

Workplace coaching

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Workplace Coaching

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Introduction

Workplace coaching is an organizational intervention that is designed to support and enhance individual and organizational performance. This bibliography is for workplace coaching, not life coaching, personal coaching or sports coaching, although some of the publications may also have relevance for life coaching, personal coaching or sports coaching. Workplace coaching is a relatively new field, with most of the research being conducted since 1995 – although a few earlier studies date as far back as 1937, when Gordy published *“Everyone gets a share of the profits”*. Coaching is now widely used in organizations in a variety of different ways to achieve a range of different outcomes. The term is increasingly being applied to situations and environments that range from leadership development and career transition to supporting health care interventions and improving safety outcomes. This diversity has led to confusion about the nature of coaching and its boundaries, and arguably misunderstanding and misuse. Among academics and practitioners, there are differing opinions about the definition of coaching. Two definitions are offered to help clarify the terminology. In *Coaching for performance: GROWing people, performance and purpose*, Whitmore 2009 suggested that: *“Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.”* He notes that the dual generic goals of coaching are to deepen a person’s self-awareness and to increase the individual’s personal responsibility. In their article *“A critical review of executive coaching research: A decade of progress and what’s to come”*, published in the journal *Coaching: An International Journal of Theory, Research and Practice* Passmore & Fillery-Travis 2011 have offered a technical definition of coaching: *“a Socratic-based, future-focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, summaries and reflections which are aimed at stimulating the self-awareness and personal responsibility of the participant”*. This article could be helpful for academics, researchers, practitioners, and students at postgraduate and undergraduate level, in addition to students at high school and college.

History and Trends in Workplace Coaching

Brock 2014 provides a monograph on the historical roots of coaching and the influence of pioneers in business and professional coaching. It may be argued that workplace coaching research is on a development pathway not dissimilar to many areas of human resources practise which can be traced back to 1995. This has seen coaching move from exploration of the phenomenon to an increasingly scientific research focus of the effect of the intervention on clients. In their critical review of executive coaching research, Passmore and Fillery-Travis 2011 begin by briefly outlining the history of coaching research, from the first research on coaching for performance in the 1930s, to the present. In the first phase of research – exploration - researchers focused on exploring and defining this ‘new’ intervention. The intention seems to have been to explore the phenomenon of coaching and share practise between practitioners. It may be argued that this phase helped practitioners to develop and deepen their knowledge, but also drew the attention of researchers to what was happening in human resource management (HRM) practise. After the exploration phase, attention shifted to the second phase – theory building - where methods such as case studies and qualitative research became more dominant in the literature. Writers offered their own unique models or adapted existing models drawn from

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parallel domains, such as counseling. In the third phase of coaching research the focus gradually shifted from theory building to the use of randomized controlled trials (RCT). These studies have grown in size, sophistication and scientific precision as the phase developed. However, throughout this period examples of both theory papers and discursive papers exploring boundaries, definitions and practise remain popular in some journals – most notably the specialist coaching journals. It may be argued that coaching has begun to enter a fourth stage in which meta-studies and reviews of the literature seek to confirm the validity of the approach. Based on other development trends from HRM, a fifth phase may emerge that seeks to explore exceptions and variance to the established theories.

Brock, V. G. (2014). *Sourcebook of coaching history, 2nd ed.* Ventura, CA: www.coachinghistory.com.

Distilled from the author's PhD research, this book details the historical roots of coaching, and links the many social forces and philosophical, professional and scientific disciplines that led to the dawn of coaching, thus laying a foundation for critical thinking about coaching as a discipline

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

Widely accepted as the earliest papers published on workplace coaching, although widely mis-quoted as Gorby due to a mistake by an earlier author. The author, an editor, uses the terms 'training' and 'coaching' interchangeably. The paper describes how training and coaching have contributed to improved performance in a manufacturing environment.

Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: A decade of progress and what's to come. *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 70-88. DOI: 10.1080/17521882.2011.596484.

Very useful critical review of executive coaching research, which summarizes the state of research at the time of writing, providing a frame of reference for researchers and reflective practitioners interested in research to ensure that future studies build on previous work and add to knowledge and understanding. Identifies key themes for future research, and notes opportunities for researchers and practitioners working in partnership.

Academic Journals

Because coaching is a relatively new field of academic study, it has been rapidly developing, with new journals emerging regularly. In this sense, academic journals provide the most up-to-date position on individual aspects of coaching. Most of the research has been concentrated in a small number of journals; some specialize in coaching, while other workplace journals include papers on coaching)

Specialist Journals for Coaching

Several academic journals specialize in coaching. Providers are: The British Psychological Society Special Group in Coaching Psychology (**International Coaching Psychology Review** and **The Coaching Psychologist**); Oxford Brookes University (**International

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Journal of Evidence-based Coaching and Mentoring**); Emerald Insight (**International Journal of Mentoring and Coaching in Education**); **Philosophy of Coaching**, published by a group of volunteers and Taylor Francis in partnership with the **Association for Coaching** and the **Institute of Coaching** (**Coaching: An International Journal of Theory, Research and Practice**). **Coaching at Work** is a magazine rather than an academic journal, but it does offer a sound exploration of workplace coaching.

Coaching: An International Journal of Theory, Research and Practice

<https://www.tandfonline.com/toc/rcoa20/current>

This journal is published by Taylor Francis in partnership with the Association for Coaching (AC). It was first published in 2008 and is published bi-annually. Online access to the journal is available as part of AC membership and hard copies are available for subscribing libraries and individuals. Articles highlight 'practise points' as a guide for practitioners.

Coaching at Work <https://www.coaching-at-work.com>

A magazine for subscribers to **Coaching at Work**, this publication launched in 2005 is published every two months for subscribers, and is mainly targeted at executive coaches and other coach practitioners.

International Coaching Psychology Review (ICPR)

<https://shop.bps.org.uk/publications/publication-by-series/international-coaching-psychology-review.html>

The journal was launched in 2006 as a partnership between the British Psychology Society Special Group in Coaching Psychology (BPS SGCP) and the Australian Psychology Society Interest Group in Coaching Psychology. The journal offers peer-reviewed papers that continue to grow in quality. The journal is published twice a year, in March and September. The journal is available to BPS SGCP members and is available online and in print format. The journal covers the full range of coaching from theory to research.

International Journal of Mentoring and Coaching in Education (IJMCE)

<https://www.emeraldinsight.com/journal/ijmce>

This subscription journal was launched in 2012. It is published three times per year by Emerald Education and is focused on the application of coaching and mentoring within educational settings, particularly schools.

The Coaching Psychologist (TCP) <https://shop.bps.org.uk/publications/publication-by-series/the-coaching-psychologist.html>

The journal was launched in 2005 by the British Psychology Society Special Group in Coaching Psychology (BPSSGCP). It is published bi-annually in June and December, and is available free to members of the BPS SGCP. The journal focuses on more applied coaching topics, with a combination of exploratory research studies, techniques and case study papers.

The International Journal of Evidence Based Coaching and Mentoring

<https://radar.brookes.ac.uk/radar/items/b6bb9783-f20a-44f6-9e07-f9bdf4437eb1/1/>

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This open access (free) journal is published by Oxford Brookes University, UK. First published in 2003, it is an international peer reviewed journal, which is published bi-annually online in February and August. It aims to bridge the gap between researchers and practitioners, and its papers cover the full spectrum of coaching and mentoring research.

Philosophy of Coaching

<https://philosophyofcoaching.org>

This open access (free) journal is published by a team of volunteers based in Canada. First published in 2017, the peer review international journals aims to bring coaching research to a wider audience. The journal is published bi-annually and includes both qualitative and quantitative research.

Other Journals that include Coaching

A number of other journals – about consulting psychology, wellbeing, business, organizational behavior, personnel and management – are worth exploring for papers about workplace coaching. The ****Consulting Psychology Journal: Practice and Research**** and the ****International Journal of Wellbeing**** are most likely to carry papers on coaching. The Harvard Business Review (HBR), the Journal of Organizational Behavior (JOB), the Journal of Management (JOM), Personnel Psychology, and Organizational Dynamics occasionally have useful articles about workplace coaching.

Consulting Psychology Journal: Practice and Research

<https://www.apa.org/pubs/journals/cpb/>

This journal is published by the Educational Publishing Foundation in collaboration with the American Psychological Association's ****Division 13: Society of Consulting Psychology****. The journal led the way in publishing papers on coaching during the 1990s and remains a key source for coaching research. Early research papers focused on case studies and surveys, but more recent papers have included more in-depth qualitative and quantitative research methodologies providing insights about the coaching relationship and coaching process.

International Journal of Wellbeing (IJW)

<https://www.internationaljournalofwellbeing.org/index.php/ijow>

This open access academic journal was launched in 2011. Its aim is to promote interdisciplinary research on wellbeing. It includes articles on the use of coaching to support wellbeing.

Harvard Business Review (HBR) <https://hbr.org>

Harvard Business Review is an internationally respected management journal, and is published 10 times a year by Harvard Business School. It has published a number of insightful papers focusing on workplace coaching which have helped focus attention on workplace coaching issues such as poorly trained coaches, and the risks from coaching.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Journal of Organizational Behavior (JOB) <https://onlinelibrary.wiley.com/journal/10991379>
This journal is published quarterly by Wiley-Blackwell and devoted solely to research in organizational behavior. It is a respected journal but does not have the same stature as Harvard Business Review.

Journal of Management (JOM) <https://journals.sagepub.com/home/jom>
This journal is published bi-monthly by Sage under the auspices of the Southern Management Association. Also a respected journal, JOM has published a small number of coaching papers.

Personnel Psychology <https://onlinelibrary.wiley.com/loi/17446570>
This journal is published quarterly by Wiley-Blackwell and has carried a small number of coaching papers and a good selection of coaching book reviews, most of these being coaching practise titles.

Organizational Dynamics <https://www.journals.elsevier.com/organizational-dynamics>
Organizational Dynamics is published quarterly by Wiley-Blackwell under the auspices of the American Management Association. It has published a small number of coaching related articles.

Textbooks and Handbooks

Since about 2006, the number of coaching textbooks and handbooks has increased, with a greater emphasis on evidence-based and psychological approaches to coaching. Since then there has been a growth in the next generation of handbooks, most of which follow a similar format, but vary in terms of the depth of their analysis and the range of the topics and chapters included. Most offer a range of different models that can be used in coaching, or in domains in which coaching can be applied. A small number provide critical reviews of the research literature, but as the literature has been rapidly evolving, earlier published titles can become quickly outdated. As a result, a number of these titles have been updated every three or four years; Palmer and Whybrow 2019, and Peltier 2010 have produced second editions, while Cox, Bachkirova and Clutterbuck 2018, and Passmore 2016 have issued third editions. Nevertheless, several handbooks that have not produced second editions - Drake, Brennan and Gortz 2008; Passmore, Peterson and Freire 2013; Stober and Grant 2006; and Wildflower and Brennan 2011; are relevant, comprehensive and informative. The reference handbook by Bachkirova, Spence and Drake 2017 is wide-ranging, and does include several chapters relevant to workplace coaching. A useful look at coaching in various professional contexts is provided by van Nieuwerburgh 2016.

Bachkirova, T., Spence, G., & Drake, D. (Eds.). (2017). *The SAGE handbook of coaching*. London: Sage.

A 769-page, 40 chapter, volume in the SAGE Reference series, this text covers a wide area of coaching and coaching psychology, and includes many chapters relevant to workplace coaching, for example, coaching for leadership development,

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organizational development, the coaching relationship, and working with goals, diversity, and career change. Contexts include interculturally-sensitive coaching, human resource development, group and team coaching, education, and healthcare. It has useful chapters on research, limited only by the date of publication.

Cox, E., Bachkirova, T., & Clutterbuck, D. (Eds.). (2018). *The complete handbook of coaching* (3rd ed.). London: Sage.

A practitioner textbook now in its third edition, with chapters offering introductions to a wide range of themes, including developmental coaching, transformational coaching, manager as coach, peer coaching and life coaching. The array of approaches includes less well-known models such as ontological coaching, existential coaching and gestalt coaching. International contributors.

Drake, D. B., Brennan, D. & Gortz, K. (2008). *The philosophy and practice of coaching: Insights and issues for a new era*. Chichester: Wiley.

An interesting philosophical perspective alongside a scientific practitioner focus. Most contributors are drawn predominantly from North America, including Francine Campone, Leni Wildflower, Dianne Brennan and Merrill Anderson. UK contributors include Peter Jackson and David Clutterbuck.

Palmer, S., & Whybrow, A. (Eds.). (2019). *Handbook of coaching psychology: A guide for practitioners* (2nd ed.). Abingdon, UK: Routledge.

Like the first edition published in 2007, this second edition is aimed predominantly at students on coaching psychology programs, and it provides detailed coverage of the literature, mainly from UK-based psychologists. The four sections are: Perspectives and research in coaching psychology; Coaching psychology approaches; Application, context and sustainability; and The profession and ethical practise of coaching psychology.

Passmore, J. (Ed.). (2016). *Excellence in coaching: The industry guide* (3rd ed.). London: Kogan Page.

As an 'industry guide', this book covers the business of coaching – coaching within organizations, leveraging the coaching investment, and setting up and running a coaching practise. A range of international contributors cover coaching models and approaches, and current coaching issues. The text is helpful not only for practitioners, but also for academics, researchers and students.

Passmore, J., Peterson, D., & Freire, T. (2013). *The Wiley Blackwell handbook of the psychology of coaching and mentoring*. Chichester: Wiley.

This 26 chapter, 250,000 word volume, part of an 8-volume series with Wiley across I/O psychology aims to provide a comprehensive critical literature review of the core areas in coaching and mentoring. The text is aimed at academics and post-graduate researchers seeking an in-depth critical review of the coaching literature for use in lecture preparation, postgraduate study or research. The international team of contributors includes leading academics. The title contains a range of thematic chapters covering the main theoretical models, efficacy, cross-cultural coaching, coach training, the influence of emerging fields such as neuroscience and mindfulness,

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virtual coaching and a range of chapters on mentoring.

Peltier, B. (2010). *The psychology of executive coaching: Theory and application* (2nd ed.). New York: Taylor and Francis.

Peltier's title, initially published in 2001 and shorter than the other titles in this section, has been substantially updated in its 2010 edition. Many of the chapters were written by the author, and offer a more practical (rather than scientific) perspective on executive coaching. The title offers themes including social psychology and coaching, ethics and women, as well as a number of popular approaches such as psychodynamic, person-centered and behavioral.

Stober, R., & Grant, A. M., (Eds.) (2006). *Evidence based coaching handbook: Putting best practices to work for your clients*. Hoboken, NJ: John Wiley & Sons, Inc.

A key early text about evidence-based coaching, with single-theory perspectives (humanistic, behavior-based, adult development theory, cognitive coaching and psychoanalytically informed); and integrative and cross-theory approaches (integrative goal-focused approach, adult learning approach, positive psychology, coaching from a cultural perspective, adventure-based framework, systemic perspective, and a contextual approach). Includes a useful appendix – a bibliography of workplace and executive coaching from the scholarly business literature, from 1955 until 2005.

van Nieuwerburgh, C. (Ed.). (2016). *Coaching in professional contexts*. London: Sage.

Written by coach practitioners from various professional contexts – career development, financial services, local government, healthcare and education – this unique text invites the reader to notice what is consistent across these settings, and what varies. Also: the integration of coaching and positive psychology, a critique of current research, an argument for including wellbeing in discussions about workplace coaching, and chapters on supervision for learning, coaching cultures, and a philosophy of coaching.

Wildflower, L., & Brennan, D. (2011). *The handbook of knowledge-based coaching: From theory to practice*. San Francisco: Jossey-Bass.

Aimed at the practitioner market, with mainly North American contributors. Based on Wildflower's experience of teaching at Fielding. The book adopts a wide perspective, seeking both the roots of coaching and its connections to other disciplines within Human Resource Management (HRM). In this sense the book provides a fresh and interesting read with themes including communication theory.

Coaching Practise and Skills

There has been a welcome academic interest into the field of executive coaching, particularly since the early 2000s. However, coaching is widely recognized as an applied discipline, and therefore there are many coaching books dedicated to developing the practise of coaching. Accessible, practical texts are Whitmore 2017 (a classic text, first

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published in 1992), Bossons, Kourdi and Sartain 2012, Rogers 2012, and van Nieuwerburgh 2016.

Bossons, P., Kourdi, J., & Sartain, D. (2012). *Coaching essentials: Practical, proven techniques for world-class executive coaching*. (2nd ed.). London: Bloomsbury.

This provides an in-depth consideration of the “essentials” of coaching practise. As such, it is appropriate for learners and more experienced professionals. It has sections on Succeeding as a coach; Typical challenges for coaches; Difficult challenges for coaches; Coaching issues and priorities; and Coaching tools, techniques and useful models.

Rogers, J. (2012). *Coaching skills: A handbook* (3rd ed.). Maidenhead: Open University Press.

A very accessible and popular skills textbook used on a number of coach training programs. Now in its third edition, this book takes readers through the various stages of learning to become a coach. The latest edition includes a chapter on coaching and the human brain. It concludes by reiterating the importance of the coaching relationship.

van Nieuwerburgh, C. (2016). *An introduction to coaching skills: A practical guide*. (2nd ed.). London: Sage.

Very helpful introductory guide aimed at those learning to become coaches. Using a QR code readers can view over 70 short video clips including a 30-minute coaching session. The book provides readers with a step-by-step guide to developing the skills needed for effective coaching. It also presents the GROW coaching process and some practical tools and techniques for use during coaching conversations. The book concludes with a discussion of a coaching “way of being”.

Whitmore, J. (2017). *Coaching for performance: GROWing human potential and purpose*. (5th ed.). London: Nicholas Brealey.

This is one of the classic texts in the field of coaching, and one of the best-selling books on the topic of coaching. The book includes a detailed description of the most popular conversational process used in executive and workplace coaching: the GROW model.

This 5th edition has been extensively revised and includes practical activities, case studies, example dialogues, a GROW feedback framework, and Return on Investment.

Coaching Models and Methods

The literature for coaching has been dominated by writers offering adapted models and methods from parallel domains, predominantly counseling. These approaches include cognitive-behavioral coaching, solution-focused, psychodynamic coaching and Motivational Interviewing. In change management contexts, interventions include Appreciative Inquiry coaching. Workplace coaching has also witnessed new models developed by writers within the field, such as GROW. Little work has been undertaken to critically review these coaching

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models and their efficacy. Within coaching it is hard to identify exactly how many models are in use – possibly several hundred. However, 90% of coaching practise is based on a small number of models, which are reviewed briefly here.

Behavioral coaching and GROW

Behavioral coaching is at the root of some of the most popular coaching models, including the commonly used GROW model, which is the most widely recognized coaching in the English-speaking world, and was devised by Graham Alexander and popularised by Sir John Whitmore – the most recent publication being Whitmore 2017. However, all too frequently, coaches and aspiring coaches are unaware of the theoretical basis of the models they are using. Passmore 2019 gives a detailed discussion of GROW as a model grounded in behavioral psychology. The approach is in essence a problem-solving model that encourages the individual to take more personal responsibility and to develop more self- and situational awareness. The GROW model suggests that coaches structure their coaching conversation around four clusters: Goals (what does the client want to achieve?), Reality (what’s happening now?), Options (what choices does the client have?) and Way Forward (what plan does the client want to take forward?). A range of authors have developed and adapted GROW. For example, TGROW by Downey 2003 includes a stage to discuss the Topic; REGROW by Grant 2011 includes phases for Review and Evaluation; and GROWTH by Campbell and van Nieuwerburgh adds stages to discuss Tactics and Habits, and emphasizes the importance of the relationship. A range of other frameworks have been developed, based on the behavioral approach. These include Skiffington and Zeus 2003 – behavioral approach; and the OSCAR model from Gilbert and Whittleworth 2009. Eldridge and Dembkowski 2013 have offered a detailed critical review of the approach.

Campbell, J., & van Nieuwerburgh, C. (2018). *The leader’s guide to coaching in schools: Creating conditions for effective learning*. Thousand Oaks, CA: Corwin.

Chapter 3 of this book about coaching in education gives a good description of the GROWTH model, which builds on GROW with the addition of Tactics and Habits, and frames the model within the context of a positive relationship.

Downey, M. (2003). *Effective coaching: Lessons from the coach’s coach* (2nd ed.). Boston: Cengage Learning.

An accessible primer for coaching, that includes the GROW model and TGROW (Topic)GROW.

Eldridge, F., & Dembkowski, S. (2013). Behavioural Coaching. In J. Passmore, D. Peterson & T. Freire, (Eds.) *The Wiley-Blackwell handbook of the psychology of coaching and mentoring* (pp. 298-318). Chichester: Wiley-Blackwell.

This chapter provides a detailed critical review of behavioral coaching. The authors present their ACHIEVE model, built on GROW.

Grant, A. M. (2011). Is it time to REGROW the GROW model? Issues related to teaching coaching session structures. *The Coaching Psychologist*, 7(2), 118-126.

Review of frameworks for coaching session structure, proposing that GROW be extended to RE-GROW, thus explicitly linking the coaching session structure to self-regulation theory.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Gilbert, A., & Whittleworth, K. J. (2013). *OSCAR coaching model*. Lichfield, UK: The Institute of Leadership and Management.

A short, accessible text about the OSCAR model, written specifically for workplace coaching, especially line managers wishing to coach their staff for improved performance.

Passmore, J. (2019). Behavioural Coaching. In S. Palmer & A. Whybrow (Eds.) *Handbook of Coaching Psychology*, 2nd ed (pp. 99-107). Abingdon, UK: Routledge.

A useful, succinct exploration of behavioral coaching and the GROW model, with history of the model, detailed practise notes, and a helpful case study.

Skiffington, S., & Zeus, P. (2003). *Behavioural coaching: How to build sustainable personnel and organizational strength*. North Ryde, NSW: McGraw-Hill.

One of the first texts with references to evidence-based research, for teaching the theory and core skills of coaching. Includes the authors' behavioral coaching model.

Whitmore, J. (2017). *Coaching for performance: GROWing human potential and purpose*. (5th ed.). London: Nicholas Brealey.

A key text for descriptions, applications and exemplars of the most popular conversational process used in executive and workplace coaching: the GROW model. This fifth edition has been extensively revised, and is enhanced by a GROW feedback framework, and example coaching conversations.

Co-active coaching

While the GROW model became the dominant model in the UK and Europe, the Co-active coaching model contributed towards the popularization of coaching in the USA, at the Coaches Training Institute (CTI). The model by Kimsey-House et al 2018 has many similarities to GROW in its collaborative approach with clients and a focus on encouraging greater client self-responsibility. Limited research and writing has been undertaken into the application of co-active coaching but the model remains popular with North American practitioners and is often used in coaching training.

Kimsey-House, H., Kimsey-House, K., Sandahl, PI, & Whitworth, L. (2018). *Co-active coaching: The proven framework for transformative conversations at work and in life*, 4th ed. London: Nicholas Brealey.

The core text for the Co-active Coaching model from CTI, USA. Strong focus on relationships.

Cognitive-behavioral coaching

Palmer and Szymanska 2019 define cognitive-behavioral coaching (CBC) as: “An integrative approach which combines the use of cognitive, behavioral, imaginal, and problem-solving techniques and strategies within a cognitive behavioral framework to enable clients to achieve their realistic goals”. The model is based on the ideas and research developed in cognitive-behavioral therapy, and many of those involved in popularizing the framework

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within coaching have backgrounds in counseling and therapy. CBC has become one of the most widely used coaching models in the UK and is widely used in the USA, Australia and across Europe. The approach can be used in a variety of contexts but may be best used for clients who experience 'faulty' or unhelpful thoughts, for example "I can never do a presentation to the board", or "The job interview will go badly and they will never appoint me". Palmer and Williams 2013 write about the wealth of evidence to support the efficacy of the approach in coaching, and Neenan 2015 provides a practical guide. Green, Oades and Grant 2006 offer a useful research study.

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

An research study of the effects of a 10-week cognitive-behavioral, solution-focused life coaching group program.

Neenan, M. (2015). Cognitive behavioural coaching. In J. Passmore, J. (Ed.), *Excellence in coaching: The industry guide* (3rd ed.), (pp. 131-145). London: Kogan Page.

A good explanation of the cognitive behavioral coaching model, including helpful background theories, research, tools and techniques.

Palmer, S. & Szymanska , K. (2019) Cognitive behavioural coaching: An integrative approach . In S. Palmer and A. Whybrow (Eds.), *Handbook of Coaching Psychology: A Guide for Practitioners* (2nd ed.), (pp. 108-128). Abingdon, UK: Routledge.

Another good explanation of the cognitive behavioral coaching model, with theories, research, models (PRACTICE, SPACE, ABCDE) and tools and techniques. Includes a helpful case study.

Palmer, S. & Williams, H. (2013). Cognitive Behavioural Approaches. In J. Passmore, D. Peterson & T. Freire, (eds.) *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*. (pp. 319-338). Chichester: Wiley-Blackwell.

Another extensive exploration of cognitive behavioral approaches to coaching, theories, research evidence, development of the approach, tools and techniques, research evidence and future research.

Humanistic and Person-centered coaching

Gregory and Levy 2013 define humanistic coaching as "the application of the principles of humanistic psychology to the practise of coaching". The role of the relationship within coaching means that a person-centered approach is at the heart of good coaching practise. Both coaching and humanistic psychology are based on the idea that people have the capacity to grow, develop, and can be supported to reach their full potential. While the research into the application of person-centered or humanistic coaching is limited, most coaching writers in describing their practise refer to humanistic, person-centered or relational dimensions as being the starting point for their work with clients. Unlike some other models, the person-centered approach does not offer a framework to guide the conversation, but starts with listening, and draws on the core principles of writers such as the necessary and sufficient conditions described by Rogers 1956. A number of coaching

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) *Oxford Bibliographies in Management*. New York: Oxford University Press.

writers have reviewed humanistic approaches and person-centered work including Gregory & Levy 2013, Joseph 2006 and Joseph and Bryant-Jefferies 2019.

Gregory, J. B., & Levy, P. E. (2013). Humanistic/person-centered approaches. In J. Passmore, D. Peterson, & T. Freire (Eds.), *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*, (pp. 285-298). Chichester: Wiley-Blackwell.

A helpful exploration of humanistic/person-centered approaches to coaching, including humanistic psychology theory, distinguishing humanistic coaching as a unique practise, research evidence for this approach, and future research needed.

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

A good meta-theoretical perspective of person-centered coaching psychology.

Joseph, S. & Bryant-Jefferies, R. (2019). Person-centred coaching psychology. In S. Palmer and A. Whybrow (Eds.), *Handbook of Coaching Psychology: A Guide for Practitioners* (2nd ed.), (pp. 131-143). Abingdon, UK: Routledge.

A succinct outline of person-centered coaching psychology, with theory and basic concepts, a comparison with counseling, a helpful case study, and discussion points.

Rogers, C.R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting and Clinical Psychology*, 21(2), 95-103.

<http://dx.doi.org/10.1037/h0045357>

Key to humanistic and person-centered coaching, this is Rogers' seminal article about the conditions needed for constructive personality change to occur. Two persons in psychological contact; Client in a state of incongruence; Therapist is congruent or integrated in relationship; Therapist has unconditional positive regard for the client; Therapist has an empathic understanding of the client's internal frame of reference; Communication to the client of this empathic understanding and unconditional positive regard are achieved to a minimum degree.

Solution-focused coaching

The Solutions-focused (SF) approach, like CBC, has its roots in counseling, although its future focus and encouragement for clients to think and talk about solutions rather than problems aligns it more closely with coaching than with therapy. SF is situated in a constructionist epistemology in which events are understood as being “constructed” by clients. According to SF, exploring how a problem arose does not help a client to resolve the issue. Instead, it is argued that clients are better investing energy and effort into thinking and talking about a solution. SF, like GROW and Co-active coaching, sees clients as capable individuals able to work out suitable solutions for themselves. The role of the coach is therefore to provide the space for this to happen and to occasionally ‘oil the wheels’ of the conversational process through appropriate questions and active listening. A number of writers have drawn on the approach. Grant 2006, and Cavanagh and Grant 2010 have provided good explorations within coaching handbooks, while this is extended in the full-length book by Greene and Grant 2003. Jackson and McKergow 2007 offer the SIMPLE model of SF coaching. Szabo and Meier 2008 offer a helpful short book with sample solution-focused dialogues.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) *Workplace Coaching*. In R. Griffin (ed.) *Oxford Bibliographies in Management*. New York: Oxford University Press.

Cavanagh, M. & Grant, A. M. (2010). The solution-focused approach to coaching. In E. Cox., T. Bachkirova, D. Clutterbuck (eds.) (pp. 54-67). *The Complete Handbook of Coaching*. London: Sage,

Short, accessible exploration of the solution-focused approach to coaching, with history of the approach, basic assumptions, core characteristics, techniques for change, applications, and an evaluation of the approach.

Grant, A. M. (2016). Solution focused coaching. In J. Passmore, (Ed.) *Excellence in coaching: The industry guide (3rd ed.)* (pp.94-109). London: Kogan Page.

Another short, accessible explanation of solution-focused coaching, with core characteristics, philosophical issues, when it works best, tools and techniques, strategic overview of the intervention, and 10 key questions to guide the way.

Greene, J., & Grant, A. M. (2003). *Solution focused coaching: Managing people in a complex world*. London: Momentum Press.

More detailed than a book chapter, this empirically validated text presents the idea of working from a solution-focused perspective, examining specific coaching tools and techniques that have been proven to benefit the organization as well as the individual.

Jackson, P. Z., & McKergow, M. (2007). *The solutions focus: Making coaching and change SIMPLE*, 2nd ed. London: Nicholas Brealey.

Exposition of the SIMPLE model of solution-focused coaching, well-illustrated with case studies and examples.

Szabo, P., & Meier, D. (2008). *Coaching plain and simple: Solution-focused brief coaching essentials*. New York, NY: Norton.

Translated from German, this slim volume provides 'essential' information for coaches wishing to apply a solution-focused lens to their coaching. Case studies, questions and techniques are easy to read.

Motivational Interviewing

Miller and Rollnick 2013 define Motivational Interviewing (MI) as “A collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion.” Motivational interviewing has been intensively studied by multiple independent research teams around the world. The evidence clearly demonstrates that MI is effective in helping people to change even very hard-to-change (addictive) behaviors such as drug and alcohol abuse. Antiss and Passmore 2013 argue that MI as a coaching approach can be particularly effective in working with clients who are unaware of the need to make a change or lack the motivation to engage in a change process. In ****The Coaching Psychologist****, Passmore, 2011a, Passmore 2011b, Passmore 2011c, Passmore 2012a, and Passmore 2012b provide a range of practical coaching techniques aimed at practitioners.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2014) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Anstiss, T., & Passmore, J. (2013). Motivational Interviewing approach. In J. Passmore, D. Peterson & T. Freire, (Eds.) *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*, (pp. 339-364). Chichester: Wiley-Blackwell.

Detailed coverage of: MI theory, research evidence, the spirit, processes, principles and core skills, tools and techniques, development of MI in coaching practise, research evidence and future research.

Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Helping people change* (3rd ed.). New York, NY: Guilford Press.

Useful for practitioners and students, this third edition is a core text for Motivational Interviewing, explaining the four processes: engaging, focusing, evoking and planning.

Passmore, J. (2011a). Motivational Interviewing – A model for coaching psychology practice. *The Coaching Psychologist*, 7(1), 35–39.

The first in a series of journal articles about Motivational Interviewing, introducing the model to set the scene for several articles about MI techniques. It is useful to read before the articles about MI techniques.

Passmore, J. (2011b). Motivational Interviewing techniques – Reflective listening. *The Coaching Psychologist*, 7(1), 49–52.

One of a series of *The Coaching Psychologist* articles on MI techniques – about reflective listening.

Passmore, J. (2011c). Motivational Interviewing techniques – Balance sheet. *The Coaching Psychologist*, 7(2), 151-153.

The second in a series of *The Coaching Psychologist* articles on MI techniques – about the decision-making tool ‘balance sheet’.

Passmore, J. (2012a). Motivational Interviewing techniques – Typical day. *The Coaching Psychologist*, 8(1), 50-52.

The third in a series of *The Coaching Psychologist* articles on MI techniques. The ‘typical day’ exercise can be used at the start of the coaching session to encourage the coachee to talk about the issue.

Passmore, J. (2012b). Motivational Interviewing techniques: Recognising change talk. *The Coaching Psychologist*, 8(2), 107-111.

The fourth article in a series of *The Coaching Psychologist* articles on MI. Formerly known as ‘self-motivating statements’, recognizing change talk focuses on the language used.

Passmore, J. (2014). Motivational Interviewing. In J. Passmore (ed) *Mastery in Coaching: A Complete Psychological toolkit for advanced coaching* (pp283-311). London: Kogan Page.

This chapter aims to draw together examples from practise to support practitioners in enhancing their coaching skills from an evidenced based perspective.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Psychodynamic coaching

Psychodynamic approaches to coaching have drawn heavily on the clinical paradigm of psychoanalysis and in particular psychoanalytic work in organizations. There are a number of competing schools of thought within this broad model or approach: classical psychoanalytic theory which has its roots in the Freudian model; and psychoanalytic object relations theory which draws on the work of writers such as Klein and Winnicott. The third is a mixed model with a particular focus on the developmental lines of narcissism and self-organization. While less popular and less well used in the UK, psychodynamic coaching is well used in the USA. Kilburg 2000, Kilburg 2004, and Kets de Vries 2006 provide interesting papers on psychodynamic coaching. Ward 2008 writes about a psychodynamic coaching model for groups. Diamond 2013 has also provided a detailed overview of the approach and the underpinning science. A useful literature review of psychodynamic executive group coaching has been provided by Ward, van de Loo and ten Have 2014.

Diamond, M. A. (2013). Psychodynamic approach. In J. Passmore, D. Peterson & T. Freire (Eds.), *The Wiley Blackwell handbook of the psychology of coaching and mentoring*, (pp. 365-384). Chichester: Wiley.

A detailed overview of the psychodynamic approach to coaching, and the underpinning science. Research and future research.

Kilburg, R. R. (2000). *Executive coaching: Developing managerial wisdom in a world of chaos*. Washington, DC: American Psychological Association.

Enhanced by case studies, Kilburg's book about executive coaching introduces methods and techniques developed in clinical settings that drew from chaos and complexity theory, and applies them to executive coaching.

Kilburg, R. R. (2004). When shadows fall: Using psychodynamic approaches in executive coaching. *Consulting Psychology Journal: Practice and Research*, 56, 246–268.

Building on his 2000 book, Kilburg's article provides an overview of the conflict and object relations approaches to understanding psychodynamics, within a context of scientific reviews of unconscious mental and emotional phenomena.

Kets de Vries, M. F. R. (2006). *The leader on the couch: A clinical approach to changing people and organizations*. Chichester: John Wiley and Sons Ltd.

The author takes a clinical approach, and the book is structured into sections for: 'Entering the inner theatre of leaders; Changing mindsets; and Understanding the psychodynamics of groups and organizations.

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

This article also notes the prevalence of one-to-one coaching within organizations. While noting that training is generally undertaken in groups, the author makes a case for coaching executives in groups. It is argued that this will allow for collective learning within an experiential encounter. Group coaching is posited as an efficient way of supporting the sustainable transformation of executives.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2010) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Ward, G., van de Loo, E. & ten Have, S. (2014). Psychodynamic group executive coaching: A literature review. *International Journal of Evidence Based Coaching and Mentoring*, 12(1): 63-78.

In this review of the literature, the authors consider a psychodynamic group coaching intervention used within a business school. Taking the intervention as a starting point, the authors consider the components of the group executive coaching to analyse their efficacy.

Coaching Techniques and Tools

Many of the textbooks that address coaching skills include a section or chapter on practical tools that can be used when coaching. In parallel to texts written to support people to develop workplace coaching-related skills, there are a number of books that focus specifically on tools and techniques that can be used during coaching conversations. Megginson and Clutterbuck 2004 and 2009, Andler 2015, Bird and Gornall 2016, Jones and Gorell 2015, and McMahon and Archer 2010 provide a range of tools, techniques and tips. Passmore 2012 focuses specifically on psychological and psychometric tools. Despite the widescale use of coaching tools and techniques within the workplace there is a worrying lack of research into the effectiveness of such interventions. Berg and Karlsen 2013 is a welcome exception.

Andler, N. (2015). *Tools for coaching, leadership and change management: A most complete compendium of tools and techniques for working smarter with people*. London: Wiley.

This book contains a range of tools and techniques, some more appropriate for coaching and others more appropriate in other contexts. The book covers almost 100 tools and they are presented under the following headings: Emotional Intelligence and personal development; assessment and audits; coaching; leadership; performance and development; teamwork; change management; and organizational development.

Berg, M.E., & Karlsen, J.T. (2013). Managing stress in projects using coaching leadership tools. *Engineering Management Journal*, 25(4): 52-61, DOI: 10.1080/10429247.2013.11431995

Using a case study in Norway, the researchers interviewed two project managers who had used a number of coaching tools and techniques (specifically, positive self-talk; visualisation; setting clear goals; providing feedback; using the ABCDE method; empowerment and resilience. According to their study, the project managers interviewed found that such tools and techniques supported employees to reduce or cope with stress.

Bird, J., & Gornall, S. (2016). *The art of coaching: A handbook of tips and tools*. Abingdon, UK: Routledge.

This is a unique contribution to the field. It is an illustrated handbook for coaches. Supported by many drawings, the authors share tools, activities and well-known models that can be used by coaches. It includes sections on relationships and

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

communication; learning and personal growth; leading, influencing and noticing; analysis, choice and change; supervision and team facilitation; and developing creativity.

Jones, G. & Gorell, R. (2015). *50 top tools for coaching*, 3rd ed. London: Kogan Page.

Jones and Gorell provide a comprehensive overview of tools that can support the coaching process. Broadly following the stages of a coaching process, they propose tools that can be used in for: Creating clear expectations; Managing ongoing coaching relationships; Supporting goal setting; Exploring options and solutions; Raising awareness about motivation; Building confidence in clients; Enhancing relationships with others; Improving personal impact; Developing leadership styles; and Planning for the future.

McMahon, G., & Archer, A. (Eds.). (2010). *101 coaching strategies and techniques*. Abingdon, UK: Routledge.

McMahon and Archer's text is an edited collection of practical tools and techniques. It contains very short chapters on particular tools, techniques and skills that can be helpful when coaching. Sections include: building confidence; supporting coach development; developing skills; focusing on the future; skills for coaching groups; problem-solving and creativity; improving relationships; increasing client self-awareness; and supporting clients when they are stuck.

Lancer, N. Megginson, D. and Clutterbuck, D. (2016). *Techniques for coaching and mentoring* (2nd ed). Abingdon, UK: Routledge.

The second edition has updates and significantly improved the first edition. The authors provide a range of tools and techniques appropriate for both coaching and mentoring conversations. The tools are grouped together based on the stages of a coaching or mentoring conversation: establishing or managing the relationship; setting goals; clarifying situations; building self-knowledge; understanding the behavior of others; dealing with barriers; stimulating creativity; decision-making; committing to action; managing one's own behaviors; building support networks and ending the coaching or mentoring relationship.

Megginson, D. and Clutterbuck, D. (2009). *Further techniques for coaching and mentoring*. Abingdon, UK: Routledge.

A follow-up to Megginson and Clutterbuck 2004, this text provides additional tools and techniques in three chapters. They present some ideas about techniques that can support the coaching process, tools for the coach and tools for the client. In addition to tools and techniques, the book includes edited chapters on a wide range approaches or frameworks for coaching and mentoring.

Passmore, J. (Ed.) (2012). *Psychometrics in coaching: Using psychological and psychometric tools for development*, 2nd ed. London: Kogan Page.

This book provides an extensive range of psychological and psychometric tools for use by coaches. After an introductory section on the use of psychometrics and psychological tools in coaching, and the use of feedback, separate chapters explore 15 different psychometric tools. The book ends with a helpful overview of

Passmore, J; van Nieuwerburgh, C & Barr, M. (2018) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

psychometric tools in table form, including several tools not explored in the book.

Coach Behavior

The term “coach behavior” refers to the behaviors or actions of coaches when they work with their clients. There is currently increased interest in understanding how the coach behavior relates to the perceived success of coaching interventions. While there are a number of research studies on the topic of coach behavior within the field of sports coaching, there are fewer studies within the workplace coaching literature. Stein 2009, Kim, Egan, Kim and Kim 2013, and Kalkavan and Katrinli 2014 consider the behavior of coaches and the ways in which it may impact on the responses or perceived success of clients.

Stein, I. F. (2009). What hat am I wearing now? An evidence-based tool for coaching self-reflection. *Coaching: An International Journal of Theory, Research and Practice*, 2(2): 163-175.

In this study, Stein asks the question “what do coaches really do?”. Based on qualitative analysis of coaching conversations, the author proposes that coaches adopt certain “conversational identities” during a coaching interaction. This forms the basis for a framework that can be used for self-reflection by coaches: The Typology of Conversational Identities for Professional Coaches.

Kim, S., Egan, T. M., Kim, W., & Kim, J. (2013). The impact of managerial coaching behavior on employee work-related reactions. *Journal of Business and Psychology*, 28(3): 315-330.

This study in South Korea was interested in the relationship between the perceived coaching behavior of managers and outcomes for employees. Using a quantitative approach, the researchers tested the following 11 hypotheses about the relationship between managerial coaching and employee outcomes. The researchers concluded that “managerial coaching behavior directly influenced employee role clarity and satisfaction with work” and that “managerial coaching behavior indirectly influenced employee satisfaction, career commitment, job performance and organization commitment”.

Kalkavan, S., & Katrinli, A. (2014). The effects of managerial coaching behaviors on the employees’ perception of job satisfaction, organizational commitment, and job performance: Case study on insurance industry in Turkey. *Procedia-Social and Behavioral Sciences*, 150: 1137-1147.

This case study examines the effect of managerial coaching behaviors on the job performance of employees, their job satisfaction and the employees’ satisfaction with their managers. The authors conclude that managerial coaching behavior had a positive effect on role clarity, job satisfaction, job performance and commitment to the organization.

Coach Competency Frameworks

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

A 'competency framework' is a structure that sets out and defines each individual competency required by the coach. In the early period of the development of coaching Ferrar 2004 and others suggested that it would be difficult for professional bodies to build competency frameworks for coaching, due to the complexity of the process and the variety of views. While such complexity exists in coaching, as it does in management, professional bodies have made significant steps towards developing and more recently refining coach competency frameworks. The leading professional bodies – Association for Coaching (AC) 2012, British Psychological Society Special Group in Coaching Psychology (BPSSGCP) 2008, European Mentoring and Coaching Council (EMCC) 2015, and the International Coach Federation (ICF) 2015 – have all published coach competency frameworks. These are used almost exclusively for the review, certification and accreditation of coaches by these professional bodies. In collaboration, the UK Association for Coaching 2019, the European Mentoring and Coaching Council 2019 and the UK International Coach Federation 2019 have published a comparison of their coaching competencies. In addition, the Worldwide Association of Business Coaches 2007 and several other authors such as Ennis et al 2015 and Passmore et al 2014 have published frameworks that are in popular use. A critical review of these frameworks by Passmore et al 2014 suggests that there is growing consensus, which is shared with the research literature, on what constitutes good practise. However, a detailed review of these frameworks reveals how difficult it would be to use some of them as a tool to assess coaches' practise. This is because the majority of the framework statements are not behaviorally based, and contain ideals rather than measurable behaviors. A second challenge for a user is the scale of some of the frameworks, making practical use a challenge for a practitioner to observe, assess and record. The Institute of Leadership and Management framework in Passmore et al 2014 sought to synthesize these previously published frameworks to create a common global standard. The model was tested against the literature. Subsequently each core feature was translated into a behavioral statement with three anchor points to assist practitioners seeking to use a framework in workplace settings. While still not widely used within coach selection, the development of more sophisticated and behaviorally-based indicators may see an increase in the use of competency frameworks for assessment, alongside their use by professional bodies for review, certification and accreditation.

Association for Coaching. (2012). *AC coaching competency framework, revised June 2012*. https://cdn.ymaws.com/associationforcoaching.site-ym.com/resource/resmgr/Accreditation/Accred_General/Coaching_Competency_Framework.pdf

The framework covers nine coaching competencies for 'all coaches', along with three additional coaching competencies for 'executive coaches'. The additional competencies for executive coaches are: Working within the organizational context, Understanding leadership issues, and Working in partnership with the organization.

Association for Coaching, European Mentoring and Coaching Council, and International Coach Federation 2015. *Comparison of different accreditation/credentialing processes*. AC, EMCC and ICF. https://cdn.ymaws.com/www.associationforcoaching.com/resource/resmgr/Why_Coaching/AC_ICF_EMCC_Comparison.pdf

The Association for Coaching UK, the European Mentoring and Coaching Council and

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

the UK Chapter of the International Coach Federation have collaborated to provide a comparison of the coaching competencies that are common to their professional bodies, with the intention of providing clarity to purchasers and providers of coaching about the similarities between the common coaching competencies they use.

British Psychological Society, Special Group in Coaching Psychology. (2008). *Standards framework for coaching psychology*.

<https://www.bps.org.uk/system/files/Member%20Networks/Special%20Groups/SGCP/Members/Standards%20Framework%20for%20Coaching%20Psychology.pdf>

Available only to members, this publication details the coaching psychology standards or competencies which are the benchmark psychological standards to practice as a coaching psychologist. It does not refer to the generic coaching competencies such as listening, building rapport and managing the process, as these are embedded within the standards.

Ennis, S., Goodman, R., Hodgetts, W., Hunt, J., Mansfield, R., Otto, J., & Stern, L. (2015) Core competencies of the executive coach, v2005.1. In S. Ennis & J Otto (Eds.), *The Executive Coaching Handbook: Principles and guidelines for a successful coaching partnership*, 6th ed. (pp. 48-70). Boston, MA: The Executive Coaching Forum.

<http://w3.unisa.edu.au/staffdev/resources/Executive-coaching-Handbook-6th-edition2015.pdf>

Ennis et al.'s original 2005 framework is included in this significantly updated text which has been extended into the sixth edition of this handbook for executive coaches. The authors emphasize that all writing and editing efforts have been a volunteer effort. Feedback from executive coaching professionals internationally has contributed to each of the editions.

European Mentoring and Coaching Council. (2015). *EMCC competence framework v2*.

https://emccuk.org/Public/Professional_Development/Competence_Framework/Public/1Resources/Competence_Framework.aspx?hkey=ad98bd86-8bb8-4435-913d-5258f6774375

Over four levels of competence, the EMCC's competence framework has eight core areas: Understanding self, Commitment to self-development, Managing the contract, Building the relationship, Enabling insight and learning, Outcome and action orientation, Use of models and techniques, and Evaluation.

Ferrar, P. (2004). Defying definition: Competences in coaching and mentoring. *International Journal of Evidence Based Coaching and Mentoring* 2(2).

<https://radar.brookes.ac.uk/radar/file/8b448291-6e85-4262-b646-b1ed647e189f/1/vol02issue2-reflections-01.pdf>

Written while the professional bodies were exploring and debating the introduction of coaching competency frameworks, this interesting paper concludes that it is difficult if not impractical to use a conventional competence-based approach to 'map' the highly complex area of coaching.

International Coach Federation. *ICF core competencies*.

<https://coachfederation.org/core-competencies>

The International Coach Federation have developed 11 core coaching competencies

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

within four groups: Setting the foundation, Co-creating the relationship, Communicationg effectively, and Facilitating learning and results.

Passmore, J., May, T., Badger, L., Dodd, L., & Lyness, E. (2014). *Coaching for success: The key ingredients for coaching delivery and coach recruitment*. (pp. 14-17). London: Institute of Leadership and Management.

<https://www.institutelm.com/resourceLibrary/coaching-for-success-the-key-ingredients-for-coaching-delivery-and-coach-recruitment.html>

This Institute of Leadership and Management (ILM) framework sought to synthesize previously published frameworks to create a common global standard for coach competencies. The model was tested against the literature, and subsequently each core feature was translated into a behavioral statement with three anchor points to assist practitioners seeking to use a framework in workplace settings.

Worldwide Association of Business Coaches. (2007). *Business coaching competencies*.

<http://www.wabccoaches.com/includes/popups/competencies.html>

In partnership with the UK-based Professional Development Foundation (PDF), the Worldwide Association of Business Coaches (WABC) invested several years on in-depth research, literature reviews and consultations with international business coaches and their clients. This resulted in a set of evidence-based competencies describing master-level business coaching, structured in three areas: Self-management: knowing oneself and self-mastery; Core coaching skill-base; and Business and leadership coaching capabilities.

Ethics in Coaching

As coaching matures, there is an increasing focus of the importance of ethical behavior, and an increasing awareness that ethics refers not only to dealing with ethical dilemmas, but to the coach's everyday behavior, choices and values. The unregulated nature of the coaching profession poses a challenge for promoting and ensuring ethical practise. Alongside their coach competency frameworks, professional associations give guidance on ethics. The Association for Coaching (AC), the European Mentoring and Coaching Council (EMCC), the Association for Professional Executive Coaching and Supervision (APECS), the Associazione Italiana Coach Professionisti (AICP) and the Mentoring Institute, University of New Mexico (UNM) 2018 have signed up to a global code of ethics. The code of ethics and conduct from the British Psychological Society 2018 is for all psychologists including coaching psychologists, and it is complemented by their practise guidelines for applied psychologists. The World Association of Business Coaches 2013 also publishes professional standards for business coaches. Iordanou, Hawley and Iordanou 2017 give a thoughtful and practical guide to values and ethics in coaching, including workplace coaching. While Duffy and Passmore (2010), later updated by Passmore and Turner (2018), offered a model to guide ethical decision making.

Association for Coaching (AC), the European Mentoring and Coaching Council (EMCC), the Association for Professional Executive Coaching and Supervision (APECS), the Associazione Italiana Coach Professionisti (AICP) and the Mentoring Institute, University of New Mexico

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

(UNM). (2018). *The Global Code of Ethics for Coaches, Mentors and Supervisors*.

<https://www.associationforcoaching.com/page/AboutCodeEthics>

Originally these organizations had their own codes of ethics. They have now collaborated to create one code, to which all have become signatories, covering Terminology, Working with clients, Professional conduct, and Excellent practise. Signatories may decide that they need additional ethical principles to complement the code. Such additions must not contradict the essence of the code, nor carry an obligation for the other signatories to adopt.

British Psychological Society. (2018). *Code of Ethics and Conduct*.

<https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%20%28Updated%20July%202018%29.pdf>

A code of ethics and conduct for all psychologist members of the society, including coaching psychologists. Based on four core principles (respect, competence, responsibility and integrity), it highlights the kind of challenges that practitioners may meet in practicing ethically.

British Psychological Society. (2018). *Practice Guidelines, 3rd ed.*

[https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Practice%20Guidelines%20\(Third%20Edition\).pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Practice%20Guidelines%20(Third%20Edition).pdf)

Practise guidelines for all applied psychologists, including coaching psychologists. Complements the ****Code of Ethics and Conduct****.

Duffy, M. & Passmore, J. (2010). Coaching ethics: A decision making model. *International Coaching Psychology Review*. 5(2), 140-151.

This peer review paper based on a qualitative study offered a framework to guide ethical decision-making in coaching practise.

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Iordanou, I., Hawley, R., & Iordanou, C. (2017). *Values and ethics in coaching*. London: Sage.

A thoughtful and comprehensive guide to ethical practise in coaching, with practical support and practical tools to help the reader identify what ethical practise looks like, and how it can be followed. The authors note how ethical practise can vary in different contexts, and they look at ethical dilemmas in business coaching, coach training, and other areas. Helpful suggestions for further reading.

Passmore, J. & Turner, E. (2018). Reflections on integrity: The APPEAR Model. *Coaching at Work*. 13(2), pp42-46.

This paper updates the model originally developed by Duffy and Passmore (2010) to provide a more comprehensive model for coaches and coach supervisors, helping them use professional body ethical codes, while applying these in practice.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Worldwide Association of Business Coaches. (2013). *Professional standards for business coaches*. http://www.wabccoaches.com/includes/popups/professional_standards.html

The standards began as a discussion paper drafted by the Professional Development Foundation (PDF), which reviewed 50 professions, examined professional standards in coaching and related fields, and presented possible standards for business coaches. After review and debate, the standards were made available as a guidance document for WABC members in 2011, and have been subsequently further reviewed and amended.

Coach and Coachee Personality

There has been considerable interest in the question of how the personality of the coach or coachee may influence the success of coaching. A number of studies have shed light on this topic, including Stewart, Palmer, Wilkin and Kerrin 2008. Studies by Passmore, Holloway and Rawle-Cope 2010, and Scoular and Linley 2006 used MBTI personality preferences, while studies by Jones, Woods and Hutchinson 2014, and Guohai, Wen and Yuwen 2013 focused on the Big Five Personality Traits.

Stewart, L. J., Palmer, S., Wilkin, H., & Kerrin, M. (2008). The influence of character: Does personality impact coaching success? *International Journal of Evidence Based Coaching and Mentoring*, 6(1): 32-42.

This study considers whether the personality of the coachee has an effect on the perceived success of coaching. Positive correlations were identified between “the application of coaching development and conscientiousness, openness to experience, emotional stability and general self-efficacy”.

Jones, R. J., Woods, S. and Hutchinson, E. (2014). The influence of the Five Factor Model of personality on the perceived effectiveness of executive coaching. *International Journal of Evidence Based Coaching and Mentoring*, 12(2): 109-118.

This study explores whether there is a relationship between a coachee’s personality (using the Five Factor Model) and their perception of the effectiveness of executive coaching. The study found that “there was a significant positive relationship between extraversion and perceived coaching effectiveness”. However, the correlations were relatively low, suggesting that personality is only one of many factors influencing the perceived effectiveness of executive coaching.

Guohai, C., Wen, H. and Yuwen, T. (2013). Predicting Managerial Coaching Behaviors by the Big-Five Personality Traits. *Journal of Human Resource and Sustainability Studies*, 1: 76-84.

This study in China constructed a Chinese Managerial Coaching Behavior Inventory and then considered the correlations between coaching behaviors and the personality of the coaches (using the Big Five personality traits). The researchers found that the managerial coaching behaviors described as “accessing”, “challenging” and “supporting” were positively correlated to Extraversion, Openness to Experience, Agreeableness and Conscientiousness. At the same time they were all negatively correlated to Neuroticism.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2014) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Passmore, J., Holloway, M., & Rawle-Cope, M. (2010). Using MBTI type to explore differences and the implications for practise for therapists and coaches. Are executive coaches really like counsellors? *Counselling Psychology Quarterly*, 23(1). 1-16.

The authors of this paper explored typical MBTI types of coaches and counsellors, and how MBTI preferences may play out in terms of preferred modes of behavior. For each preference the authors offer guidance of what coaches should reflect upon to prevent being their preference type dominating the coaching interaction.

Scoular, A. and Linley, P.A. (2006). Coaching, goal-setting and personality type: What matters? *The Coaching Psychologist*, 2(1): 9-12.

In this article, Scoular and Linley consider how differences in personality type (using MBTI) between coach and client affected perceived effectiveness of coaching. They found that when there were differences between MBTI profiles, the effectiveness of coaching was perceived to be significantly higher.

Coach-Client Factors

Since the early 2000s, there have been a number of attempts to understand the various coach and client factors that lead to successful coaching outcomes. O’Broin and Palmer 2006 highlighted the lack of sufficient research into coaching relationship. Subsequently, a number of studies have addressed this question. McKenna and Davis 2009 built on psychotherapy outcome research to suggest factors to improve executive coaching practises, and identified four “active ingredients” - Client factors; relationship between coach and client; hopefulness of the client; and theory and technique. Similar papers about executive coaching studies have been published by de Haan, Culpin and Curd 2011, and de Haan, Duckworth, Birch and Jones 2013.

The key role of the coach-client relationship has been explored by Bluckert 2005, Gyllensten and Palmer 2007, Baron and Morin 2009, Boyce, Jackson and Neil 2010, and Machin 2010.

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

This study explores the view that the working relationship between a coach and their client is an essential factor in the success of executive coaching assignments. Thirty-one pairs of coach-coachee dyads were analysed and it is proposed that the relationship “plays a mediating role in the association between the number of coaching sessions received and development of a manager’s self-efficacy”.

Bluckert, P. (2005). Critical factors in executive coaching: The coaching relationship. *Industrial and Commercial Training*, 37(7): 336-340.

In this paper, the coaching relationship is examined with the view to determine if it is a critical success factor in executive coaching. The author argues that coach training should focus more on the coaching relationship.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

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

This article investigated the impact of the client-coach relationship on leadership coaching. The researchers analyzed 74 client-coach pairs from a leadership coaching program in the USA. They found that the relationship processes (rapport, trust and commitment) positively predicted program outcomes.

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

This broad-ranging study sought to examine the aspects that might make a difference to coaching clients. The study found that clients valued the relationship with the coach and the qualities of the coach. There was little distinction between specific interventions used by the coach. The authors conclude that common factors are important in executive coaching.

de Haan, E., Duckworth, A., Birch, D. & Jones, C. (2013). Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy. *Consulting Psychology Journal*, 65(1): 40-57.

The aim of the researchers was to identify any “active ingredients” that might predict the effectiveness of executive coaching. The study found that the clients’ perceptions of the outcome of the coaching were “significantly related to their perceptions of the working alliance, client self-efficacy, and to client perceptions of the range of techniques of the coach”.

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

This study uses Interpretative Phenomenological Analysis to explore the experiences of coaching of nine participants. The themes of “coaching relationship” emerged as very significant to participants. The following subthemes were discussed: “valuable coaching relationship”, “trust”, and “transparency”. The authors conclude that coaches should maintain a focus on the relationship (in addition to goals and performance improvement).

Machin, S. (2010). The nature of the internal coaching relationship. *International Journal of Evidence Based Coaching and Mentoring*. Special Issue 4: 37-52.

This study uses a phenomenological approach to consider the experiences of three pairs of coach and client. The experience of the participants suggests that trust between the coach and the client is a critical factor. There is discussion about the importance of the level of empathy, good listening, a non-judgmental attitude and congruence in the coach—and the readiness of the client.

McKenna, D. D. and Davis, S. L. (2009). Hidden in plain sight: The active ingredients of executive coaching. *Industrial and Organizational Psychology*, 2(3): 244-260.

In this article, the authors build on psychotherapy outcome research to suggest ways of improving executive coaching practises. Based on the assumption that there is sufficient similarity between coaching and psychotherapy to generalize from one

Passmore, J; van Nieuwerburgh, C & Barr, M. (2010) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

field to the other, they propose that there are four “active ingredients” that should be considered in executive coaching: Client factors; relationship between coach and client; hopefulness of the client; and theory and technique.

O’Broin, A., & Palmer, S. (2006). The coach-client relationship and contributions by the coach in improving coaching outcome. *The Coaching Psychologist*, 2(2), 16-20.

The paper highlighted the serious lack of studies into the importance of the coach-client relationship, and the critical need for more research. The main questions posed were: What are the perceptions of both clients and coaches on the relationship? How is the coaching relationship related to coaching outcome? Can coach contributions improve the coach-client relationship? Can the coach-client relationship be effectively tailored to the individual client?

Group and Team Coaching

Currently, there are differing views on the concept of “group” or “team” coaching. While a number of coaching definitions specify that coaching is a “one-to-one” intervention, there has been a recent interest in “group” or “team” coaching. Although there are few formal definitions of group coaching, it is understood to relate to the use of coaching approaches with more than one client at the same time. According to some, group coaching is practiced when a coach works with multiple clients simultaneously.

Core Texts on Group and Team Coaching

Clutterbuck 2007 presents the case for using coaching with teams. Brown and Grant 2010 offer a model where members of the group take turns being the focal point, with others providing additional support alongside the coach. Team coaching is one type of group coaching in which all of the clients are members of an existing team. Hawkins 2011 explains, “group coaching is the coaching of individuals within a group context, where the group members take turns to be the focal client, while the other group members become part of the coaching resource to that individual....Group coaching can also be carried out in the context of a team, where the individuals being coached are all members of the same team....Although group coaching in a team context can be a useful prelude or component of team coaching, it is fundamentally different from team coaching, for in team coaching the primary client is the whole team, rather than the individual team members”. A few key books have been promoting group and team coaching. Thornton 2010 provides a succinct ‘essential guide’. Britton 2013 provides a comprehensive text on both team coaching and group coaching. Kets de Vries 2005 sees similarities between team coaching and psychotherapy. Models are proposed by Hackman and Wageman 2005, Ward 2008, and Stout-Rostron 2019. Hawkins 2014 is a companion book for Hawkins 2011, and includes case studies.

Britton, J. J. (2013). *From one to many: Best practices for team and group coaching*. Hoboken, NJ: Jossey-Bass.

This comprehensive text covers both team and group coaching. Starting by defining the terms, the author goes on to outline the core skills needed for group and team coaching; makes recommendations for coaches working in this way; considers the

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

various applications of group and team coaching within organizational settings and comments on the future of such approaches. There are few academic articles on the topic of team or group coaching. Most are theoretical pieces, creating models or recommending particular practises.

Brown, S. W., & Grant, A. M. (2010). From GROW to GROUP: Theoretical issues and a practical model for group coaching in organizations. *Coaching: An International Journal of Theory, Research and Practice*, 3(1): 30-45.

This article notes that much of the organizational coaching to date had been one-to-one in nature. Group coaching, with its focus on goal-setting and attainment, is contrasted with group facilitation. A new practical model (GROUP) is proposed. The authors argue that group coaching is underutilised in organizational settings.

Clutterbuck, D. (2007). *Coaching the team at work*. London: Nicholas Brealey.

This is one of the original books on team coaching, the author presents the case for using coaching with teams. The differences between team and individual coaching are discussed and the necessary skills are identified.

Hackman, J. R. & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review*, 30(2): 269-87.

This article proposes a new model for team coaching, with a focus on the functions that coaching can perform for the team, recommendations about the best timing for team coaching and an explication of the conditions in which team coaching is most likely to be effective.

Hawkins, P. (2011). *Leadership team coaching: Developing collective transformational leadership*. London: Kogan Page.

This book focuses on the use of coaching to support the creation of high-performing leadership teams. There are sections on high-performing teams; team coaching; coaching different types of teams; and selecting, developing and supervising team coaches.

Hawkins, P. (Ed.). (2014). *Leadership team coaching in practice: Developing high performing teams*. London: Kogan Page.

This companion book is an edited text that includes case studies of leadership team coaching.

Kets de Vries, M. F. R. (2005). Leadership group coaching in action: The Zen of creating high performance teams. *Academy of Management Perspectives*, 19(1): 61-76.

In an early article, this author advocates the benefits of leadership coaching in a group setting. He argues that working in a group setting with leaders enhances the probability of sustained behavioral improvements. The author compares leadership coaching to psychotherapy and recommends that coaches should undergo clinical training to support them with their leadership work.

Stout-Rostron, S. (Ed.). (2019). *Transformational coaching to lead culturally diverse teams*. Abingdon, UK: Routledge

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

The author makes the case for using team coaching to help leaders and teams flourish in complex, culturally diverse organizations. The book includes practical stories and examples, and the author's High-Performance Relationship Coaching model.

Thornton, C. (2010). *Group and team coaching: The essential guide*. Abingdon, UK: Routledge.

This book covers a number of group and team interventions: team coaching, group supervision and action learning. Group analysis and systems theory are used to make recommendations about ways in which coaches can work with groups and teams.

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

This article also notes the prevalence of one-to-one coaching within organizations. While noting that training is generally undertaken in groups, the author makes a case for coaching executives in groups. It is argued that this will allow for collective learning within an experiential encounter. Group coaching is posited as an efficient way of supporting the sustainable transformation of executives.

Studies of Group and Team Coaching

There are some useful and interesting studies of group and team coaching. Anderson, Anderson and Mayo 2008 offer a study of team coaching to support cultural change. Stelter, Nielsen and Wikman 2011 explore the social impact of narrative-collaborative group coaching of a group of young athletes in Denmark. Ward, van de Loo, and ten Have 2014 studied the psychodynamic group coaching intervention technique practiced at a business school.

Anderson, M. C., Anderson, D. L. & Mayo, W. D. (2008), Team coaching helps a leadership team drive cultural change at Caterpillar. *Global Business and Organizational Excellence*, 27: 40–50.

This study considered the use of team coaching to support cultural change. The coaching intervention included a number of activities such as peer feedback, individual coaching, group coaching and coaching skills training. According to the authors, the intervention decreased non-productive habits of interaction, brought about deeper insights about individual and organizational changes that were required and supported the creation of new processes that made decision-making more effective.

Jones, R. Napiersky, U and Lyubovnikova, J. (2019). Conceptualizing the distinctiveness of team coaching. *Journal of Managerial Psychology*, ISSN 0268-3946

This conceptual; paper explores the nature of team coaching through a survey of practitioners as to how they define Team Coaching and distinguish it from other team interventions.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Stelter, R., Nielsen, G., & Wikman, J. M. (2011). Narrative-collaborative group coaching develops social capital: A randomized controlled trial and further implications of the social impact of the intervention. *Coaching: An International Journal of Theory, Research and Practice*, 4(2): 123-137.

In this randomized controlled trial (RCT), the impact of narrative-collaborative group coaching on young athletes (n=77) was studied. The study focused on group coaching's influence on career development, self-reflection and general functioning. The authors concluded that narrative-collaborative group coaching can help to support the development of long-lasting social networks and increase social capital.

Ward, G., van de Loo, E. & ten Have, S. (2014). Psychodynamic group executive coaching: A literature review. *International Journal of Evidence Based Coaching and Mentoring*, 12(1): 63-78.

The authors consider a psychodynamic group coaching intervention, and examine the components of the group executive coaching within the context of the team's efficiency.

Coaching Supervision

Carroll 2019 provides a helpful short introduction to coaching psychology supervision including supervision within organizations. Another useful chapter in an edited book is Hawkins 2016 which includes the three functions that coaching supervisors should carry out: (1) 'Developmental' (developing the skills and capacities of the supervisee); (2) Resourcing (attending to the emotions of supervisees); and (3) Qualitative (taking responsibility for the quality of the supervisee's work). More detail is available in Hawkins and Smith 2006. In a study from Australia and New Zealand, Lawrence and Whyte 2013 interviewed executive coaches and purchasing clients about the functions of supervision. For the coaches, the most prevalent function of coaching supervision was developmental, while purchasing clients were most likely to view coaching supervision as a means of quality control. In his case study of the Big Four accounting firms, Mann 2014 points to the increasing number of internal coaches in organizations, and their provision of coaching supervision for coaches. Internal coaches in the workplace may face heightened challenges around boundary management for example, so may benefit from support in the form of coaching supervision.

There is ongoing debate about the value of coaching supervision in its various forms, eg one-to-one with a coaching supervisor, peer supervision, group supervision, group reflective practise. Qualitative studies, for example the study of internal coaching supervisors by Robson 2016, illuminate the benefits to the coach's development and resourcing, but evidence of the impact of coaching supervision on Return on Investment (ROI) is scarce. In his systematic literature review of business coaching supervision, Joseph 2016 observed that the studies provided valuable insights into the functions of supervision and its benefits, but they were relatively low in the reporting of methodological rigor; he also observed that there was a need for large-scale quantitative research which can be generalized. While there are many books for coaching supervisors, Clutterbuck, Whitaker and Lucas 2016 provide a guide for the coaching supervisee.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Carroll, M. (2019). Coaching psychology supervision. In S. Palmer & A. Whybrow (Eds.). *Handbook of coaching psychology: A guide for practitioners* (2nd ed.). (pp. 562-572. Abingdon, UK: Routledge.

A general introduction to coaching psychology supervision. It includes a section on systemic supervision, and the author proposes tasks that supervisors need to fulfil when one of the stakeholders is an organization.

Clutterbuck, D., Whitaker, C., & Lucas, M. (2016). *Coaching supervision: A practical guide for supervisees*. Abingdon, UK: Routledge.

This practical and detailed guide for supervisees covers definitions, types, approaches, and models of supervision, along with how to prepare for supervision, and how to develop one's internal supervisor. The chapter on cultural dimensions of supervision includes an exploration of the use of reflective practise to understand and investigate bias in an individual client, an organization and a system.

Hawkins, P. (2016). Coaching supervision. In J. Passmore (Ed.). *Excellence in coaching: The industry guide* (3rd ed.), pp. 257-272. London: Kogan Page.

Like ****Carrol 2019****, this chapter is a useful primer on coaching supervision, including a recognition of the organizational and professional context.

Hawkins, P., & Smith, N. (2006). *Coaching, mentoring and organizational consultancy: Supervision and development*. London: Open University Press.

Alongside sections on coaching, mentoring and organizational consultancy, this book includes several chapters on supervision as another form of development and adult learning.

Joseph, S. (2016). A review of research into business coaching supervision. *Coaching: An International Journal of Theory, Research and Practice* (9)2, 1580168.

A review of seven peer-reviewed studies into business coaching supervision, which found them to be low in the reporting of methodological rigor. The author acknowledges the importance of this emerging area of research and identifies gaps in knowledge and directions for future research.

Lawrence, P., & Whyte, A. (2013). What is coaching supervision and is it important? *Coaching: An International Journal of Theory, Research and Practice*, 7(1), 29-55.

DOI: [10.1080/17521882.2013.878370](https://doi.org/10.1080/17521882.2013.878370)

A study from Australia and New Zealand, of 33 executive coaches and 29 purchasing clients about the functions of supervision which found differing perspectives. For coaches, the supervision was for developmental reasons, while purchasing clients were most likely to view coaching supervision as a means of quality control. Notably, only 21% of these purchasing clients insisted on supervision as part of the quality assurance process. Paper includes a discussion about whether coaching supervision should be mandatory and regular, and the form it should take.

Mann, C. (2014). *Case study: The development of internal coaching in the Big Four accountancy firms in the UK*. London: Ridler & Co.

Case study of the development of internal coaching and coaching supervision for

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

internal coaches in Deloitte, EY, KPMG and PwC. <http://www.ridlerandco.com/wp-content/uploads/cs6892015/big-four-case-study.pdf>

Passmore, J. & McGoldrick, S. (2009). Super-vision, extra-vision or blind faith? A grounded theory study of the efficacy of coaching supervision. *International Coaching Psychology Review*. 4(2). 143-159.

The paper explores the role of supervision within coaching through a qualitative grounded theory study to develop a framework for further research.

Robson, M. (2016). An ethnographic study of the introduction of internal supervisors to an internal coaching scheme. *International Journal of Evidence Based Coaching and Mentoring*, 14(2), 106-122.

A small qualitative study, describing the journey of a group of internal supervisors to their internal coaching scheme within an organization.

Research Studies

Various studies have examined coaching outcomes for individuals and for the organization as a whole.

Research Studies of Individual Outcomes of Coaching

Grant and Curtayne 2009 examined the impact of executive coaching on individuals' goal attainment, resilience and workplace wellbeing; Grant, Green and Rynsaardt 2010 studied the impact of coaching on teachers in their workplace; while Kochanowski, Seifert and Yukl 2010 investigated individuals' feedback skills, and Moen and Skaalvik 2009 explored individuals' performance. Bozer and Sarros 2012 also looked at individuals' performance, along with other outcomes such as self-awareness, career satisfaction and job affective commitment. Bright and Crockett 2012 report on the benefit of a small coaching intervention to enhance training for individuals. Passmore and Rehman (2012) compare the impact of coaching compared with training as learning methodology in a large-scale randomised controlled trial. More recently, Jones, Woods and Zhou 2018 used self-reported work well-being and personal effectiveness at work as their criteria.

Bozer, G. & Sarros, J. C. (2012). Examining the Effectiveness of Executive Coaching on Coachees' Performance in the Israeli Context. *International Journal of Evidence Based Coaching and Mentoring* 10(1), 14-32.

Using a quasi-experimental approach, the authors investigated the impact of executive coaching on the performance of the coachees as well as other individual outcomes such as self-awareness, career satisfaction, job affective commitment and job performance. The study involved 197 participants working in Israeli professional services firms and found that executive coaching might support executives to improve their career satisfaction.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

Bright, D., & Crockett, A. (2012) Training combined with coaching can make a significant difference in job performance and satisfaction. *Coaching : An International Journal of Theory, Research and Practice*, 5(1), 4-21. <https://doi.org/10.1080/17521882.2011.648332>

The authors observe that coaching in organizations need not be a long-term engagement with high-potential employees. In their study, employees who received a short coaching intervention 3-4 weeks after a classroom-based training program were significantly more able than the control group to identify solutions and deal with changing priorities and tight deadlines.

Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and work-place well-being: A randomized controlled study. *The Journal of Positive Psychology*, 4: 396–407.

In this study, the researchers examined the impact of executive coaching on 41 executives in a public health agency. Each executive received feedback, underwent a half-day leadership workshop and attended four coaching sessions over a 10-week period. The executive coaching was delivered by professional coaches external to the agency. The researchers found that coaching “enhanced goal attainment, increased resilience and workplace well-being and reduced depression and stress”.

Grant, A. M., Green, L. S., & Rynsaardt, J. (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal: practice and Research*, 62(3), 151-168.

A relatively small but significant study with a randomized controlled design to explore the impact of coaching (using a cognitive behavioral solution-focused approach) on goal attainment, mental health, workplace wellbeing and resilience, and leadership style. Compared with randomly selected controls, the coaching had a positive impact on these outcomes.

Jones, R., Woods, S. A., & Zhou, Y. (2018). Boundary conditions of workplace coaching outcomes. *Journal of Managerial Psychology*, 33(7/8), 475-496.

A study of 161 individuals from different occupations, aiming to gain greater understanding about the occupational and practise determinants of effective workplace coaching. Participants used self-report on work wellbeing and personal effectiveness at work.

Kochanowski, S., Seifert, C. F. & Yukl, G. (2010). Using coaching to enhance the effects of behavioral feedback to managers. *Journal of Leadership and Organizational Studies*, 17, 363–369.

This study sought to consider whether coaching could be used to enhance the effectiveness of a feedback workshop. The participants worked for a supermarket chain. One group of managers received individual coaching after attending a feedback workshop while another group attended the feedback workshop but did not receive coaching. The participants who received coaching increased the use of collaboration with subordinates when compared to the control group.

Moen, F. and Skaalvik, E. (2009). The effect from coaching on performance psychology. *International Journal of Evidence Based Coaching and Mentoring*, 7, 31–49.

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

This study investigates the use of coaching within a Fortune high-tech 500 company. Using a combination of executive coaching and a coaching based leadership program, the researchers found that external executive coaching had an impact on the psychological variables affecting performance. The authors conclude that “executive coaching can be used to transform individual performance at work”.

Passmore, J. & Rehman, H. (2012). Coaching as a learning methodology – a mixed methods study in driver development – a Randomised Controlled Trial and thematic analysis. *International Coaching Psychology Review*, 7(2), 166-184.

This study used a mixed methods design, RCT and thematic analysis to explore differences on learning using coaching and directive training methods. The authors concluded that coaching was both more efficient and effective, in reducing learning time and achieving higher pass rates in this learning context.

Research Studies of Organizational Outcomes of Coaching

Studies by Ellinger 2003, and Smither, London, Flautt, Vargas, Kucine 2003 reveal outcomes that are more directly relevant to the organization. A study by Kombarakaran, Yang, Baker and Fernandes 2008 considered executive coaching as a way of developing leadership capacity. Luthans and Peterson 2003 found that during a period where a 360-degree program was combined with coaching, organizational performance improved. A study by Parker-Williams 2006 found that coaching produced monetary benefits for the organization.

Ellinger, A. D. (2003). Antecedents and consequences of coaching behavior. *Performance Improvement Quarterly*, 16(1): 5-28.

In this qualitative (critical incident) study, Ellinger considers the outcomes of coaching interventions for employees, managers and the organization. The paper concludes with a tentative suggestion that the commitment of managers to coaching “has the potential to impact performance at the individual employee, manager and organizational level”.

Kombarakaran, F. A., Yang, J. A., Baker, M. N. & Fernandes, P. B. (2008). Executive Coaching: It works! *Consulting Psychology Journal: Practice and Research*, 60(1), 78-90.

This empirical study considered the use of effective coaching as a way of developing leadership capability. Using both quantitative and qualitative methods, 114 executives and 42 coaches were surveyed. The study found that the following areas were positive affected: “people management”, “relationships with managers”, “goal setting and prioritization”, “engagement and productivity”, and “dialogue and communication”.

Luthans, F., & Peterson, S. J. (2003). 360-degree feedback with systematic coaching: Empirical analysis suggest a winning combination. *Human Resource Management*, 43, 243-256.

This study found that there is much more involved in positively impacting managers by a 360-degree program than only providing simple feedback and expecting managers to change. The study combined 360-degree programs with coaching, where employees were supported to use the feedback. The researchers found that

Passmore, J; van Nieuwerburgh, C & Barr, M. (2014) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

organizational performance data (sales revenue, etc) significantly increased during the period of the feedback coaching and for three months afterwards.

Parker-Williams, V. (2006). Business impact of executive coaching: Demonstrating monetary value. *Industrial and Commercial Training*, 38(3), 122-127.

This ROI (return on investment) study found that, after the effects of the coaching were isolated, coaching produced intangible and monetary benefits for seven out of eight business areas, and ROI of 689%. The paper suggests a three-step process for understanding the business impact of executive coaching, and it shows the ROI calculations. However, the paper does not indicate the limitations of the study.

Smither, J. W., London, M., Flautt, R., Vargas, Y., & Kucine, I. (2003). Can working with an executive coach improve multisource feedback ratings over time? A quasi-experimental field study. *Personnel Psychology*, 56: 23–44.

In one of the largest studies of its kind, 1,361 senior managers participated in this research. All the participants received multisource feedback. Four hundred and four were supported by an executive coach to review the feedback received and set goals – the study found that they were more likely to set clear and specific goals, and more likely to talk to their supervisors to get ideas for improvement.

Meta-Analysis Research

Workplace coaching has been growing in maturity. The number of randomized controlled trials has grown steadily, and some of these are included in the sub-sections ****Individual Outcomes**** and ****Organizational Outcomes****. Since 2014 a number of full-scale meta-studies have been published, which show the effect size of coaching. De Meuse, Dai, and Lee 2009 conducted a short meta-analysis of empirical studies which considered the effectiveness of executive coaching on skills and performance. Although the number of studies was low, their meta-analysis provided a platform for subsequent studies. Theeboom, Beersma, and van Viannen 2013 expanded on this work, and Jones, Woods and Guillaume 2015 used many of the same papers, along with some other studies and ultimately offered some different conclusions. Weaknesses in coaching research methodology and research gaps were identified by Blackman, Moscardo and Gray 2016, whose paper covered a broad range of workplace coaching contexts. Bozer and Jones 2018 used a narrower focus in their systematic literature review – including only one-to-one coaching in the workplace provided by an external or internal coach who has no formal authority over the coachee. Some meta-analyses are based on only a small number of studies, for example Sonesh, Coultras, Lacerenza, Marlow, Benishek, and Salas 2015. However, overall, these coaching meta-studies provide a number of valuable implications for both coaching practitioners and researchers. While providing interesting results in their own right, the studies are also beginning to build a consistent picture of the value of coaching as a tool. It is beginning to emerge that coaching may have wider uses for organizations seeking to develop their people, support them in managing stress, and in developing the skills and attitudes which contribute to personal and organizational success. Each of these meta-studies provides evidence that coaching research provides evidence of positive affect, and coaching can be viewed as an evidence-based tool in a similar way to training or appraisal. However, caution still needs to be exercised in proclaiming the ‘magic’ of coaching as the key to unlocking

Passmore, J; van Nieuwerburgh, C & Barr, M. (2019) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

personal potential in all. Athanasopoulou and Dopson 2017 challenge us to enrich coaching research through a more diverse range of contributors.

Athanasopoulou, A., & Dopson, S. (2017). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most? *The Leadership Quarterly*. <https://doi.org/10.1016/j.leaqua.2017.11.004>

An extensive review of executive coaching outcomes that challenges previous emphasis on the 'destination' of executive coaching (the outcomes and how strong they are). The authors argue for reframing of the field, recognizing that the 'journey' is important. They also propose that research on coaching outcomes would benefit from a more diverse range of contributors.

Blackman, A., Moscardo, G., & Gray, D. E. (2016). Challenges for the theory and practise of business coaching: A systematic review of empirical evidence. *Human Resource Development Review*, 15(4), 459-486.

The authors prefer the more inclusive term 'business coaching' rather than 'executive coaching', noting that workplace coaching is for people at all levels, and it can be conducted by either external coaches or internal line managers or human resources staff. Therefore the conclusions may not reflect the unique challenges of each context. The authors argue for more sophisticated research to support the development of sound theoretical models for workplace coaching.

Bozer, G., & Jones, R. (2018). Understanding the factors that determine workplace coaching effectiveness: A systematic literature review. *European Journal of Work and Organizational Psychology*. DOI: 10.1080/1359432X.2018.1446946.

Following a truly systematic methodology for the review, the authors included only studies of one-to-one coaching in the workplace provided by an external or internal coach who has no formal authority over the coachee. The review focused only on specific operationalized constructs, eg goal orientation. The limits applied by these strict boundary conditions may have excluded some helpful studies.

De Meuse, K. P., Dai, G., & Lee, R. J. (2009). Evaluating the effectiveness of executive coaching: Beyond ROI? *Coaching: An International Journal of Theory, Research and Practice*, 2(2), 117-134.

This meta-analysis had a low number of studies, However as the first meta-analysis on workplace coaching it provided a platform for subsequent studies. It recognizes the challenge of measuring return on investment (ROI) and notes the challenges of assessing the effectiveness of individual coaches, and that there is almost no such research.

Grover, S. & Furnham, A. (2016). **Coaching as a Developmental Intervention in Organisations: A Systematic Review of Its Effectiveness and the Mechanisms Underlying It.** *PlosOne*. <https://doi.org/10.1371/journal.pone.0159137>

This paper aimed to offer a thorough and systematic review of the empirical and practitioner research on executive, leadership and business coaching to assess the

Passmore, J; van Nieuwerburgh, C & Barr, M. (2010) Workplace Coaching. In R. Griffin (ed.) Oxford Bibliographies in Management. New York: Oxford University Press.

current empirical evidence for the effectiveness of coaching and the mechanisms underlying it.

Jones, R., Woods, S., & Guillaume, Y. (2015). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89, 249-277.

This study built on Theeboom et al 2013 paper, using many of the same papers, but with additional studies resulted in different conclusions. The authors argue that learning, training and development are fundamental processes to understanding coaching. Hence, they devised a theoretical model integrating these aspects.

Sonesh, S. C., Coultras, C. W., Lacerenza, C. N., Marlow, S., Benishek, L. E., & Salas, E. (2015). The power of coaching: A meta-analytic investigation. *Coaching: An International Journal of Theory, Research and Practice*, 8(2), 73-95. DOI: 10.1080/17521882.2015.1071418.

This meta-study aimed to investigate the predictive power of coaching on the coach-coachee relationship outcomes and the coach-coachee goal attainment outcomes. It also aimed to assess the impact of coaching on goal-orientated coaching outcomes, and it reviewed the effect of coach-coachee relationship on coachee outcomes. This analysis however was based on only two studies, so considerable caution should be exercised in drawing conclusions.

Theeboom, T., Beersma, B., & van Viannen, A. E. M. (2013). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*. DOI: 10.1080/17439760.2013.837499.

This meta-analysis expanded on the work by **De Meuse et al 2009**. Central to Theeboom's analysis was the idea that current coaching psychology research lacked a strong theoretical framework and this acted as a constraint against future advancements in the field. As a result, Theeboom and his colleagues attempted to build a model that encapsulated the effects of coaching on various dimensions associated with individuals in the workplace. While not complete, the framework provided a platform for the study.