Third National Coaching Psychology Symposium

‘Leading Coaching Excellence – How to do it’

22 - 23 August 2008
Dockside | The Balcony Level | Cockle Bay Wharf | Sydney

The Australian Psychological Society Ltd
INTEREST GROUP IN COACHING PSYCHOLOGY
Is Coaching Psychology Flourishing?

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Quick Overview

• Background
• What is flourishing?
• New trends?
• How rigour gives vigour
• Discussion?
• Three research areas/questions
• Six outcome studies

• Have nice cup of tea!
Background – finding the way
The “normal” population
Is coaching about working with the “non-clinical”?
Goal Striving and Mental Health

- Acquiescent
- 'Normal' Functioning
- Languishing
- Distressed but functional

High Mental Health

Low Level of Intentional Goal Striving

High Level of Intentional Goal Striving

Major psychopathology

High Mental Illness
Goal Striving and Mental Health

Low Level of Intentional Goal Striving

Acquiescent

Languishing

Major psychopathology

High Mental Illness

High Mental Health

‘Normal’ Functioning

Flourishing

High Level of Intentional Goal Striving

Distressed but functional
That vision thing

• Discrete Discipline of Coaching Psychology
• APS Accreditation
• U/Grad units of study (degrees ?)
• APS Accredited Masters
• PhD’s
• Booming journal
• Substantial connection to “Coaching”
• Coaching Psychologists
• Coaches who use Psychology in their coaching
• and ..... ?
What is Flourishing?
Flourishing =
The Speed of Development

• Coaching is fast evolving
• New discoveries are being made daily
• Last month’s big thing is this month’s so-so
• This month’s so-so is next month’s no-no
• Next month’s no-no – is tomorrow's ho-ho!
So … we’ve now moved past
So … we’ve now moved past

- GROW Coaching
- Evidence-based
- Cognitive Coaching
- Behavioural
- NLP Coaching
- Narrative Coaching
- Solution Focused
- Appreciative

- Brain-based
- Soul-based
- Intuition-based
- Transformative
- Transpersonal
- Interpersonal
- Impersonal
- Non-personal
Quantum-level Nano Coaching

• We can now coach at the *cellular* level …
• Nano-coaching
• Based on the latest thinking from our own personal think tank … quantum physics
• We get inside your mind and expand it for you … “no effort change” …
“To me, the single most important thing for coaching (and positive psychology) to keep in mind is the necessity of collecting **rigorous empirical evidence**. This may be the only thing that separates the field from earlier humanistic psychology and from current non-validated self-help books, while also dealing with difficult scientific issues concerning demand effects, placebo effects and just plain wishful thinking.

**Coaching ... is especially vulnerable to these problems because of the commercial and money-making possibilities it presents.**”

Ken Sheldon, 2007

Languishing-Flourishing Model of Coaching

Flourishing

Faddism

Protoscience

Normal Science

Pseudoscience

Rigorous thinking (Low)

Focused on past ideas and directions

Rigorous thinking (High)

Regurgitating Science

Pedantic Science

Blind belief in righteousness of the past

Rigid adherence to orthodoxy
Languishing-Flourishing Model of Coaching

Flourishing

Openness to new ideas and directions

Flourishing

Normal Science

Protoscience

Pseudoscience

Faddism

Rigorous thinking (Low)

Rigorous thinking (High)

Languishing

Focused on past ideas and directions

Pedantic Science

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Regurgitating Science

Blind belief in righteousness of the past
Total no. coaching citations PsycINFO

Total Number of Citations N = 428 (since 1937)
Types of coaching publications

Types of Publication Since 1980

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

<table>
<thead>
<tr>
<th>Year Period</th>
<th>Articles</th>
<th>Phd</th>
<th>Empirical</th>
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<td>2</td>
<td>0</td>
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<tr>
<td>1985-1989</td>
<td>6</td>
<td>4</td>
<td>6</td>
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<tr>
<td>1990-1994</td>
<td>4</td>
<td>5</td>
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<tr>
<td>1995-1999</td>
<td>14</td>
<td>5</td>
<td>15</td>
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<td>2000-2004</td>
<td>52</td>
<td>29</td>
<td>40</td>
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<tr>
<td>2005-July 2008</td>
<td>119</td>
<td>81</td>
<td>14</td>
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</table>
Types of outcome study  \( N = 77 \)
Aims of Coaching Research Program

• Develop evidence-based approach to coaching
• Study the development of the coaching industry
• Examine effectiveness of coaching
  – Range of populations (adult, workplace, schools)
  – Use coaching as real-life experimental methodology
• Develop more sophisticated coaching frameworks
  – Integrate coaching and PP, use of mindfulness etc
Challenges of Coaching Research

- Finding the right participants
- Finding the right coaches
- Ensuring fidelity to coaching model
- Choosing the right measures
- Getting the questionnaires filled in at T1
- Getting the questionnaires filled in at T2
- Doing the statistics
- Re-doing the statistics
- Writing the paper
- Re-writing the paper
Measuring Coaching Outcomes

- **Goal Attainment Scaling (GAS)**
  - Simple scaling; Levels of attainment

- **Presence/Absence of Mental Distress**
  - DASS: Depression, Anxiety and Stress Scale

- **Presence/Absence of Well-being**
  - QOLI; PWB; SWB; Hope; Cognitive Hardiness; Workplace Well-being Index

- **Metacognitive Processes**
  - MAAS; SRIS: Schutte EI Scale

- **Skills Development**
  - Goal-focused Coaching Skill Questionnaire
Question 1:
Does Coaching Work?
Coaching as Applied Positive Psychology

• **Study 1: Solution-focused, coaching group program**

• Does Coaching “work”, and how does it impact on self-reflection and insight?
  
  – Within subjects; N = 20 (Adults 35.6yrs)
  – 13 wks, 50 min weekly, group-based “GROW” sessions

• **DVs: Self-Reflection & Insight Scale; Quality of Life; Mental Health; Goal Attainment**

  (Grant, 2003)
### Mental Health & Quality of Life

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>$p$</th>
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<tbody>
<tr>
<td>DEP</td>
<td>4.60</td>
<td>1.20</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>ANX</td>
<td>2.90</td>
<td>1.10</td>
<td>.04</td>
</tr>
<tr>
<td>STRESS</td>
<td>12.60</td>
<td>7.80</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Qual. Life</td>
<td>24.25</td>
<td>44.45</td>
<td>&lt;.01</td>
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</tbody>
</table>

Increase in Goal Attainment (20% pre to 68.01% post: $p =<.01$)
## Self-Reflection & Insight

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>$p$</th>
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<tr>
<td>Self-Ref</td>
<td>56.05</td>
<td>49.05</td>
<td>&lt;.01</td>
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<tr>
<td>Insight</td>
<td>35.65</td>
<td>38.60</td>
<td>.02</td>
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</table>

![Graph showing comparison between Pre and Post for Self-Reflection and Insight with p-values](image)
### Correlational Relationships

<table>
<thead>
<tr>
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<th>Goal Attainment</th>
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</thead>
<tbody>
<tr>
<td>Self-Reflection</td>
<td>$r = -0.36 \ (p = 0.01)$</td>
</tr>
<tr>
<td>Insight</td>
<td>$r = 0.28 \ (p = 0.04)$</td>
</tr>
</tbody>
</table>

As participants moved through self-regulation cycle towards goals, they became less self-reflective & had greater insight.
Key Points of Study 1

• Self-reflection may not facilitate goal attainment

• It’s HOW we pay attention that counts

• Coaching should be solution-focused & generate insights & goal-oriented actions, rather than self-focused reflection
Coaching as Applied Positive Psychology

• **Study 2: Solution-focused, Cognitive-behavioural coaching individual program**

• Does coaching work when screening/excluding participants for mental health issues?
  
  – Randomised controlled study; N= 67 (Adults 38.5yrs)
  – Screened for mental health problems – 22 excluded (25%)
  – Intro. evening, 10 wks 45 min weekly individual coaching

• **DVs: Goal Attainment; Psychological Well-being, Mental Health, Subjective Well-being; Emotional Intelligence**

(Spence & Grant, 2005)
## Outcomes Overview

<table>
<thead>
<tr>
<th></th>
<th>Coaching</th>
<th></th>
<th>Control</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>pre</td>
<td>post</td>
<td>pre</td>
<td>post</td>
<td>$p$</td>
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<td>Goal</td>
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<td>2.11</td>
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<tr>
<td>Life Satisfaction</td>
<td>23.70</td>
<td>25.90</td>
<td>20.60</td>
<td>20.90</td>
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<tr>
<td>EI - empc</td>
<td>36.15</td>
<td>38.00</td>
<td>34.66</td>
<td>35.93</td>
<td>&lt;.05</td>
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<tr>
<td>PWB – em</td>
<td>36.90</td>
<td>41.30</td>
<td>37.33</td>
<td>38.13</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>

EI empc = Emotional Intelligence facet of Emotional Perception; PWB em = Psychological Well-being: Environmental Mastery

Other outcomes measures were not significant
Key Points from Study 2

• Individual coaching can be effective
  – Goal attainment
  – Life satisfaction
  – Emotional perception
  – Environmental mastery

• Coaching not an “infallible” panacea

• Mental Health screening may reduce chance of significant outcome on well-being measures

• Related problems with measuring “wellness” in non-clinical populations – ceiling effects?
Coaching as Applied Positive Psychology

• **Study 3: Solution-focused, Cognitive-behavioural coaching group program**

• **Do effects of Coaching maintain over time?**
  
  – Matched group, controlled study; N= 56 (Adults 42.7 yrs)
  – Screened, but lower exclusion threshold than Study 2
  – 1 day workshop, 10 wks, 1 hr weekly, group-based
  – Follow-up at 10 weeks, 20 weeks and 30 weeks post

  (Green, Oades & Grant, 2006)
## Study 3 Design

<table>
<thead>
<tr>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
<th>Time 5</th>
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<tr>
<td>Weekly coaching over 10 weeks</td>
<td>10 wks post</td>
<td>20 wks post</td>
<td>30 wks post</td>
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</table>

<table>
<thead>
<tr>
<th>Group 1</th>
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<tbody>
<tr>
<td>Begin coaching</td>
<td>Begin waitlist</td>
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<tr>
<td>Complete coaching</td>
<td>Complete waitlist</td>
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</table>
Outcomes Overview T1 – T2

<table>
<thead>
<tr>
<th></th>
<th>Coaching</th>
<th></th>
<th>Control</th>
<th></th>
<th></th>
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<tbody>
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<td>pre</td>
<td>post</td>
<td>pre</td>
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<td>25.09</td>
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<td>PANAS - ve</td>
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<td>15.00</td>
<td>17.24</td>
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<td>Hope</td>
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<td>51.24</td>
<td>47.96</td>
<td>48.71</td>
<td>&lt;.001</td>
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</table>

Gains maintained at 30 week follow-up
Key Points of Study 3

• Coaching:
  - Can enhance goal attainment, hope, subjective & psychological well-being

• Gains can be maintained over 30 weeks

• Positive psychological benefits even though focus of program was on goal attainment
Question 2: Can we extend theoretical frameworks for coaching?
Coaching as Applied Positive Psychology

• Study 4: Mindfulness and Coaching

• Does Mindfulness training effect outcomes?
  – Cross-over placebo design; N= 45 (Adults 35.5yrs)
  – Screened, 31.5% had health problems
  – All participants set goals using Goal Attainment Scaling

1. MT-C = Mindfulness Training then Coaching
   • Audio MP3 attentional training and meditation 15-30mins

2. C-MT = Coaching then Mindfulness Training
   • 2 face to face, 2 phone – 45 min sessions

3. GHE = General Health Education (placebo group)
   • 4 Fortnightly seminars (45 mins), alternate weeks 5-10 min phone calls

## Study 4 Design

<table>
<thead>
<tr>
<th>Group</th>
<th>Phase 1</th>
<th>Phase 2</th>
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</thead>
<tbody>
<tr>
<td>Group 1 MT-C</td>
<td>4 weeks</td>
<td>Mindful training</td>
</tr>
<tr>
<td>Group 2 C-MT</td>
<td>Coaching</td>
<td>Mindful training</td>
</tr>
<tr>
<td>Group 3 GHE</td>
<td>Fortnightly health seminars plus phone call support</td>
<td>Coaching</td>
</tr>
</tbody>
</table>
Study 4 Goal Outcomes

Outcome "At or Above" Target Level

% of Total Goals Set

Phase 1  Phase 2

MT-C  C-MT  GHE

78  66  52
88  69  39

(c) Anthony Grant 2008
Study 4 Goal Outcomes

Outcome "Below" Target Level

% of Total Goals Set

Phase 1 | Phase 2
---|---
47 | 61
33 | 31
21 | 12

MT-C | C-MT | GHE
Key Points of Study 4

• Mindfulness training *before* coaching seems to build psychological “muscle”
  – Note: \( p = 0.07 \)

• Short MT can be effective

• MT in coaching reduces anxiety & stress

• Coaching adds value - Information alone is not enough

Question 3
The “Manager as Coach”

Can coaching psychology help us develop our understanding of workplace coaching?
Study 5

Study 5: Enhancing coaching skills and emotional intelligence through coaching skills training

- Compared
  - 13 week 2 hrs weekly coach training (N = 23)
  - 2 day block coach training (N = 20)
  - Same coaching models

- Coaching skills questionnaire
- Shutte EI Scale

Coaching Skills (pre-post)

![Graph showing the change in goal-focused coaching skill score over time for a 13-week and a 2-day program. The 13-week program shows a greater increase in skill score post-intervention compared to the 2-day program.]
“Emotional Intelligence” (pre-post)

![Graph showing Emotional Intelligence Scores before and after a 13-week program and a 2-day program. The graph indicates an increase in scores post-program for the 13-week program, while the 2-day program shows no significant change.]
Key Points of Study 5

• Short intensive coaching skills programs can enhance coaching skills

• Longer spaced learning approaches can also build EI
Study 6
Stages of Change and Coaching Skills

- Executives’ coaching skills, self-efficacy and job satisfaction from a “Stages of Change” perspective
  - 99 Managers
    - (enrolled in a four-day “Manager as Coach” training program)
  - Stage of Change
  - Pros & Cons
  - Self-efficacy
  - Work-place well-being
  - Coaching skills
Workplace Coaching
The Manager as Coach

![Graph showing stages of change and T scores for self-efficacy and coaching skills. Stages include Contemplation, Preparation, Action, and Maintenance. T scores increase across stages for both self-efficacy and coaching skills.]
Workplace Coaching
The Manager as Coach

![Graph showing T Scores for the stages of change (Contemplation, Preparation, Action, Maintenance) with lines for Pros of Change (black square) and Cons of Change (blue triangle).]
## The Manager as Coach

<table>
<thead>
<tr>
<th>Stage of change</th>
<th>Pros of change</th>
<th>Cons of change</th>
<th>Work Satfctn</th>
<th>Self efficacy</th>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cons of change</td>
<td>-.34*</td>
<td>-.19*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Satisfaction</td>
<td>-.08</td>
<td>-.31**</td>
<td>.12</td>
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<tr>
<td>Self-efficacy</td>
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<td>-.02</td>
<td>-.19*</td>
<td>.09</td>
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<tr>
<td>Coaching Skills</td>
<td>.12</td>
<td>.35**</td>
<td>-.17</td>
<td>-.174</td>
</tr>
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</table>

* * significant at .001  ** significant at .05 (1-tailed)
Key Points of Study 6

• Those in favor of workplace coaching may actually be quite dissatisfied at work

• Perceived barriers to workplace coaching decrease over time

• The cons of adopting coaching may be more salient in the early stages of change

• It takes time for people to feel confident about doing workplace coaching

• Managers need initial support in adopting workplace coaching
Other CPU coaching outcome studies

• Peer vs professional coaches (RCT)
  • Professional coaches more effective than peer (Spence & Grant, 2007)

• High school students (RTC)
  • Life coaching enhanced resilience and hope (Green, Grant, Rynsaardt, 2007)

• High school teachers (RTC)
  • Workplace coaching enhanced well-being, goal attainment and hope (Grant, Green, Rynsaardt, 2007)

• What’s next ??
“When I was a graduate student in psychology … about half a century ago, I thought of opening a storefront office in South Side of Chicago, near the University, where I would advise people who walked in about how to get the most out of their lives. That dream has now been realised by the sudden growth of the coaching movement – especially its evidence-based branch. I do think serious, empirically-grounded life coaching can be very helpful. The dangers consist as with all good ideas of this kind, in promising too much, in extending beyond the knowledge base, and in becoming rigid and territorial.”

Mihaly Csikszentmihalyi, 2007

Measures for coaching research that we have found useful

Goal Attainment Scaling

Depression, Anxiety and Stress Scale

Quality of Life Inventory

Psychological Well-being

Subjective Well-being

Hope Trait Scale

Cognitive Hardiness Scale
Measures for coaching research that we have found useful

Workplace Well-being Index

Mindfulness Attention Awareness Scale

Self-reflection and Insight Scale

Emotional Intelligence

Goal-focused Coaching Skills
Coaching outcome studies from U.Syd


2. Grant AM & Green L.S. & Rynsaardt, J. (in press) Workplace coaching for High School teachers: Enhancing goal striving and well-being (Randomised)


U.Syd studies about coaching & the coaching industry


Abstract
Coaching Psychology flourishing? What’s the evidence?

Contemporary coaching psychology emerged in Australia as an academic and practice sub discipline of mainstream psychology in the late 1990’s. The notion of an applied psychology that was directed at enhancing the well being, personal development and goal attainment of the general (non-clinical) population caught the attention and enthusiasm of many psychologists globally. Many of these psychologists felt that psychology (as an academic discipline) had not sufficiently engaged with the public’s demand for such services, leaving the way open for other possibly less qualified individuals to engage with this market. The research and practice of coaching psychology has developed significantly over the past eight to ten years, and there have been considerable efforts worldwide to develop a solid research base and an evidence-based approach to the practice of coaching psychology. This paper gives an overview of the developmental trends in coaching psychology, highlighting the role of research-informed practice, and asks the question “is coaching psychology flourishing?” An overview of recent global and Australian coaching research is presented. In addition to the coaching-related research being generated by a number of different universities, the Australian Research Council (a government research funding body) has recently awarded at least three large government grants for research into coaching. Arguably, some of this Australian research is genuinely cutting edge and world leading. Implications for coaching practice flowing from this research are discussed. It is argued that coaching in Australia has become mainstream and shows important signs of being an significant contributor to the global coaching movement.
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