

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



The University of Sydney



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!

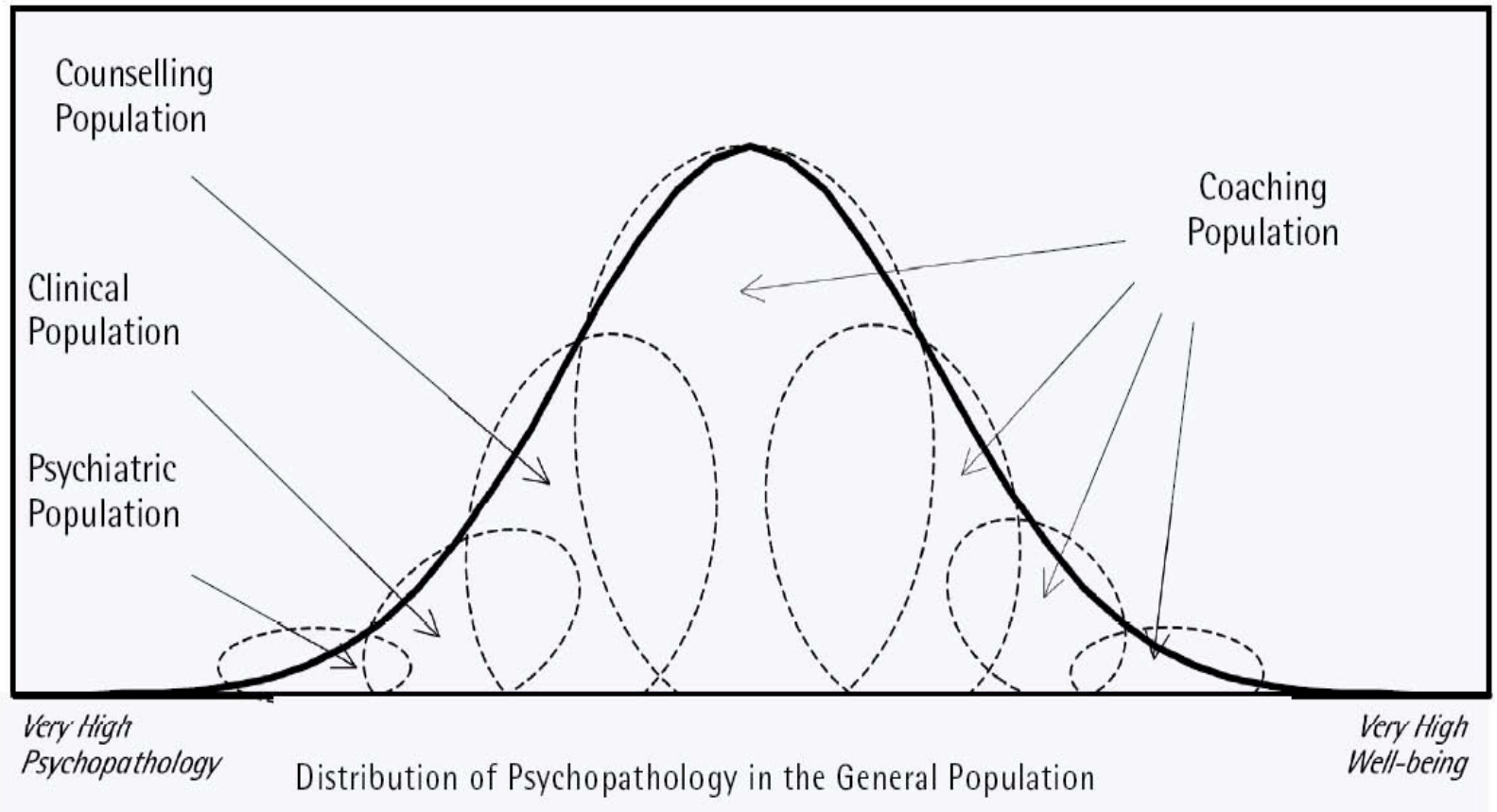


Background – finding the way

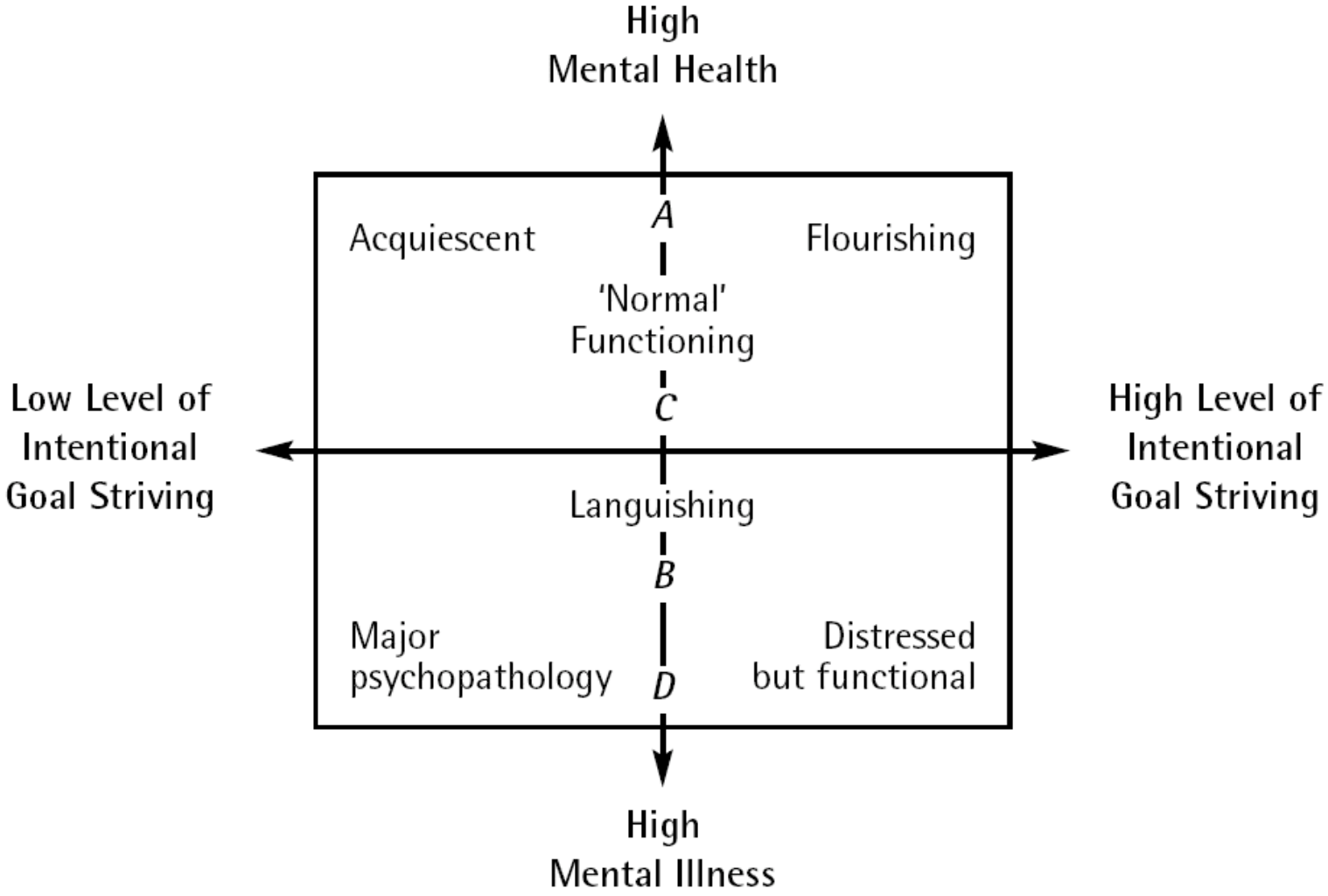


The “normal” population

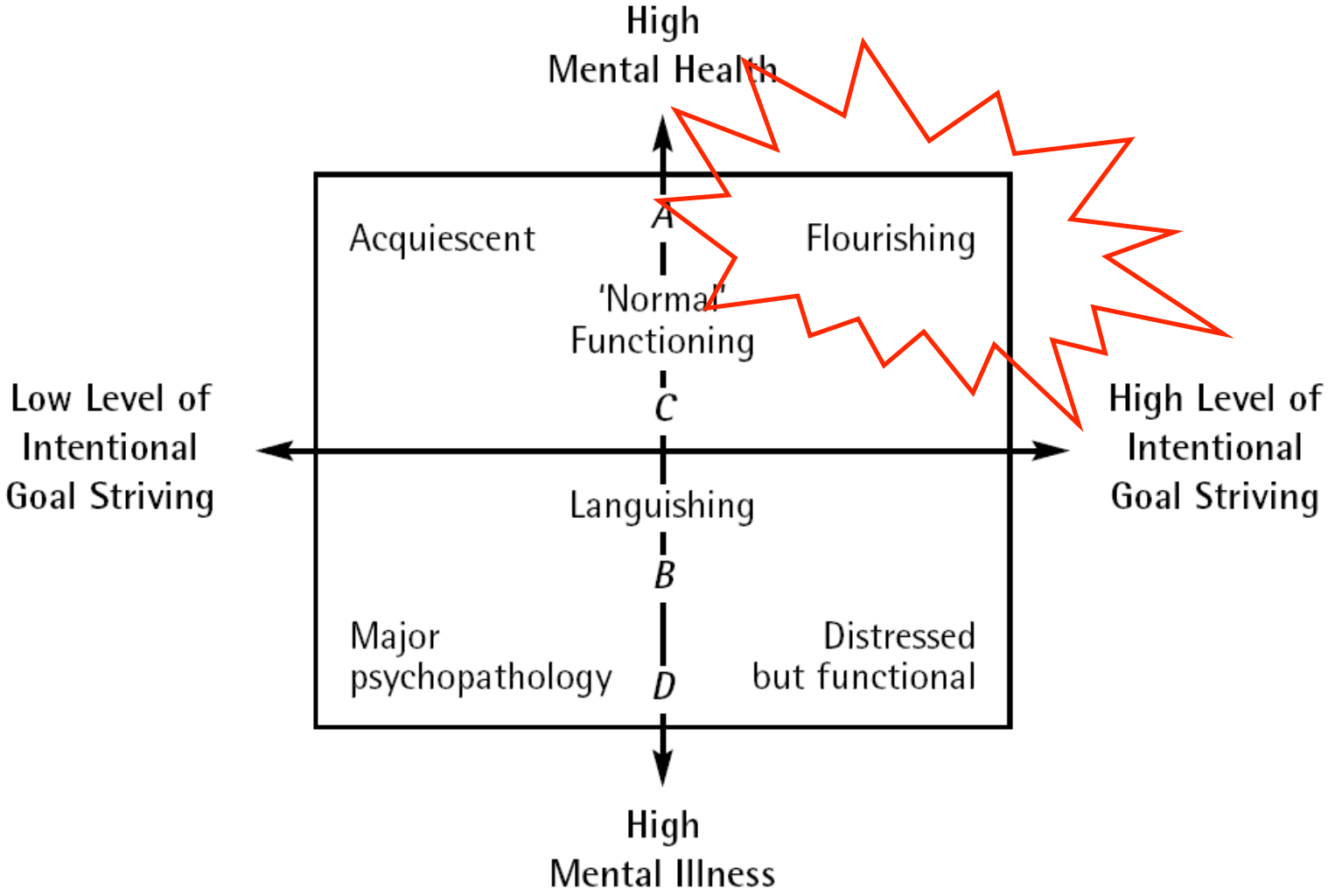
Is coaching about working with the “non-clinical” ?



Goal Striving and Mental Health



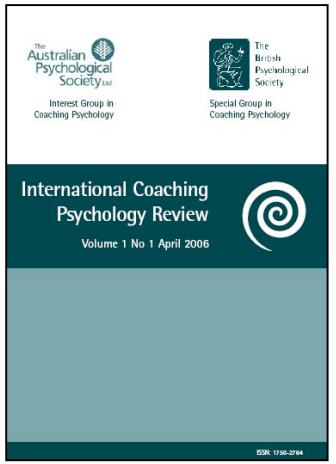
Goal Striving and Mental Health



That vision thing

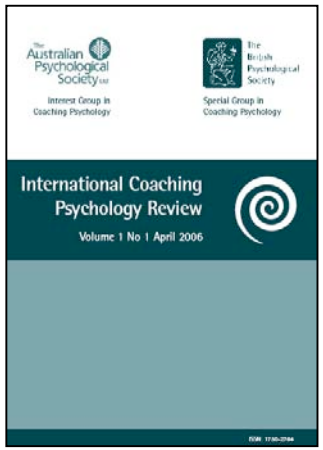


- Discrete Discipline of Coaching Psychology
- APS Accreditation
- U/Grad units of study (degrees ?)
- APS Accredited Masters
- PhD's
- Booming journal



- Substantial connection to "Coaching"

- Coaching Psychologists
- Coaches who use Psychology in their coaching
- and ….. ?


The Australian Psychological Society Ltd
Interest Group in Coaching Psychology
The British Psychological Society
Special Group in Coaching Psychology
International Coaching Psychology Review
Volume 1 No 1 April 2006

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

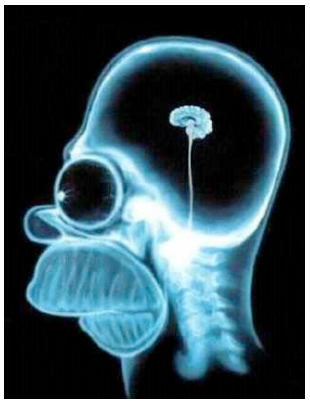
So … we've now moved past

- 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” …




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… We Need Rigorous Empirical Evidence …

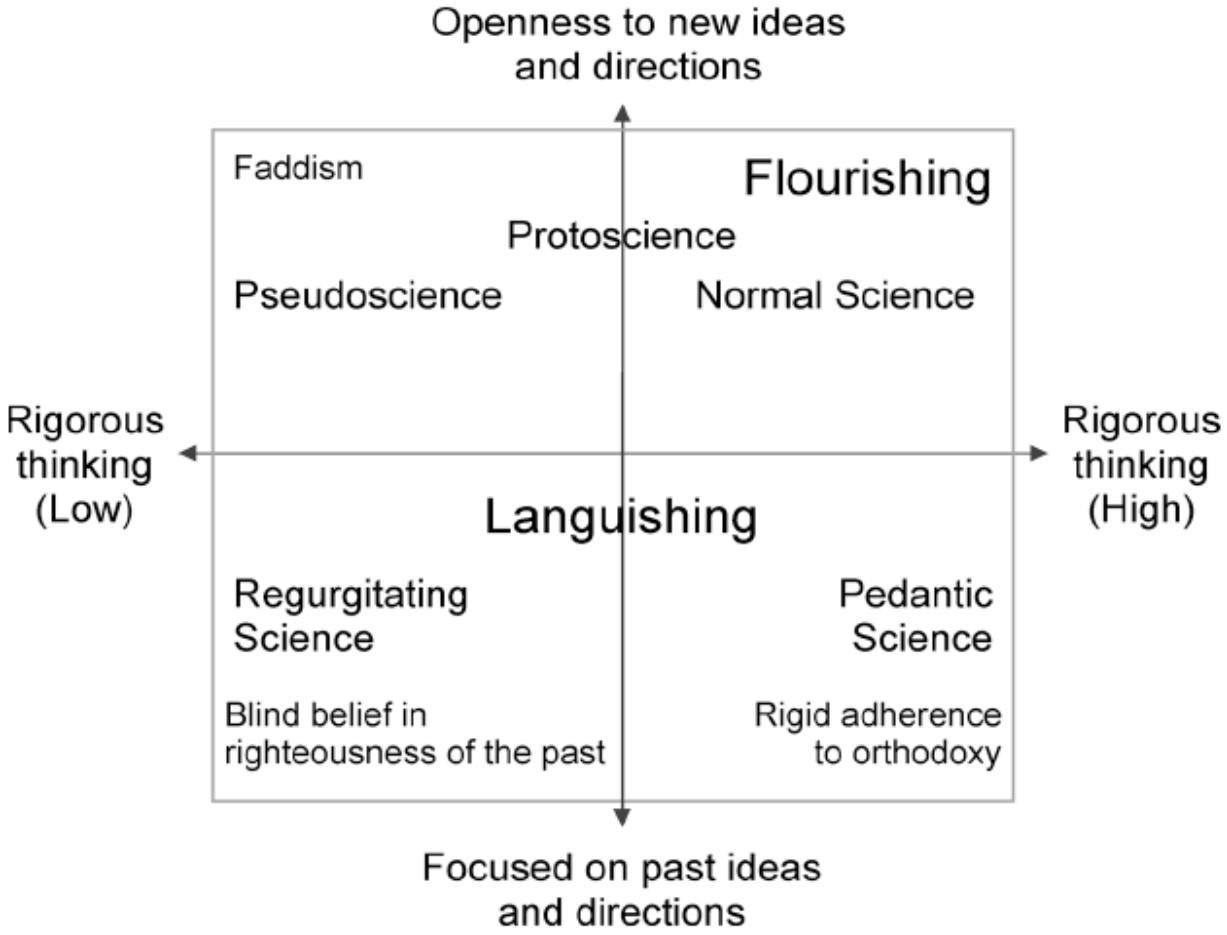
"To me, the single most important thing for coaching (and positive psychology) to keep in mind is the necessity of collecting ***rigorous empirical evidence****. This may be the only this that separates the field from earlier humanistic psychology and from current non-validated self-help books, while 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

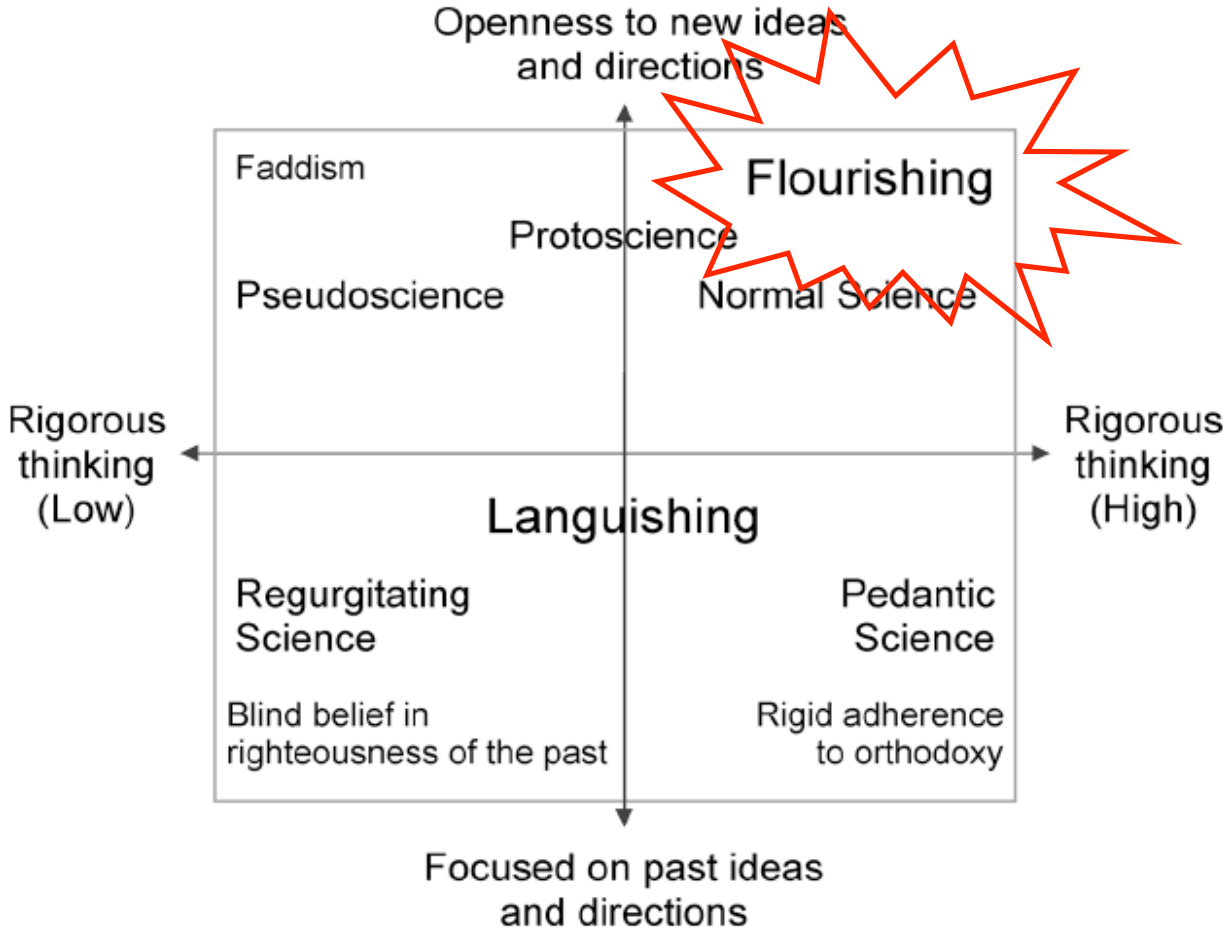
in Grant, A. M., & Cavanagh, M. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist, 42*(4), 239-254.

Languishing-Flourishing Model of Coaching



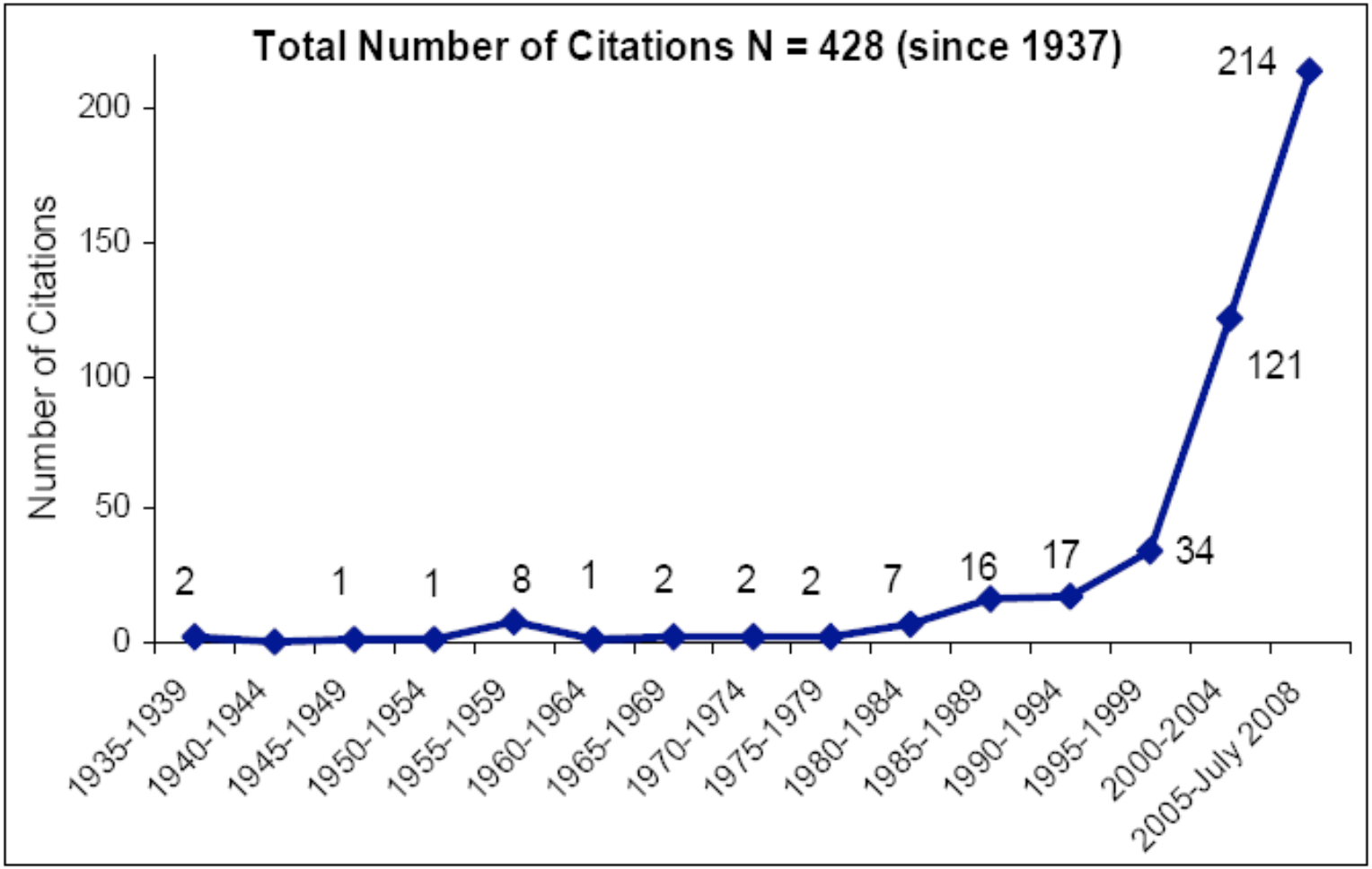
(c) Anthony Grant 2008

Languishing-Flourishing Model of Coaching

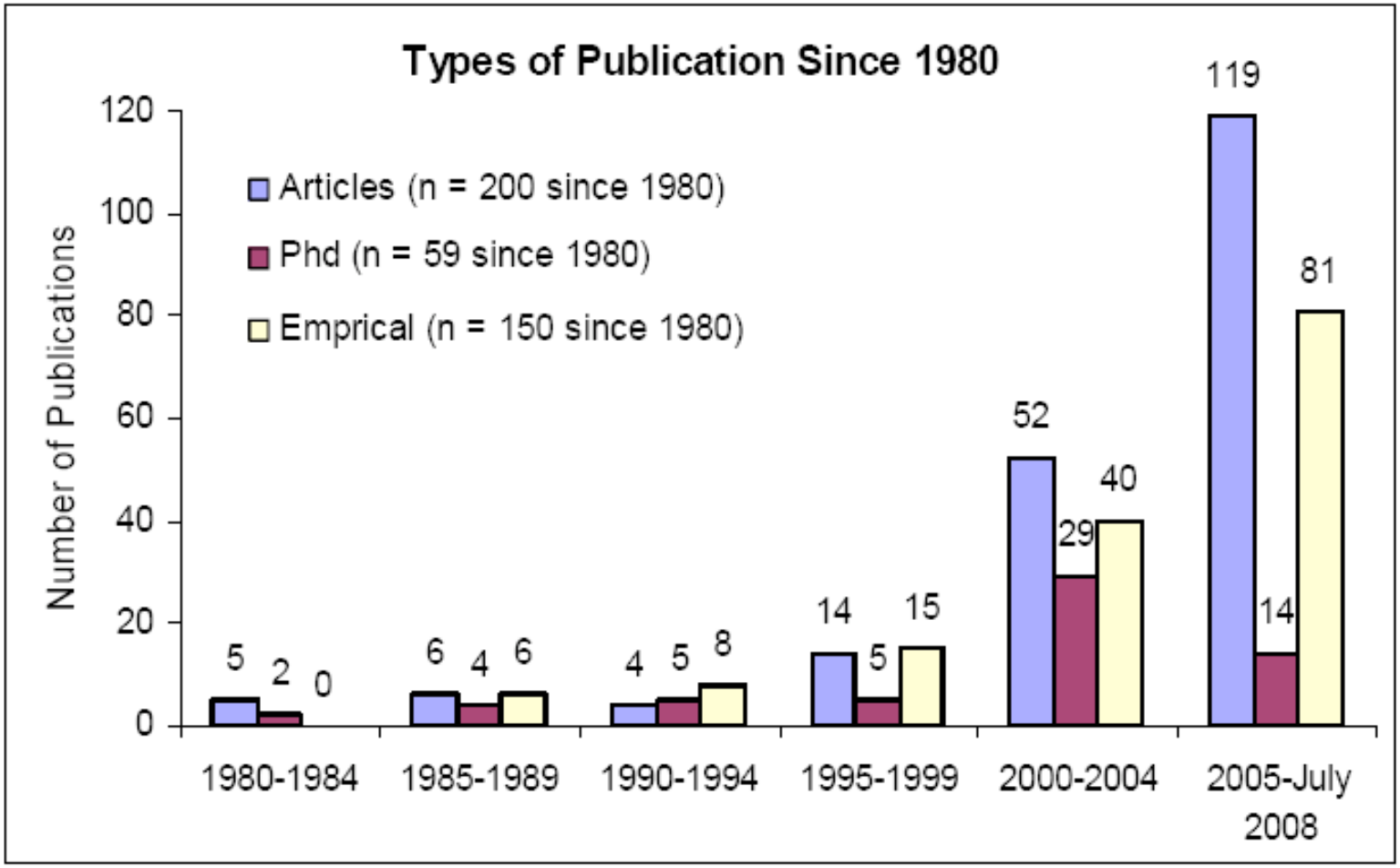


(c) Anthony Grant 2008

Total no. coaching citations PsycINFO

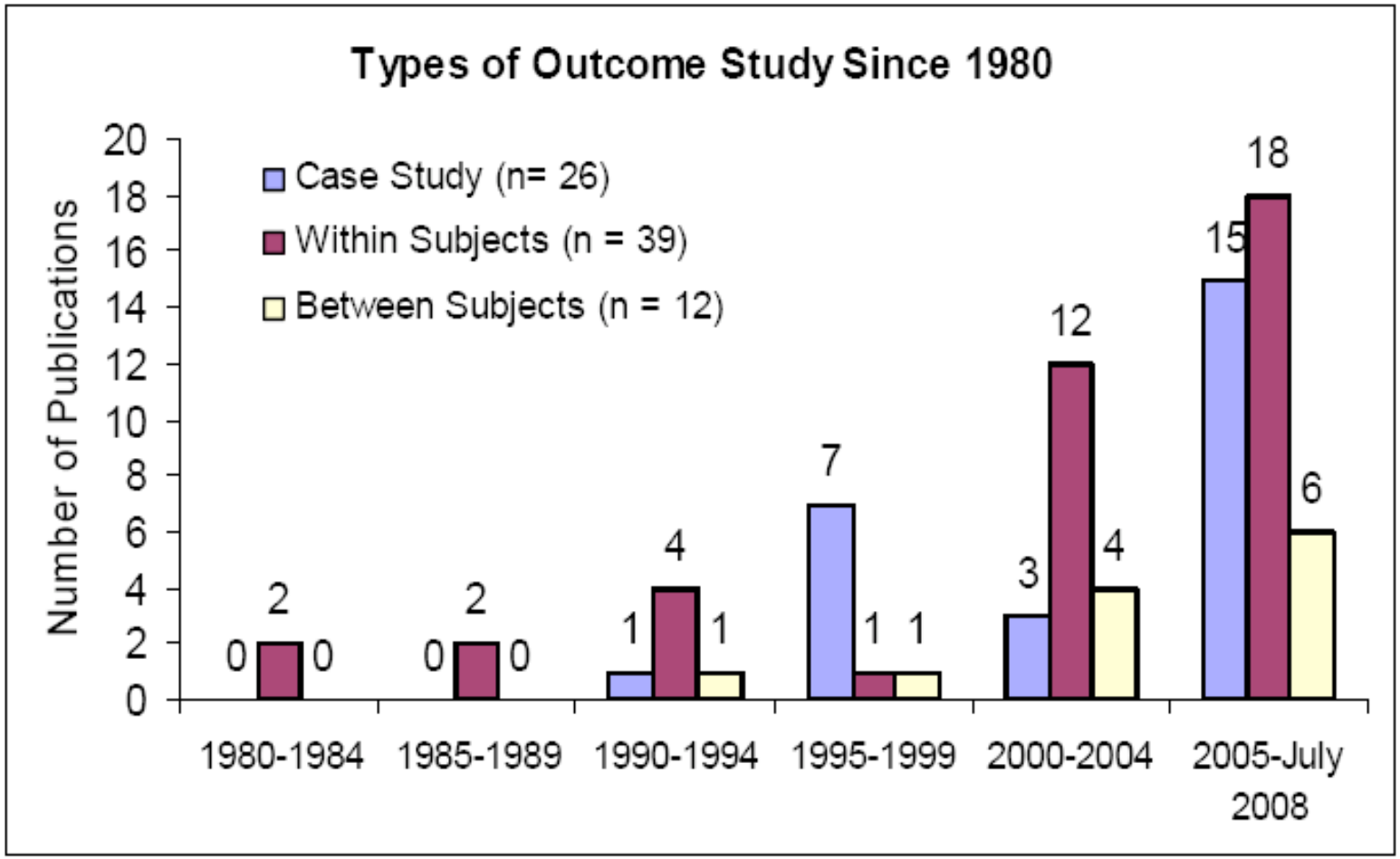


Types of coaching publications



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Types of outcome study N = 77



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Aims of Coaching Research Program

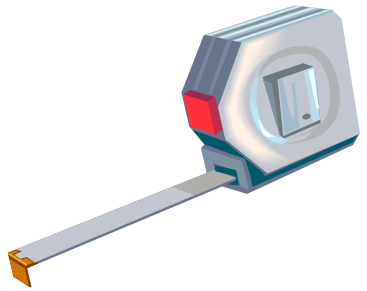
- Develop evidence-based approach to coaching
- Study the development of the coaching industry
- Examine effectiveness of coaching
  - Range of populations (adult, workplace, schools)
  - Use coaching as real-life experimental methodology
- Develop more sophisticated coaching frameworks
  - Integrate 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 statisitcs
- 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)

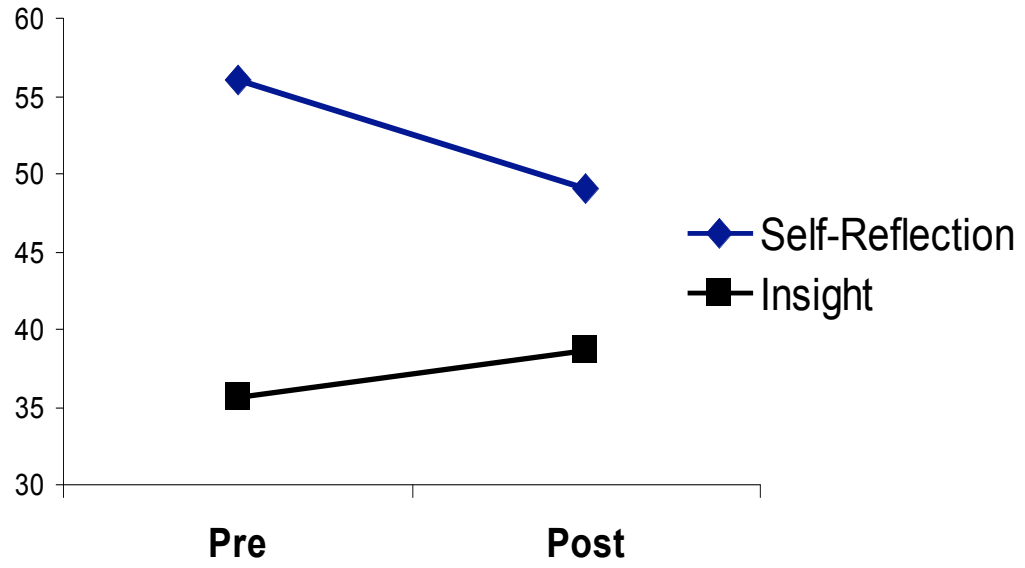
Mental Health & Quality of Life

	Pre	Post	*p*
DEP	4.60	1.20	*<.01*
ANX	2.90	1.10	*.04*
STRESS	12.60	7.80	*<.01*
Qual. Life	24.25	44.45	*<.01*

Increase in Goal Attainment (20% pre to 68.01% post: *p =<.01)*

Self-Reflection & Insight

	Pre	Post	*p*
Self-Ref	56.05	49.05	*<.01*
Insight	35.65	38.60	*.02*



Correlational Relationships

	Goal Attainment
Self-Reflection	r = -.36 (p = .01)
Insight	r = .28 (p = .04)

As participants moved through self-regulation cycle towards goals, they became less self-reflective & had greater insight

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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

	Coaching		Control		
	pre	post	pre	post	*p*
Goal	2.37	3.65	2.11	2.20	*<.001*
Life Satisfaction	23.70	25.90	20.60	20.90	*<.05*
EI - empc	36.15	38.00	34.66	35.93	*<.05*
PWB – em	36.90	41.30	37.33	38.13	*<.001*

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 42.7yrs)
  – 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

	Time 1	Time 2	Time 3	Time 4	Time 5
	Weekly coaching over 10 weeks		10 wks post	20 wks post	30 wks post
Group 1	Begin coaching	Complete coaching			
Group 2	Begin waitlist	Complete waitlist			

Outcomes Overview T1 – T2

	Coaching		Control		
	pre	post	pre	post	*p*
Goal	2.27	3.47	2.47	2.63	<.001
Life Satisfaction	22.60	25.09	17.88	18.68	<.05
PANAS + ve	32.08	37.32	31.68	32.00	<.001
PANAS - ve	17.52	15.00	17.24	18.76	<.015
Hope	44.48	51.24	47.96	48.71	<.001

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

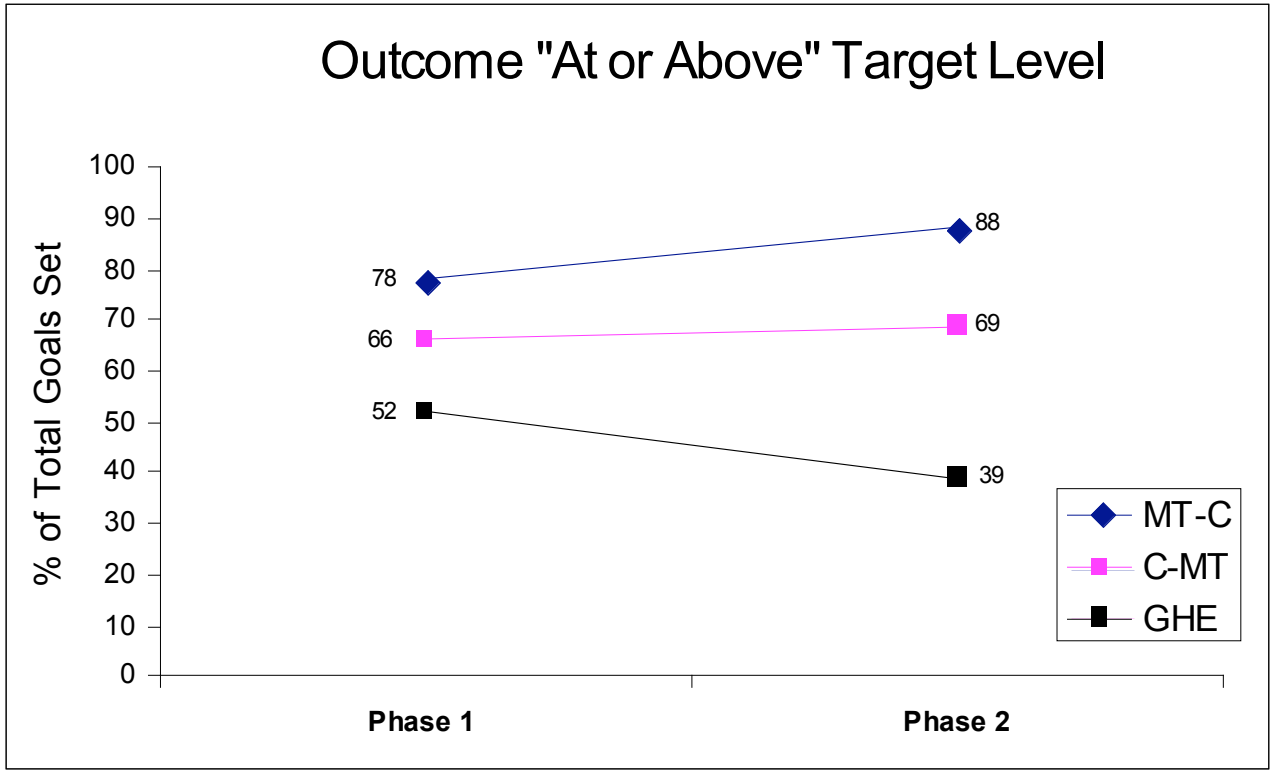
Spence, G. B., Cavanagh, M. J., & Grant, A. M. (in press). The Integration of Mindfulness Training and Health Coaching: An Exploratory Study. *Coaching: An International Journal of Research, Theory and Practice,*

Study 4 Design

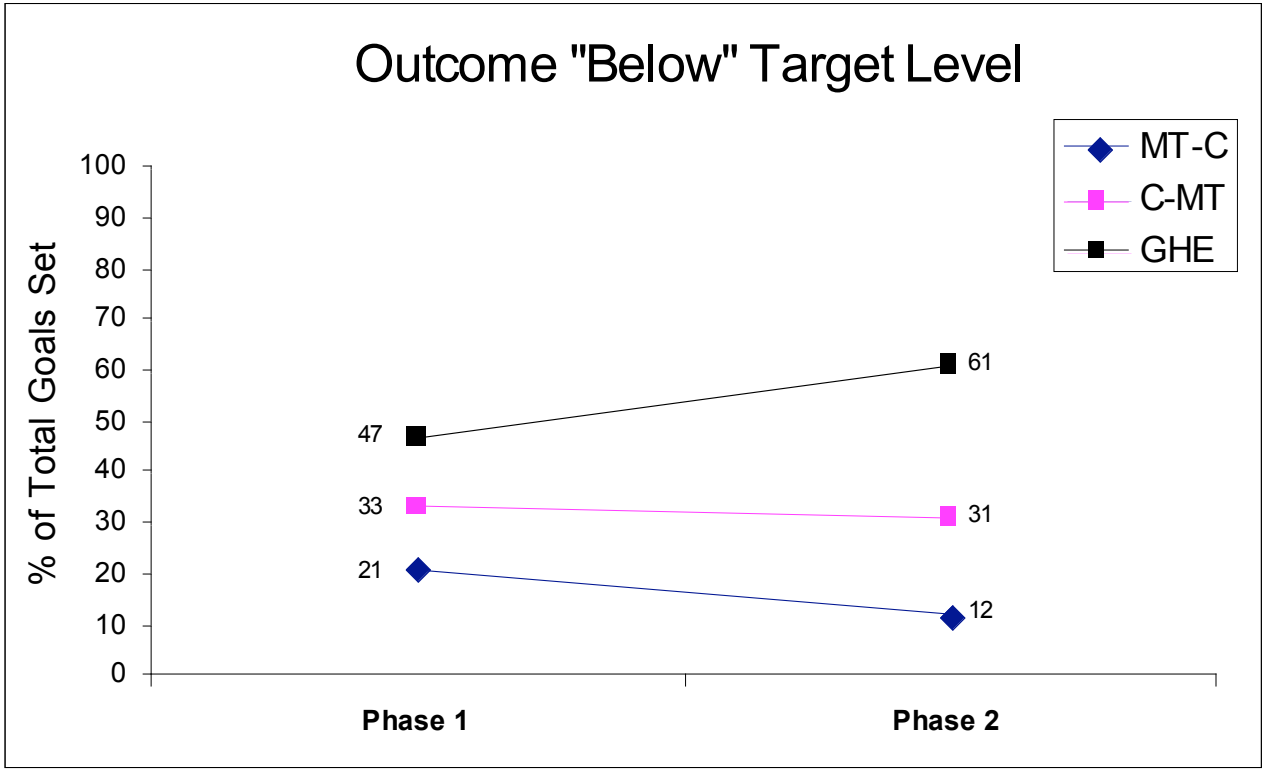
	Phase 1 4 weeks	Phase 2 4 weeks
Group 1 MT-C	Mindful training	Coaching
Group 2 C-MT	Coaching	Mindful training
Group 3 GHE	Fortnightly health seminars plus phone call support	

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Study 4 Goal Outcomes



Study 4 Goal Outcomes



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

Spence, G. B., Cavanagh, M. J., & Grant, A. M. (in press). The Integration of Mindfulness Training and Health Coaching: An Exploratory Study. *Coaching: An International Journal of Research, Theory and Practice,*

Question 3
The “Manager as Coach”

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

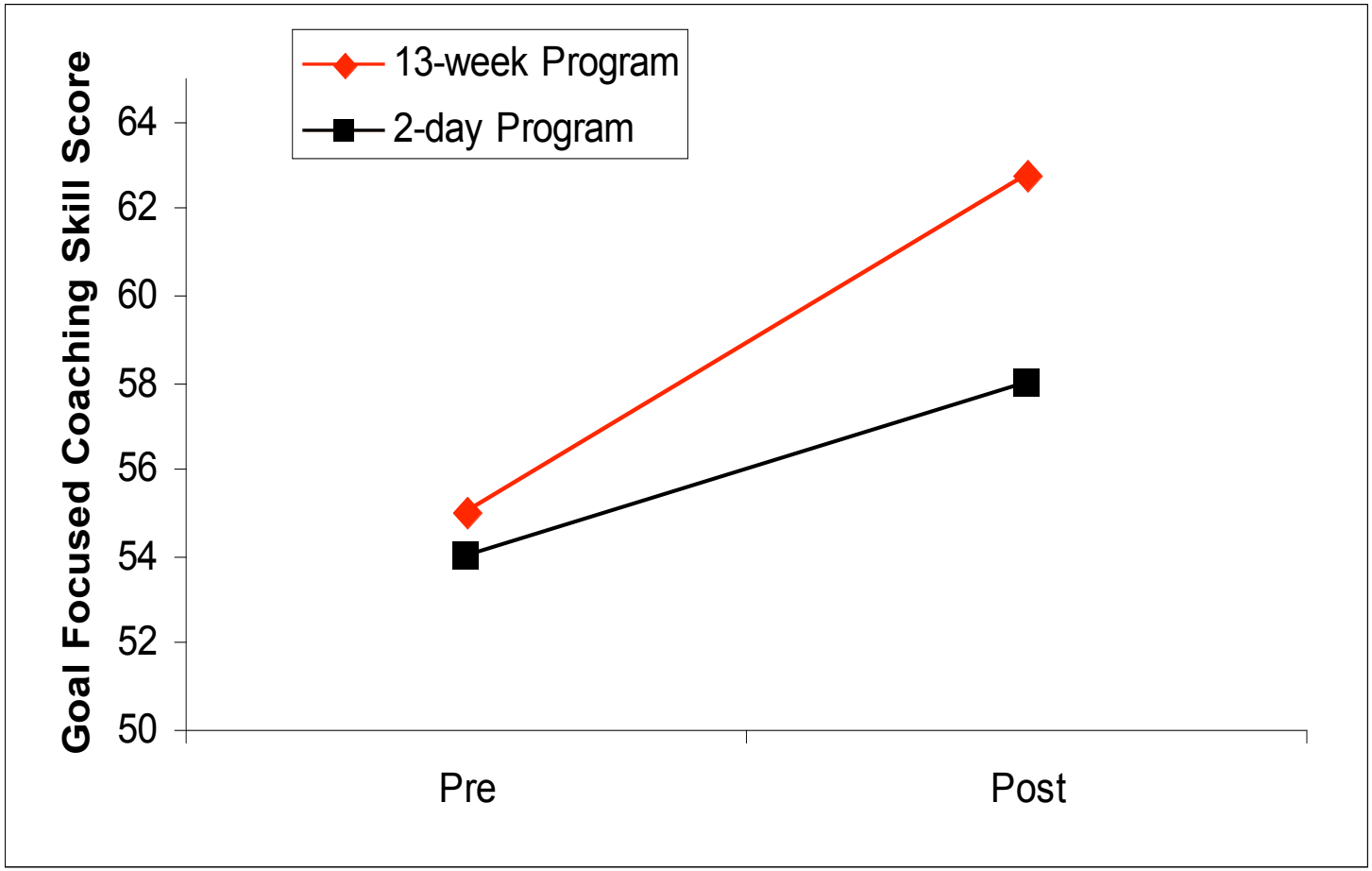
Study 5

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

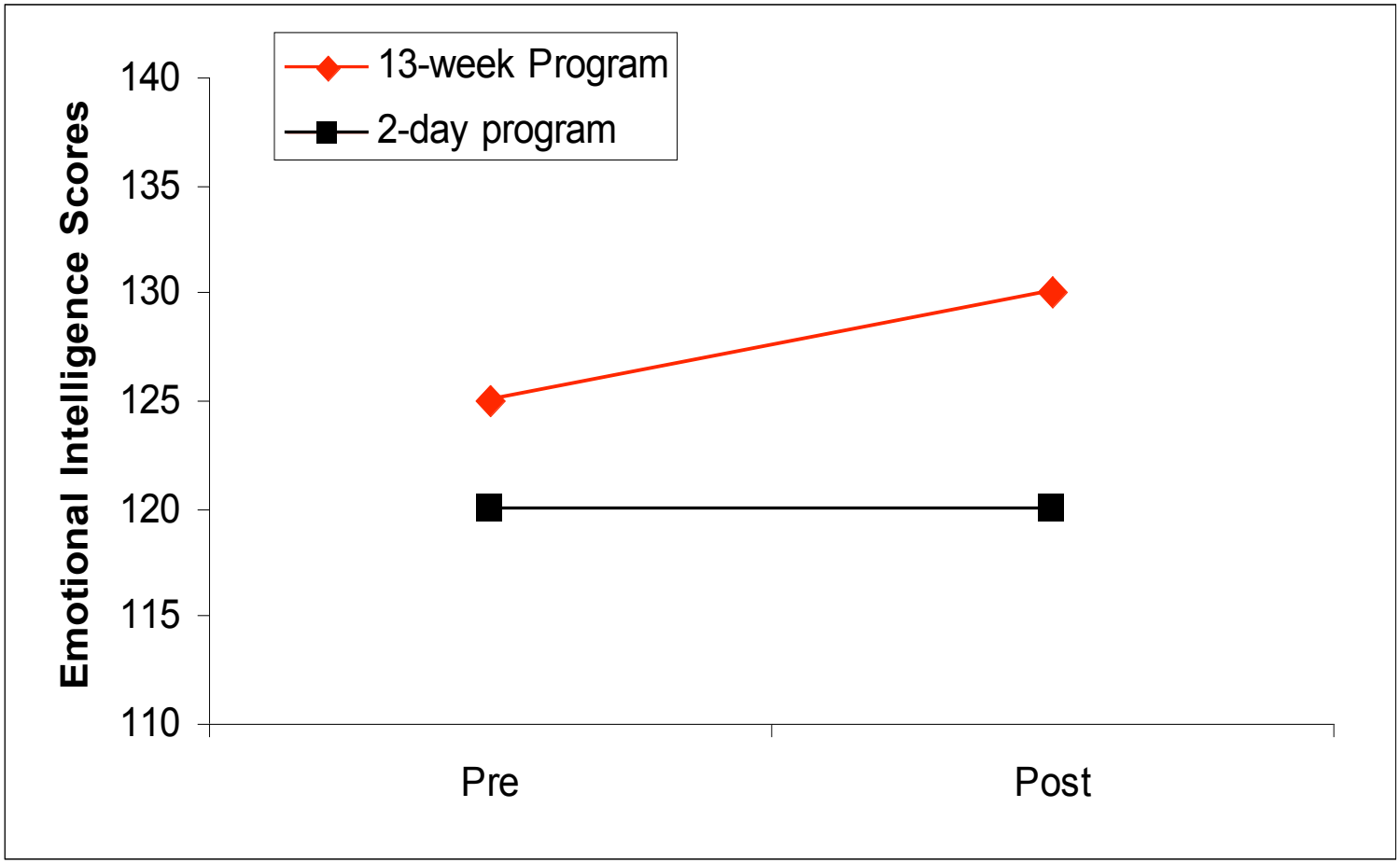
- Compared
  - 13 week 2 hrs weekly coach training (N = 23)
  - 2 day block coach training (N= 20)
  - Same coaching models
- Coaching skills questionnaire
- Shutte EI Scale

Grant, A. M. (2007). Enhancing coaching skills and emotional intelligence through training. *Industrial & Commercial Training, 39*(5257-266).

Coaching Skills (pre-post)



“Emotional Intelligence” (pre-post)



Key Points of Study 5

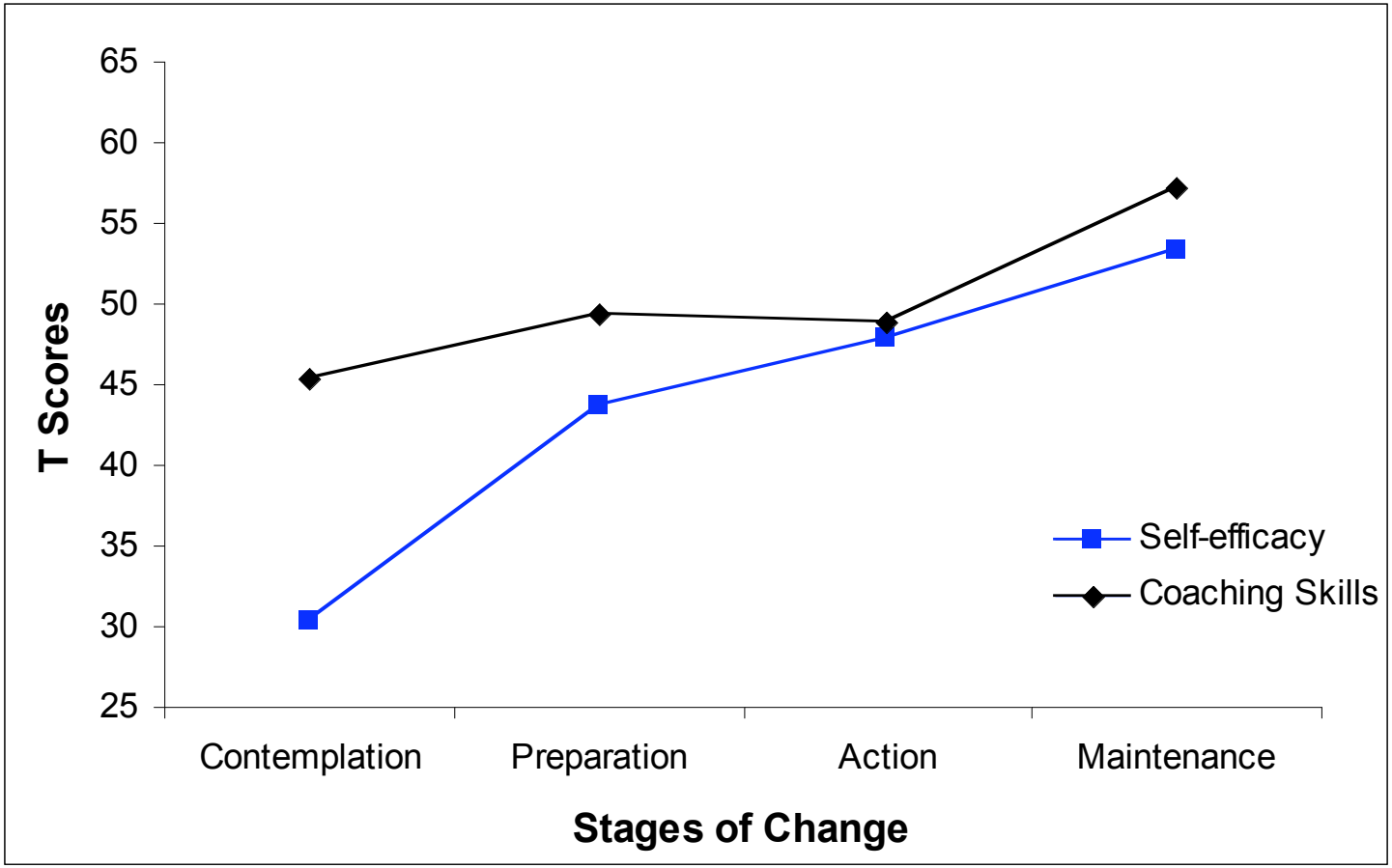
- Short intensive coaching skills programs can enhance coaching skills

- Longer spaced learning approaches can also build EI

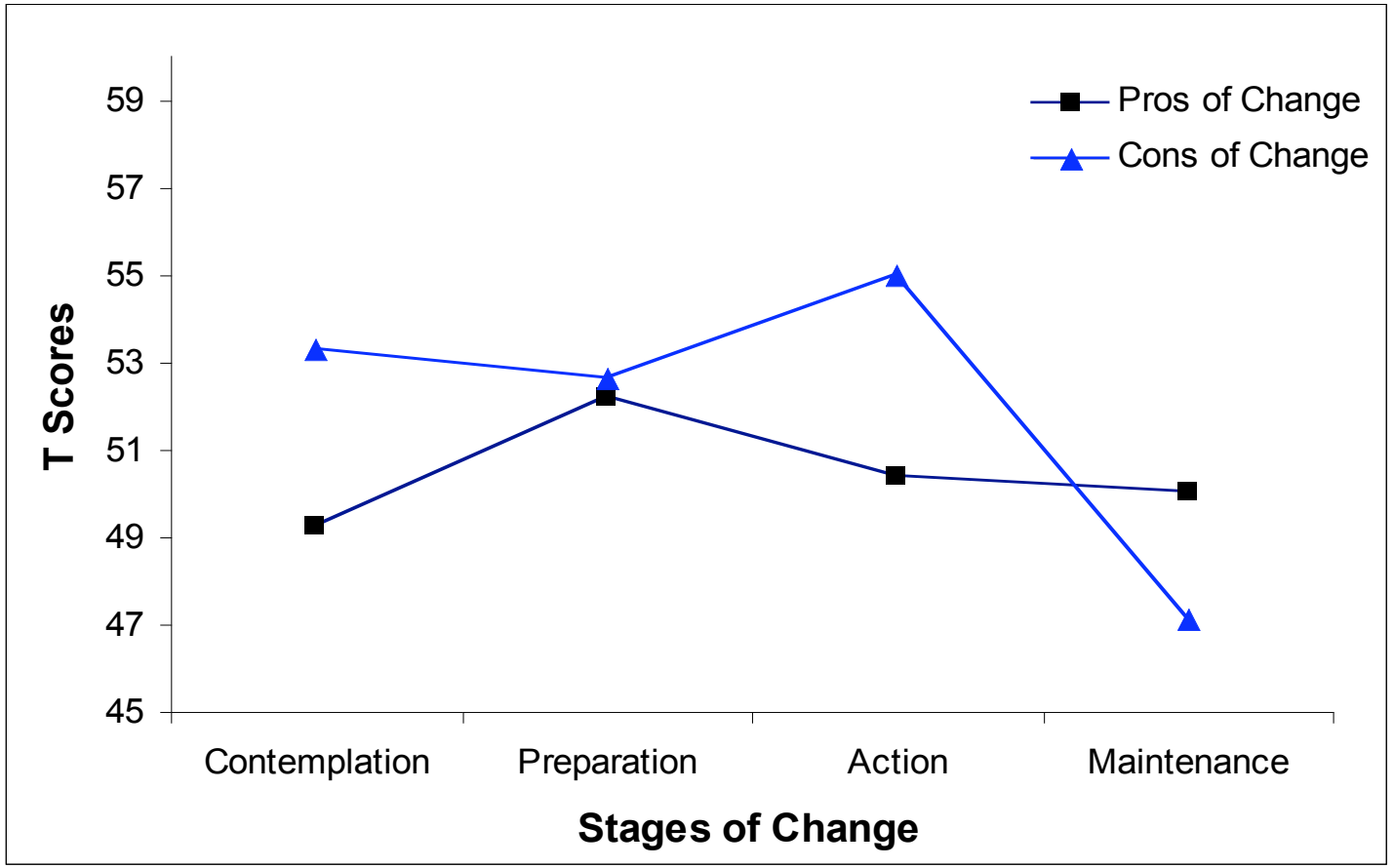
Study 6
Stages of Change and Coaching Skills

- 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



Workplace Coaching
The Manager as Coach



The Manager as Coach

	Stage of change	Pros of change	Cons of change	Work Satfctn	Self efficacy
Pros of change	-.04				
Cons of change	-.34*	-.19*			
Work Satisfaction	-.08	-.31**	.12		
Self-efficacy	.48**	-.02	-.19*	.09	
Coaching Skills	.12	.35**	-.17	-.174	.30**

* 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

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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 ??


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"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

in Grant, A. M., & Cavanagh, M. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist, 42*(4), 239-254.

Measures for coaching research that we have found useful

Goal Attainment Scaling

- Spence, G. B. (2007). GAS powered coaching: Goal Attainment Scaling and its use in coaching research and practice. *International Coaching Psychology Review, 2*(2), 155-167.

Depression, Anxiety and Stress Scale

- Lovibond, S. H., & Lovibond, P. F. (1995). *Manual for the Depression Anxiety Stress Scales*. Sydney: Psychology Foundation of Australia.

Quality of Life Inventory

- Frisch, M. B. (1994). *Quality of Life Inventory*. Minneapolis: National Computer Systems.

Psychological Well-being

- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719-727.

Subjective Well-being

- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment 49*(1), 71-75

Hope Trait Scale

- Snyder, C. R., et al (1991). The will and the ways: Development and validation of an individual differences measure of hope. *Journal of Personality and Social Psychology, 60*, 570-585.

Cognitive Hardiness Scale

- Nowack, K. (1990). Initial development of an inventory to asses stress and health. *American Journal of Health Promotion, 4*, 173-180.

Measures for coaching research that we have found useful

Workplace Well-being Index

- Page, K. (2005). *Subjective Wellbeing in the Workplace*: Unpublished Honours thesis, Deakin University, Melbourne, Australia.

Mindfulness Attention Awareness Scale

- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*(4), 822-848.

Self-reflection and Insight Scale

- Grant, A. M., Franklin, J., & Langford, P. (2002). The Self-reflection and Insight Scale: A new measure of private self-consciousness. *Social Behavior and Personality, 30*(8), 821-836.

Emotional Intelligence

- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., et al. (1998). Development and validation of a measure of emotional intelligence. *Personality & Individual Differences, 25*(2), 167-177.

Goal-focused Coaching Skills

- Grant, A. M., & Cavanagh, M. (2007). The goal-focused coaching skill questionnaire: Preliminarily findings. *Social Behavior and Personality: An International Journal, 35*(6), 751-760.

Coaching outcome studies from U.Syd

1. Spence, G. B., Cavanagh, M. J., & Grant, A. M. (in press). The Integration of Mindfulness Training and Health Coaching: An Exploratory Study. *Coaching: An International Journal of Research, Theory and Practice,* (Randomised)
2. Grant AM & Green L.S. & Rynsaardt, J. (in press) Workplace coaching for High School teachers: Enhancing goal striving and well-being (Randomised)
3. Grant, A. M. (2008). Personal life coaching for coaches-in-training enhances goal attainment and insight, and deepens learning. *Coaching: An International Journal of Research, Theory and Practice 1*(1), 47-52.
4. Grant, A. M. (2007). Enhancing coaching skills and emotional intelligence through training. *Industrial & Commercial Training, 39*(5) 257-266
5. Green, S., Grant, A. M., & Rynsaardt, J. (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. *International Coaching Psychology Review, 2*(1), 24-32. (Randomised)
6. Spence, G. B., & Grant, A. M. (2007). Professional and peer life coaching and the enhancement of goal striving and well-being: An exploratory study *Journal of Positive Psychology, 2*(3), 185-194. (Randomised)
7. 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*(3), 142-149. (Randomised)
8. Grant, A. M. (2003). The impact of life coaching on goal attainment, metacognition and mental health. *Social Behavior & Personality, 31*(3), 253-264.

U.Syd studies about coaching & the coaching industry

1. Binstead, T., & Grant, A. M. (2008). An exploratory study of Australian executive coaches. *International Coaching Psychology Review, 3*(1), 41-54
2. Grant, A. M., & O'Hara, B. (2008). Key characteristics of the commercial Australian executive coach training industry. *International Coaching Psychology Review, 3*(1), 55-71.
3. Grant, A. M., & Cavanagh, M. (2007). The goal-focused coaching skill questionnaire: Preliminarily findings. *Social Behavior and Personality: An International Journal, 35*(6), 751-760.
4. Abbott, G. N., Stening, B. W., Atkins, P. W. B., & Grant, A. M. (2006). Using evidence-based executive coaching to improve expatriate managers' acculturation and effectiveness. *Asia Pacific Journal of Human Resources, 44*(3), 295-317
5. Grant, A. M., & O'Hara, B. (2006). The self-presentation of commercial Australian life coaching schools: Cause for concern? *International Coaching Psychology Review, 1*(2), 20-32.
6. Spence, G., Cavanagh, M,. Grant, A. M. (2006). Duty of care in an unregulated industry: Initial findings on the diversity and practice of Australian coaches. *International Coaching Psychology Review*. *1(1)*, 71-85
7. Grant, A. M., & Zackon, R. (2004). Executive, workplace and life coaching: Findings from a large-scale survey of International Coach Federation Members. *International Journal of Evidence-based Coaching and Mentoring, 2*(2), 1-15.

U.Syd discussion articles about coaching

1. Grant, A. M. (2008). Coaching in Australia: The view from the Ivory Tower! *Coaching: An International Journal of Research, Theory and Practice 1*(1), 29-45
2. Kemp, T. (2008). "Self-management and the coaching relationship: Exploring coaching impact beyond models and methods." *International Coaching Psychology Review* 3(1): 32-42.
3. Grant, A. M. (2007). A model of goal striving and mental health for coaching populations. *International Coaching Psychology Review, 2*(3), 248-262.
4. Grant, A. M., & Cavanagh, M. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist, 42*(4), 239-254.
5. Spence, G. B. (2007). "GAS powered coaching: Goal Attainment Scaling and its use in coaching research and practice." *International Coaching Psychology Review* 2(2): 155-167.
6. Spence, G. B. (2007). "Further development of evidence-based coaching: Lessons from the rise and fall of the human potential movement." *Australian Psychologist* 42(4): 255-265.
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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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