., consultancy, regulatory) or other applied fields (e.g., medicine, sports)
- Review coaching literature on recommended models and approaches to supervising coaches
- Review peer-reviewed journals to identify related coaching supervision studies

Compare control group of coaches (unsupervised) with experimental group of coaches (supervision models) using independent variables that reflect performance of the client (e.g., objectives met, subjective assessment of coaching, change made) with coach related measures (e.g., self-efficacy, performance ratings).

The experimental groups may reflect different forms of supervision (e.g., health, psychotherapeutic, coaching) and different process related issues (e.g., group vs. one to one, frequency of supervision).

Hypothesized Results
Supervision will not have a significant effect on client related measures of performance (they do not know what they do not know). Relative to a control group, the supervised group will have significantly greater confidence, self-efficacy and resourceful ratings. Different forms of supervision will not significantly impact the coaches as being in some form of coaching supervision will be sufficient to have an impact.

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Potential Implications

This will provide an evidence basis for the form (if any one is dominant) and process that will be sufficient for coaches. This may ensure coaches continue to learn, clients are “protected” and experiences are shared between coaches. Guidelines may then be offered to the consumers and suppliers of coaching services to understand “what good looks like” and what supervision to enter into.

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Proposal #62

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Gabrielle R. Highstein, PhD, RN

Research Question
Do trained coaches have a significantly positive impact on motivation, performance and relationships of people around them in their post-training environment?

Methodology
Take pre coach training measures to establish relationship, performance. Apply training relative to a control group who receive a different training intervention. Compare the post-training measures of motivation, performance and relationships.

Hypothesized Results
Trained coaches will have:

- Greater motivation as measured by a greater number of clients they work with in a 6 month period than untrained coaches
- Stronger relationships with their clients as evidenced by a greater number of sessions per client within the 6 months than untrained coaches

Potential Implications
This would reinforce the move toward hiring of trained coaches rather than untrained ones.

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Proposal #63

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Gabrielle R. Highstein, PhD, RN

Research Question
Do experienced coaches differ significantly from novice coaches in outcome measures and performance measures? (Methodology 1)

Methodology
Have supervisors rate the relative experience of novice and experienced coaches from taped/videoed coaching sessions on:

- Number of completed sessions
- Number of minutes of client talking versus number of minutes of coach talking
- Number of goals accomplished by the client
- Satisfaction of the client with the coach

Hypothesized Results
Experienced coaches will:

- Have a higher number of completed sessions than the novice coaches
- Have a greater number of minutes of client talking versus number of minutes of coach talking than the novice coach
- Will have a larger number of goals accomplished by the client than the novice coach
- Will have higher ratings of client satisfaction than the novice coach

Potential Implications
Experienced coaches will be able to work with more people and help them move to change more rapidly than novice coaches.

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Proposal #64

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Henry Marsden, CPsychol

Research Question
Do experienced coaches differ significantly from novice coaches in outcome measures and performance measures? (Methodology 2)

Methodology
Literature review to understand what has been completed in this field to date. Also to explore potential methodologies for supporting analysis (e.g., content analysis of expert coaching conversations, categories of questions/statements in coaching, models of expert coaching).

Option A – Supervisor Review
Play coaching supervisors recorded sessions by novices compared with experts. Identify whether supervisors can accurately discern between novices and experts and if so, what they are using to make the decision.

Option B – Client Impact
Compare performance/outcome related measures of coaching (e.g., objectives, change, subjective measures of wellness, etc.) across two experimental conditions a) novice coaches and b) expert coaches.

Option C – Content Analysis
From existing studies identify the coding categories that apply to coaching conversations (e.g., non-directive statement, directive statement, open question, closed question, summary statement, etc.). Codify the transcripts from novice and expert coaching sessions and use statistical methods to differentiate significant differences in coaching conversations.

Hypothesized Results
Novices will significantly differ from experts in the types of statements and questions that they ask. Clients will demonstrate a significantly improved performance when working with experts relative to novices – although within the client experience they may not be able to discern the difference.

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Potential implications

This would indicate the type and level of experience required to offer services as an expert practitioner beyond the hours of coaching (e.g., statements, questions, etc.). The research would indicate how coaches may best be developed over time and what different approaches to learning they may benefit from.

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Proposal #65

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Lesedi Makhurane

Research Question

What theoretical foundations/underpinnings of coaching show up in coaches' practice? Is there a link between espoused theory and actual coaching practice?

Methodology

This research would employ a mixed method approach employing one or more qualitative and quantitative research techniques. The quantitative methods would help to establish a baseline through empirical analysis, while the qualitative would help to generate understanding of the contextual elements of this research question.

Any/all of these methods could be employed, via one or more separate studies:

- A questionnaire could be developed to be administered to either a random or partial sample of coaches, globally inquiring as to the theoretical foundations of their coaching. The results of this questionnaire would be themed with respect to theoretical foundations in use and ones espoused.

- Semi –structured interviews/focus groups could be conducted with a sample of coaches to better understand which theories they employ and how they apply/employ them. These focus groups would also enquire into practitioners espousing of theoretical foundations versus actual use in practice.

- A sample of transcripts (of co-researchers involved in interviews) could be analyzed to glean/extract theoretical foundations from interventions conducted by the coaching practitioners.

- Conduct pre interviews of coaches to get their espoused theory regarding their coaching underpinnings / frameworks and how they coach. Then conduct content analysis of actual coaching transcripts to identity intervention points that suggest a link between theory and practice.

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- Using coaching session transcripts, interview coaches to inquire why they chose to employ a specific intervention at each decision point, and what theoretical underpinning informed their use of the particular intervention. (i.e., Ask: “what was your intention when you employed that specific question or intervention?”)

Hypothesized Results

- The combination of structured questionnaires (quantitative technique) and interviews (qualitative technique) would produce evidence of intentionality - extent to which espoused theories match use.
-
- Enable hypothesis generation regarding why there are strong correlations between espoused theories and practice in some circumstances and weak correlations in others.
-
- Show whether there is a rigorous or loose link between espoused theory and actual practice.
-
- Yield important insights into many coach variables, such as differences between coaches with integrated coaching foundations versus single-method practitioners.
-
- New knowledge of which theoretical foundations currently influence coaches and in what ways.

Potential Implications

Knowledge gained via these types of studies could inform the development of coach preparation, influencing what theories to emphasize in the development of coaches and coach education/training programmes.

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Proposal #66

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Research Question
If a coach specifically bases his/her coaching practice on a given theory, what kinds of outcomes will occur?

Methodology

- Experimental – Using the specified theory
- Experimental – Not using any specific theory
- Control group

Hypothesized Results
The nature of outcomes from theory based coaching should be consistent with known outcomes from prior-studied applications of that theory.

Potential Implications
Coaches and coach trainers/educators can chose the theoretical frameworks to adopt/teach based on the nature of outcomes desired.

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Proposal #67

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Training, Development, Knowledge Base & Theoretical Frameworks

Lead Submitter: Lesedi Makhurane

Research Question

What coaching theories are used as the basis for the curriculum of coach training organizations? How do training organizations use theories in imparting coaching knowledge and in supporting the development of coaching skills in their students?

Methodology

This research would employ a mixed method approach employing both qualitative and quantitative research techniques. The quantitative methods would help to establish a baseline through empirical analysis, while the qualitative would help to generate understanding of the contextual elements of this research question.

- Review of all published literature from and/or about significant coach training companies and organizations, worldwide.
- Develop a structured survey curriculum.
- Submit to developers in all significant coach training companies and organizations, worldwide. The results of this questionnaire would be themed with respect to theoretical foundations.
- Conduct semi-structured interviews with a sample of coach training organizations to better understand which theories they teach and how they do so. These interviews would also enquire into how they would evaluate their ability to teach these various theoretical foundations.

Hypothesized Results and Potential Implications

This research would show what coach training organizations see as core curriculum requirements versus elective curriculum requirements, supported by their rationale for particular arrangements.

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Proposal #68

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Reinhard Stelter, PhD

Research Question

Health coaching as social empowerment. The research question is: What impact does a community-based health coaching intervention have on the lifestyle of the participants, compared to a traditional advisory service in relation to the activity program at hand (change in physical activity and lifestyle)?

Methodology

The idea is to establish self-help coaching groups as a supplemental intervention while the other intervention groups are involved only in an exercise or health program. In this interventional research both qualitative evaluation (analyses of participant interviews) and questionnaires will be used for assessment.

The theoretical framework is based on the following principles:

- The individual group member as well as the group as a whole set the agenda.
- The health coach does not appear as an expert but as a facilitating participant of the group process.
- The group members must find their own way of acting and speaking about their health challenges.
- Developing social capital through coaching is a process of co-creating meaning.

Hypothesized Results

The aim is to embed the coaching intervention in a community psychological discourse where the main intent is to develop social capital and empowerment of the participants. The French sociologist Bourdieu (1983) has defined social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition” (p. 249). The development of social capital, here through self-help groups and social networks that promote health and exercise, is seen as the most decisive factor for the development of healthy living.

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Potential Implications

Health, overweight and lack of physical activity are challenges for a growing number of people all over the world. Most campaigns and advisory services have failed. Therefore a new approach in the form of community-based health coaching shall be applied in this project.

Reference

Bourdieu, P. (1985). The forms of capital. In Richardson, J.G. (Ed), Handbook of Theory and Research for the Sociology of Education (pp. 241–258) New York: Greenwood.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #69

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Reinhard Stelter, PhD

Research Question
Coaching Survey

- Who receives coaching services in the organisation?
- What are the objectives and organisational goals of coaching?
- How is the success of the coaching intervention or the coaching project defined and evaluated in the organisation?

Methodology
Develop an online questionnaire with a number of multiple-choice questions to be answered by a contact person in the human resource department of the organisation, in order to gather knowledge about the research questions.

Hypothesized Results
The results shall give a picture of the current dissemination of coaching and its intended and perceived benefits. The survey shall be repeated regularly and will help to elucidate developments in the field.

An intercultural dimension including different countries would be valuable.

Potential Implications
The coaching field in Denmark – probably much like many other countries – is still very diffuse. Some companies and organisations have a very structured approach, where coaching has a clear perspective and goal as part of human resource development. In other areas coaching is more or less outsourced as fringe benefits on the same level as a mobile telephone or broadband at home. With the support of a small group of external researchers and consultants, it is my idea to prepare a survey directed towards a widespread and diverse number of private and public organisations with the goal of casting light on coaching as a developmental tool in an organisational context.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #70

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Lewis R. Stern, PhD

Research Question
What outcome measures have the strongest positive relationship to satisfaction with executive coaching as rated by coachees, their managers/boards, their HR representatives, and their coaches?

Methodology
Sample: Random stratified sample of coachees having recently completed their executive coaching, selected across mixed industries, functions, levels of management, and geographic regions.

Measures/Design:

- Have each representative perspective rate their satisfaction with the results and process of the coaching.
- Have each representative perspective rate the importance of the outcome measures to them and the degree to which those measures met their standards.

Analysis: Conduct a multiple correlation analysis to identify the most important measures with the highest and lowest performance, as rated by the different perspectives, which correlate most with the ratings of satisfaction with the coaching. Compare the findings between the different perspectives and between and across the different sample groups.

Hypothesized Results
I would expect to find that satisfaction is rated at different levels by the different perspectives. I have very little idea about which outcome measures would relate to satisfaction across or within groups (behavior change, promotion, perceived competence, etc.)

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Potential Implications

It is challenging to define the success of executive coaching or what factors impact that success without knowing how the different constituents are satisfied or dissatisfied with the coaching or what measures of success relate to those levels of satisfaction. Without that definition, we cannot evaluate what about how coaching is conducted or who conducts it has more positive or negative impact on coaching outcomes. This study would help to further define those measures to be used in future studies which would examine coaching practices or other variables associated with the outcomes of executive coaching.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #71

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Margaret Moore, MBA

Research Question
Can having a professional health coach as part of a physician's office team reduce hospitalizations, exacerbation visits, and complications by keeping in regular contact with the chronically ill patient population?

Physician office visits are often limited in time. Patients are acutely aware of how busy their physicians are. The patient's questions often do not get answered because the patient does not feel it is important enough to take up the physician's time. Calling the nurse and having her call back is time consuming. On the other hand, coaches can check in periodically with chronically ill patients and address the patient's concerns before they become an exacerbation or a complication.

Methodology
Set up a 6-month comparison of two practices matched on size and composition of patient population. One will have a coach assigned to work with patients with chronic hypertension and obesity, diabetes and obesity, or asthma and obesity. The other practice will follow their regular protocol with matched subjects. An assessment of demographic variables, inclusion criterion parameters and other psychosocial variables will be administered at baseline and at 6 months. A review of all of the patient charts will determine number and kind of visits (exacerbation or well checkup) in the previous year to the physician, and to the hospital. This will be repeated for the year that includes the 6 months of the study and 6 months post coaching.

Hypothesized Results
Coached group will have fewer exacerbation visits and more well checkups that non-coached group.

Potential Implications
There is the potential of major cost saving if chronic patients are better managed and have fewer exacerbations and complications that require immediate visits or hospitalizations.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #72

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Margaret Moore, MBA

Research Question
Does coaching improve a client's hope, optimism, social functioning and perceived availability of support?

Methodology
The following four instruments are validated measures.

- The Hope Scale is a 12-item measure assessing two aspects of hope: agency and pathways (Snyder, et al., 1991). Life Orientation Test.
- The Life Orientation Test (LOT) is a 10-item measure of optimism (Scheier, Carver, & Bridges, 1994).
- Social Provisions Scale (SPS). The SPS is a 24-item self-report questionnaire that assesses various social functions that relationships with others provide (Cutrona & Russell, 1987).
- Medical Outcomes Study Social Support Survey (MOS SSS). The MOS SSS is a brief, self-report instrument that assesses perceived availability of support (Sherbourne & Stewart, 1991).

These instruments would be administered pre and post 3 months of wellness coaching.

Hypothesized Results
There would be a positive improvement in all scores.

Potential Implications
This would produce a concrete measurement of some of the key developmental benefits of coaching.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #73

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Gabrielle R. Highstein, PhD, RN

Submission Contributors: Mary Lou Galantino, PT, PhD and Pam Schmid, BS, CWC

Research Question
Does wellness coaching for cancer survivors improve and sustain health related outcomes such as improved quality of life, reduced depression, and an increase in healthy lifestyle behaviors that reduce risk of recurrence as compared to other common interventions?

Methodology
Eighty cancer survivors randomized into either a control or intervention group. One group would engage in 3 months of wellness coaching bi-weekly, followed by two-three follow up sessions over 6 months. The control group would receive healthy lifestyle information or participate in a cancer specific social support group.

Survey measures at baseline and at the completion of the program:

- Biomarkers such as height, weight, body fat, and others TBD
- “WellCoach” well-being assessment
- Hospital Anxiety and Depression Scale (Zigmond)
- Quality of Life Patient/Cancer Survivor (Ferrell, City of Hope)
- Exercise, Behavior and Daily Activity Self-Efficacy Scales (Bandura)
- Exercise Stage Assessment (Nigg)
- Qualitative questions for narrative impact of program
- Steen Happiness Index (SHI)

Hypothesized Results
Further validation of the results found in the pilot study.

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Potential Implications

Wellness coaching is a comprehensive approach that has demonstrated significant impact in multiple areas for cancer survivors in our pilot. If results are confirmed in a randomized controlled trial with longitudinal results (up to a year) showing sustainability of the effects, reimbursement may become a reality. Cancer costs our country $250 billion dollars each year. Reducing its impact both to insurers and the survivor make wellness coaching a viable intervention that will benefit all.

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Proposal #74

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Margaret Moore, MBA

Submission Contributor: Tina Crane

Research Question

Can wellness coaching have a positive impact on adolescents' general health, well-being, and perceptions of self-efficacy?

Methodology

Following the identification of my sample (please see below), in-depth interviews will be conducted to gather baseline information which will measure students' self-reported self-efficacy and self-esteem. The interviews will also be used to gather information on nutritional and exercise habits. At the completion of the study, the students will be interviewed again. Quantitatively, body mass indices (BMIs), weight, and body measurements will be gathered at predetermined times throughout the study. Finally, a questionnaire that has been proven both reliable and valid will be used to measure levels of happiness. The convenience sample will consist of approximately 30 high school students, both male and female, of any ethnicity, from 2 different high schools in Kanawha County, West Virginia—one high school in an urban setting, one in a rural setting. An introductory letter will be given to the principals of the 2 high schools, explaining the purpose of the proposed research and asking permission to involve willing high school students in the study. Once permission is granted, I will visit each of the high schools and present basic information to the students about my study, asking for volunteers. A permission slip that must be signed by parents and students will be sent home with the interested students. Students must also pass physicals administered by their physicians or by the local health department. The students who agree to participate, present signed permission slips, and pass their physicals will constitute my sample.

Hypothesized Results

The null hypothesis is that wellness coaching will not have a significant effect on adolescents' health, well-being, and feelings of self-efficacy. The alternate hypothesis is that wellness coaching will have a significant positive effect on adolescents' health, well-being, and feelings of self-efficacy.

Potential Implications

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Improving adolescent health could stop the growing trend toward unhealthy adults.

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Proposal #75

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Gabrielle Highstein, PhD, RN

Submission Contributors: Mary Lou Galantino, PT, PhD and Pam Schmid, BS, CWC

Research Question
Physical therapists are in a unique position to foster healthy lifestyle behaviors, but in the U.S. this may be limited given various health care insurance plans. Could coaching be of value?

Methodology
Working specifically with a musculoskeletal population with chronic low back pain, which typically receives 6-12 visits for PT intervention, this proposal would take the same approach of 1 year to determine changes over time with and without coaching. Using Oswestry Disability Index, SF-36; Hospital Anxiety and Depression Scale; Functional Capacity Evaluation (FCE) and return to work outcomes. This proposed research would be a randomized clinical trial (RCT) where one group would receive continued coaching after initial PT intervention while the other group would not receive the continued coaching sessions for one year. Comparative analyses would take place at the end of one year with additional cost effective considerations inherent in the study design.

Hypothesized Results
The results may show improvement in perceived health status and muscle strength one year after the rehabilitation intervention.

Potential Implications
This work may have impact on health care costs. If proven effective, potential reimbursement through insurance companies may foster widespread use of coaching for various chronic diseases.

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McLEAN HOSPITAL, HARVARD MEDICAL SCHOOL AFFILIATE

Proposal #76

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Gabrielle R. Highstein, PhD, RN

Research Question
We believe that coaching builds good health habits. How to quantify the process in order to convince others that clients make progress when working with a coach?

Methodology
Creation of a database that documents client progress by using a simple measure of progress. This is way to build a habit.

- A metric of progress could be made up of three components:
- Recording a weekly goal
- This is a methodology that allows you to implement a series of small steps to lead you to a bigger goal. Habits drive good health.
- The score from a confidence ruler
- On a scale of one to ten, how confident are you that you will be able to do your weekly goal? We are looking for at least a 7. Why? Because Bandura's circular theory says that small successes can lead to greater success but failures can lead to more failure. If the client gives a score lower than 7 ask the client to tweak or change the goal to raise the confidence level. This allows us to do everything we can to ensure our clients have a successful week
- Judging the success of the goal by using stage of change
    - When you check in with your clients, you want to know how they did on their weekly goal. I want you to think in terms of Stage of Change.
    - If they have been doing the goal for a long time and it is now automatic then they are in the Maintenance (I still am stage) worth 5 points.
    - If they did the goal perfectly meeting all the parameters they had set then they are in Action (I am stage) worth 4 points even if the goal was a thinking goal like making a list of their three most troublesome barriers.
    - If the clients did not do the goal, then we have to ask why? If they fully intended to do it but life temporarily got in the way but fully intend to do it this week then provided we think that they have a strong motivator, know their

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primary barriers and have come up with some possible solutions, they are in the Preparation (I will stage) worth 3 points.

- If the coach does not feel that the clients have a strong enough motivator, or do not have a good handle on their primary barriers or have not come up with some possible solutions then they are in the Contemplation (I may stage) worth 2 points.
- If the coach feels that the clients are still bogged down by barriers then they are in the Precontemplation (I can't stage) worth 1 point.
- If the coach feels that the clients has gone all the way back to the Precontemplation (I won't stage) worth 0 points then they will be accepting, supportive, and back off leaving them with a way to contact them if things change..

The coach stages their clients so they can know what stage of readiness they are in and what appropriate strategies to use with them.

Using a system like the WellCoaches computer platform and WellCoaches training we could accumulate a very large database of coaching encounters which I believe would help us start documenting the progress being made by coaching clients.

Hypothesized Results
We would accumulate a list of weekly goals, confidence scores and documentation of forward movement through the stages of change.

Potential Implications
We could prove to people that clients move forward using coaches.

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Proposal #77

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Henry Marsden, CPsychol

Research Question
What is going on during chemistry?

Matching and selection of coaches to the client's agenda and preferences is a key issue. What is it that clients are looking to establish with the coach at the beginning of the relationship? What are coaches basing their decision on when determining whether to work with a client? Is chemistry an unnecessary part of the coach arrangement?

Methodology
Option A
Conduct a laboratory study where participants meet experienced coaches to determine who they would like to work with. Analyze the decisions made during the selection process by outcome, personality variables and observing the process. Participants may also be interviewed on the basis of their decision and coaches will make a decision as to whether to continue the coaching with the client.

Option B
Contrast the outcome and impact of coaching in an initiative where half the group is assigned a coach (no choice) and half the group choose the coach after meeting 3 coaches (chemistry).

Hypothesized Results

- That chemistry is more about rapport and a connection than any conscious decision on the definition of coaching or the content of chemistry proposals.
- That there will be no significant impact on the outcome of the coaching process whether clients are assigned or choose their coach in a chemistry process.

Potential Implications
May lead to recommendations around:

- The purpose of chemistry meetings for the client and coach
- What coaches and clients are looking for in a successful chemistry meeting

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- Whether chemistry is necessary in terms of matching coaches to the client's context

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Proposal #78

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Henry Marsden, CPsychol

Research Question
What are the strengths and limitations of coaching?

Coaching has reached a point where there is sufficient experience to explore where things have worked and where things have not worked. Exploration of these issues would allow us to address questions around:

- In what situations should coaching be used and where should it not be used?
- Which people respond well to coaching and who will not respond?
- What defines great coaches and who are not suited to coach?

Methodology:
Option A
Generate case studies from organizations, clients and coaches. These narratives should identify where coaching has worked and where it has not worked so well. The descriptive approach would support hypothesis generation concerning the situation, person (client) and coach dynamics which. The hypotheses generated may then be investigated further to explore their predictive qualities.

Option B
To use a comparative structured interview technique such as repertory grid to generate constructs that those interviewed view as defining successful or unsuccessful initiatives. The interviews may be undertaken with different stakeholders (e.g., coaches, clients, organizational sponsors) to gain multiple perspectives on the question of what differentiates excellent coaching from less successful coaching situations.

Once generated the constructs may be used to a) generate instruments to support analysis and practical application (e.g., organizational readiness, coach); and b) generate hypotheses that may be investigated using more empirical techniques.

Hypothesized Results
Identifying the constructs and hypotheses concerning the strengths and limitations of coaching. This may particularly enlighten issues around the situation, the client and the coach.

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Potential Implications

Alongside the generation of hypotheses and instruments, this research may also form recommendations to:

- Consumers of coaching (organization or individuals) on how they should use coaching and the conditions they influence to gain the maximum benefit.
- New arrivals to coaching on what to get ready in their organization and what potential pitfalls to avoid.
- Providers of coaching (organizations or individuals) on what they need to put into place to ensure the conditions for the best possible impact are put into place.
- Accrediting bodies or regulators on the boundaries and continuing professional development of coaches.

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Proposal #79

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Lewis R. Stern, PhD

Research Question
To what degrees do different factors relate to the outcome of executive coaching: readiness of the coachee; readiness of the organization; background and approach of the coach; actions of the coachee during coaching; and the collaboration between the coachee, organization, and coach?

Methodology
Sample: A sample of different levels of leaders, in a sample of organizations in each of several industries where a great deal of coaching is being conducted. Control for coaches backgrounds and approaches.

Measures: Results and process measures as agreed to by the coachees and their organizations.

Hypothesized Results
What the coachees and their organizations do before, during and after the coaching have much greater impact on the outcomes of the coaching than the backgrounds or approaches of the coaches. As long as the coach has a basic background and level of experience the coachee's and organization's readiness and support of the coaching is far more important than any specific background or approach of the coach.

Potential Implications
It would point to those factors which should be focused on to maximize positive coaching outcomes and point future research to further define the minimum qualifications of effective coaches and the required readiness and support of coaching needed on the part of coachees and their organizations.

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Proposal #80

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Annette Fillery-Travis, PhD

Research Question
How does the coaching system development within organizations impact upon the expected outcomes, when they are achieved and the type of support required?

Context: As organizations seek to attain the benefits of coaching for all their employees there is a move to develop coaching capability through the use of external, internal and manager coaches. Some initial work has been done in the UK (de Haan 2007) and identified three systems commonly adopted in the development of coaching cultures: centralised and highly structured, organic and emergent or a tailored middle ground. Is the same expected of each system? Does the route taken influence the expected outcomes and benefits?

Methodology
Here the use of collaborative research would be beneficial in particular using action research sets within organizations working on each of the systems. This would allow the 'insider' view to emerge and in particular the issues which can hinder full attainment of the benefits. We have started similar work looking at networks of school in the North West of England as they move from individual training of internal and manager coaches through to introducing a coaching culture within school.

Hypothesized Results
The system employed will of necessity mimic the culture of the organization. As such it may reproduce the 'blind spots' inherent to that culture. Thus we would expect that each would have a set of barriers to realizing full benefits which would be specific to the system

Potential Implications
If we know what the blind spots are potentially then there is a chance that these will be circumvented or taken into account within the initial planning.

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Proposal #81

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Outcomes & Methodology

Lead Submitter: Gordon Spence, PhD

Research Question
How are coaches best to measure goal attainment? Are simple goal attainment scaling (GAS) methods just as accurate at measuring coaching outcomes as more thorough GAS methods?

Methodology
Within-subjects design. All participants complete multiple goal attainment measures as part of a coaching program:

- Simple attainment rating on 100-point scale (pre-post)
- Composite measure using attainment rating and covariate (e.g., difficulty or past effort) (pre-post).
- Full GAS method (including interview) (pre-post)
- Retrospective measure of attainment on 100-point scale (post only)

Results
Correlate data obtained from each measurement method to assess degree to which simpler methods are related to results obtained from more complex GAS measures.

Potential Implications
If simple goal measures do just as good a job of measuring coaching outcomes as more elaborate measures, then coaching research could be greatly simplified.

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Proposal #82

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Outcomes & Methodology

Lead Submitter: Gordon Spence, PhD

Research Question

Can coaching act as an antidote to stress in leaders? Do leaders who coach others for their development experience compassion? If so, does coaching with compassion help leaders ameliorate the negative effects of stress, increase well-being and sustainable leadership?

Methodology

The most obvious way to run this study would be to have leaders coach people within their own organization. This may make generating compassion more challenging however because if compassion is to emerge, coaching would need to be solely concerned with the development of another and not as a means to achieve organizational goals. It may prove difficult for some leaders to NOT use coaching instrumentally when coaching others within their organisation.

Getting leaders to coach outside their organization would be one way of avoiding this potential confound. This could also have a valuable secondary benefit if the coaching was directed into not-for-profit organizations (who might not otherwise have access to such support). For example, senior executives peer coaching their equivalents within charitable organizations or NFPs.

Design and methodological issues/questions to be addressed:

- Leaders would need training in person-centered coaching
- For compassion to be generated and sustained it would be best for coaching to be regular and provided over at least 8 weeks
- The leaders would need to participate in some form of supervision (formal of informal)
- Compassion measures would need to be completed by the coach (“Did I show compassion?”) and coachee (“Did I experience compassion?”) after every session (using mixed methods)
- A range of DVs would need to be taken, including psychological and physiological measures of stress and psychological well-being

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- How would it be best to engage such a group, given the demands on their time and energy?
- A control group should be relatively easy to organize

Hypothesized Results
Find out effectiveness of specific attributes in regard to coachee aims.

Potential Implications

- Help coaches to refine their approach.
- If you find this is a problem, can build feed into development of training based on that knowledge.

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Proposal #83

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Carol Kauffman, PhD, ABPP

Research Question
Call for a study examining practitioner experience of coaching research.

- How many are engaged in research endeavor in any way?
- What do they believe they can add?
- How would they like to be engaged in the process?
- How do they see research as being relevant to their practice?
- What obstacles do they see as preventing a meaningful interface with research?
- What would they most like to learn?

This study would be about listening to practitioners and understanding what their relationship to coaching research can be.

Methodology
This would ideally be suited to a qualitative research design, possibly based either on individual interviews, research surveys, etc.

The data can be analyzed via categories and emergent themes etc.

Hypothesized Results and Implications
We would essentially engage in a process of bridging to the practitioners, and assessing their needs compared with the value of coaching research.

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Proposal #84

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Tom Krapu, PhD, ACC

Research Question
What causes coaching failures? Are there coaching casualties?

Methodology

- Certified coaches nominate a successful and unsuccessful coaching client for the study.
- Both clients are assessed in a number of specific areas including:
  - Life satisfaction
  - Ego and moral development
  - Psychological assessment for psychopathology
  - Assessments of the coaching relationship
- The coaches are surveyed regarding attributes of the coaching relationship for both clients.

Hypothesized Results
Unsuccessful coaching clients are unsuccessful for different reasons. Some fail because of specific failures in the coaching relationship. Others fail because of specific pathology which interferes with the benefits of coaching. Example: The executive coaching client with a personality disorder which is unresponsive to coaching.

Potential Implications
Better assessment tools will aid in the possible selection of coaching clients to maximize outcomes and return on investment.

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Proposal #85

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Tom Krapu, PhD, ACC

Research Question
How can assessment tools be integrated into the coaching conversation without the coach becoming an expert consultant regarding the information contained in the associated assessments?

Methodology
Senior coaches who are advanced practitioners in one or more assessment systems use a narrative approach to develop best practices in the application of assessment tools in a way that is consistent with the ethical guidelines and core competencies of the coaching profession.

Hypothesized Results
Best practices similar to the American Psychological Associations' "Use of Psychological Testing" policies are developed within the coaching profession regarding the use of assessments in the coaching conversation in a way that is respectful of the coaching relationship. Coach training programs incorporate these best practices where the use of assessments is incorporated into the coaching curricula.

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Proposal #86

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Colin Fisher

Research Question
Coaching can have a wide variety of outcomes for organizations. Some researchers have tried to assess the return-on-investment (ROI) of coaching in organizations, focusing on economic performance as an outcome. However, research has shown that any intervention in an organization, including the mere presence of outsiders, can trigger a social facilitation effect (Zajonc, 1977), leading to increased performance. The proper comparison is thus coaching to a placebo of mere observation. A potential question is: To what extent can the effect of coaching in organizations be explained by the mere presence of outsiders? (Methodology 1)

Methodology
In the context of an outcome-of-coaching study, half of the organization should be assigned to an “observation” group, in which the organization’s members are told that researchers need to observe what they are doing in order to craft appropriate coaching. Researchers should observe and appear to take notes on process for the same amount of time that the rest of the organization receives coaching. Relevant outcomes for both groups should then be assessed.

Hypothesized Results
The “observation” and “coaching” groups should be compared on relevant outcomes, likely using independent samples t-tests.

Potential Implications
Although coaching may benefit performance in organizations, its effects must be teased apart from social facilitation and placebo effects. This study would begin to allow for such analyses.

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Proposal #87

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Colin Fisher

Research Question
Coaching can have a wide variety of outcomes for organizations. Some researchers have tried to assess the return-on-investment (ROI) of coaching in organizations, focusing on economic performance as an outcome. However, research has shown that any intervention in an organization, including the mere presence of outsiders, can trigger a social facilitation effect (Zajonc, 1977), leading to increased performance. The proper comparison is thus coaching to a placebo of mere observation. A potential question is: To what extent can the effect of coaching in organizations be explained by the mere presence of outsiders? (Methodology 2)

Methodology
In a laboratory experiment, participants should be randomly assigned to a “coaching” or a “room environment” condition. Participants will do a common brainstorming task (i.e., Torrance alternative uses) that has a known scoring methodology. In the “room environment” condition, participants will be told that this room has been especially engineered to promote flexible thinking. The other condition should receive [your favorite coaching method that should stimulate creativity/flexibility here]. The rooms should be identical in both conditions. A short manipulation check that participants believe the “room environment” actually affects performance should be administered.

Hypothesized Results
The “observation” and “coaching” groups should be compared on relevant outcomes, likely using independent samples t-tests.

Potential Implications
Although coaching may benefit performance in organizations, its effects must be teased apart from social facilitation and placebo effects. This study would begin to allow for such analyses.

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Proposal #88

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Outcomes & Methodology

Individual Submitter: Colin Fisher

Research Question
Coaching can be administered in a variety of ways, for example, through questions, assignments, or giving feedback. What are the antecedents of such different coaching behaviors?

Methodology
Using critical incident interviews, ask a variety of different types of coaches to describe, in detail, a recent coaching session. Focus questions on the actual behaviors and thoughts at the time, rather than the coaches' current thinking about these past events. Then, ask questions about what the coaches were thinking and feeling leading up to these behaviors.

Analyses will take a grounded theory approach, reading transcripts and seeking to develop categories of both behaviors and the observations that led to them. This process will be iterative.

After a typology is established, the transcripts will be coded and frequencies and associations between observations and behaviors can be calculated.

Hypothesized Results

- Typologies of behaviors and observations
- Patterns of associations between the various types

Potential Implications
Before theories can be fleshed out and relationships between coaching behaviors and outcomes can be tested, the various types of behaviors must first be described. It is also necessary to describe how these behaviors emerge via observation.

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Proposal #89

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Coaching Style, Approach & Core Competencies

Individual Submitter: Reinhard Stelter, PhD

Research Question

Every novice dreams of being an expert, but the path toward becoming an expert is not straightforward and often complex. Intuition may play a significant role in developing expertise. (Dreyfuss, Anthanasiou & Dreyfuss, 2000). A qualitative multiple-case study which includes a number of well-known expert coaches may help unravel the mysteries of coaching expertise.

The research project aims to investigate the possible specific features of expert coaching and of expert coaches' dialogical competences:

- How can expertise in coaching be defined?
- What are the central constituents of coaching expertise?
- How can expertise in coaching been developed and learned?
- What is it in expert coaching that ensures unique outcomes?
- What makes experts special?
- How are expert coaches different from novices?

Methodology

The research is based on a multiple-case study design including about eight expert coaches from different coaching traditions. The study includes:

- Video observation of about six coaching session per expert coach
- Logs of expert coaches which captures their reflections after each session
- Research interviews with all expert coaches that aim to elucidate their dialogical strategies, meta-cognitions and reflections

Hypothesized Results

The study might be able to show that developing expertise is a very complex journey. It is not just years of experience and education that counts but more subtle factors that only can be highlighted through case studies.

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Reference

Dreyfuss, H.L., Anthanasiou, T. & Dreyfuss, S.E. (2000). Mind over machine. The power of human intuition and expertise in the era of the computer. New York: Simon & Schuster.

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Proposal #90

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Coaching Style, Approach & Core Competencies

Individual Submitter: Henry Marsden, CPsychol

Research Question
What differentiates excellent coaches?

Who are the best coaches and what makes them so? Who may not be suited to coaching? How do I pick the best coach for me? Who do I want working in my organization?

Methodology
Approach A – the anatomy of a great coach
Identify the 100 of the best coaches and run in-depth examinations of them as individuals (e.g., background, education, personality, training, experience), their practice (e.g., their coaching framework, principles, experience and offering) and their coaching sessions (e.g., content analysis of client meetings, 360 feedback ratings).

Approach B – what clients want?
Identify experienced clients of coaches who have been coached by a variety of coaches from different backgrounds. Use a structured interview technique (e.g., repertory grid) to identify how they perceive excellent coaches from those who are less able. This approach may also be taken with those who train coaches and those who supervise coaches to build a framework. This framework may then be used as a quantitative measure to assess relative importance of different attributes or instruments to support development.

Approach C – novice to expert comparisons
Adjusting for other factors (e.g., background, education, personality etc.) the coaching sessions of novices and experts can be contrasted (e.g., content analysis of sessions, outcome measures of performance). Differences in impact and approach should follow predictable criteria:

- Flexibility in approach
- Familiarity with coaching models and tools

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Hypothesized Results

Excellent coaches will differ significantly from those who are less able. Investigation of these differences will help to identify the anatomy of a great coach, where to focus efforts in terms of professional development as a coach and how to select coaches.

Potential Implications

A clearer understanding of excellence in coaching will support:

- Selection and matching of coaches
- Development (initial and on-going) processes to support coaches
- Potential regulation or accreditation of coaches

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Proposal #91

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: David B. Peterson, PhD

Research Question
What differentiates competent coaches from masterful coaches?

- Competent coaches = Solid, effective, good, experienced coaches
- Masterful coaches = Expert, highly effective, great, advanced coaches

Other ways to ask the question:

- What differentiates basic coaching from advanced coaching?
- What do coaches who achieve great results do differently than less effective coaches?
- What do the most effective coaches do that differentiates them from average coaches?
- What makes an excellent coach and keeps them performing at a high level?
- Who are the best coaches and what makes them so?

Methodology:
Step 1. Identify two groups of coaches: Competent (Effective) coaches and Masterful (Highly Effective) coaches. Do not include brand new or weak coaches in this study.

It would be nice to have at least 20 people in each group, preferably more if you want to increase power.

Categorizing into two groups could be done on the basis of one or more of the following:

- Peer nomination
- Self-report of their level of comfort and level of success in handling complex, challenging situations and difficult clients; those who are less comfortable and less successful handling defensive, narcissistic, unmotivated coaches fall into the Competent group and those who are comfortable and successful working with defensive, resistant, narcissistic, and unmotivated coaching participants fall into the Masterful group.
- Assessing their rankings on several critical competencies which are hypothesized to differentiate the two groups.

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- Level of experience, e.g., coaches with 2-5 years of experience and having successfully coached between 20-50 people compared to coaches with 10 years of experience or more and having successfully coached more than 150 people.
- Certifications, e.g., certified coach vs. certified master coach.

Step 2. Generate a list of hypothesized differences between the two groups. For ideas, see Ennis, et al. (2005), EMCC Competence Standards (2007), and Peterson (2008), as well as the list of possible outcomes listed below in the Results section.

Step 3. Compare the two groups on hypothesized variables of interest as well as in a more exploratory way. Three options, any or all of which in combination would be interesting.

A. Measure the two groups on a range of specific and broad-based measures, e.g., broad personality surveys, cognitive abilities measures, emotional intelligence measures. It is important to use scales that are able to differentiate people at the high (or low) end of the scale. For example, most coaches are relatively knowledgeable, verbally fluent, well educated, and many have advanced degrees, so a cognitive abilities test would have to be effective at differentiating above-average scores from well above average in order to be able to discriminate well with this audience. So, for example, you might want an instrument normed on college-level populations rather than the general population.

B. Interview the two groups and analyze for differences in approach, mindset, behaviors, assumptions, etc., as well as questions such as:

- What are the most important things you have learned as a coach?
- How has your approach changed as you have gained experience?
- What do you think differentiates you when you are doing good coaching vs. great coaching?

C. Interview their coaching participants to identify (a) positive outcomes of the coaching and specifically what the coaches did that lead to each reported outcome.

Step 4. Write it up and submit it to a coaching journal!

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Hypothesized Results

- For Study A: Masterful coaches, compared to Competent coaches, score significantly higher on cognitive abilities, cognitive complexity, emotional intelligence, social intelligence, flexibility, creativity, openness, etc.

- For Study B: The Masterful coaches report using a broader range of approaches, report higher levels of intellectual curiosity and actively pursuing self-directed learning, etc. Masterful coaches follow a less structured, more open-ended and intuitive process than Competent coaches.

- For Study C: That coaching clients working with Masterful coaches report greater satisfaction, more positive outcomes, and that the results were accomplished faster. That Masterful coaches were reported to be working relatively effortlessly, compared to Competent coaches.

Potential Implications

- Help determine what challenges are best handled by what level coaches.
- Assist in matching coaches to client needs
- Provide input into curriculum design for training beginning and master coaches
- Help establish more empirically-based criteria for competency models

Reference

Ennis, S., Goodman, R., Hodgetts, W., Hunt, J., Mansfield, R., Otto, J., & Stern, L. (2005). Core competencies of the executive coach. Self-published. [www.theexecutivecoachingforum.com]

European Mentoring & Coaching Council (2007). EMCC Competence Standards. Self-published. [http://www.emccouncil.org/fileadmin/documents/countries/eu/EMCC_EQA_competences.pdf]

Peterson, D. B. (2008, October). Five big questions about the practice and profession of coaching. Keynote address at the SIOP Leading Edge Consortium on Executive Coaching, Cincinnati, OH.

Note

There are at least three different research studies incorporated in this question, based on different methods of categorizing coaches (step 1) and different sources of data (step 3).

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Proposal #92

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Coaching Style, Approach & Core Competencies

Individual Submitter: Henry Marsden, CPsychol

Research Question
To be directive or non-directive? How should coaches determine when to be directive or non-directive? How should clients decide whether a directive or non-directive coach or part of a coaching engagement would work for them?

Methodology
Working with a number of organizations to identify a group of participants (total around 250 participants) around a coaching them. This theme may be transition to a new organizational structure, pre or post promotion clients, integrating new joiners. Determine the best measures for success (e.g., job performance, appraisal rating, 360 feedback, ratings of fit in organization, behavior with team etc.).

Run three interventions:

- Control group – meet with line manager 4 times
- Pure directive group – meet with mentor 4 times
- Pure non-directive group – meet with coach 4 times

Analyze differences in performance measures based instruments used.

Hypothesized Results
Relative impact of non-directive and directive compared with no intervention. One may predict differential hypotheses relative to the control group:

- Directive predictions
  - Improvements in performance (how to do things), skill gaps (input and new approaches needed), ratings of fit with organization (how to do things here).
  - No difference to control on impact on self-confidence, independence or proactivity
- Non-directive predictions
  - Improvements in performance (how to do things), skills (adopting new ways of operating), organizational fit (how to do things) and self-confidence.
  - No difference in knowledge areas, less impact on organizational fit/insight.

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Potential Implications
This research would give insights into the strengths and limitations of adopting a directive and non-directive approach. It would also provide insights into the criteria for when to ask for direction and when to offer direction as a coach.

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Proposal #93

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Brian Underhill, PhD

Research Question
Does the coaching style (non-directive vs. directive) impact executive's leadership improvement?

Methodology
Using a single, large organization, randomly assign coaches to leaders based on the non-directive or directive coach style of the coach. Coaches would need to be characterized by their preferred style, as non-directive or directive. This could be done by surveying them using a simple measure. At 6 months, run a follow-up "mini survey" (such surveys are already in widespread use) to measure executive leadership improvement, in the eyes of those key stakeholders working with the leader.

The leader him/herself can also be polled for his/her personal satisfaction with the coach's style.

Hypothesized Results
It is difficult to determine which style might lead to greater effectiveness. My personal guess, based on what I hear from executive clients, is that a more directive style is preferred. It is less clear whether this style directly contributes to improved leadership at the moment.

Potential Implications
There are differing views in the executive coaching industry as to the most effective style for executive improvement. Should a coach be more non-directive (i.e., non-agenda, not offering advice) or directive (i.e., moving toward a goal, offering advice)? This research will shed much-needed light on this important answer.

Many corporate clients are asking for directive, coach-as-expert coaching. This research would again help either validate, or negate, this current trend from organizations.

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As I am not a psychologist, I am quite certain similar research in therapeutic style (non-directive vs. directive) has probably been conducted in clinical settings. Findings from such research would prove interesting for this research. (i.e., a Rogerian/non directive approach vs. a cognitive/behavioral directive approach in therapy effectiveness – a literature review would make his clearer).

Coaching providers and coach training schools could adjust their coach training to better align to the results of a study of this type.

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Proposal #94

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Brian Underhill, PhD

Research Question
What coaching competencies are most desired by executives in selecting an executive coach? How does that compare to those who already have had a coach?

Methodology
Aggregate and consolidate a list of coaching competencies, as informed by major groups such as ICF, WABC, EMCC, etc.

Use a force-rank for executives (both who have not yet received coaching vs. those that have completed coaching) to rank the competencies into highest, mid and lowest desired competencies.

Potential Implications

- Coaching providers will be better able to tell which competencies they should be screening for in vetting coaches.
- Coaches will better know which competencies they should strengthen in the work they do.
- Coach training organizations will better be able to tailor curriculum to match these competencies.
- This study would then lend itself to a follow-up study by which coaches are rated on these competencies, and the effectiveness of executive improvement.

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Proposal #95

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Brian Underhill, PhD

Research Question
Is executive leadership improvement impacted by the use of an internal or external coach? Where are internal coaches most effective?

Methodology
Using a single major organization, randomly assign leaders to either an internal or an external coach.

Content of the coaching would be one of either:

- Transition coaching
- General leadership coaching

This makes for a 2x2 study:

- Transition Coaching / Leadership Coaching
- Internal Coach - External Coach

At 6 months, run a follow up “mini survey” (such surveys are already in widespread use) to measure executive leadership improvement, in the eyes of those key stakeholders working with the leader.

The leader him/herself can also be polled for his/her personal satisfaction with an internal or external coach.

Hypothesized Results
Conventional thinking among external coaches is that externals would likely produce greater improvement in their executives. However, one study by Marshall Goldsmith demonstrated that internals achieved comparable results to externals (Goldsmith & Morgan, “Leadership is a Contact Sport” Strategy + Business 36).

It is also speculated an internal would be more effective for leadership transition or onboarding.

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Potential Implications

Corporations are using internal coaches more frequently, often citing knowledge of their corporate culture and lowering costs to be the reasons. This research would help answer the question whether leaders working with internal coaches improve to the same level as those working with external coaches. Would allow us to advise corporations as to the best use of internal vs. external resources.

It is likely this research has been done already over the past few years (i.e., the Goldsmith study). The researcher would want to do a thorough review of the literature, to determine how a study of this type would have already been done.

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Proposal #96

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Janet Baldwin Anderson, PhD

Research Question

What constitutes effectiveness in coaching behavior?

- What specific coach behaviors are associated with effective (or ineffective) coaching?
- What outcomes result from these coaching behaviors?
- Why are these behaviors or actions effective or ineffective?

Methodology

The study uses the critical incident technique developed by John C. Flanagan (1954) to identify a large number of coaching behaviors and actions, associated with a range of client outcomes that are judged to be examples of effective or ineffective coach behavior. The critical incidents, written by respondents, are based on recent experiences. The incidents may be either personally observed by the respondent or a self-report of the respondent's own behavior.

- Respondents are drawn from a large sample (500 to 2,000) of coaches who can provide descriptive behavioral examples of coaching behavior. The study will seek to obtain at least 500 valid critical incident reports (e.g., from coaching transcripts, reports, interviews, systematic protocols) that become the content for further analysis. Respondents will be given an initial introduction explaining the focus of the data collection and the protocol for writing the incidents. In order to obtain a large number of critical incidents, professional coach training schools and certification programs will be invited to participate by having their instructors and their students write incidents. The faculty of such programs will be expected to have the range of experience to provide many such incidents, as well as a depth of knowledge required to judge effective from ineffective behavior. Students who enter such programs may range from novice to experienced coaches, and thus may be able to provide a range of incidents that could be considered effective or ineffective. The incidents will be reviewed for quality before analysis.

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- The incidents generally conform to the following protocol: “Think of a recent situation in which you observed a coach do something that constituted especially effective [ineffective] professional performance. The situation could pertain to a client’s well-being or any other aspect of the coach’s professional responsibilities.

- The incident itself is obtained by the following questions:
  - “Describe what led up to the situation.”
  - “Exactly what did the coach do or not do that was so effective [ineffective]?”
  - “What was the outcome or result of this action?”
  - “Why was this effective?” or “What more effective action might have been expected of the coach?”

- Review the content of the critical incidents to ensure they describe actual behaviors, rather than abstract generalizations of performance. Using textual analysis, categorize incidents together that describe one kind of behavior, and others together that describe other behaviors. Write a brief description of each behavior and organize them in a logical manner.

- The initial analytic process of this task is subjective, requiring, according to Flanagan, “insight, experience, and judgment (Flanagan, 1954).” A number of techniques will need to be applied to provide strong checks on the reliability and validity of the results. Examples include determining the degree to which different analysts would arrive at equivalent categories of behavior and schemes for organizing the critical requirements (reliability); and determining the degree to which the critical requirements are in fact critical to the outcomes of the activity (validity).

- Identify the behaviors associated with effective and with ineffective coaching. Evaluate the outcomes provided by the respondent in light of the description of effective or ineffective coaching behavior, as this provides a validity check on the critical nature of the incident.

Hypothesized Results

- Descriptions of effective coaching behaviors
- Descriptions of ineffective coaching behaviors

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- Hypothesized explanations about why the actions or behaviors were effective or ineffective.

Potential Implications

This information provides descriptions of coaching behavior based on real-world experiences of actual coaches, rather than on generalizations about the causes of successful outcomes or the personal qualities of good and poor coaches. These data will provide a grounded understanding about the kinds of behavior that is significant in distinguishing between effective and ineffective coaching performance. The behavioral descriptors can be used to develop protocols for evaluating coaching effectiveness; to develop curricula for use in coach training; to evaluate effectiveness of training; and by demonstrating that competencies can be defined and measured, can lead to development of instruments for assessing coaching skills and competencies.

Reference

Flanagan, J. C. (1954). The critical incident technique. Psychological Bulletin, 51 (4), 327- 358.

Wilson-Pessano, S. (1988). Defining professional competence: The critical incident technique 40 years later. Invited Address presented at Annual Meeting of the American Educational Research Association, New Orleans, April 1988.

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Proposal #97

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Janet Baldwin Anderson, PhD

Research Question
What coaching competencies are associated with successful client outcomes?

Methodology

- Conduct literature review. Describe past research on this question that exists and discuss theory base for justifying coaching competencies selected and anticipated outcomes.
- Create a list of key coaching competencies of interest. Provide operational definitions for each.
- Identify observational or self-report measures of these core coaching competencies. For example, one self-report measure is Coaching Skills Proficiency Survey (Baldwin, Johnson, and Reding, 2006). Also identify or create measures of client outcomes (e.g., satisfaction, goal attainment) and client ratings of the coach's level of effectiveness on each of the selected competencies.
- Select sample of executives and a sample of executive coaches willing to participate in the study (obtain relevant permissions). For example, select 20 executive coaches and randomly assign each 5 clients, for a total client sample of 100.
- Prior to the coaching engagement, assess coaches' level of self-reported proficiency on these competencies. Following the coaching engagement, assess the clients' self-reported outcomes (satisfaction, goal attainment) and ratings of coach's effectiveness levels on each competency.
- Analyze results to identify coaching competencies associated with: a) high and with low client outcomes on satisfaction and goal attainment and b) client ratings of coach effectiveness on each competency.

Hypothesized Results
Understanding what coaching competencies appear to be associated with relevant client outcomes (such as satisfaction and goal attainment) and with client perceptions of coach effectiveness can help training programs develop more targeted curricula, lead to

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better instrument development, and a more reflective approach among coach practitioners seeking to improve their practice.

Reference

Baldwin, Johnson, and Reding (2006). Coaching skills for educational leaders: Professional development in one public school district. In Campone, F. and Bennett, J. (Eds) Proceedings of the Third International Coach Federation Coaching Research Symposium: November 9, 2005, San Jose, CA.

Note

This study could also be developed for business coaching, individual coaching, etc.

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Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Janet Baldwin Anderson, PhD

Research Question

What is the nature of the coaching competency X and what role does it play in coaching outcomes? Examples of coaching competencies include:

- Empathic Listening
- Creating Trust
- Creating Connection
- Forwarding the Learning
- Asking Powerful Questions
- Acknowledging Achievements
- Following Clients' Agenda
- Creating Awareness

Methodology

- Select a coaching-related competency, construct, or variable of interest. Conduct literature review. Describe past research that exists for this competency; discuss theory base for justifying the importance of the coaching competency selected; and discuss the anticipated impact of this competency on possible moderating variables, such as the nature of the coach-client relationship.

- Review, identify, and/or adapt available measures of the competency, drawn from the field of coaching, psychology, organizational development, career development, communications, adult learning and development, change management, leadership development, or other relevant field.

- Identify outcomes of interest and identify appropriate ways to measure those outcomes.

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- Specify your research question in the form of a testable hypothesis. For example, "To what extent are client outcomes associated with this competency?" or "are favorable [or unfavorable] client outcomes more strongly associated with high [or low] levels of this competency?" Select an appropriate statistical test for your research question (e.g., F-test, t-test, chi-square, etc.).

- Select sample of coaches (for example, 1000) and invite them to participate in study. Invite their clients (for example, 5 per coach) to participate. Obtain appropriate releases from coaches and clients (addressing privacy and other rights of human subjects).

- Assess coaches' levels of effectiveness/proficiency on the competency of interest using multiple measures of the competency. Analyze data using Structural Equation Modeling/Confirmatory Factor Analysis to identify factor structure of the competency based on the multiple measures drawn from various coaching-related fields. Results will shed light on the theoretical structure of the competency and on the nature of the constructs associated with the competency label. It will also inform the development of more effective measures of the competency. Analyze the results including the measure of Client Outcomes. Identify specific measures that have a strong association with client outcomes.

- In addition to confirmatory factor analysis of the measurement data for the coaching competency and for the client outcomes, also consider using alternative analytical approaches to examine the relation between competency and outcomes. For example, create High and Low Competency groups of coaches and High and Low Outcome groups of clients.

- Analyze the four cells—High and Low Competency and High and Low Client Outcomes—to examine the extent to which effective and ineffective performance on the competency (High and Low Competency) is associated with High or Low Client Outcomes; evaluate the strength of the relationship between the competency and outcome: strong or weak, positive or negative.

- Interpret the data in light of the research question.

Hypothesized Results

The results will identify the nature of the competency as measured by multiple instruments. And it will examine the strength and direction of the relationship between the competency and measures of client outcomes.

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Potential Implications

Understanding the nature and level of effectiveness in a coaching competency can help the coach identify strategies for further development and informs the knowledge base about the building blocks of coaching behavior. This information can be used to develop coaching interventions and then test these to see if they had an impact.

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Proposal #99

Contact: info@TheFoundationOfCoaching.org

Group/Primary Theme: Coaching Style, Approach & Core Competencies

Lead Submitter: Janet Baldwin Anderson, PhD

Research Question

- What core competencies are common to all major models of coaching competency standards? Which are not and why?
- What coaching competency labels or names are common across the major Competency Standards Models?
- What labels or names differ across these models?
- What are the similarities and differences in the stated definitions of these competencies across the models?

Methodology

- Identify the major professional coaching membership associations.
- Among these, identify those that publish a listing of Core Coaching Competency Standards for their members. Include among these the following professional associations:
  - World-wide Association of Business Coaching (WABC)
  - European Mentoring and Coaching Counsel (EMCC)
  - International Coach Federation (ICF)
  - Executive Coaching Forum (ECF)
- Collect the lists of the Core Coaching Competency Standards and review the nature and scope of the competency names and categories
- Perform a logical analysis to identify:
  - Those competency names included in all the Models
  - Those competency names included one or more but not all of the Models
  - Those competency names included in only one of the Models
- Perform a logical and content analysis to identify:
  - The stated definitions of a competency included in all the Models
  - The stated definitions of a competency included in one or more but not all of the Models
  - The stated definitions of a competency included in only one of the Models

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- Use content analysis to analyze the similarities and differences in the stated definitions of the named competencies.
- Prepare charts and/or tables to summarize findings to answer the research question, above.

Hypothesized Results

- This study will illustrate the range of concepts, competency names, and definitions of competencies that exist and that are used by different coaching associations.
- It also will indicate the extent to which there exists a common body of commonly understood core coaching competencies used in discourse about coaching practice.
- It will highlight competencies and definitions that have particular meanings in the context of individual coaching professional associations. This study will lay valuable groundwork in fostering conceptual clarity in our field regarding important concepts such as coaching competencies.
- It may also lead to further research to identify and develop theoretical justifications for these competencies, thereby advancing the knowledge base and fostering a common conceptual understanding among researchers and practitioners.

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Proposal #100

Contact: info@TheFoundationOfCoaching.org

Primary Theme: Coaching Style, Approach & Core Competencies

Individual Submitter: Tom Krapu, PhD, ACC

Research Question

- Do coaches and psychotherapists differ in their overall life satisfaction?

- What is the relationship between their level of satisfaction and their:
  - Commitment to professional development and the course that development follows.
  - Level of satisfaction with their professional work.

- For coaches with a background in psychotherapy, what influenced their choosing coaching, what are their current attitudes and beliefs about psychotherapy and their relationship to the psychotherapy community?

Methodology

Three groups are defined:

- Coaches with a psychotherapy background.
- Coaches without a psychotherapy background.
- Psychotherapists with no self-identity as a coach.

Life satisfaction measures and interviewing techniques are used to assess overall life satisfaction, satisfaction with professional work, and attitudes toward psychotherapy.

Hypothesized Results

- Coaches as a whole are more satisfied with their life in general, than psychotherapists.
- Psychotherapist coaches have a changed view of psychotherapy from psychotherapists.
- Psychotherapist coaches will serve an important role in the acceptance of coaching as a distinct professional activity from psychotherapy and as ambassadors between the coaching and psychotherapy professional communities.

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Potential Implications

Coaches differ from psychotherapists in their life satisfaction and this has implications regarding retention in the profession and longevity in their professional life. The long-term implications of this need to be taken into account in professional development over the life span of all coaching professionals.

Psychotherapists transitioning to the coaching profession have specific needs to transition to their new professional identity. Training programs need to take these specific needs into account. They include being clear on the distinction between coaching and psychotherapy so that clients contracting for coaching services do not receive psychotherapy without informed consent and a clear delineation of the professional relationship.

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Additional Research Ideas and Questions

Group/Primary Theme:
Training, Development, Knowledge Base & Theoretical Frameworks

What are the contextual, content, and outcome differences between coaching education programs and coaching training programs? Coaching education programs are usually provided by colleges/universities and often lead to some type of degree. Coaching training programs are offered by a variety of for-profit and non-profit organizations and may lead to some type of certification. Review of all published literature from and/or about significant coach education and coach training institutions, companies, and organizations worldwide. Develop and submit surveys to curriculum developers in all significant institutions, companies, and organizations worldwide. Review accrediting competencies and recommendations of coaching education institutions, worldwide.

What is the theoretical foundation of practicing coaches today? Several methodology options are available, including literature review to explore theories and identify common theoretical positions, and content analysis of coaching to build categories of the discourse. Apply content analysis to multiple transcripts, codify, and statistically analyze. Record some coaching sessions. Ask coaches to think aloud in post session reviews to elucidate what informed each of their coaching interaction decisions.

What is the optimal learning process for developing coaching attitude, knowledge, skills and abilities? Consider survey work to identify the top five key success factors for attaining a “hirable” standard of coaching.

What theories are included in the education and development of coaches? How to identify key coaching theories as currently understood? Survey existing coach training programmes and educational institutions (e.g. wellness, business, life, executive, leadership) and surveys of training and education. Review accrediting competencies and recommendations. Possible benefits:

- Map of the theoretical frameworks being taught.
- Understanding of areas of overlap and areas of difference.
- Understanding of distinctions between training and educational programmes.
- Identify currently perceived “core” theories to coaching.
- Enable comparison of what has been done and what should be done in coaching engagements.

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How do coaches learn about:

- Psychological realities such as transference?
- Use of self in coaching interactions?
- Positive psychology?

What makes an excellent coach?

- Background?
- Age?
- Education/Training?
- Maturation as a coach?
- Other?

Where are we in relation to a model of professional development? Compare the coaching profession to a model of professional development to determine “where we are” and whether we show the potential to become a profession. Compare professional development frameworks. Via these methods we could learn the main factors which enabled the development of other professions and identify what coaching has accomplished and what is missing. Identify next steps and road map for the development of coaching as a profession.

In order to optimally train, educate and develop coaches, we must know what clients want from coaches. But what do they want? Responses vary and are rarely definitive.

Is excellent coaching like pornography in the sense that we cannot describe it per se, but we know it when we see it, and each of us perceives it differently?

How does coaching help people to learn?

On what frameworks is coaching based and which are practical?

On what frameworks is coaching training/education based and which are practical?

What are the theoretical foundations of coach training, education, and practice?

What theories and practices are common across the different types of coaching specialties?

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What theories can inform coach training, education, and practice that we have not yet drawn on?

When should a coach/client relationship be directive versus non-directive?

Should we emphasize development of an integrative model of Positive Psychology to inform coaching?

What assumptions are used in coaching?

What are the basic conceptions of human beings? Unifying theory on the nature of humans? What holds us all together?

Self-determination theory (autonomy, confidence and relationship) as a basis for the coaching relationship?

To what extent should we keep the wisdom of old schools versus considering new methods for developing new coaches?

Are there models to inform adolescent career coaching?

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Various Themes

Call for a literature review to provide an overview of what measurements have been used to assess the outcomes of coaching. Of these, what instruments have the potential to be standardized? Also to review available research to determine what re the best measures to assess the impact of coaching. Also need to pull on existing methods already found to be valid and robust from other disciplines.

Call to explore methodology issue on outcome measures: Much of coaching focuses upon individual goal attainment and outcomes. Can researchers work on how to create larger units of measurement? For example, how does the team or community or system develop by a coaching engagement? Additionally, we need to address how to customize outcome variables

Call for an overview to provide the range of quantitative as well as qualitative instruments that can be used to measure or indicate key coaching behaviors, processes, mindsets and outcomes. We need basic studies to advance quality of measurements.

Descriptive study to examine how assessment tools are integrated into coaching engagements. Can this be done without the coach becoming an “expert?”

Call for multi-method studies – methodology challenge of including behaviors as well as self-report measures when assessing outcome. Self reported behaviors are often effective measures, but are limited. When we take pre-coaching and self-reported behaviors and skills and compare to post coaching self reported behaviors and skills this does not indicate that the coaching is what has impacted upon those behaviors. It may be that they are more confident in their behaviors and the “improvement” is internal, but not behavioral. Multi-method studies (e.g., self report, assessment by others, etc.) enable the isolation of third variables that can be producing effects.

Call for research paper to create a factor or cluster analysis of what constitutes coaching expertise. Examine coaching behaviors, categorize them and examine what the factor structure is of coaching expertise. What constructs cluster together – and which ones are more distinct?

Coaching is a human quality that elders engaged in for learning and growth - Socratic, mentoring model, getting the learner to think about their actions. It was not commercialized. Today there is much commoditization of coaching. Can commoditized coaching be effective? Are certain specialties or methodologies of coaching more conducive for success of commoditized coaching than others?

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Literature Review on Feedback - Coaches frequently gather diagnostic information on the coaching clients' personality, behaviors, and perceived competencies. This information is collected in a variety of formats including self-report, 360-degree profiles and performance measures. There is an extant literature in the area of organizational performance, psychology, and human resources on the provision of effective feedback to inform behavior change. This literature has not been surfaced within the emerging body of coaching specific knowledge. One way that coaching practice can become more theoretically grounded and evidence based is for an individual to review the literature on feedback and to suggest recommended practices for use in coaching.

What are the fundamental causes of change in coaching?

How can coaching help transform organizations?

What are the impacts of adolescent peer coaching, especially as related to education and social engagement?

What are the impacts of team/group coaching – behavioral change at individual and group level?

How to evaluate executive coaching via statistically sound methods?

How to assess the importance of coach/coachee trust in coaching efficacy?

How to assess the importance of coach/coachee rapport in coaching efficacy?

How to assess the importance of coach/coachee mutual respect in coaching efficacy?

What are the differences between how coaches describe what they do versus their actual behaviors in coaching interactions?

Big Picture Issues Related to Coaching Research

Need to coordinate the overall approach to research projects in order to reduce unnecessary duplication and promote faster advancement.

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Need to make coaching research and knowledge easily accessible to interested parties both inside and outside the coaching field.

Need to prioritize research based on what is already done or in process, key gaps, etc.

Need to identify what we have and what we need in terms of measures.

Coaching research needs to focus on promoting the coaching field rather than promoting individual coaches/coaching programs.

Need research groups that focus on coaching and that have:

- A visionary principle investigator
- A solid methodologist
- A steady stream of students who can undertake the research

Examples of coaching research arenas that warrant further discussion:

- Vision
- Core issues
- Higher-level considerations
- What is most important in coaching research?
- How to most effectively mobilize and coordinate coaching research resources within each country and internationally?
- Next steps

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A Model for Categorizing Coaching Research

Coaching Specialties / Coaching Domains	Organizational	Executive	Physical & Mental Health	Sports	Other ➡
Policy, Ethics & Governance					
Coaching Definition					
Knowledge Base & Theoretical Framework					
Training & Development					
Coaching Style, Approach & Competencies					
Methodology					
Modalities					
Process					
Outcomes					
Societal Issues					
Diversity Issues					
Core Research Issues					

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Other ⬇					

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A Multidimensional Model for Defining Coaching

	Intrapersonal Differences	Coaching Interactions & Specialties	Cultural Differences	Other? ➡
Assumptions				
Theoretical Frameworks				
Practices (Behaviors, Skills, Processes)				
Other? ⬇				

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Coaching Research Considerations

Group/Primary Theme: Outcomes & Methodology

Coaching Research Outcomes/Impacts

Examples of outcomes/impacts that are important to examine in coaching research studies:

- Self-awareness
- Social awareness
- Self assurance
- Capability to reflect
- Achievement evaluation
- Return on investment (ROI)
- Individual satisfaction
- Individual competence
- Emotional intelligence factor
- Management style
- Organizational climate
- Greater self insight
- Academic achievement
- Personal involvement
- Social engagement
- Social functioning
- Hope
- Optimism
- Financial performance
- Performance
- Learning
- Satisfaction
- Retention
- Promotion
- Employee wellbeing
- Behavior change
- Perceived competence

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- Stage of readiness for change
- Attitude change
- Brain structure
- Reduction of prisoner re-offending
- Stress reduction
- Mindfulness
- Women's shift to sustainable senior positions in organizations
- Impact of coaching on the coach (cognitively, emotionally, developmentally, etc.)
- Health of patients
- Student retention (adult students, new college students, at-risk students)
- Focus and attention
- Autonomy supportive behaviors of managers
- Coach report of subject-object shift
- Psychological capital overall (self-efficacy, optimism, hope, resiliency)
- Short and long term impacts

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Coaching Research Predictors and Variables

Potential coaching research predictors and/or other outcome variables:

- Readiness of coaching
- Readiness of organization
- Actions of coachee
- Present-ness of coach with client
- Asking the right questions
- Offering advice
- Organizational factors and characteristics conducive for coaching:
  - Culture
  - Critical mass
  - Business sector (e.g., Health versus Engineering)
- Self-conceptual
- Self-concordance
- Gender
- Race
- Age
- Ethnicity
- Volunteer vs. Paid vs. Professional Coaches

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Coaching Research Methodology

Important methodological issues for coaching research:

- Research framework and toolkit
- Common set of defined measures and variables
- Develop more meta-analyses
- Large-scale, multi-site studies
- Identify key measures related to:
  - Coaching processes
  - Competencies
  - Behavior
  - Mindsets
  - Outcomes
  - Organization
  - ROI-definition, best-practice, organization's bottom-line
- Use of coaching records
- Types of measures:
  - Qualitative and quantitative
  - Process and outcome
  - Standardization
  - Reliability and validity
  - Multi-rater report
  - Multi-methods
  - Triangulation (e.g., different sources of info about a problem, person, etc.)
- Unit of analysis:
  - System
  - Community
  - Person
- Use of culturally sensitive, normed measures
- Development of a common process instrument
- Applying existing/related applicable methods/measures to coaching research
- Examining and measuring individual and aggregate data
- Measurement tools:
  - Goal-attainment measure
  - Progress metric
  - Use of coaching instruments commonly/universally used in the industry

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Interesting Populations for Coaching Research

Examples of populations that would be of special interest for coaching research:

- Children/adolescent coachees vs. adult coachees
- Cross-cultural coach/coachee pairs vs. matched cultural pairs
- Matched gender coach/coachee pairs vs. cross gender pairs

Coaching Efficacy Sustainability

Ideally, sustainability of coaching outcomes/impacts should be assessed not only immediately following the end of coaching studies but at later intervals as well, such as 6 months, 1 year, and 5 years. At the later intervals there is also an opportunity to capture and assess additional outcomes/impacts.

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The Process of Coach Training, Education and Development

Group/Primary Theme:
Training, Development, Knowledge Base & Theoretical Frameworks

Selection of potential coaches:

- Can anyone become a coach?
- Born or made? Can children learn coaching skills?
- Who has potential to become a coach?
- Who should decide?

Training and education:

- What is the difference between education and training?
- Which coaches need which mix of education vs. training?
- Competency based training to meet a standard?
- Education to evolve your own framework?
- Who can train coaches?

Continuing professional development and supervision:

- Does supervision work?
- What aspects of supervision work?
- Who can supervise others?
- What is the model of supervision?
- What is the purpose of supervision?

Reflective practice:

- Opening up experiences to be shared and form learning?
- Learning new skills as a coach?

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