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# **Enhancing Evidence-Based Coaching Through The Development of a Coaching Psychology Competency Framework: Focus on the Coaching Relationship.**

Lai, Yi-Ling.

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**Enhancing Evidence-based Coaching Through the Development  
of a Coaching Psychology Competency Framework: Focus on the  
Coaching Relationship**

by

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Submitted for the Degree of Doctor of Philosophy

School of Psychology

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## Declaration

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## **Abstract**

The overall aim of this thesis is to facilitate the development of evidence-based coaching through investigating a competency framework for Coaching Psychologists to enhance the coaching relationship towards a positive outcome. Coaching has been extensively applied to organisational and leadership development programmes in the past few decades. However, coaching is not an accredited profession because it is a cross-disciplinary methodology. There are still some gaps in the existing coaching related competency frameworks of main governing associations (e.g. BPS and ICF). Hence, it is essential to enhance evidence-based coaching practice by identifying effective attributes for Coaching Psychologists by means of a role analysis. The research was split into four main stages. Firstly, a Systematic Review on Coaching Psychology was conducted to determine further research focus. Review results ascertained that the coaching relationship is the key indicator in facilitating positive outcomes. Thus there is an urgent need to develop and validate a Coaching Psychology Competency Framework (CPCF) to generate a greater effect on the coaching relationship. Second, Critical incident reviews (N=25) were utilised to elicit the effective attributes a Coaching Psychologist should acquire in order to facilitate a constructive coaching process. A draft competency framework underpinned by 13 competencies and 100 behaviours was outlined. Subsequently, a cross-validation questionnaire study (N=107) with Coaching Alliance Inventory (CAI) was carried out to evaluate the reliability and validity of the draft CPCF. A total of 75 behavioural indicators sorted into three groups (e.g. Soft Skills) were retained for further examination. The final study examined the effectiveness of the CPCF by means of a pilot quasi-experiment (N=26) that compared a group which received relevant training and a control group that did not receive this training. The study results indicated coachee participants who received coaching from the training group had a better relationship with their coaches and stronger belief in

achieving their goals. In summary, this is the first coaching competency framework which focuses on investigating to what extent psychological grounded interventions generate a greater impact on coaching alliance through an evidence-based research process. Three distinct groups of competencies disclosed a constructive coaching process is mainly underpinned by a coach's psychological interpersonal skills (e.g. enhancing a coachee's self-esteem and motivation) and learning facilitation (e.g. establishing realistic goals and tasks); which could be applied to varied purposes of coaching training design. A longitudinal field study with genuine coach-coachee dyads should be designed in the future research to examine whether CPCF could be a professional guideline for Coaching Psychologists to establish an effective coaching relationship based on real coaching context.

### Table of Abbreviations

| Abbreviation    | Explanation                                                        |
|-----------------|--------------------------------------------------------------------|
| APS             | Australian Psychological Society                                   |
| AC              | Association for Coaching                                           |
| BPS             | British Psychological Society                                      |
| BPS SGCP        | British Psychological Society Special Group in Coaching Psychology |
| CAI             | Coaching Alliance Inventory                                        |
| CBC             | Cognitive Behavioural Coaching                                     |
| CBT             | Cognitive Behavioural Therapy                                      |
| CIPD            | Chartered Institute of Personnel and Development                   |
| CIT             | Critical Incident Technique                                        |
| CPCF            | Coaching Psychology Competency Framework                           |
| df              | Degree of freedom                                                  |
| EMCC            | European Mentoring and Coaching Council                            |
| F               | F-ratio (test statistic used in ANVOA)                             |
| HR              | Human Resource                                                     |
| ICF             | International Coach Federation                                     |
| I-O psychology  | Industrial & Organisational psychology                             |
| IPA             | Interpretative <i>Phenomenological Analysis</i>                    |
| KSAs            | Knowledge, skills and abilities                                    |
| MBA             | Master of Business Administration                                  |
| <i>N</i>        | Sample size                                                        |
| <i>n</i>        | Subgroup sample size                                               |
| <i>P</i>        | <i>p</i> -value                                                    |
| PhD             | Doctor of Philosophy                                               |
| <i>r</i>        | Pearson's Correlation Coefficient                                  |
| RCT             | Randomised Controlled Trial                                        |
| SES             | Self-Efficacy Scale                                                |
| SF              | Solution-Focused                                                   |
| Sig.            | Significance                                                       |
| SPSS            | Statistical Package for the Social Sciences                        |
| SR              | Systematic Review                                                  |
| <i>t.</i>       | Test statistic for Student's <i>t</i> -test                        |
| TA              | Thematic Analysis                                                  |
| W& O psychology | Work & Organisational psychology                                   |
| WAI             | Working Alliance Inventory                                         |
| $\alpha$        | Coefficient alpha (internal consistency)                           |

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## **Chapter 1: Introduction**

Coaching has become a \$2 billion per-year global market (ICF, 2012) with approximately 47,500 coaches worldwide (Western Europe, 37.5% and North America, 33.2%). In the UK, the Chartered Institute of Personnel Development's (CIPD) Annual Survey Report 2014 showed that 76% of organisations offered coaching, this rose to 85% in the public sector. In addition, coaching was rated as the most effective activity in talent management programmes (CIPD, 2014). There remains debate about whether the effectiveness of coaching is overrated or to what extent coaching has an effect on people's life, performance, and learning and development in the workplace. Nevertheless, there is some agreement that more rigorous research is needed to answer this question (Palmer & Whybrow, 2008). In addition, there are no standardised accreditation criteria as coaching is cross-disciplinary, drawing on management, psychology, education and adult learning, and health sciences amongst others. The resulting diversity of coaching interventions and outcome evaluation methods increases the difficulty in integrating relevant evidence to build a body of theoretical knowledge for professional coaching practice.

This PhD thesis aims to enhance the role of psychology and psychological principles in the field of coaching by investigating the effective competencies and behavioural indicators which are necessary for coaching psychologists in establishing a constructive coaching relationship.

Chapter 1 provides an overview of this PhD thesis commencing with a summary of the coaching definitions, including the comparison with other similar disciplines, such as counselling and mentoring. In addition, to what extent psychological principles influence on contemporary coaching research and practice is discussed before providing a guide to the terminologies used and to the thesis structure.

## 1.1 What is Coaching?

### 1.1.1 Coaching definitions.

Definitions of coaching offer a starting point for understanding its development process, and defining elements. At the early stages of formalising coaching, and expressing its defining elements, there was an emphasis on a coach-centred approach with a directive ‘teaching-based element’: “coaching is directly concerned with the immediate improvement of performance and development of skills by a form of *tutoring* or *instruction*” (Parsloe, 1992, p. 52). This definition implies that the coach directly provides the guidelines and instructions to the coachee in the coaching process. Alongside the increased application of coaching in organisational development, coaching has evolved into a “learner-centred” process that engages the coachee with the ultimate aim of coaching being to facilitate the coachee’s sustained behavioural change and self-development. Whitmore (1996) explained that coaching is unlocking a person’s potential to maximise their own performance. In Whitmore’s words, the underpinning principles are to help the coachee to learn rather than to teach them, or impart any skills. Another definition for coaching is “the art of facilitating the performance, learning and development of another” (Downey, 1999, p. 15). Grant (2001) added new features to the coaching definition: “a collaborative, solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experiences, self-directed learning and personal growth of coachee” (Grant, 2001). Grant’s definition highlights that coaching is a two-way (coach-coachee) interactive process aimed at developing applicable solutions and plans for the coachee’s continuous learning and growth at the workplace. Further, the relations between “organisational objective” and “coaching” were noted in the coaching definition: “coaching aims to develop a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives” (Jarvis, 2004, p. 17). de Haan (2008) also

stressed that the aim of coaching is to improve coachees' performance by discussing their relationship to certain experiences and issues such as how to work with others and making sense of organisational life. These definitions indicate the coach, coachee and organisation all play a key role in the coachee's learning and development process; and the essence of relationship in the coaching process is highlighted. Passmore and Fillery-Travis (2011) attempted to offer a broader definition of coaching based on the summary of the research and publications over the past ten years: coaching is a Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, summarises and reflections which are aimed at stimulating the self-awareness and personal responsibility of the participant.

In summary, the defining elements of coaching appear to have evolved from a direct and coach-centred approach to a facilitative/helping and learner-centred process. Basically, the coaching process is a helping relationship that relies on a person's effective interactions to develop solutions for another's learning and change. These definitions reveal "adult learning" and relationships are essential elements in coaching study and practice. However, it is noticeable that these definitions do not refer to specific disciplinary methodology (e.g. psychology) which in itself implies that coaching is a cross-disciplined methodology (Grant, 2007).

### **1.1.2 Coaching compared to other developmental activities.**

One way of understanding the essential defining elements of coaching is a comparison to other relevant facilitation activities. Traditionally, coaching has been compared to counselling and mentoring (Bachkirova, 2008) because they share very similar features and process. For instance, the main focus of these three developmental activities is to improve participant's personal well-being or professional growth through applying psychological or philosophical principles in one-on-one interaction process. Various writers have also

discussed the key similarities and differences among coaching, counselling and mentoring (e.g. Bachkirova, 2008 and Passmore et al., 2013). Table 1.1 summarises the key features subsequent to reviewing a number of related papers and book chapters (Joo, 2005; Bachkirova, 2008; McDowall & Mabey, 2008; and Passmore et al., 2013).

Table 1.1

*The Differences and Similarities between Coaching, Mentoring and Counselling/Therapy*

| Aspects                                         | Counselling/Therapy                                                                           | Coaching                                                                                                                              | Mentoring                                                                                                                              |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Ultimate purpose and benefit.                   | Development and well-being of individual.                                                     | Development and well-being of individual (if sponsored), also benefit for the sponsoring organisation).                               | Development and well-being of individual (if sponsored), also benefit for the sponsoring organisation).                                |
| Initial motivation.                             | Eliminating psychological problem and dysfunctions.                                           | Enhancing life, improving performance.                                                                                                | Enhancing life, improving performance.                                                                                                 |
| Context of interventions.                       | Open to any and potentially to all areas of client's life.                                    | Specified by the contract according to the client's goals, the coach's area of expertise and the assignment of a sponsor if involved. | Specified by the contract according to the mentee's goals, the mentor's area of expertise and the assignment of a sponsor if involved. |
| Client's expectations for change.               | From high dissatisfaction to reasonable satisfaction.                                         | From relative satisfaction to much higher satisfaction.                                                                               | From relative satisfaction to much higher satisfaction.                                                                                |
| Possible outcome.                               | Increased well-being, unexpected positive changes in various areas of life.                   | Attainment of goals, increased well-being and productivity.                                                                           | Attainment of goals, increased well-being and productivity.                                                                            |
| Theoretical foundation.                         | Psychology and philosophy.                                                                    | May include psychology, education, sociology, philosophy, management, health and social care etc.                                     | May include psychology, education, sociology, philosophy, management, health and social care etc.                                      |
| Main professional skills.                       | Listening, questioning, feedback, use of tools and methods specific to particular approaches. | Listening, questioning, feedback, explicit goal setting and action planning.                                                          | Listening, questioning, feedback, explicit goal setting and action planning.                                                           |
| Importance of relationship in the process.      | High.                                                                                         | High.                                                                                                                                 | High                                                                                                                                   |
| Importance of the client's commitment.          | High.                                                                                         | High.                                                                                                                                 | High                                                                                                                                   |
| Role of the practitioner's self in the process. | Very important.                                                                               | Very important.                                                                                                                       | Important.                                                                                                                             |
| Degree of formality                             | High                                                                                          | High                                                                                                                                  | Less formal                                                                                                                            |
| Frequency                                       | Variable, but usually several sessions needed based on client's individual situations.        | Variable. It sometimes depends on the contract with the client or the sponsoring organisation.                                        | Variable, but usually several sessions needed. It usually depends on agreement between the mentor and mentee.                          |
| Ownership of data/feedback                      | It is confidential data. Only shared between therapist and client.                            | Coach and individual, some data often shared with line manager. It depends on the agreed contract.                                    | Mentor and the mentee. Some data and information are shared with the organisation based on the initial agreement.                      |

(Revised from Bachkirova, 2008 and McDowall & Mabey, 2008)

Our comparison elicits that these three activities share many similarities, but arguably also have distinctive features which has implications for future research and practice. The following sections present a more in-depth discussion between coaching, counselling and mentoring.

#### ***1.1.2.1 Coaching compared to counselling/therapy.***

The need for a clearer differentiation between counselling/therapy and coaching is emerging as the use of psychological models and tools in coaching interventions has increased considerably (Bachkirova, 2008). Such a differentiation is essential to ensure a quality coaching engagement if the clearer orientation and required knowledge are defined in the coaching evaluation and training agenda. The similarities between the counselling/therapy and coaching disciplines point out that the “relationship”, “client’s/coachee’s commitment” and “practitioner’s self-awareness” are all key elements in relevant activities. The ultimate aim of coaching and counselling/therapy are to facilitate a person’s change through an interpersonal interactive process, the relationship between practitioner and client and how the practitioner facilitates an effective relationship are essential for a positive outcome. In addition the counselling/therapy and coaching principle share a number of basic required professional skills such as listening, questioning and feedback.

Three differentiating aspects across counselling/therapy and coaching processes are highlighted here. First, the initial motivation of clients to undertake counselling/therapy is different from coaching. For example, the individual usually expects to eliminate psychological problems and dysfunctions through counselling/therapy sessions, and to improve their life well-being. On the other hand, a coaching participant anticipates an improvement in personal and professional development in the workplace. The organisation may have a significant influence on the desired outcomes if the coaching engagement is sponsored. Second, the focus of counselling/therapy may involve any matters relevant to the

client's personal well-being, but the coaching process usually only concentrates on the agreed goals set/contracted with the coachee and the sponsoring organisation. The expected outcomes and evaluation methods are usually defined prior to the first session with the involved parties (e.g. coachee, supervisors and other stakeholders) Third, the context of the interventions in the counselling/therapy process are not limited as the focus/topic may involve any area of client's life (e.g. family, work, past or future). However, coaches normally declare the area of their own expertise, for example: skill coaching, career coaching or executive coaching.

#### ***1.1.2.2 Coaching compared to mentoring.***

The similarity between coaching and mentoring is that they both provide a one-to-one developmental relationship that is designed to enhance a person's career development (Feldman & Lankau, 2005). However, there are notable differences between these two developmental activities. First, mentoring is a form of tutelage, which means a more senior mentor conveys knowledge to a junior mentee about how to improve in a specific job or vocation. Passmore (2013) referred to the definition of mentoring from Eby et al. (2007, p.16): workplace mentoring involves a relationship between a less experienced individual (protégé) and a more experienced person (the mentor), where the purpose is the personal and professional growth of the protégé. The mentor may be a peer at work, a supervisor someone else within the organisation, but outside the protégé's chain of command. Both coaching and mentoring disciplines highlight the importance of "relationship", however, coaching is typically conducted without the expectation of shared experiences between the coach and client with much less focus on technical knowledge applied to a specific job (Joo, 2005). Besides, the main purpose of coaching is to improve performance or workplace well-being through self-awareness and learning, whereas the purpose of mentoring varies widely from socialization of newcomers to management development (Joo, 2005). Coaching also

differentiates from mentoring in its use of a structured process, involving specific tools and assessments, to provide both awareness in the client and the development of specific plans for improvement (Joo, 2005). Furthermore, mentoring is more people-focused, which means there might be no specific goal for outcome measurement and the mentoring engagement could be a longer-term process (e.g. one year). Nevertheless, coaching is usually a short-term and goal orientated developmental activity (Joo, 2005).

### ***1.1.2.3 Interim summary.***

In conclusion, coaching has been advancing fast in the organisational and leadership development field in recent years as the emerging knowledge economies require organisations to develop their employees and leaders through flexible and innovative methods to maintain their position in the dynamic marketplace. However, definitions of coaching are varied and have evolved over the years to generic principles of a facilitative relationship, but do not necessarily encompass clear definitions for skills or attributes, or overarching professional standards because contemporary professional coaching is a crossed-disciplinary methodology (Palmer & Whybrow, 2008). The boundaries between coaching, mentoring and counselling/therapy overlap as these three activities share several similar features which are considered as essential factors (such as interpersonal interactions and helping relationship) for a positive outcome. The following section will outline briefly how psychological perspectives influence coaching study and practice, to provide another lens for understanding differences between coaching and other disciplines.

## **1.2 Coaching Psychology**

The previous section outlined that coaching is one, but not the only facilitation activity used widely in contemporary contexts. It shares underlying principles and paradigms with mentoring, but also in particular counselling due to the roots in psychology research and practice. The comparison in previous section (Table 1.1) also revealed that contemporary

coaching practices draw on a wide range of disciplines, such as psychology, education and management. We therefore now turn to the role of psychology in coaching, and to what extent psychological knowledge or training is necessary for coaching practice as a number of coaching relevant papers or book chapters (Grant, 2001; Whybrow, 2008 and Whybrow, 2008) have emphasised the role psychology appears on the effectiveness of contemporary coaching process and outcomes.

Applying coaching in the workplace could be traced back to 1950s: a couple of professionals integrated organisational development methods with psychological techniques in working with executives (Harris, 1999). This indicates that “psychology” was applied in the coaching field at very early stage of coaching development process. During the 1990s psychologists became increasingly and more publicly involved in the coaching industry, as the aim of executive or life coaching is to facilitate the coachee’s sustained cognitive, emotional and behavioural change, as well as performance enhancement, necessitating a deep understanding of individual differences on part of the coach (Douglas & McCauley, 1999). In addition, organisations who commission coaching are increasingly demanding higher standards in qualifications from the coaches they employ (Passmore & Fillery-Travis, 2011). Therefore it is essential to (a) define the key theoretical foundations underpinning coaching practice for quality assurance in the coaching commissions, and (b) have clearer orientation in the education and training of coaches to secure the future development of coaching as a profession. Grant (2001) aimed to examine to what extent psychological interventions, cognitive behavioural therapy (CBT) and solution-focused theory and practice (SF) make a significant contribution to coaching study and practice through reviewing relevant literatures and carrying out an empirical research. Grant concluded that these two psychological frameworks can, taken together, form the basis for a psychology of coaching.

Another review (Whybrow, 2008) also focused on what Coaching Psychology brings to the development of coaching by analysing key coaching related studies (Cavanagh, 2006; Greif, 2007; O'Broin & Palmer, 2007) to outline (a) which processes and approaches are successful in coaching, (b) the outcomes measured and (c) how the coaching psychologist adds value to the coachee's behavioural change and performance enhancement. The review highlighted that psychologists come to coaching with a wealth of knowledge (theoretical and conceptual) as well as evidence based on the construction of individuals because psychologists understand the theories behind human development and change, and have been drilled in the scientific method, statistics and evidence based enquiry. In this review, positive psychology and adult learning were highlighted as two key theoretical foundations underpinning the coaching engagements to enhance the individual's well-being and performance in the workplace (Whybrow, 2008). Positive psychology which concerns the scientific study of optimal functioning, focusing on the aspect of the human condition that lead to happiness, fulfilment and flourishing shares some common interests with coaching principle: to help people to have more productive and fulfilling lives (Linley & Harrington, 2005; and Joseph & Bryant-Jefferies, 2007). Positive psychology allows coaching psychologists to consider and reflect upon fundamental assumptions about human nature, questioning whether people are motivated by socially constructive directional forces and need to provide the right environmental conditions to allow them to flourish (Linley & Harrington, 2005). In summary, positive psychology and Coaching Psychology are closely associated with each other because of their shared aspiration and endeavours to enhance well-being and performance. Coaching Psychology could be regarded as a core delivery means for the application of positive psychology.

Nevertheless, both reviews also highlighted that there is still a big debate between psychologists and non-psychologists about whether a background in psychology is an

essential requirement for a professional coach. More rigorous studies are needed to confirm the position of psychology within the field of coaching. Passmore (2010) noted there is little evidence to support differences in practice when comparing chartered psychologists with the practices of coaches from other coaching professional bodies. In another word, coaching practitioners and Coaching Psychology practitioners appear similar behaviours within their coaching practice. Thus, Passmore (2010) described that psychology is a scientific approach to enhance coaching outcomes by having a deeper understanding of coaching participants' behaviours, emotions and motivations. This aspect reflects Coaching Psychology as the study, critical review and sharing of evidence-based coaching practice with coaching practitioners but not a restriction to coaches from other relevant coaching disciplines, such as management and counselling.

In order to facilitate the development of Coaching Psychology, there have been a growing number of professional psychology bodies established: the Australian Psychological Society (APS) created the Interest Group in Coaching Psychology in 2002. The purpose of the group is to facilitate the professional development of Coaching Psychology as an emerging theoretical and applied sub-discipline of psychology. The BPS Special Group in Coaching Psychology (SGCP) was launched in 2004. The aim of the SGCP is to promote the development of Coaching Psychology by encouraging the research and study of Coaching Psychology in a variety of personal, organisational and training contexts. Furthermore, a Swiss Society for Coaching Psychology and a part of the Danish Psychological Association, the Society for Evidence-based Coaching was launched in 2007.

These associations and Coaching Psychology experts defined Coaching Psychology as follows: (See Table 1.2).

Table 1.2

*Coaching Psychology Definitions*

| Reference                                           | Definition                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grant & Palmer (2002)                               | Enhances personal and professional performance in normal people within the general population, underpinned by models of coaching grounded in established therapeutic approaches                                                                                                                                                                                                         |
| SGCP BPS (2002)                                     | Enhances both personal and professional well-being and performance, underpinned by models of coaching grounded in established adult learning or psychological approaches                                                                                                                                                                                                                |
| Interest Group in Coaching Psychology<br>APS (2007) | Applies positive psychology, drawn and developed on established psychological approaches, and can be understood as being the systematic application of behavioural science for the enhancement of life experience, work performance and well-being for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress |
| Passmore (2010)                                     | The scientific study of behaviour, cognitive and emotion within coaching practice to deepen our understanding and enhance our practice within coaching                                                                                                                                                                                                                                  |

These definitions initially note that coaching clients are people who do not have clinically significant mental health issues or abnormal levels of distress, thereby differentiating coaching from other medical therapies such as counselling (Grant & Palmer, 2002 and APS, 2007). However, coaching disciplines has been taken into new areas, such as health (Anstiss & Passmore, in press) and education (Van Nieuwerburgh, in press). Therefore, definitions of Coaching Psychology have been slightly revised based on such broader perspectives (SGCP BPS, 2002); where coaching participants are not just limited to non-clinical populations. In addition, Passmore's (2010) definition pointed out the development of Coaching Psychology should focus on whether the coaching practitioner applies evidence-based coaching interventions in the coaching commission rather on their previous professional background.

In a brief summary, psychological principles, theories and techniques have been increasingly applied in coaching study and practice, with a growing number of professional

psychology bodies (e.g. BPS) being established to facilitate the development of evidence-based coaching study and practice. In addition, some review studies (Grant, 2001; Whybrow, 2008) ascertain the role psychology plays in the coaching field. However there is still a big debate on whether psychological principles enhance the coaching process and outcomes as existing studies have not yet sufficiently clarified what exactly the contributions of Coaching Psychology are.

### **1.3 Introduction to the Key Terminology Used in this Thesis**

As coaching is interdisciplinary and international (Grant, 2008), there is no clear agreement of how coaching or its key elements could be defined. For this reason, it is important to outline clear operational definitions for the specific terms used in this thesis. We adapted definitions for some key terms, such as the ‘coach’, ‘coachee’ and “Coaching Psychologist” from existing professional frameworks in the public domain (e.g. ICF and BPS) as these are widely used by practitioners. Other terms, such as ‘competence’, “Coaching Psychology” and “coaching relationship”, we drew from the academic literature (e.g. Bartram, 2007; O’broin & Palmer, 2010 and Gran, 2013). Some definitions here integrated different aspects (e.g. competency framework and effectiveness of coaching) to consider a wider range of perspectives from other relevant domains (Table 1.3).

Table 1.3

Key Terminology Used in This Thesis

| Term                  | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key Resources                                                |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Coach                 | An individual who provides an on-going partnership designed to help clients produce fulfilling results in their personal and professional lives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ICF                                                          |
| Coachee               | The individual who receives help and facilitation from the coach.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ICF                                                          |
| Coaching Psychologist | This term is not a restricted or specialist title and at the present time there is no intention for this title to be subject to statutory regulation. The Register of Coaching Psychologists provides a means for BPS members who are confirmed meet the knowledge and experiential framework for the Register of Coaching Psychologists and to provide evidence of on-going supervision of their Coaching Psychology practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | BPS                                                          |
| Competency            | A capability or ability. It is a set of related but different sets of behaviour organised around an underlying construct, which is called the “intent”. The behaviours are considered alternate manifestation of the intent, depending on appropriate situations or scenarios. Competencies are regarded as behavioural manifestations of talent; that offers a theoretical structure for the organisation of personality and linking it to a theory of action and job performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Boyatzis, 2008                                               |
| Competency Framework  | Sets of behaviours that are instrumental in the delivery of desired results or outcomes. It has been widely practiced in organisational performance management since David McClelland (1973) However, some critics of competence model showed competency models pursue, develop and exercise only a reductionist list of behaviours and the competency approach effectively ignores the human capabilities of thinking and reflecting. It has been considered as flexible guidelines for people who would like to practice coaching to apply in their coaching commissions for the enhancement of coaching relationship in this thesis. The choice depends on the individual coaching scenario. The cycle of a coaching commission. The key stages include: <ul style="list-style-type: none"><li>• Assessing individual's or business' current opportunities and challenges.</li><li>• Defining the scope of the relationship, identify priorities for action and establish specific desired outcomes.</li><li>• Conducting formal coaching sessions (e.g. completing specific actions and tasks).</li><li>• Outcome evaluation.</li></ul> (Sometimes coachees' organisational stakeholders are involved in this coaching process e.g. contracting, outcome evaluation and resources etc.) | Bartram et al., 2002, p. 7<br>Jacobus, 2007 and Garvey, 2011 |
| Coaching Process      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ICF                                                          |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Coaching Relationship     | <p>A professional helping relationship because the ultimate purpose of coaching engagements is to “help” or “facilitate” coachee to have a better personal or professional well-being and performance. In this thesis, the concept of “interpersonal aspects” of the coaching relationship was adopted. Coaching relationship is described as a directionally influential helping dynamic that is established between unique psychological entities (coach and coachee).</p> | Kemp, 2008 and O’broin & Palmer, 2010). |
| Effectiveness of Coaching | <p>There is no specific defined coaching outcome measurement in this thesis due to varied coaching purposes (e.g. business goal or personal workplace well-being etc.). Thus, the effectiveness of coaching was considered as results of the identified and mutual agreed measurable outcomes between the coach and clients in the coaching commissions.</p>                                                                                                                 | Grant, 2013                             |

## **1.4 Objectives of this Research**

Based on the discussion above, this PhD thesis aimed to fill an existing research gap in Coaching Psychology to identify and examine explicit active ingredients needed for generating a constructive coaching relationship and desired outcomes. It especially focused on what effective behavioural indicators are for a professional coach to establish a preferable relationship with coachee and facilitate positive outcomes, inherited from previous psychological evidence. . The detailed research background on this study topic will be explained in Chapter 2. The research objectives were addressed in separate but interlinked studies:

- To review existing evidence on Coaching Psychology and identify any gaps in present research but also synthesizing what evidence one can draw on; focusing on the effective coaching psychologist's attributes (required knowledge, competencies, skills, personalities and attitudes) associated with the effectiveness of coaching relationship (Study One).
- To develop a Coaching Psychology Competency Framework (CPCF) that outlines explicit behavioural indicators as guidelines for professional coach to establish an effective coaching alliance (Study Two).
- To evaluate the reliability and validity of the draft CPCF through a cross-validation questionnaire study (Study Three).
- To assess whether the draft CPCF was fit for purpose in facilitating a preferable coaching relationship by means of a pilot between-subject experiment (Study Four).

## **1.5 Thesis Structure and Outline**

The sections above have addressed some fundamental concepts of coaching, Coaching Psychology and research objectives of this thesis. Also key terminologies used in

this thesis were defined. The following provides an overview of the thesis structure from Chapter 2 to Chapter 8.

The structure of this thesis is summarised as below:

Chapter 2 summarises issues and challenges in contemporary coaching study and practice to identify the research gap towards evidence-based coaching. A number of key areas are covered: the role of psychology in coaching industry, the active factors for an effective coaching relationship and also what the coach's role to facilitate a preferable relationship and coaching outcomes.

Chapter 3 discusses the choice of research methodology in this thesis, including epistemological position and the research design in each study.

Chapter 4 discusses the first study which employed Systematic Review (SR) methodology to integrate previous Coaching Psychology literature through a rigorous and transparent process. This SR focused on to what extent psychological interventions affect the coaching relationship and what effective attributes are required for a coaching psychologist to facilitate a constructive coaching process. These SRs revealed that an effective coaching relationship is the key indicator for a positive coaching outcome. In addition, applying psychological coaching interventions and coaches' attributes have a significant influence on the effectiveness of coaching relationship. Therefore, this SR showed investigating and examining explicit competencies for a coaching psychologist to facilitate a preferable coaching relationship is needed.

Chapter 5 presents the second study and explains how effective attributes for a professional coach to enhance coaching relationship is elicited. First, a CIT was employed within a semi-structured interview to explore active ingredients for a constructive coaching process based on participants' (N=25) recent positive coaching experiences. Second, Thematic Analysis (TA) was utilised to extract initial behavioural descriptions from

interview transcriptions. Later, a draft Coaching Psychology Competency Framework (CPCF), including competency titles, definitions and underpinning behavioural indicators, were outlined by means of two Q-sorting sessions. Further examinations (study 3 and 4) are required to evaluate whether the CPCF could be a professional guideline for coaching psychologists to enhance the coaching relationship.

Chapter 6 explains the reliability and validity examination of the CPCF by means of a cross-validation questionnaire study. A Coaching Alliance Inventory (CAI, revised from a Working Alliance Inventory) was adopted as the corresponding measurement scale to evaluate the consistency and utility of CPCF. An initial theoretical mapping between the CPCF questionnaire and CAI and pilot tests with prospective users were carried out to ensure the quality of study results. This questionnaire study (N=107, 72 coaches and 35 coachees) initially examine the correlation between CPCF and CAI. In addition three groups of behavioural indicators were differentiated, which could be applied for different coaching training and development purposes.

Chapter 7 summarises the pilot field examination of the CPCF by means of a quasi-experimental study. The purpose was to evaluate whether the CPCF was fit for purpose in facilitating an effective coaching alliance based on a between-subject experiment to compare a group which received relevant training and a control group that did not receive this training. Coach participants in the experimental group were asked to participate in a three-hour coaching training workshop facilitated by the main researcher; but the other group only received a CPCF training kit. Both group conducted a coaching session (40-60 minutes) with real coachees. A total of four evaluation methods were used in this study: CAI, CPCF Questionnaire, SES and the diary report. The study results indicated that training based on the CPCF facilitated the coach participants to establish a preferable coaching relationship and to

enhance the coaches' belief in achieving their goals. However, the significance between two groups was not strong due to small sample size and time restriction.

Chapter 8 provides an overall discussion of the four studies conducted as part of the research. This chapter focuses on to what extent this research enhances the development of evidence-based coaching in terms of research methodology, theoretical concept in Coaching Psychology and practical applications. In addition, limitations of this research and highlighted areas for future studies are discussed afterwards.

## **Chapter 2: Contemporary Issues in Coaching and Coaching Psychology**

This chapter provides a brief introduction to issues in contemporary coaching and Coaching Psychology. First, we discuss the major emerging issues and challenges in the coaching field despite the growth in its popularity. Second, we present trends in contemporary coaching research which focus on associations between a constructive coaching relationship and subsequent coaching outcomes; and what role the professional coach plays in facilitating an effective coaching process. This chapter aims to present an overview of the research background and explain how this thesis fits into the research gaps in existing coaching research towards the full evidence-based practice.

### **2.1 Challenges in Contemporary Coaching Research and Practice**

Given the increase in coaching application in the organisational and leadership development field, the evaluation of the impact of coaching on personal and organisational development is a key concern to organisational stakeholders and coaching practitioners (Passmore & Fillery-Travis, 2011). Whilst the ultimate objective of coaching is similar to other helping interventions to facilitate positive life and behavioural change, organisations (and coaches) need to demonstrate that coaching produces positive outcomes and is worth continued investment. Thus, the promotion of evidence-based coaching to document any effects on coachees' wellbeing or other outcomes is essential in contemporary coaching study (Passmore & Fillery-Travis, 2011).

However despite the growth in popularity, certain issues and challenges have emerged in coaching study and practice, which are summarised in the following section.

#### **2.1.1 The role of psychology in contemporary coaching practice**

Summarising from Chapter 1, psychological principles are considered bringing positive effects on coaching outcomes though more rigorous studies are required. The

diversity of coaching disciplines increases the difficulty in integrating existing evidence and identifying the best available knowledge for coaching practitioners to apply in their coaching sessions (Stober et al., 2006). In addition, it becomes a challenge to distinguish standardised assessment criteria for coaching professionalisation if the fundamental theoretical knowledge for professional coaching practice could not be confirmed through evidence-based research process.

Applying psychological principles in the coaching sessions are considered as one of the key elements for the enhancement of evidence-based practice (Grant, 2008). Here are the rationales to support this statement: firstly, psychology is a theoretically grounded science that underpins the processes and understanding of human change. The evidence-based coaching interventions (adopted from therapeutic models) fulfil the essential purpose of coaching, which is to facilitate a coachee's continuous learning and growth in the workplace through motivation and attitude change (Whybrow, 2008). For example, Simons & Cleary (2006) suggested that a high degree of self-knowledge is essential for successful leadership; coaching practitioners should integrate elements of counselling to address the influences of the coachee's past and consequent attitudes, feelings and beliefs that underpin behaviour. Secondly, psychology is a recognised academic qualification, thus coaches who apply psychological grounded principles can ensure that a coaching process is based on enforceable ethical codes and supervised by relevant governing associations (e.g. British Psychological Society). Thirdly, having proper training in psychology assists the professional coach to minimise causing harm to a coachee with so far unrecognised mental health problems (Berglas, 2002; Cavanagh, 2006; Naughton, 2002). Though the general aim of coaching is to facilitate individual's behavioural change and performance improvement in the workplace, studies indicated between 25% and 50% of individuals who attend life coaching programmes may have mental health issues (Green et al., 2005; Spence & Grant, 2005). Therefore these

studies implied having a background in psychology or acquiring fundamental psychological knowledge is crucial to be able to identify if coachee has mental disorder issues and transfer them to the appropriate therapeutic treatment such as counselling.

Several coaching reviews and book chapters (Bachkirova, 2008; Grant, 2001; Passmore & Fillery-Travis, 2011; Whybrow, 2008) have addressed the role of psychological principles in coaching. These papers indicated it is necessary to build on this groundwork to conduct a more in depth review, with clear review criteria which assess the quality of any primary sources, to allow us to spell out clear hypotheses for further investigation.

### **2.1.2 The role of the coaching relationship for facilitating coaching outcomes.**

As discussed earlier, it remains a challenge for coaching researchers to examine the most effective coaching method for a positive coaching outcome due to the diversity in domains, methods and outcomes discussed earlier. Therefore coaching research has shifted its focus from examining singular coaching interventions to investigating the common factors in coaching processes (Palmer & McDowall, 2010). The choice of coaching interventions usually depends on the coachee's issues and organisational context, and should be tailored in accordance with the coachee's individual scenario. This indicates that adopting one singular coaching framework is not sufficient for the potentially complex coaching context. Therefore a contextual-model (Stober et al., 2006) of coaching which integrates various techniques might be more helpful for effective coaching outcomes. This model is expanded from the components described by Wampold (2001) for a contextual model for psychotherapy. A Contextual Coaching Approach, which aims to understand the process of coaching, including "what the common themes are that benefit to coaching process and outcomes. Seven thematic factors for the Contextual Coaching Approach, which outline the essential factors to facilitate the effectiveness of coaching were outlined (Stober et al., 2006)

- (1) An explicit outcome or goal that both parties, coach and coachee, are *collaboratively working toward*.
- (2) A sensible rationale or explanation for how coaching as a process *fits in the coachee's needs and satisfactions*.
- (3) A procedure or set of steps that is consistent with the rationale and requires *both the coachee's and coach's active participation*.
- (4) A *meaningful relationship* between a coachee and coach such that the coachee believes the coach is there to help and will work in the coachee's best interest.
- (5) A *collaborative working alliance* in which the coach's explicit role is to expand the coachee's development, performance, or skill set, appropriately pacing the intervention to maintain challenge and facilitate change.
- (6) The client's ability and readiness to change, and the extent to which the client is both able willing to do the work of change.
- (7) The *coach's ability to facilitate the client's change process* will significantly rest on the *coach's own personal ability to recognise and deal with the often personally poignant issue arising from the coaching process*.

These statements highlight that coaching is a collaborative process in which the coach and coachee work toward mutual goals. Hence, an “effective” and “meaningful” coaching relationship is the key factor for positive coaching outcomes as most of the coaching process relies on two people's (coach-coachee) conversation and interactions. The concept of the “coaching relationship and alliance” has emerged from these seven thematic factors of Contextual Coaching Approach.

de Haan (2008) transferred a concept from a meta-analysis result in psychotherapy study (Wampold, 2001) to the field of coaching as both interventions share very similar process: the essence of therapeutic and coaching process relies on sustaining interpersonal

interactions between therapist/coach and patient/coachee. This meta-analysis indicated there was no significant difference in effectiveness on desired outcomes between different approaches and techniques. The working alliance (relationship) between the therapist and client was identified as the most effective ingredient for facilitating a positive therapy outcome across all approaches. Based on the aspect of ‘outcome equivalence’ in this study (Wampold, 2001), a quality coaching relationship across the coaching engagement was inferred as the most essential common factors for positive coaching outcomes. Indeed, the age of “relational coaching” has been confirmed by means of a number of quantitative studies. These studies examined a positive correlation between the coaching relationship and results, such as coachees’ self-efficacy (Baron & Morin, 2009; Boyce, Jackson & Neal, 2010; de Haan, Duckworth, Birch & Jones, 2013).

In a short summary, the coaching relationship appears as an essential role in contemporary coaching study and practice based on the result of positive correlation with coaching outcomes (e.g. self-efficacy). The next section will discuss what the active factors are for an effective coaching relationship and how these factors could be optimised in the coaching process based upon current literature.

### **2.1.3 What is the coach’s role in an effective coaching relationship?**

Following from the discussion above, investigating active factors for an effective coaching relationship become the key focus in contemporary coaching study. de Haan (2008) conducted a survey study with 71 executive coaching clients to distinguish “helpful” elements in the coaching journey and how the coach could “optimise” these elements in order to create a constructive coaching process. The study results were similar to the meta-analysis in the field of psychotherapy (Wampold, 2001); an effective coaching relationship can be the key indicator for a positive outcome. In order to identify what the coach’s role is in an effective coaching process; qualitative questions were included in de Haan’s study (2008) to

elicit effective attributes for a professional coach to generate a greater effect on coaching alliance. This study outlined three attributes of the coach, which were (a) listening, (b) understanding and (c) encouragement to facilitate coachee participants' learning and development in the coaching process. This study revealed that the coach plays a key role in initiating a harmonious relationship in the coaching journey, although the specific behavioural indicators were not identified here. Another quantitative study (de Haan et al., 2013) was carried out with 156 coach-coachee paired participants to examine the correlation between coaching relationship (*Working Alliance*) and outcomes (*Self-efficacy*). It investigated whether personality matching between coach and coachee is an influential factor in an effective coaching relationship. Though there was no strong correlation between personality matching and coaching relationship; subjective matching where the coach and client physically met each other and had an interview or trial session was recognised as the critical stage/moment to determine the effectiveness of the subsequent relationship on the coaching journey. This disclosed that the coach has the opportunity and responsibility to initiate a positive impression and relationship for the subsequent sessions. Hence, identifying and examining what attributes a professional coach should acquire to establish a constructive coaching relationship are critical steps in contemporary Coaching Psychology research.

#### **2.1.4 Analysis of existing professional coaching frameworks.**

Summarising the previous discussion, there is a need to investigate explicit attributes for a Coaching Psychologist and how these link to any effects on the coaching relationship. This is a potential key step for the development of evidence-based coaching. Many governing professional associations worldwide such as the Association for Coaching (AC), The British Psychological Society (BPS), the European Mentoring and Coaching Council (EMCC) and the International Coach Federation (ICF) have developed professional frameworks in consultation with members to outline the benchmark required for those who would like to

practice as a professional coach, however certain aspects of these frameworks appear to require further validation and investigation. The defining elements presented on their published documents are summarised in Table 2.1.

Table 2.1

*Summary of Previous Coaching Competency Frameworks*

| Association                                                                   | Sources of Published Documents                                                                                                                                                                                                 | Investigation Process                                                                                                                                                                               | Structure                                               | Level of rating                                                                                                         | Psychological perspective | Emphasis on Coaching Relationship |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------|
| BPS Standard Framework for Coaching Psychology (2008)                         | (BPS, 2007)<br><a href="http://www.bps.org.uk/networks-and-communities/member-networks/special-group-coaching-psychology">http://www.bps.org.uk/networks-and-communities/member-networks/special-group-coaching-psychology</a> | Meta-analysis of previous research and coaching expert's personal experiences                                                                                                                       | 4 broad clusters<br>112 competencies                    | Not specifically refer to more generic coaching competencies such as listening, building rapport, managing the process. | Yes                       | Yes                               |
| ICF Professional Coaching Core Competencies (2009)                            | (Griffiths & Campbell, 2008)<br><a href="http://www.coachfederation.org.uk/">http://www.coachfederation.org.uk/</a>                                                                                                            | Grounded Theory Approach (five coaches and nine coaching clients)                                                                                                                                   | 4 competency groups<br>11 competencies<br>70 behaviours | No                                                                                                                      | No                        | Yes                               |
| EMCC Competency Framework (2009)                                              | (Wills, 2005) & (Grant, Passmore, Cavanagh, & Parker, 2010)<br><a href="http://www.emccouncil.org/">http://www.emccouncil.org/</a>                                                                                             | Developed through an extensive Europe-wide consultative process, drawing on both expert and practitioners' experiences by semi-structure interviews or questionnaires.                              | 8 competency groups                                     | Yes (4 levels)<br>Foundation<br>Practitioner<br>Senior Practitioner<br>Master Practitioner                              | No                        | Yes                               |
| AC Coach Accreditation Scheme Integrated Coaching Competency Framework (2011) | <a href="http://www.associationforcoaching.com">http://www.associationforcoaching.com</a>                                                                                                                                      | Collected the perspectives from AC members in early 2005.<br>Five coaching experts/practitioners (one is chartered psychologist) helped to analyse and combine the data collected from the members. | 12 categories<br>74 behaviours                          | No                                                                                                                      | No                        | Yes                               |

*2.1.4.1 Existing competency frameworks in comparison.*

A number of similarities and differences between these frameworks were noted following an initial content analysis. First, all of these competency frameworks were developed either by integrating previous evidence (meta-analysis) or consulting with their internal coaching experts. Second, only the framework developed by EMCC sorted their

competencies into groups to differentiate different job levels (e.g. foundation, practitioner, senior practitioner etc.). Third, most of these competency frameworks tended to consider coaching as a cross disciplinary developmental activity because no specific theoretical domain was highlighted in their documents. BPS Standard Framework for Coaching Psychologist is the only one coaching guideline which distinguished the role of psychology in coaching practice. In addition, the significance of coaching relationship has been emphasised in all competency frameworks, nevertheless behavioural indicators to facilitate an effective coaching relationship could not be identified in their documents. In a brief summary, existing competency frameworks appear more like a general guidance for people who would like to practice coaching. Because the purpose and focus of these frameworks were not addressed clearly in their documents and a relatively wide range of aspects was covered (e.g. contracting ethics, coaching process and relationship).

#### ***2.1.4.2 Standard Competency Modelling / Profiling approach***

Following from the comparison above, this section aims to discuss the concept of competency and criteria for standard competency evaluation (Shippmann et al., 2000) before proceeding further review of these coaching relevant frameworks. Competency has been defined as “sets of behaviours that are instrumental in the delivery of desired results” (Kurz & Bartram, 2002, p. 229). In other words, competency describes behaviours underpinning successful performance; what it is people do in order to meet their objectives; how they do about achieving the required outcomes; what enables their competent performance (Beaumont, 1996). The elements in relevant competency framework are (a) competencies: set of desired behaviours, (b) competency potential: the individual attributes necessary for someone to produce the desired behaviours, (c) competency requirements: the demands made upon individuals within a work setting to behave in certain ways and not to behave in others, and (d) results: the actual or intended outcomes of behaviour, which have been defined either

explicitly or implicitly by the individual, their line manager or the organisation (Bartram, 2012). Woodruffe (2007) summarised the criteria for assessing a comprehensive competency framework, including focusing on the future, visible and clear dimensions, keeping the number of competency dimensions within bounds (e.g. three to six dimensions), and clear structure of competency levels for rating. In addition, a comprehensive framework is more than just a collection of competencies (Bartram, 2012), it should:

- Articulate a set of relationships.
- Define the nature of the components of a model.
- Specify how those components related to each other.
- Specify how they related to other constructs (performance, personality etc.) that sit outside the framework.
- Be also evidence-based and not just based on content analysis.

In addition, a standard competency modelling method with ten evaluation scales has been developed to assess the quality of a competency framework, including the rigorousness of investigation and validation process (Shippmann et al., 2000). Table 2.2 summarises the levels of rigor scale which is widely used for competency analysis.

Table 2.2

*Levels of Rigor Scale for Competency Analysis*

| Variable                                        | Low rigor                                                                                                                                                 | Low/Medium rigor                                                                                                                                                                                                         | Medium rigor                                                                                                                                                                             | Medium/High rigor                                                                                                                                                                       | High rigor                                                                                                                                                                                                                                  |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Method of investigation                      | The same method for collecting information (e.g. focus groups, observation, interviews etc.) is employed, regardless of setting or target population.     | Same two methods used every time regardless of the research setting and intended application.                                                                                                                            | Variable combination of two methods used, depending on some effort to consider the constraints of the research setting.                                                                  | Variable combination of two or three methods used, depending on the research setting, target population, and intended application.                                                      | A variable combination and logically selected mix of multiple methods are used to obtain information, depending on the research setting, target population, and intended application.                                                       |
| 2. Type of descriptor content collected         | Same type of information (e.g. competencies, work activities, or performance standards etc.) collected every time, regardless of intended application(s). | Same two types of information collected every time, regardless of intended application(s).                                                                                                                               | Variable combination of two types of information collected, depending on the intended application(s).                                                                                    | Variable combination of two or three types of information collected, depending on the intended application(s).                                                                          | Variable combination of multiple types of information collected, depending on intended application(s).                                                                                                                                      |
| 3. Procedures for developing descriptor content | No effort to gather information from content experts; instead, the researcher or analyst serves as solo content expert.                                   | Information is gathered from convenient samples of content experts using ad hoc or unstructured procedures. No qualification criteria are used to identify individuals in the best position to serve as content experts. | Information is collected from a large number of content experts using semi-structured protocol. Some efforts is made to identify individuals most qualified to serve as content experts. | Information collected from content experts using a structured protocol and with reference to a fairly well thought out sampling plan. Content experts meet some qualification criteria. | Information collected from content experts using a structured protocol and following a logically developed sampling plan with a comprehensive and representative sample. Content experts meet some qualification criteria.                  |
| 4. Details of descriptor content                | Handful of broad labels representing categories of content, with no associated definitions.                                                               | Broad labels with narrative definitions or a small sample of descriptor item serving as the operational definition.                                                                                                      | Moderately specific labels representing different categories of content and a mix of descriptor items helping to operationally define each category.                                     | Fairly precise labels representing different categories of content that subsume fairly comprehensive sets of item-level descriptors which operationally define each category.           | A number of precise labels representing discrete categories of content that subsume very comprehensive and crisply defined sets of item-level descriptors which operationally define each category and leave no room for misinterpretation. |

|    |                                       |                                                                                                              |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|---------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | Link to business goals and strategies | No attempt to understand business context or broader goals and long-term strategies of the organisation.     | Minimal effort to research the business context and review strategy-related documents to ensure results are aligned with the broader goals and long-term strategies of the organisation.                                        | Modest effort to research business context and review strategy-related documents, as well as meeting with HR and/or line managers who are aware of the organisation's plans, in an effort to ensure the results                                                                                                       | Substantial effort to research the business context and review strategy-related documents, as well as meeting with top executives responsible for setting strategies, to ensure the results are aligned with the broader goals and long-term strategies of the organisation.                                                                                                                                                                                                         | Significant effort to research the business context and review strategy-related documents, as well as meeting with top executives responsible for setting strategies, to ensure the results are aligned with the broader goals and long-term strategies of the organisation.                                                                                                                                                                                                         |
| 6. | Content review                        | No content review.                                                                                           | Brief review of rationally created solution by client project leaders to ensure: <ul style="list-style-type: none"> <li>Item level descriptors are clear.</li> <li>Content categories do not overlap.</li> </ul>                | Formal review of rationally created solution by client project leaders and a technical review team to ensure: <ul style="list-style-type: none"> <li>Item level descriptors are clear.</li> <li>Content categories do not overlap.</li> <li>Content categories are parsimonious and internally consistent.</li> </ul> | Formal review of rationally created solution by client project leaders, technical review team and potential users of the application built from the solution to ensure: <ul style="list-style-type: none"> <li>Item level descriptors are clear.</li> <li>Content categories do not overlap.</li> <li>Content categories are parsimonious and internally consistent.</li> <li>Items and categories represent measurable content appropriate for the intended application.</li> </ul> | Formal review of rationally created solution by client project leaders, technical review team and potential users of the application built from the solution to ensure: <ul style="list-style-type: none"> <li>Item level descriptors are clear.</li> <li>Content categories do not overlap.</li> <li>Content categories are parsimonious and internally consistent.</li> <li>Items and categories represent measurable content appropriate for the intended application.</li> </ul> |
| 7. | Ranking descriptor content            | None. The final descriptor set is an unprioritised set of narrative content describing the target job group. | Based on participation in interviews, focus group etc. the researcher or analyst serves as expert and rationally creates an ordinary prioritised descriptor set of broad labels.                                                | A convenient / casual sample of content experts perform some rating task. Results are expressed in terms of the average inter-correlation of the rating.                                                                                                                                                              | A systematic sample of content experts are involved in matching content category labels with definitions and perform some rating task. Results are expressed in terms of the average inter-correlation of the items.                                                                                                                                                                                                                                                                 | Multiple systematic samples of content experts are involved in matching content category labels with definitions and items-level descriptors and perform some formally structured rating task. Results are expressed in terms of percentage of correct matches and the average inter-correlation of the ratings.                                                                                                                                                                     |
| 8. | Assessment of reliability             | No effort to assess consistency or reproducibility of the results.                                           | Based upon discussions with a convenient / casual sample of content experts, the analyst concludes that there is general agreement among the expertise regarding the meaningfulness and relevance of the categories of content. | A convenient / casual sample of content experts perform some rating task. Results are expressed in terms of the average inter-correlation of the ratings.                                                                                                                                                             | A systematic sample of content experts are involved in matching content category labels with definitions and perform some formally structured rating task. Results are expressed in terms of percentage correct matches and the average inter-correlations of the ratings.                                                                                                                                                                                                           | Multiple systematic samples of content experts are involved in matching content category labels with definitions and perform some formally structured rating task. Results are expressed in terms of percentage correct matches and the average inter-correlations of the ratings.                                                                                                                                                                                                   |

|                                     |                                                |                                                                                                                                                               |                                                                                                                                        |                                                                                                                                   |                                                                                                                                                                                                                        |
|-------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. Item/category retention criteria | None. All created items / categories retained. | A single criterion is applied to items and categories to determine retention or deletion, though the criterion is somewhat unclear or inconsistently applied. | A single clear, logical criterion is consistently applied to items and categories to determine whether content is retained or deleted. | Two clear, logical criterion is consistently applied to items and categories to determine whether content is retained or deleted. | Multiple clear, logical criterion is consistently applied to items and categories to determine whether content is retained or deleted.                                                                                 |
| 10. Documentation                   | None.                                          | Brief handwritten notes.                                                                                                                                      | Summary file memo referencing related user materials and outputs.                                                                      | Standardized final report "shell" document with appropriate information and data slotted in.                                      | Detailed and customised written report which thoroughly describes the procedures employed and the composition of content expert samples, includes copies of instruments used, and comprehensively reports the results. |

(Shippmann et al., 2000)

#### 2.1.4.3 Content analysis of existing competency frameworks.

A mapping analysis of existing coaching relevant competency frameworks (AC, BPS, EMCC and ICF) against these competency evaluation criteria presented in previous section (Shippmann et al. 2000; Woodruffe, 2007; Bartram, 2012) was carried out in order to identify the future research trends. The analysis indicated some areas needed to be refined or further examined. Here is the summary of the analysis; more details will be discussed in Chapter 6 (6.4.3).

- *Whether an evidence-base investigation process was adopted was uncertain.* Most of these competency frameworks have not presented a clear development and validation process in their published documents, hence it is difficult to determine to what extent behavioural indicators were extracted from appropriate and correct samples and whether any behavioural indicators are valid or credible for application.
- *Differentiated competency levels for rating were not distinguished from most existing frameworks.* According to Woodruffe (2007), competency frameworks need to identify relevant levels that differentiate high performers from others at the same job level; however only the framework developed by the EMCC is classified into four levels: foundation, practitioner, senior practitioner and master practitioner; each level states capability indicators to differentiate requirements for different level practitioners.
- *Specific domains relevant to coaching disciplines were not highlighted:* most of these competency frameworks (except BPS) did not emphasise definite domains (e.g. management, psychology or adult learning) for coaching training and development. Only the framework under BPS highlighted coaches needed to acquire psychological knowledge or approaches for assessing clients' emotional or other hidden issues and facilitating to have sustained behavioural change. Therefore it might be a challenge to examine the best available knowledge for evidence-based coaching practice.

- *Appearing akin to a list of behaviour definitions* rather than an articulated set of each component/dimension. Regarding to these published documents, we could not see clear objectives of their competency frameworks were presented. Thus, it is difficult to distinguish measurable outcomes these frameworks aim to evaluate (e.g. to enhance an effective coaching relationship or any other specific coaching outcomes) and identify a corresponding measurement scale to cross-verify their effectiveness. In a brief summary, these frameworks appear more like general guidelines for coaching practitioners to refer. However, it might a question whether they could be adopted in further HR applications easily.

## **2.2 Brief summary**

Based on the discussion above, the coaching relationship has been highlighted as the main research focus in contemporary Coaching Psychology study (Palmer & McDowall, 2010; de Haan 2008). The concept of the working alliance which is used to measure the clinical relationship in similar psychological helping principles (e.g. counselling and therapy) has been transferred to coaching field and examined as one of the key indicators for positive coaching outcomes (such as self-efficacy). In addition, de Haan (2008) indicated coach has the opportunity and responsibility to initiate an effective alliance with coachee at the early stage. However, there was rigorous studies yet identifying and examining what attributes a coach should acquire to establish a positive relationship in the coaching sessions based on a humanistic psychology perspective (e.g. working alliance). Several governing coaching associations (such as BPS and ICF) developed their standard frameworks as the guidelines for people who like to practice coaching; nevertheless some areas needed to be refined or further examined in comparison to the criteria of standard competency modelling method (Shippman, 2001). Also, these competency frameworks appear more like general guidance (ethics and contracting) for

coaching practice, but not specially focus on the aspect of coaching relationship.

Therefore, in order to identify the best available knowledge for the development of evidence-based coaching, an investigation (including synthesising existing evidence systematically) to examine explicit attributes for the coaching practitioner to strengthen the coaching relationship built on previous psychologically based evidence (working alliance) occurred.

The investigation process is split into four main stage, including a systematic literature review on existing evidence. The rationale underpinning the choice of research methodology in this thesis will be presented in Chapter 3.

## Chapter 3: Research Methodology

This chapter aims to present and explain the choice of research methodology in this thesis. It firstly discusses my epistemological stance, then describes the principles underlying evidence based coaching and the behavioural approach research methods used in this thesis. Second, the summary of research methods in each study is outlined, including systematic review, critical incident interview, criterion validation and field experimental study.

### 3.1 Epistemology

In order to provide the reader an understanding of how the research methods in this thesis were formed; it is useful to explain my epistemological position.

My philosophical belief has always been built on humanistic aspects; having confidence in qualitative data (such as storytelling and experience sharing) could bring more in-depth information to understand the rationales behind an event. This can be traced back my previous academic background in literature and human resource management. Three years of work experience with a global leadership and talent management consultancy provided a natural introduction to the power of numbers (e.g. ROI and the effectiveness of coaching interventions). In general, two main concerns arise from clients during an on-going project: the quality of the project management process (such as time management and budget control) and “how much” value these projects could directly reflect on organisational business development (e.g. revenue and profit). With the increasing awareness of outcome evaluation in I-O psychology interventions, the concept of evidence-based practice has been noted in organisational studies and applications in recent years. I would describe my research philosophical stance as sitting fluidly between transformative and pragmatic paradigms. Because I believe each research methodology has its strengths, the choice of methods used should be dependent on the nature of the research topics and questions. Therefore, a combined research methodology (including qualitative and quantitative methods) was

conducted in my thesis. Meanwhile, two essential approaches in I-O psychology were embraced in the research process design. First, I decided to draw on the key features underpinning evidence-based I-O psychology in this thesis owing to some implementation gaps on evidence-based practice from my previous working experience. Second, my research methodology design has also aligned the behavioural approach theoretical perspective, because this thesis aims to develop a coaching relevant competency framework (behavioural indicators). The detailed discussion is presented in the following sections.

### **3.1.1 Evidence-based practice.**

According to the discussion earlier, the research design in this thesis mainly draws on the principles of evidence-based practice. Definitions and key features of evidence-based practice are summarised below in order to provide a more comprehensible explanation of the choice of the research methods in this thesis.

Evidence-based practice is about making decisions through the conscientious, explicit, and judicious use of four sources of information: practitioner expertise and judgement, evidence from the local context, a critical evaluation of the best available research evidence, and the perspectives of those people who might be affected by the decision (Sackett et al. 1996, p.71). Three features are highlighted based on this definition. First, evidence-based practice integrates the practitioner's expertise and external evidence from research. Second, it is an active process to obtain and use the best available evidence through involving all scholars, educators and practitioners. Third, it uses Systematic Reviews to assess all available and relevant evidence rather than relying on singular studies (Briner & Rousseau, 2011).

The term "evidence-based practice" has been increasingly used or known in numerous fields including medicine, counselling, psychology and management though the extent of its applications in some disciplines are still limited, such as I-O psychology and organisational studies (Briner & Rousseau, 2011). This is also true for coaching. Several publications have

advocated a more evidence based approach (Stober et al. 2006) in coaching inventions; however more rigorous studies are required.

A mixed research approach (qualitative and quantitative methods) was recognised as an essential step towards the full evidence-based coaching study and practice (Bennett, 2006; Stober, et al., 2006). Indeed, quantitative research methods, such as randomised controlled trials (RCTs), are recognised as the “gold standard” in the hierarchy of research evidence (especially in medical treatment studies). However, coaching is a helping intervention for coachees’ workplace issues, organisational context (including organisational objectives, culture and group activities) is a significant influence on coachees’ motivation and behavioural change. Hence, it is not sufficient to study people’s behavioural change in the organisation through quantitative studies only (e.g. RCTs). The context behind any quantitative measures, such as “what” brings positive impact on coaching outcomes and “how” it works in the coaching process are also the essential features for the development of evidence-based coaching. Besides, both expert’s experiences and client’s preferences are essential in the development of evidence-based coaching. Therefore, three key parties: (a) coach, (b) coachee and (c) commissioning client in a coaching engagement should be included in this research. In addition, a Systematic Review (SR) is necessary to integrate multiple studies and evidence prior to a primary research according to the discussion above (Briner, et al., 2009). The review result is useful for the researcher to identify evidence gap in contemporary Coaching Psychology study. In a short conclusion, a combined method research involving all relevant participants subsequent to a SR on Coaching Psychology is an essential step for the enhancement of evidence-based coaching. The next section will discuss how another principle, behavioural-based approach, is utilised to inform the research design in this thesis.

### 3.1.2 A behavioural- based approach.

As discussed in Chapter 2, the main purpose of this research is to investigate effective behavioural indicators for coaching practitioners to enhance coaching relationship through role analysis; thus the principles of behavioural-based approach, such as competency modelling, is also used to inform this research design. The definitions and fundamental concepts of competency framework has been explained in Chapter 1 (1.3) and 2 (2.1.4.2), hence, we will not repeat them here.

The theory used in behavioural-based approach is a fundamental contingency theory; it means maximum performance is to occur when the candidate's capability or talent is consistent with the needs of the job demands and organisational environment (Boyatzis, 1982). The candidate's talent generally comprises values, vision, personal philosophy, knowledge, competencies, interests, life and career stage; and styles. On the basis of the research published over past 30 years, expertise and experience, knowledge; and basic cognitive competencies (e.g. memory and deductive reasoning) are clustered into threshold abilities. Cognitive competencies (e.g. systems thinking), emotional intelligence (e.g. emotional self-awareness); and social intelligence competencies (e.g. social awareness and relationship management) are defined as distinguishing outstanding performance. There are different interpretations of "intelligence" across the literature. For instance, Mayer et al. (1999) claimed "intelligence" should reflect a mental performance rather than the way of behaving. Nevertheless, Boyatzis & Sala (2004) considered competencies are behavioural manifestations of talent. The concept of intelligence should be (a) different from other personality constructs (b) behaviourally observable (c) related to life and job outcomes (d) convergent and discriminant validity (Boyatzis, 2008). In a brief summary, this integrated concept of emotional, social and cognitive intelligence competencies, offers a theoretical structure for the occupational personality and linking it to a theory of action and job

performance. Besides, competencies could be developed through training and development programmes. Therefore, the concept of behavioural-based approach to talent is more consistent with our research purpose to identify effective attributes to enhance the coaching relationship.

In fact, the competency construction requires not only actions (set of behavioural indicators) but also intent (measurement methods) (Boyatzis, 2008). A well-defined competency measurement method facilitates the practitioner to assess both presence of the behaviours and interference of the intent. Therefore, a modification of the critical incident interview that focuses on specific events in one's life from the biodata methods (i.e. behavioural event interview) could assist the researcher to get a more accurate recording of a person's behaviours underpinning specific job performance. Later, varied formats of competency examinations (such as simulated assessment centre, criterion validation or 360 degree assessment) should be carried out to evaluate whether the identified behaviours fit to the further HR applications.

Some criticisms of competency-based model (e.g. Chappell et al. 2000) indicated competency models pursue, develop and exercise only a reductionist list of behaviours and the competency approach effectively ignores the human capabilities of thinking and reflecting. However, we consider the behavioural-based framework in this thesis as a flexible guideline for coaching practitioners to apply for the enhancement of the coaching relationship based on individual coaching scenarios.

### **3.1.3 The overall structure of research design in this thesis.**

Summarising up the discussion above, a variable combination and logically selected mix of investigation methods is considered as the most rigorous approach for role analysis in

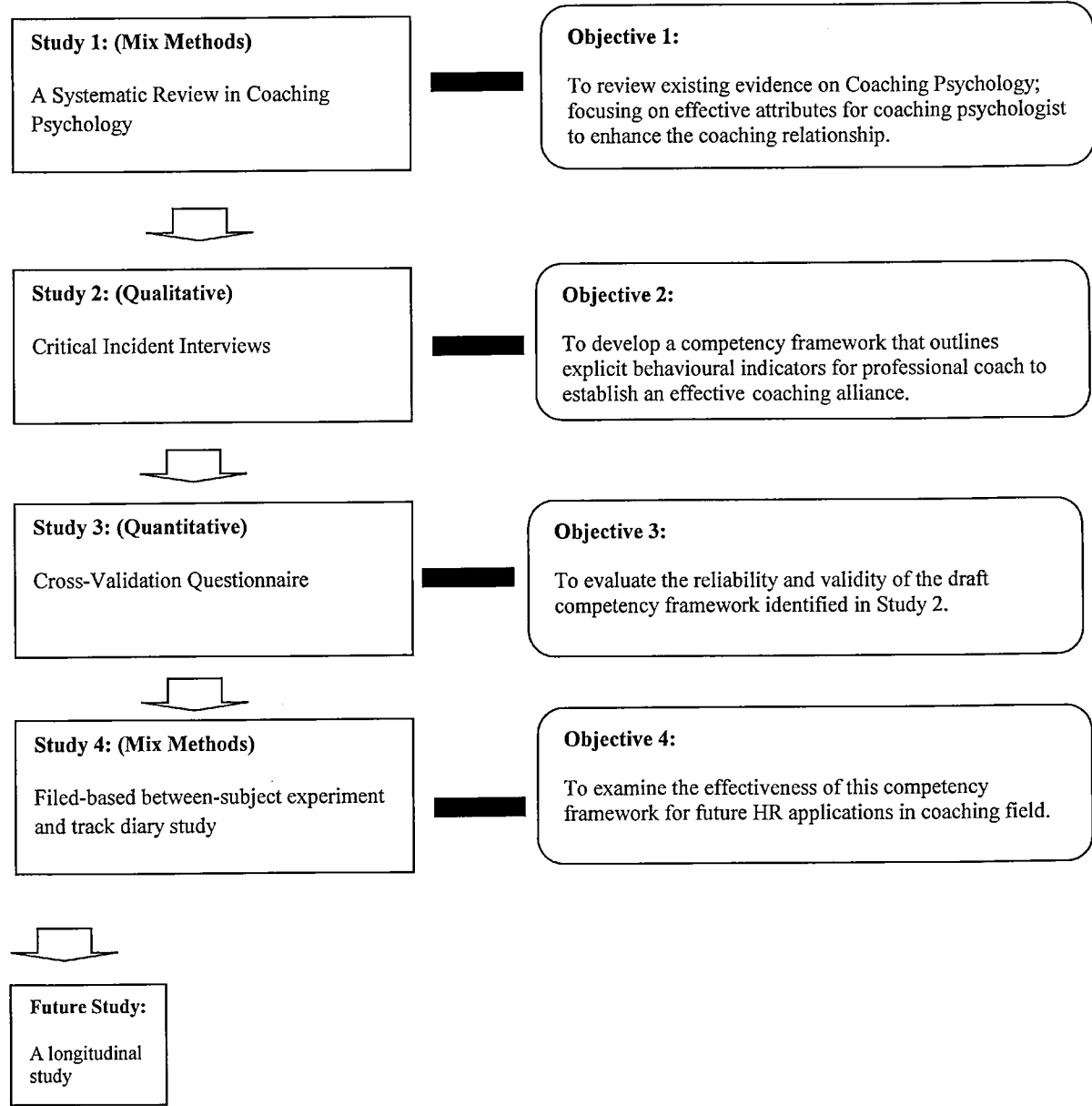
terms of the development of evidence-based coaching and behavioural-based approach. Three key features of the research design in this thesis are outlined.

- A systematic literature review (SR) on Coaching Psychology should be carried out prior to the primary study to identify existing research gap.
- An inductive approach with combined research methods (such as behavioural-based interviews and criterion validation) are adopted to ensure a wider range of data is collected.
- Multiple data sources are included (e.g. all participants in a coaching engagement) to make certain different angles of perspectives are equally covered.

Figure 3.1 summarises the research methods in each study, more details will be presented in section 3.2.

Figure 3.1

*Summary of Methodology in Each Study*



## **3.2 Research Methods in Each Study**

This section explains the choice of research methods and summarises the research process in each study.

### **3.2.1 Study One: A Systematic Review on Coaching Psychology.**

Following from the discussion in previous sections, a rigorous literature review (Systematic Review) is a key step to strengthen evidence-based coaching prior to any primary research (Briner & Rousseau, 2011). In contrast to traditional literature reviews, a SR produces reliable and replicable results for answering specific review hypotheses/questions. Thus, a Systematic Review method (Study One) was applied to synthesise existing evidence of Coaching Psychology, focusing on the effective coach's attributes to enhance the coaching relationship.

#### ***3.2.1.1 What is a Systematic Review?***

Systematic Review (SR) is a specific methodology that locates existing studies, selects and evaluates contributions, analyses and synthesises data, and reports on the evidence through a rigorous and transparent way that shows reasonably clear conclusions reached, by what is and what is not known (Denyer & Tranfield, 2011). A SR usually starts with a prior specific protocol that includes the review topic, questions/hypotheses, inclusion criteria and review methods to test a single hypothesis or a series of related hypotheses. Although varied methods for synthesis have been applied to SRs (such as meta-analysis and narrative synthesis), they depend on the nature and quality of the primary studies (Petticrew & Roberts, 2006). The overall review process thus comprises scoping and planning the review, searching and screening the references, and evaluating and synthesising the included studies.

### ***3.2.1.2 The advantages of a Systematic Review method.***

The advantages of a SR have been widely discussed, some key points are summarised in the following paragraph to defend the rationale for conducting a SR in the context of Coaching Psychology. Traditional narrative literature reviews can represent excellent overviews of wider literature and concepts and not just reviews of outcomes (Petticrew & Roberts, 2006). However, if a review is not conducted through a rigorous and transparent process, critical studies may be neglected, as inclusion criteria could be based on the reviewer's personal research interests or unawareness of relevant studies (Gough et al., 2012). Compared to traditional literature reviews, the SR method can quickly assimilate a large amount of information through critical exploration, evaluation and synthesis. It separates insignificant and redundant studies, which lack solid evidence to answer the research question, from critical studies that do (Greenhalgh, 1998). In addition the well-defined methodology of SR mitigates research bias by explicitly identifying and rejecting studies using clearly defined prior criteria. Hence, a SR produces more reliable and accurate conclusions by synthesising included studies than traditional methods do (Kitchenham & Charters, 2007).

### ***3.2.1.3 When to apply a Systematic Review?***

According to Petticrew and Roberts (2006, p. 35), conducting a SR in a newly developed field is helpful in highlighting potential absence of data and/or lack of empirical research evidence. In addition, the SR process also assists the researchers and practitioners to identify gaps and future research trends in this field. Therefore, they stated more and more researchers and institutes regard carrying out a SR as a critical step before designing new interventions and evaluations. It can identify where improvements in evaluation methods are required and can indicate where changes in the intervention may be required to improve effectiveness.

#### ***3.2.1.4 Why is a Systematic Review of Coaching Psychology needed?***

Summarising the issues on contemporary coaching study and practice, there are still a couple of gaps in evidence-based coaching. The diversity of coaches' prior professional backgrounds results in various coaching methodologies, outcome evaluations, research focuses and coaching training agenda. Though psychological training or background has been highlighted as a key requirement for a professional coach in several reviews and book chapters (Grant, 2001; Whybrow, 2008; Bachkirova, 2008; and Passmore & Fillery-Travis, 2011); these papers also indicated a more in-depth review with well-defined protocol, explicit reviews, hypotheses, study selection criteria and review methods (such as SR) to synthesise relevant studies in the fields is needed to determine what the existing research/knowledge gaps are in full evidence-based coaching practice.

Prior to conducting the SR on coaching, it is essential to define what exactly should be stressed in the review. According to previous literature reviews or discussion on coaching, an effective coaching relationship has been examined as the key common factor for a positive outcome (de Haan, 2008). In addition, the coach has the opportunity and responsibility to build rapport and trust with coachee at the early stage of the coaching relationship. However, there was no rigorous research studying effective attributes for coaching practitioners to enhance the coaching relationship before this PhD research. Therefore, this SR focuses on to synthesise relevant studies in the field to determine to what extent psychological principles have an effect on coaching relationship and outcome, including psychological coaching interventions and coach's attributes, based on specific review questions with focus on the coach's attributes and the coaching relationship.

Three main stages planned in this SR (Kitchham, 2004; Denyer & Tranfield, 2011) are summarised in the following, more details will be presented in Chapter 4.

- Stage One: Scoping the studies of the field and planning the review.

- Stage Two: Undertaking the literature search and screening the references.
- Stage Three: Evaluating and synthesising the included studies.

### **3.2.2 .Study Two: The development of Coaching Psychology Competency Framework.**

Study Two aimed to elicit effective coach's attributes/behavioural indicators to establish and maintain a constructive coaching relationship inherited the review results from the SR on Coaching Psychology (Study One). According to the Standard Competency Modelling process (Shippmann, et al., 2000 Boyatzis, 2008), a variable combination and logically selected mix of multiple approaches was ranked as the top rigorous investigation method for competency modelling. Because one given method may only allow the researcher to collect limited data regardless of setting or target population. Therefore, a three-stage competency framework investigation process was formed: (a) Critical Incident Technique (CIT) (b) Thematic Analysis (TA) and; (c) Q-sorting. Also, it is essential for yielding a complete competency framework through involving multiple systematic samples of content experts to review and verify the effectiveness of identified competency framework. The next section will explain the justification of the decision to choose these research methods in this study in details.

#### **3.2.2.1 Critical Incident Technique.**

Critical Incident Technique (CIT), which was originally developed by Flanagan (1954), consists of a set of procedures for collecting direct observations of human behaviours in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles (Flanagan, 1954). It outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria. CIT has been more frequently cited by industrial and organizational psychologists than any other article over the past 40 years (Anderson & Wilson, 1997) but it has been also utilised across a diverse number of disciplines, including job analysis (Kanyangale & MacLachlan,

1995; Stitt-Gohdes et al., 2000), counselling (Dix & Savickas, 1995; McCormick, 1997) and performance appraisal (Evans, 1994; Schwab et al., 1975). This study used critical incident interviews with all participants to collect their perspectives on effective coaching psychologists' attributes drawn on the specific incidents or events relevant to their coaching experiences. Interviewees were asked to recall what they judge significant coaching experiences to be (including time, contexts, causes and consequences etc.). Comparing to unstructured/semi-structured interviews, a focused discussion of critical incident interview facilitates the interviewee to concentrate on specific key points and enable the researcher to probe aptly. In addition, the researcher can identify evidence commonalities in themes by cross-analysing "incidents" that increase the generalizability of results. Further, the analysis enables the researcher to relate context, strategy and outcomes. It also facilitates the researcher to look for repetition of patterns in ways of doing and thus to build up a picture of effective behavioural indicators for enhancing the constructive coaching relationship. Hence, CIT not only provides rich context for further analysis but also facilitates the researcher to make connections with outcomes (Chell, 1998).

#### **3.2.2.2 *Thematic Analysis.***

Thematic Analysis (TA) method was used to extract effective attributes for a coaching psychologist from interview transcriptions in this study. TA is a method to be used with qualitative information (Boyatzis, 1998). It identifies analyses and reports patterns (themes) within qualitative data and translates them into quantitative information (i.e. codes). A pattern (theme) is usually found in the information that describes and organises the possible observations and interprets aspects of the phenomenon. The use of TA involves three distinct stages: i) deciding on sampling and designing issues; ii) developing themes and a code; iii) validating and using the code. TA is a flexible method which allows for a wide range of analytic options (Braun & Clarke, 2008). It usually summarises the key features of a large

body of data and offers a “rich description” of the data set. In addition, TA works very well in studies which seek to examine the perspectives of different groups within a topic/context (King, 2004). This study interviewed four groups of participants who were involved in coaching related programmes in different roles. The purpose was to collect perspectives on an effective coaching psychologist’s attributes through different angles. Therefore, TA is an appropriate method to generate and compare the themes from different groups in this study. Finally the discipline of TA to extract and code themes facilitates the researcher to take a well-structured approach to produce a clear and organised account of a study.

### ***3.2.2.3. Q-Sorting.***

Two level Q-sorting/Card-sorting sessions based on Q-methodology were undertaken to define the competencies and verify the behavioural indicators identified from the interview transcriptions. Q-methodology, developed in the 1930s, has been widely applied within psychology (Stephenson, 1953), although Q-methodology has been increasingly used in other disciplines, such as political science, particularly in the U.S.A. (Brown, 1980). Q-methodology is a technique incorporating the benefits of both qualitative and quantitative research. It involves Q-sorting, a method of data collection and factor analysis, to assess subjective (qualitative) information. In Q-methodology, participants are typically provided with a set of stimuli, usually statements, (known as the Q-sample) which they rank via a process, called Q-sorting (van Exel & de Graaf, 2005). Participants are required to systematically force-sort a set of statements based on how strongly they agree or disagree with each statement (Jacobson and Aaltio-Marjosola, 2001; Brewer et al., 2000). Usually several Q-sorting sessions are conducted in a study. The first level Q-sorting reduces large amounts of data into a smaller number of analytic units. It helps the researcher to have a more focused view for understanding what is happening logically (Miles & Huberman, 1984). The second level Q-sorting usually invites another two or three experts in the field to re-cluster

the statements to check the reliability of the data. This process also allows the researcher to see if there are any patterns shared across individuals and what the diversity of accounts is. In this study, more organised and systematic data was produced through Q-sorting process. It provided the researcher with an overview of the extracted behavioural indicators to identify the duplicate items and to check their accuracy.

In summary, this study combined three research methods to collect richer information from different participatory groups (Critical Incident Interviews), and extract themes and sort data through a systematic process (Thematic Analysis and Q-sorting process) to ensure qualitative data/information is interpreted and analysed through a standard and objective way. The detailed investigation procedure will be presented in Chapter 5.

### **3.2.3 Study Three: Establishing validation criteria: reliability and validity.**

Study Three intends to evaluate the reliability and validity of the CPCF by means of a cross-validation questionnaire study. A number of researchers (Austin & Villanova, 1992;) have discussed the issues associated with the criteria of job/role performance assessment, which is usually called the “competency framework”. The concept of measuring the quality of the job performance constructs were proposed and advanced by several studies since nearly a century ago (Brogden & Taylor, 1950; Burt, 1926; Farmer, 1933; Freyd, 1923). Measurement is essential to Work and Organisational (W&O) psychology because psychometric tests are usually used for estimation rather than direct measurement. Therefore the accuracy of a psychometric assessment helps researcher to describe, predict, explain, diagnose and make decisions about the issues under investigation (Hammond, 1995; Howitt & Cramer, 2011) A good measurement leads research results to inform practice of W&O psychology (Aguinis, Henle, & Ostroff, 2001). Indeed certain criteria (such as reliability, validity and freedom from discrimination) for assessing the quality of job performance constructs were developed (Howitt & Cramer, 2011). Two key criteria for an effectiveness

job performance construct were emphasised in this study: reliability and validity because other criteria such as discriminability and practicality pertain to administrative issues depending on context and different circumstances (Viswesvaran, 2001). The definitions of reliability and validity are summarised in the sections below previous to presenting research design of this study.

### ***3.2.3.1 What is Reliability?***

Reliability is defined as the consistency of measurement (Nunnally, 1978; Schmidt & Hunter, 1996; Howitt & Cramer, 2011). It refers to the extent that a measure is dependable, stable and consistent over time. That is to say reliability estimates the ratio of authenticity to observed variance (Pedhazur & Schmelkin, 1991; Schmidt & Hunter, 1996). There are three major types of reliability assessments for individual job performance: internal consistency, stability estimates and interrater reliability estimates. These reliability estimates could be applied to overall job performance assessments or for each dimension assessed. This study adopted internal consistency to determine the degree to which items of a measure correlate with each other (Aguinis et al., 2001). In other words, each item has a specific or unique variance as well as a shared variance with other items, internal consistency is to estimates what proportion of the observed variance is common or shared across items (Viswesvaran, 2001). A questionnaire was designed based on this competency framework and its underpinned behavioural indicators for people who had either coaching experiences (coachees) or are practicing professional services to rate the effective elements of an effective coaching relationship.

### ***3.2.3.2 What is Validity?***

Validity refers to the utility of inferences made from a measure's scores. Thus the process of validation evaluates whether a measure is assessing the attribute it is supposed to and if a measure can be used to make accurate decisions (Aguinis et al., 2001; Howitt &

Cramer, 2011). In summary, validity provides evidence attesting to which attribute a measure is assessing, how well it measures that attribute, and what decisions can be made based on a measure's scores (Aguinis, et al., 2001). The choice of approach to measure the validity of tests/frameworks depends on the types of validity evidence (Kline, 2013). This study used predicative validity as it aimed to predict whether the behavioural indicators underpinning the CPCF could facilitate an effective coaching relationship through a cross-validation questionnaire study with a self-report measure of the professional coaching helping relationship; a CAI, was carried out. CAI is modified from Tracey and Kokotovic's (Tracey & Kokotovic, 1989) Working Alliance Inventory-Short Form. The concept of CAI and the choice of this measurement will be explained in section 3.2.3.3

### ***3.2.3.3 Research methods.***

This section outlines the methods used and obtained in this questionnaire study, including reliability examinations (such as item analysis and internal consistency) and cross-validation with CAI. It aimed to select the best representative items (item analysis) and to estimate the ratio of authenticity to observed variance (internal consistency) for the CPCF by means of a questionnaire study distributed to professional coaches and coachees. In addition, a cross-validation of the CAI was carried out to investigate construct validity. Both coaches and coachees were recruited to rate the CPCF and CAI based on their previous specific coaching experiences. The quality of coaching alliance/relationship is more likely to be assessed through subjective perspective, hence involving both key parties in the coaching process in this validation study tended to reduce the bias.

### **The CPCF questionnaire.**

The CPCF questionnaire (Appendix A) is an assessment to evaluate an effective coach's behaviours for facilitating a constructive coaching relationship. The CPCF was

developed through a transparent and evidence-based job analysis process (please refer to Chapter 5) yet has not been fully psychometrically validated. This questionnaire is classified into 13 sections/competencies (e.g. Active Communication Skills) underpinned by 100 items which are specific and clear behavioural descriptions (e.g. asking open questions) for respondents to rate (Please see Chapter 5, Appendix K for the details). Respondents (coaches and coachees) were required to recall one specific coaching session they had conducted/participated in recently and to rate the behavioural descriptions from scale 1-6. They were asked to rate “6” if this behaviour/attitude was very helpful for enhancing the coaching relationship but to tick “1” if this behaviour/attitude was not demonstrated (see Appendix A). Here is an example of a questionnaire item:

Table 3.1

*An Example of an Item Taken from the CPCF Questionnaire*

| Statement                                                                                         | Not Demonstrated<br>1    | Not Helpful<br>2         | Less Helpful<br>3        | Slightly Helpful<br>4    | Helpful<br>5             | Very Helpful<br>6        |
|---------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asking challenging and difficult questions to facilitate the coachee to think in a different way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Coaching Alliance Inventory.**

The Coaching Alliance Inventory (CAI) is modified from Tracey and Kokotovic’s (Tracey & Kokotovic, 1989) Working Alliance Inventory-Short Form. According to Bordin (Bordin, 1979), the concept of “working alliance” is the combination of (a) a client and therapist agreement on goals (b) a client and therapist agreement on how to achieve the goals (c) the development of a personal bond between the participants. In 1986, Horvath and Greenberg (Horvath & Greenberg, 1986) developed the Working Alliance Inventory (WAI)

to specifically assess these three related dimensions which are rated by both coach and client. They stated the focus of WAI is a measure that captures both outcome variance and a clearly articulated relation with a specified body of theory. Tracey and Kokotovic (1989) condensed the original WAI from a 36-item to a 12-item questionnaire and established reliability for the shorter version. Hatcher and Barends (Hatcher & Barends, 2006) put forward that the “working alliance” is used to refer to the quality and strength of the collaborative relationship between client and therapist; and O’Broin and Palmer (O’Broin & Palmer, 2010) transferred this concept into a coaching relationship study. They highlighted that the psychological contract is very important in the coaching relationship because it provides a “container” for the joint purposive work of coaching to take place and also ensure the clarity and transparency in the process. This conceptualisation of the psychological contract through coaching alliance framework emphasises the collaboration, mutual influence and cooperation of both coach and coachee, and goal-focus that is the nature of coaching in the coaching relationship. The working alliance provides a medium for collaboration and co-creation as well as a space for the coachee to feel safe and accepted enough to step into new forms of behaviour and creative action (Cavanagh, 2006). Therefore, the working alliance would appear to be an appropriate construct to evaluate the coaching relationship as its three core features (goal, task and bond) have been validated through a rigorous quantitative research (Tracey & Koktovic, 1989). In addition, the relation between working alliance and working therapeutic outcome was examined by 21 therapist-clients (Kivlighan & Shaughnessy, 1995). In fact, a couple of quantitative coaching studies adopted the WAI to assess the relationship between coach and coachee (Baron & Morin, 2009; de Haan, Duckworth, Birch, & Jones, 2013). The quality of the coaching relationship in this study will be evaluated by revised questionnaires on the basis of the WAI-Short Form rated by both coach and coachee, which is named the CAI in this study. These two questionnaires have 12 statements; respondents

respond on a scale from 1 (Never) to 6 (Always) according to their feeling and perspectives from this coaching engagement (Appendix B).

In summary, this study was undertaken with four phases with these two measurements to estimate whether these 100 items (behavioural indicators) under the competencies provide coaching psychologists with a guideline to enhance the coaching relationship (see Table 3.2).

Table 3.2

*The Four Phases of Cross-Validation Questionnaire Study*

| Phase | Task                                                              | Purpose / Expected Outcome                                                                                                                                                              |
|-------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | A prior expectations and theoretical mapping between CAI and CPCF | CPCF is mapped with CAI indicators to determine theoretically related for a cross-validation examination.                                                                               |
| 2     | Pilot Study                                                       | To ensure whether the language used and context in the questionnaire is appropriate and comprehensive, with regards to both the items as such and also the instructions.                |
| 3     | Questionnaire Launch                                              | To send both coaches and coachees questionnaires and rate the most effective behavioural indicators for facilitating a constructive coaching relationship.                              |
| 4     | Data Analysis Methods and Results                                 | Removal of problematic items.<br>To examine the reliability of CPCF by assessing Cronbach’s alpha value.<br>To assess cross-validation with CAI.<br>To sort items into groups / levels. |

**3.2.4 Study Four: The evaluation of the Coaching Psychology Competency Framework.**

This study was an extension of Study Three to examine the effectiveness of the CPCF. A quasi-experiment was carried out to compare a group that received training based on the identified competency framework with a control group that did not receive this training. A quasi-experimental study usually occurs in workplace field settings that participants cannot be placed into various treatment conditions for practical reasons, for example the study of the effects of training in the organisation. Yet the quasi-experiment study shares two of features of true experiments: entailing the use of at least two treatment conditions and the measurement of intervening and dependent variable (Stone-Romero, 2002). However, one

tracking diary report was combined in this study to diminish the potential threats to internal validity from quasi-experiment.

#### ***3.2.4.1 Choice of mixed field quasi-experimental study.***

As mentioned in the previous section, a quasi-experimental study was designed in this research using a convenience sample in the first instance, before conducting potential future studies in organisations. Indeed, coaching research poses certain difficulties as in workplace field settings participants cannot be placed into various treatment conditions for practical reasons. Studies involved with an organisational context always need to consider business objectives or operational agenda that may be changed substantially over the course of the coaching engagement. Hence, unlike laboratory based studies or clinical trials, genuine randomised allocation to intervention is often extremely difficult in organisational studies (Grant, 2013). Quasi-experimental research which shares two features of true experiments, entails the use of at least two treatment conditions and the measurement of interventions whilst allowing the research to control the assignment to the treatment condition, has been commonly adopted in recent years (Stone-Romero, 2002). For example, this study aimed to test out a coaching intervention by comparing two groups with different conditions but only recruited participants with no relevant coaching experience up to the experiment date. However, people whose professional backgrounds are related to learning development or performance improvement were more preferable (e.g. management, leadership, arts related or psychology) as it could be easier for them to become acquainted with the concept of coaching through a short-term designed workshop.

However, one potential drawback of quasi-experiments is the hidden threat to validity, especially internal validity, because the treatment and control groups may not be comparable at baseline. Therefore, a goal tracking diary was designed to investigate the range of the coachee participants' progress after their coaching sessions. Diary studies have been widely

applied with benefits in psychological and organisational scenarios with the detailed and longitudinal research process gathering deeper and more insightful information. Most diary studies are based on structured and quantitative measures; nevertheless qualitative diary studies also provide spaces for respondents to record more details on their personal and meaningful events. Thus, a mixed goal tracking diary was designed for in this study, it contained both quantitative measurement (Self-Efficacy Scale) and qualitative open questions.

In a brief summary, a field quasi-experiment was carried out as a pilot investigation to evaluate whether a coaching intervention based on the CPCF provides the coach with an effective guideline to enhance the coaching process and relationship.

#### ***3.2.4.2 Research design.***

This study had a between-subject design with an experimental group, which received a CPCF based training intervention, and a control group that only received a self-study kit a week before the coaching session. The training kit content was the same as the training workshop. The main researcher's contact was attached for participants to clarify relevant questions. The outcome measures were CPCF Questionnaire, Coaching Alliance Inventory (CAI) and Self-Efficacy Scale (SES).

- **Experimental Group**

Coaches in the experimental group were asked to participate in a three-hour coaching training workshop facilitated by the main researcher. The purpose was to help coaching participants to acquire key effective competencies for enhancing the coaching relationship. The workshop content was designed based on the CPCF (Appendix C) and split into three sections (Table 3.3): “getting to know coaching and Coaching Psychology”, “effective attributes / behaviours for establishing and maintaining a constructive coaching relationship” and “case study and role-play”.

Table 3.3

*Coaching Training Workshop Agenda*

| Section                                                                                                 | Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Getting to Know Coaching & Coaching Psychology                                                          | <ul style="list-style-type: none"> <li>• What is coaching?</li> <li>• What are the differences between coaching, mentoring and counselling / therapy?</li> <li>• What is Coaching Psychology?</li> <li>• Contemporary coaching research trend: Coaching Relationship.</li> </ul>                                                                                                                                                        |
| Effective attributes / behaviours for establishing and maintaining a constructive coaching relationship | <ul style="list-style-type: none"> <li>• An overview of the Coaching Psychologist Competency Framework.</li> <li>• What are the “Fundamental Elements” for a constructive coaching relationship?</li> <li>• What are the “Trainable Behavioural Indicators” for facilitating an effective coaching process / relationship?</li> <li>• An overview of Supplementary Behavioural Indicators.</li> <li>• Case study discussion.</li> </ul> |
| Role play                                                                                               | <ul style="list-style-type: none"> <li>• Role play.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |

After the training workshop, each coach participant was randomly assigned a coachee to conduct a one-hour coaching session addressing the coachee’s individual recent goal or work-life issues. The coaches’ task was to facilitate their coachees to develop an action plan for the goals they want to achieve in this one hour coaching session. Meanwhile, coach participants were asked to utilise the coaching skills and competencies they learnt from the workshop to facilitate an effective coaching relationship. At the end of the coaching session, two self-reported measures (Coaching Alliance Inventory and CPCF Questionnaire) were provided for both coaches and coachees to evaluate this coaching process and to rate the effective behaviours demonstrated by the coaches based on the CPCF. A week after the coaching session, coachees were contacted by the main researcher to evaluate their goal achievement progress by completing Self-efficacy Scale and the goal tracking diary.

- Control Group

Coaches in the control group were provided with a coaching skill training kit (Appendix D) which introduced the fundamental concepts of coaching, Coaching Psychology and key coaching skills based on the CPCF a week before the coaching session. The coaching session and evaluation process were equivalent to the experimental group (Appendix E).

### 3.3 Conclusion

In a brief summary, the key principles of evidence-based practice (e.g. Systematic Review) and behavioural-based approach (e.g. competency modelling) were adopted to design the research process because this thesis aimed to strengthen the development of evidence-based coaching by investigating effective behavioural indicators for coaching practitioners to enhance the coaching relationship. First, a SR focusing on the coaching relationship was carried out to identify further research trends through synthesising existing relevant evidence systematically. Second, a combined research methodology was designed in this thesis because both qualitative and quantitative data are considered as essential information for evidence-based organisational studies. Third, varied examinations (questionnaire and field studies) were conducted to ensure whether the identified behavioural indicators were fit the original purpose to facilitate an effective coaching relationship. The research results of each study will be presented across the following chapters.

## **Chapter 4: Study One: The Summary of Systematic Review of Coaching Psychology: Focusing on Attributes of Effective Coaching Relationship**

### **4.1 Introduction**

As discussed in Chapter 2, the investigation of an effective coach's attributes to facilitate a constructive coaching relationship through rigorous research process is a crucial step for the development of evidence-based coaching. A good literature review that informs us about current knowledge as well as gaps and research trends in the field therein is essential prior to any empirical study (Gough, Oliver, & Thomas, 2012). Systematic, explicit and accountable methods to produce reliable and replicable results for answering specific review hypotheses/questions, such as Systematic Review, are needed. Systemic Reviews have been used progressively in the social sciences (Petticrew & Roberts, 2006), however its use is still rare in other fields such as in industrial/organisational psychology (Rojon, McDowall & Saunders, 2011). This chapter presents a Systemic Review of evidence on Coaching Psychology, where particular focus evolved on effective coaching psychologists' attributes. The principles of Systemic Review methodology and the choice of this review method were explained in Chapter 3 (3.2.1); thus this chapter mainly focuses on the review process and results.

### **4.2 Review Process**

The overview process comprised three main stages, which are summarised in Table

4.1.

Table 4.1

*The Systematic Review Process for Study One*

| Stage       | Purpose                                                         | Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage One   | Scoping the studies of the field and planning the review.       | The researcher searched through PsynFO, Business Source Complete, Index to Theses in 2010 to ensure there was no SR of coaching studies yet.<br>10 coaching experts were invited (either academics or practitioners from international locations) to explore their perspectives on the review topic, review questions and methods proposed by the researcher.<br>Semi-structured interviews were conducted either by phone or face-to-face.                                                                                                                                                                                                                         |
| Stage Two   | Undertaking the literature search and screening the references. | 58 searching terms were identified and were searched through 8 electronic databases (e.g. Individual differenc* and coaching).<br>Inclusion Criteria for reference screening:<br>Written in English.<br>Published after 1995 (including 1995).<br>Empirical research (both quantitative and quality studies) which set clear research methods, participants, measurements and outcomes.<br>Focused on personal life, work and executive coaching.<br>Applied in any psychological interventions and principles<br>Involved in any coach's attributes (competences, skills, attitudes and personality etc.).<br>Involved in any factors about coaching relationship. |
| Stage Three | Evaluating and synthesising the included studies.               | The included studies in this SR were rated by adding up the scores gained from three indicators, which are each paper's research method, coaching result evaluation method and coaching interventions.<br>Narrative Synthesis:<br>Organising the descriptions of each study into logical categories.<br>Analysing the findings within each of the categories.<br>Synthesising the findings across all included studies.                                                                                                                                                                                                                                             |

(Kitchenham, 2004; Denyer & Tranfield, 2011)

4.2.1 Stage One: Scoping the studies of the field and planning the review.

The first stage ascertained if a SR was needed and developed a comprehensive review protocol including review topic, questions/hypotheses and methods.

Firstly, a pilot literature search was undertaken through PsyINFO, Business Complete, Index to Theses, Google Scholar and Cochrane Library in 2010 to verify there was no SR on coaching before commencement of this study. The search terms used included *coaching*, *review* and *systematic*. Secondly, in order to ensure this SR on Coaching Psychology would add value to the development of evidence-based coaching studies and practices, a written review protocol is essential before it commences. The review protocol usually includes the review topic, questions/hypotheses, inclusion criteria and synthesis methods. In addition, involving key stakeholders’ perspectives on review topic and questions (such as academics and practitioners in coaching) helps the reviewer to conduct this review on the right track (Petticrew & Roberts, 2006; Denyer & Tranfield, 2011). Ten coaching experts (academics, practitioners or both) from international locations were identified from coaching focused journals and handbooks and invited to participate as a review panel. The review panel included nine psychologists and one management academic. They had on average ten years’ experience in coaching practice and all undertook research in some capacity.

Table 4.2

*The Demographics of Review Panel*

| Panel     | Gender               | Academic /Practitioner     | Educational Background         | Location                                                           |
|-----------|----------------------|----------------------------|--------------------------------|--------------------------------------------------------------------|
| Total: 10 | Male: 7<br>Female: 3 | Both: 9<br>Practitioner: 1 | Psychology: 9<br>Management: 1 | Austria: 1<br>Belgium: 1<br>Britain: 6<br>Denmark: 1<br>Germany: 1 |

One-to-one interviews were conducted with each review panel member to elicit their perspectives on the key elements of Coaching Psychology, the aspects of existing coaching

results evaluation methods and the comments on the draft review protocol. The interview schedule comprised three broad topics which were a) definitions of *coaching* and *Coaching Psychology* respectively, b) perspectives on evaluation criteria and processes to determine coaching results and effectiveness, and c) comments on the proposed review topic and questions, and database to base eventual searches on (Please see Appendix F).

Qualitative integration was used to analyse the interview responses, the three main findings are summarised as below:

- **The new features of coaching and Coaching Psychology.**

In order to identify new elements of coaching and Coaching Psychology, Table 4.3 outlines the key words from the interview content. The left column presents their perspectives on “coaching process” and the right column is the “focus” and “desired outcome” of the coaching process. It elicits that “coaching is a *reflective* process between coaches and coachees which *helps or facilitates* coachees to experience *positive behavioural changes* through continuous *dialogue and negotiations* with coaches to meet coachees’ personal or work goals”. On the other hand, Coaching Psychology aims to help or facilitate *non-clinical populations* for sustained behavioural changes through *psychological evidence-based interventions and process*. These interventions will help the coach to obtain a deeper and richer picture of the coachee’s behaviours, motivations, values and beliefs during the coaching process and facilitate the coachee to achieve their goals. In addition, the coach, coachee and organisational stakeholders all play the critical roles in the coaching process as the ultimate goals are to facilitate the coachee’s development in the *workplace* through *interactive communications with coach*. See Table 4.4.

Table 4.3

Key Elements/Features of Coaching

| Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Focuses                                                                                                                                                                                                                                                                    | Outcomes                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Helping interventions</li><li>• Non-direct facilitation</li><li>• Reflective conversation</li><li>• Dialogue / negotiating process</li><li>• Helping people/solution focus process</li><li>• One-on-one Socratic based intervention</li><li>• Art and science of facilitation</li><li>• Sitting down for the agenda</li><li>• Intensive and systematic facilitation of result-oriented, problem-reflection and self-reflection</li></ul> | <ul style="list-style-type: none"><li>• Work and personal life</li><li>• The whole life course</li><li>• Life experience</li><li>• Future focus</li><li>• An improvement of the attainment of self-congruent goals or conscious self-change and self-development</li></ul> | <ul style="list-style-type: none"><li>• Coachees’ goal or objective</li><li>• Positive behavioural change</li><li>• Releasing potential to achieve meaning and important objectives</li><li>• For maximising organisational effectiveness and also staffs’ satisfaction</li><li>• To create a new alternative or review to revise the coachees’ professional and personal life</li></ul> |

Table 4.4

Key Elements/Features of Coaching Psychology

| Key words of Coaching Psychology definition from interview response                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Look at coachee as a “ <i>whole person</i> ”.                                                                                                                                                                                                                                     |
| <i>Deeper and richer picture</i> of coachees’ behaviours, motivations values, beliefs and attributes etc.                                                                                                                                                                         |
| <i>Why</i> coachee behaves like this.                                                                                                                                                                                                                                             |
| Evidence-based/psychological evidence.                                                                                                                                                                                                                                            |
| A holistic and multi-perspective approach of coaching, which includes political, psychology, managerial and psychical. “Psychology” is only one of the perspectives, which studies individual <i>personality, behaviours, emotions and mental processes</i> .                     |
| The study of three aspects for a coaching relationship: <i>humanity behaviour, emotion, and cognition</i> .                                                                                                                                                                       |
| In theory: work around psychological theories and more <i>research and science based</i> .                                                                                                                                                                                        |
| Psychology is the scientific discipline that describes analyses, explains and predicts <i>internal and external processes and attributes of human emotions, cognitions and behaviours</i> , their development and changes, as well as their preconditions and context conditions. |

This finding highlighted the “coaching process” is on the basis of “coach” and “coachee” interactions and an equal/collaborative relationship. It also indicated psychology

plays a key role in the facilitation of coaching process to have a deeper understanding of coachees’ motivation to change.

• **The Importance of Coaching Relationship and Coach’s Role in the Coaching Process.**

The “coaching process and relationship” was highlighted across the interviews as being important, and most panel members indicated coaches have the responsibility to create a comfortable environment to enhance an effective coaching relationship. Below are some key points from the interview responses with review panel (Table 4.5)

Table 4.5

*Key Features of Coaching Relationship*

| Key words of coaching relationship from interview response                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coaching is a “ <i>reflective conversation</i> ” between “ <i>the coach and the coachee</i> ” to negotiate the process.....                                                                         |
| Coaching is a “ <i>process</i> ” where a coach works with a coachee to facilitate /help the coachee to achieve their goals....                                                                      |
| Coaching includes collaboration to ensure “ <i>a good relationship between the coach and the coachee</i> ”.                                                                                         |
| It is important to include “ <i>the relationship between coaches and coachees</i> ” and “ <i>coach attributes</i> ” when examining the effectiveness of Coaching Psychology in this review research |

These interview responses also align with several key coaching studies: for example, the “Contextual Coaching Approach” proposed by Stober and Grant (2008) seeks to understand the process of coaching and the common themes that are effective in coaching, such as coaching relationship and characteristic of coach and coachee. Also, “people” was highlighted as the essence of coaching as the entire process relies on interpersonal interactions between coach and coachee (Palmer & McDowall, 2010).

In addition, the coach-coachee relationship was determined as a fundamental factor in every coaching contract (Palmer & O’Brion, 2006).

In summary, the SR panel agreed that applying psychological interventions in the coaching process does assist the coach in having a deeper understanding of coachee’s behaviours and motivations for change. However, coaching contents and evaluations are very diverse and there is not enough existing empirical research to examine any one specific coaching framework, especially given that many coaches and studies adopted an integrative approach, rendering it difficult to elicit active ingredients in any one coaching orientation. Thus, the SR panel highlighted that the shift to a relational coaching study, and practice as coaching process, is based on people’s communications and interactions. The coach has the accountability to initiate a comfortable environment for an effective coaching relationship. Following the pilot search and consultation with the SR panels, the focus of this SR topic was agreed to investigate key successful factors for an effective coaching relationship, and to identify the essential attributes needed by a coaching psychologist to enhance the coaching relationship.

The finalised review topic and questions are:

*In what way are the coaching psychologist’s attributes (required knowledge, competencies, skills, personalities and attitudes) associated with the effectiveness of the coaching relationship?*

*(1) What are the most commonly applied psychological interventions to impact on coaching clients’ change as evident from current evaluation methods (including behaviours, performance, satisfaction, attitude and well-being)?*

- (2) *How many and what kind of studies have evaluated coaching psychologist's attributes in a robust and systematic way?*
- (3) *What are the effective coaching psychologist's attributes (required knowledge, attitudes and skills) in the coaching process to enhance the coaching relationship?*

#### **4.2.2 Stage Two: Undertaking the literature search and screening the references.**

The second stage elicited relevant papers and screened the included studies for further review. The researcher used 58 search terms (e.g. *cogniti\** and *coaching*) identified from key Coaching Psychology books (e.g. Handbook of Coaching Psychology) and the review panels. These terms were searched through eight electronic databases (e.g. PsycINFO). The identified search terms were split into three groups: psychological approaches, psychological assessments and other relevant terms about coaching. Table 4.6 presents the terms and database systems for literature search at this stage. 23,611 studies were retrieved at this stage.

Consistent with SR methodology, seven previously included criteria were applied to filter studies by reading abstracts and skimming the paper contents. Table 4.7 outlines and explains the rationale of these criteria and Table 4.8 gives examples of included and excluded studies. A total of 141 studies remained for further synthesis.

Table 4.6

Search Terms and Databases

| Psychological Interventions         | Psychological Assessments           | Others                              | Databases              |
|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|
| Adult development and coaching      | Ability and coaching                | Chaos and coaching                  | ASSIA                  |
| Adult learning and coaching         | Assessment and coaching             | Competenc* and coaching             | Business Source        |
| Adventure-based and coaching        | Attitude* and coaching              | Complexity and coaching             | Complete               |
| Behaviour* and coaching             | Belief* and coaching                | Critical review and coaching        | Conference Paper Index |
| Intervention* and coaching          | Individual difference* and coaching | Evidenced-based coaching            | Dissertation Express   |
| Cogniti* and coaching               | Intelligen* and coaching            | Evaluation* and coaching            | European e-Theses      |
| Constructivistic and coaching       | Multi source rating                 | Evidence-based and coaching         | IBSS                   |
| Cultur* and coaching                | Personality and coaching            | Executive and coaching              | ISI Web of Knowledge   |
| Existential approach and coaching   | Psychometric* and coaching          | Leadership and coaching             | PsyINFO                |
| Gestalt and coaching                | Satisfaction and coaching           | Outcome* and coaching               |                        |
| Global and coaching                 | Scale* and coaching                 | Profession* and coaching            |                        |
| Humanistic perspective and coaching | Self-awareness and coaching         | Psycholo* and coaching              |                        |
| Method* and coaching                | Value* and coaching                 | Psychological analysis and coaching |                        |
| Motivation* and coaching            | 360 and coaching                    | Relationship and coaching           |                        |
| Narrative and coaching              |                                     | Stress and coaching                 |                        |
| NLP and coaching                    |                                     | Well-being and coaching             |                        |
| Person-centred and coaching         |                                     |                                     |                        |
| Personal construct and coaching     |                                     |                                     |                        |
| Positive and coaching               |                                     |                                     |                        |
| Psychoanalytic and coaching         |                                     |                                     |                        |
| Psychodynamic* and coaching         |                                     |                                     |                        |
| Self-reflection and coaching        |                                     |                                     |                        |
| Social learning and coaching        |                                     |                                     |                        |
| Solution-focused and coaching       |                                     |                                     |                        |
| Strength-based and coaching         |                                     |                                     |                        |
| System* and coaching                |                                     |                                     |                        |
| Transactional and coaching          |                                     |                                     |                        |
| Transpersonal and coaching          |                                     |                                     |                        |
| 28                                  | 14                                  | 16                                  | 9                      |
| Total: 58                           |                                     |                                     |                        |

Table 4.7

*Inclusive Criteria of the SR on Coaching Psychology*

| Criterion                                                                                                                                | Rationale                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Written in English.                                                                                                                   | The reviewer's language limitation                                                                                                                                                                                                                                                                                                                                                 |
| 2. Published after 1995 (including 1995).                                                                                                | According to Grant (2011), the first randomised controlled trial on coaching study was conducted in 1994 (Deviney) but the first Randomised Control Trial (RCT) on coaching with significant results was conducted 1997 (Taylor). In order not to fail the significant studies, this review covers the papers published after 1995 (including of 1995).                            |
| 3. Empirical research (quantitative and qualitative studies) which sets clear research methods, participants, measurements and outcomes. | The review questions are relevant to effectiveness of the interventions; experimental studies should be included.<br>The review questions are about the process and meaning of interventions, such as coaching relationship, qualitative (such as Interpretative Phenomenology Analysis) or quantitative (such as survey) studies have to be covered. (Petticrew & Roberts, 2006). |
| 4. Focused on life, personal, work and executive coaching.                                                                               | Referring to the definition from APS (2007), Coaching Psychology is the systematic application of behavioural science to the enhancement of " <i>life experience, work performance and well-being for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress.</i> "                                      |
| 5. Involved in any psychological interventions.                                                                                          | Referring to review question 3: What are the most applied psychological interventions impact on a coachee's change as evident from current evaluation methods (including behaviours, performance, satisfaction, attitude and well-being)?                                                                                                                                          |
| 6. Involved in any coach attributes (competencies, skills, attitudes and personalities etc.).                                            | Referring to review question 2: what are effective coaching psychologist's attributes (competence, skills, personality and attitudes) in the coaching process?                                                                                                                                                                                                                     |
| 7. Involved in any factors about coaching relationship.                                                                                  | Referring to review question 2: what are effective coaching psychologist's attributes (competence, skills, personality and attitudes) in the coaching process?                                                                                                                                                                                                                     |

Table 4.8

*Examples of Included and Excluded Studies*

| Paper                                                                                                                                                           | Research Method             | Coaching Interventions                                   | Coaching Evaluation  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------|----------------------|
| <b>Included Study:</b><br>Cognitive behavioural, solution-focused life coaching: Enhancing goal striving, well-being, and hope.<br>(Green, Oades & Grant, 2006) | Randomised Controlled Trail | Cognitive-Behavioural and Solution-Focused life coaching | Attitude change      |
| <b>Excluded Study:</b><br>Applying psychological theories of self-esteem in coaching practice.<br>(Maxwell & Bachkirova, 2010)                                  | Non-empirical research      |                                                          |                      |
| Can coaching reduce workplace stress?<br>A quasi-experiment study.<br>(Gyllensten & Palmer, 2005)                                                               | Quasi-experimental study    | No description of coaching process or interventions      | Stress level reduced |

**4.2.3 Stage Three: evaluating and synthesising the included studies.**

This stage assessed study quality by identifying any significant bias and integrated the evidence among the included studies to seek answers to the review questions. It is essential to appraise the quality of included studies before synthesising the evidence because it helps the reviewer to determine whether any of the individual papers are affected by significant bias and how they fit with other papers. Three key areas were considered when assessing the study quality in this SR: research methods, coaching interventions and results evaluation schemes, which will be explained in the following section.

**4.2.3.1 Research methods.**

Study quality usually refers to whether the study is adequate for answering the research questions (Petticrew & Roberts, 2006). “Hierarchy of evidence” has been used to appraise studies in many reviews; it ranks studies by means of examining the appropriateness of research methods (also called methodological quality) for their research questions/hypotheses. The concept of “hierarchy of evidence” is usually applied to assess the “effectiveness of interventions” (such as healthcare, counselling or coaching). Table 4.9 is a

general guideline of hierarchy of research methodology in clinical research; however it has been adopted more widely. This is not a definitive hierarchy of methodology for all sorts of research. Different types of hierarchy would be used according to the research aims (See Appendix G). For example RCTs may not be the most appropriate research method to answer questions about processes or the meaning of interventions (Petticrew & Roberts, 2006).

Table 4.9

*The Hierarchy of Evidence*

| For the effectiveness of interventions                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Systematic Review and meta-analysis.</li><li>• Randomised controlled trials with definitive results.</li><li>• Randomised controlled trials without definitive results.</li><li>• Cohort studies / cross-sectional (observational) studies.</li><li>• Case-control studies.</li><li>• Cross-sectional survey.</li><li>• Case reports.</li></ul> |
| <i>(Guyatt et al., 1995; Guyatt et al., 2000)</i>                                                                                                                                                                                                                                                                                                                                       |

Both qualitative and quantitative papers were included in this SR because they not only examined the effectiveness of psychological coaching interventions but also identify what the common factors are for a constructive coaching relationship. Therefore, criteria to evaluate the quality of papers in this SR mainly followed the list in Table 4.10 but were slightly revised based on the review questions (See Table 4.11).

**4.2.3.2 Result evaluation schemes.**

Based on the discussion in Chapter 1, the diversity of the coaching discipline caused difficulty in unifying the result evaluation schemes. Indeed, most coaching outcome evaluations are based on clients’ satisfactions (Greif, 2011); however this sort of non-scientific based evaluation methods could not provide organisational stakeholders (e.g. HR

professionals) with objective, reliable and valid information for decision making.

Kirkpatrick's (1976) Four-Level Measurement was applied to rank the quality of the included coaching studies (Table 4.10) because it has been examined as a rigorous scale and widely applied to HR-interventions assessment (such as training programmes). The ultimate objective of training activities and coaching are akin: to enhance people's learning and performance through attitude and behavioural change in the workplace. Hence, Four-Level Measurements could be also an appropriate scale to differentiate the quality of coaching evaluation schemes (Greif, 2011).

#### ***4.2.3.3 Psychological coaching interventions.***

This SR aimed at examining psychological contributions in coaching practice. Thus, papers that addressed clear psychological coaching interventions with comprehensive procedures in their studies were ranked higher scores (Score 2) than those without descriptive details (Score 1) in this SR.

In summary, each included paper was scored based on the "hierarchy" of research methods and outcome evaluation schemes, and also the details of adopted coaching interventions. Tables 4.10 and 4.11 provide examples.

Table 4.10

*The Study Appraisal/Evaluation Scale*

|                                                                           |               |   |  |                    |
|---------------------------------------------------------------------------|---------------|---|--|--------------------|
| <b>Research Methods</b>                                                   | <b>Scores</b> |   |  |                    |
| Randomised Controlled Trials                                              | 7             |   |  |                    |
| Quasi-Experiment/ Between Subject Studies                                 | 6             |   |  |                    |
| Within-subject Studies                                                    | 5             |   |  |                    |
| Cross Sectional (observational) Studies                                   | 4             |   |  |                    |
| Case studies / Reports                                                    | 3             |   |  |                    |
| Interpretative Phenomenological Analysis (IPA) / Grounded Theory Studies  | 2             |   |  |                    |
| Survey                                                                    | 1             |   |  |                    |
|                                                                           |               | + |  |                    |
| <b>Evaluation Methods</b>                                                 | <b>Scores</b> |   |  |                    |
| Organisational goal or productivity (profit, ROI, sales, or quality etc.) | 4             |   |  |                    |
| Coaching clients' behavioural or performance changes                      | 3             |   |  |                    |
| Coachees' Learning (including attitude, belief, or value change)          | 2             |   |  |                    |
| Coachees' Reaction                                                        | 1             |   |  |                    |
|                                                                           |               | + |  |                    |
| <b>Coaching Interventions</b>                                             | <b>Scores</b> |   |  |                    |
| Well defined psychological coaching frameworks (including procedures)     | 2             |   |  |                    |
| Psychological coaching interventions (not provided procedures)            | 1             |   |  |                    |
|                                                                           |               | = |  |                    |
|                                                                           |               |   |  | <b>Total Score</b> |

Table 4.11

*An Example of Information Extracting Form and Study Appraisal/Evaluation*

| Paper Title                                                                                          | Author                             | Journal                                                                   | Research method          | Evaluation Method                                                                                            | Coaching Intervention                               |
|------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Cognitive-behavioural, solution-focused life coaching: Enhancing goal striving, well-being, and hope | Green, L., L. Oades, et al. (2006) | Organisational goal or productivity (profit, ROI, sales, or quality etc.) | Randomised Control Trial | Personal goals questionnaire<br>Subjective well-being<br>Scales of psychological well-being =Attitude Change | Cognitive-Behavioral Solution-Focused Life Coaching |
| <b>Scores:</b>                                                                                       |                                    |                                                                           | 7                        | 2                                                                                                            | 2                                                   |
| <b>Total Score:</b>                                                                                  |                                    |                                                                           | 11                       |                                                                                                              |                                                     |

Firstly, key information (e.g. research methods, details of interventions and outcome of interests) from each study was extracted and summarised on an Excel file to ensure each study would be appraised and synthesised consistently and objectively (See Table 4.11)

Secondly, the “research methods”, “coaching interventions” and “results evaluation schemes” of each included study were assessed to assure these studies are adequate for answering the research questions. Each paper was rated by adding up the scores gained from the three indicators mentioned above (see Table 4.11). The results from higher scored/rated studies were placed in higher priority when synthesising the included papers.

Finally, a narrative synthesis method (Petticrew & Roberts, 2006) was adopted given that many included studies were conducted using qualitative research methods. The study results of each paper were outlined on the Excel table. Cross-study synthesis was undertaken through comparing the study results and selecting the most rated/examined ones. The study appraisal rate was considered while cross synthesising the study results. For example, the study results from a quantitative study (e.g. an experiment) were placed in the higher priority than the ones in a case report. The synthesising procedure is summarised as below:

- Organising the Studies: to create a simple table to list the study research methods and results that helps the reviewer to interpret the evidences easier.
- Within Study Analysis: to summarise the findings for each study by tables or lists.
- Cross-study Synthesis: to present the summary of the study findings taking account of variations in study quality and other variations that may affect the generalisability of the results.

## 4.3 Findings

### 4.3.1 Paper distributions and classifications.

The majority of the studies included in the final review (81 of 141 papers) based on the inclusion criteria had been published in psychology focused journals (e.g. International

Coaching Psychology Review) and 44 were from business and management journals (Please see Appendix H). These studies were sorted into four categories according to their respective research purposes upon reading through their abstracts. Table 4.12 summarises the overview of what are the main coaching study focus up to date and presents one example:

Table 4.12  
*Distributions and Classifications of the Included Studies*

| Category                                                                      | Frequency | Percentage |
|-------------------------------------------------------------------------------|-----------|------------|
| To examine effective psychological coaching interventions:                    | 92        | 65%        |
| Evaluation method-                                                            |           |            |
| 1. Coachees' feeling/satisfaction.                                            | 5         |            |
| 2. Coachees' self-evaluation/reflection attitude change.                      | 35        |            |
| 3. Coachee's performance/behavioural change (e.g. 360 degree evaluation).     | 32        |            |
| 4. Organisational goals (sales performance and customer service improvement). | 20        |            |
| To examine effective psychometrics applied in the coaching.                   | 5         | 4%         |
| To examine effective factors that facilitate the coaching relationship.       | 13        | 9%         |
| To identify effective attributes for a professional coach.                    | 31        | 22%        |
| Total                                                                         | 141       | 100%       |

4.3.2 Most frequently applied and examined psychological coaching interventions.

This review extracted all coaching interventions applied in the included studies, prioritised these interventions by the frequency they were examined and the research methods used in the papers (e.g. RCTs and within-subject studies etc.). Most of the studies applied integrated coaching interventions, but the five most frequently applied and examined psychological frameworks were: cognitive behavioural change, behavioural coaching approach/GROW model, solution-focused, positive/strength psychology approach and adult learning approach (see Table 4.13).

Table 4.13

*Frequently Applied and Examined Psychological Coaching Interventions*

| Coaching Intervention                      | Examined Frequency | Paper Sources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive Behavioural Change               | 10                 | <ul style="list-style-type: none"> <li>• International Coaching Psychology Review (3 studies)</li> <li>• The Journal of Positive Psychology (3 studies)</li> <li>• The Coaching Psychologist</li> <li>• Coaching: An International Journal of Theory, Research and Practice</li> <li>• International Journal of Evidence Based Coaching and Mentoring</li> <li>• Organization Development Journal</li> </ul>                                                                                   |
| Behavioural Coaching Approach / GROW Model | 9                  | <ul style="list-style-type: none"> <li>• International Coaching Psychology Review (3 studies)</li> <li>• International Journal of Evidence Coaching and Mentoring</li> <li>• Coaching: An International Journal of Theory, Research and Practice</li> <li>• Consulting Psychology Journal: Practice &amp; Research</li> <li>• The Journal of Positive Psychology</li> <li>• Journal of Leadership Studies</li> <li>• A PhD thesis from Birmingham City University-Management School</li> </ul> |
| Solution-Focused Approach                  | 7                  | <ul style="list-style-type: none"> <li>• The Journal of Positive Psychology (3 studies)</li> <li>• International Coaching Psychology Review (2 studies)</li> <li>• Coaching: An International Journal of Theory, Research and Practice</li> <li>• International Commercial Training</li> </ul>                                                                                                                                                                                                 |
| Positive / Strength Psychology Approach    | 5                  | <ul style="list-style-type: none"> <li>• International Coaching Psychology Review (5 studies)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| Adult Learning Approach                    | 2                  | <ul style="list-style-type: none"> <li>• International Coaching Psychology Review</li> <li>• Consulting Psychology Journal: Research and Practice</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b>Total</b>                               | <b>33</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

In addition, five key activities applied in the coaching sessions were extracted from coaching studies using the combined-method: i) action / plan development, ii) goal setting, iii) feedback providing by coaches (including 360 feedbacks), iv) coaching clients' self-reflection and awareness enhancement, and v) issues / problem identification. (See Table 4.14)

Table 4.14

*Most Applied and Examined Coaching Activities*

| Coaching Activities                       | Examined Frequency |
|-------------------------------------------|--------------------|
| Actions / Plans Development               | 21                 |
| Goal setting                              | 18                 |
| Feedbacks (including 360 feedbacks)       | 15                 |
| Self-reflection and awareness enhancement | 8                  |
| Issues / Problem identification           | 3                  |

**4.3.3 Key factors for a positive coaching relationship.**

This section aimed to identify effective ingredients for a positive coaching relationship through integrating evidence from relevant studies to answer the second review question. Five key factors that enhance the coaching relationship were identified by synthesising 13 relevant included studies. These studies examined the relations between the coaching process and results and analysed factors influencing the effective coaching relationship. The researcher listed all included study results on an Excel spreadsheet, outlined the most examined and highlighted effective factors for enhancing the coaching process. Subsequently these effective factors were ranked by considering both the frequency with which they were examined/referred and the method used in the study. For example, the effective factors examined/rated from a quantitative study were placed in a higher order than the ones from a case study. The table below summarises the research methods and most examined effective factors:

Table 4.15

*Overview of Five Key Factors for a Positive Coaching Relationship*

- Building trust, including rapport, engagement and credibility etc.
- Understanding and managing coachees’ emotional reactions and difficulties and demonstrating empathy.
- Two-way communication, including listening, questioning, feedback, and verbal and body language used etc.
- Facilitating and helping coachees’ learning and development to meet needs.
- A clear contract and transparent process.

| Research Methods              | Frequency  |
|-------------------------------|------------|
| Within-subject experiment     | 1          |
| Case study                    | 6          |
| IPA/Semi-structured interview | 3          |
| Survey/Questionnaire          | 3          |
| Total                         | 13 studies |

- *Building trust:* Establishing and maintaining a trusting relationship was identified as one of the critical elements to enhance the coaching process. Three qualitative studies (one case study and two semi-structured interviews studies) indicated mutual trust between the coach and the coachee played a key role to facilitate the coaching process. A case study (Freedom & Perry, 2010) that collected perspectives from one coach-coachee pair disclosed that the coachee would not feel alone and with little support until the coach is trustworthy and reliable. Two qualitative studies (Gyllensten & Palmer, 2007; O’Broin & Palmer, 2010) that investigated effective factors for a positive coaching relationship by interviewing coaches and coachees also emphasised the importance of trust in the coaching process. Trust was most frequently discussed in the interviews (O’Broin & Palmer, 2010), and nearly 92 per cent of participants (11 of 12 interviewees) considered “trust” to be one of the critical elements in engaging coachees. In addition, trust was rated as the second most important variable influencing the employee coaching relationship in

one survey study (Gregory & Levy, 2011). Therefore establishing trust with coachees in the initial coaching process is a significant step for a constructive coaching relationship.

- *Understanding and managing coachees' emotional difficulties:* Coping with coachees' emotional reaction was recognised as a key factor in the coaching process as most coachees experienced anxiety, sadness and frustration while seeking help from coaches (de Haan et al., 2008). Three studies included in this SR focused on the examination of the correlation between the coachee's emotions and coaching relationship. A case study conducted by Freedman & Perry (2010) identified "helping coachees to contain and take the edge off the intensity of their emotions" would enable an effective coaching relationship. Another case report (Day, 2010), which investigated how unconscious organisational dynamics affect the effectiveness of coaching relationship, highlighted whether a coach possesses the emotional maturity and confidence to work with difficult emotional material is a critical element for enhancing a positive coaching relationship. Unconscious dynamics in organisations can be understood as arising in a wider psychosocial context (Lewin, 1952), which is made up of the interplay of psychological, social, economic, power and political processes (Holti, 1997). In this study, the subsequent exploration of the dynamics of the coaching relationship helped the coachee to understand at a deeper level his struggle in the organisation and to take up a different position in the organisation dynamics. In addition, de Haan et al. (2008) undertook a qualitative research (IPA) into 28 experienced coaches' critical moments in the coaching process. This study demonstrated that the coaches' critical moments in the coaching process are highly influenced by the coachees' emotions. These critical moments and emotional reactions can be opportunities for insight and change in the coaching relationship. From this study, coaches reported using supervision to help them to make sense of critical moments and respond appropriately. In summary, coaches and coachees

both undergo some critical moments (emotional difficulties) in the coaching process because coachees' anxiety and frustration have a strong influence on coaches' emotions. Thus, managing these emotions and transferring them into positive insights for coachees to change is a crucial factor for an effective coaching relationship.

- *Two-way communication*: Effective communication process was also considered by this SR as an essential ingredient for a harmonious coaching relationship. It includes active listening and questioning, mutual feedback, space for story sharing and appropriate verbal and body language. Listening and appropriate feedback were rated and examined as a main dimension for evaluating a positive employee coaching relationship in two survey studies (Gregory & Levy, 2010 and 2011). A case study (Robinson, 2010) also investigated how to apply literary techniques (using story-telling, analogy and metaphors) to analyse and interpret coaching conversations to enable sense-making and enhancement of insightful questioning, interpretation and reflective practice. This study indicated there is a positive relation between the application of literary techniques and coaching relationship. In this SR, maintaining effective communication process through highly developed listening, questioning, feedback and language-using skills enhanced the understanding between the coach, the coachee and their relationship.
- *Facilitation and help*: Facilitating and helping coachees' learning and development to meet their needs was highlighted as a key ingredient to enhance the coaching relationship in this SR. According to Baron and Morin's within-subject experimental study (2009) with 73 participants who attended a leadership development programme, coaches facilitating learning and results skills are positively associated within the working alliance. Facilitating development was also examined and confirmed as a key dimension for evaluating the effectiveness of coaching relationship in a quantitative study by Gregory and Levy (2010). In addition, half of the participants (6 of 12 interviewees) in a

qualitative study (O’Broin and Palmer, 2010) emphasised a two-way relationship (e.g. collaboration and facilitation) in the coaching process could help the coach to have a better understanding of the coachee’s needs and to develop a shared goal. This process will also facilitate the coach to engage the coachee and establish a better relationship.

- *Clear contract and transparent process:* Having a clear contract and transparent coaching process was viewed as one key factor for establishing a positive relationship at the initial stage of the coaching engagement. The case study undertaken by Freedman and Perry (2010) indicated it was really helpful for establishing a trusting relationship after the coach explained the process, both parties’ accountabilities, evaluation methods and confidentiality issues. In addition, an IPA study (Gyllensten & Palmer, 2007) that investigated nine participants’ experience of coaching demonstrated “transparency” was considered very positively associated with a valuable coaching relationship. For instance the coachees felt included and engaged when the coach explained the process and theories supporting the coaching interventions before any sessions commenced.

In summary, building trust, understanding and managing coachees’ emotional difficulties, having a two-way communication process, facilitating coachees’ learning and development and having a clear contract and transparent process were identified as the top five critical factors for enhancing the coaching relationship. These factors were also considered and integrated into the next stage data synthesis, which aimed to analyse the key attributes for a professional coach to establish a preferable alliance in the coaching process.

#### **4.3.4 An initial coaching psychologist competency framework.**

A total of 31 included studies, which investigated key coaches’ attributes to enhance a constructive coaching relationship, were synthesised in this review. As discussed above, the way the coach immerses themselves into the coachee’s situation during the coaching sessions is crucial for an effective coaching relationship and positive results (O’Broin & Palmer, 2010;

de Haan, 2008). A study (de Haan et al., 2011) identified effective executive coaches' behaviours that benefit the coaching relationship from the coachees' perspective through questionnaires. This study indicated certain coaches' knowledge/experience; behaviours and qualities are "helpful" for enhancing an effective and constructive coaching process. The study results provided an overview of what coachees consider and expect of a "helpful" coach; also implied more research to examine specific aspects of effective coaches' attributes is required. Prior to any primary research, it is essential to examine the existing evidence through a scientific review process to identify the study gaps. The 31 included papers comprising 12 quantitative, 11 qualitative and 9 mixed methods studies. (See Table. 4.16)

Table 4.16

*Overview of Coaches' Effective Attributes Studies*

| Research Methods                                     | Frequency   |
|------------------------------------------------------|-------------|
| <b>Quantitative Study</b>                            | <b>(12)</b> |
| Between-subject Study                                | 1           |
| Within-subject Study                                 | 2           |
| Questionnaire                                        | 9           |
| <b>Qualitative Study</b>                             | <b>(10)</b> |
| Case Study                                           | 2           |
| Observation                                          | 1           |
| Interpretative Phenomenological Analysis (IPA)       | 3           |
| Grounded Theory                                      | 2           |
| Thematic Analysis                                    | 2           |
| <b>Mixed Method</b>                                  | <b>(9)</b>  |
| (e.g. focus group, questionnaire and interview etc.) |             |
| <b>Total</b>                                         | <b>31</b>   |

According to Bartram (2008), a comprehensive role analysis includes knowledge, skills, ability and other characteristics (such as personality and attitudes etc.) , findings from

these included papers were hence categorised in three competence groups (a) required knowledge and experiences, (b) personalities/attitudes and (c) skills and behaviours to highlight effective coach attributes. These were ranked by considering both the frequency they were examined/referred and the methods used in the study. Top ranked attributes were integrated and outlined as an Initial Coaching Psychologist KSAs (see Table 4.17).

Table 4.17

*A Draft Coaching Psychologist KSAs*

| Required Knowledge                                                    | Skills/Behaviours          | Attributes                           |
|-----------------------------------------------------------------------|----------------------------|--------------------------------------|
| 1. How to identify, support and transfer emotional difficult clients. | 1. Communication skills    | 1. Openness / honesty / authenticity |
| 2. Key psychological coaching interventions.                          | 2. Building a relationship | 2. Integrity                         |
| 3. Individual and group behaviours.                                   | 3. Facilitation            | 3. Non-judgemental / objective       |
| 4. Diversity management.                                              |                            | 4. Enthusiasm / passion              |
| 5. Psychometric assessment application.                               |                            | 5. Commitment / motivation to help   |
| 6. Organisational management.                                         |                            |                                      |
| 7. Leadership practices.                                              |                            |                                      |
| 8. Business acumens.                                                  |                            |                                      |

*Required knowledge:* This section outlines relevant knowledge/educational backgrounds required for a professional coach. Three key areas were identified by synthesising eight relevant papers: (a) psychological relevant knowledge/educational background, (b) psychological coaching framework/process and (c) leadership and organisational management knowledge. A quantitative study (Wasylyshyn, 2003) with 87 participants rated “graduate level training in psychology” as the most important criterion (82 percent) when they select a coach. Six included studies, which focused on the examination of the relations between coachees’ emotions and coaching process, also disclosed coping with coachees’ reactions effectively as a key requirement for a professional coach. These two studies indicated having an appropriate psychological training/educational background would

assist the coach in identifying and managing emotional reactions and difficulties from coachees. This would also facilitate the coaching process. In addition, a qualitative study by Maritz et al. (2009) emphasised a professional coach specially focusing on work issues should be acquainted with certain level concepts of organisational management, leadership/people development and business acumen because most of the coachees' issues were associated with their workplaces and colleagues. In an initial conclusion, these papers suggested appropriate training in psychology, being acquainted with most frequently used psychological coaching interventions and a certain degree of organisational/leadership management concepts appears to provide a coaching practitioner with the fundamental knowledge base to facilitate an effective coaching process.

*Skills:* Three key skills were identified after cross-analysing results from the 31 relevant papers that aimed to identify key skills for a coach to facilitate a better coaching process and outcome. First, communication skills were rated and emphasised most from coaches', coachees' and coaching purchasers' perspectives and expectations (Longenecker & Neubert, 2005; Maritz et al., 2009; Passmore, 2010; Griffiths & Campbell, 2008; Dagley, 2011). These included listening and reflecting back actively, powerful questioning, providing and seeking feedback and using appropriate verbal and body language. Secondly, establishing a constructive relationship with coachees was highlighted from several included studies (Longenecker & Neubert, 2005; Maritz et al., 2009). From the study results, demonstrating empathy and supporting and engaging coachees were emphasised as the effective behaviours for a professional coach to build a positive coaching relationship. Thirdly, in several included studies most of the participants noted the facilitating coachees' learning and development (Longenecker & Neubert, 2005; Griffiths & Campbell, 2008; Maritz et al., 2009). The key behaviours included helping to set the appropriate goals and actions and managing progress and accountability.

*Attributes:* This section summarises the effective attributes a professional coach should possess to facilitate their relationships with coachees. The five most frequent mentioned attributes for a coach were outlined after integrating results from four included studies (Wasylyshyn, 2003; Stevens, 2005; Maritz et al., 2009; Passmore, 2010) which investigated both coaches' and coachees' perspectives by interviews and questionnaires. These are (a) openness/honesty/authenticity, (b) integrity, (c) non-judgemental/objective, (d) enthusiasm/passion, and (e) commitment/motivation to help.

In conclusion, the KSAs for a professional coach identified from this SR could be the groundwork for further Coaching Psychology research to identify and examine explicit coach's behavioural indicators for an effective coaching relationship inherited from previous psychological evidence.

#### **4.4 Discussion**

This is the first SR in the coaching domain that examined the role of Coaching Psychology in contemporary coaching study and practice through a systematic and transparent process. The review results indicated that the coaching psychologist's attributes (required knowledge, attitudes/personality and skills) have a significant influence on the effectiveness of the coaching relationship and results. Five key points were summarised from the review findings, which were also in response to the review questions/hypotheses in the protocol consulted by the review panel.

First, this SR enhanced the concept that coaching relationship is a key focus of coaching research and practice. One third of the included studies (44 of 141 papers) since 2008 highlighted the link between the coaching relationship and coaching results and investigated the effective coaches' attributes for facilitating a constructive coaching relationship. These studies were mainly conducted in qualitative research methods (12 semi-

structured interviews, seven case studies and one longitudinal observation report). The rest of the papers comprise six experiments, 15 surveys and eight mix-methods studies.

Second, in the papers reviewed here, applying psychological coaching principles was emphasised as an essential factor for a professional coach to identify and manage coachees' emotional difficulties facilitates a better relationship in the coaching process (de Haan et al., 2008; Day, 2010; Freedman & Perry, 2010; Gregory & Levy, 2011). In addition, a quantitative study (Wasylyshyn, 2003) with 87 participants considered "graduate level training in psychology" as one of the key criteria (82 per cent) for a professional coach. As discussed above, coaching is still not a standardised and accredited profession due to the diversity of coaching disciplines. Although a few coaching discussion papers (Grant, 2001; Whybrow, 2008; Bachkirova, 2008; Passmore & Fillery-Travis, 2011) highlighted the importance of applying psychological interventions in the coaching field, this SR is the first review based on the explicit search terms and well-defined review process to confirm being acquainted with psychological coaching interventions assists the coach to have a deeper understanding of the coachees' issues and ability to facilitate their motivations to change. More precisely, psychological training appears to be an essential requirement for the professional coach.

Third, this SR highlighted that coaches' attributes have a significant influence on the effectiveness of coaching process and results. Five effective factors: i) building trust, ii) understanding and managing coachees' emotional difficulties, iii) having two-way communication process, iv) facilitating coachees' learning and development and v) having a clear contract and transparent process, for a constructive coaching relationship outlined from this SR are all associated with the coaches' attitudes and competences. The initial coaching psychology KSAs summarised from this SR also provides an overview of which attributes a coach should acquire to facilitate an effective coaching process. These findings suggested

that coaches' attitudes and behaviours demonstrated in the coaching process have a significant impact on the coachees' emotions and reactions. Therefore, coaches should have the accountability to initiate and maintain an effective relationship in the coaching process based on the attitudes and skills outlined in the included studies.

Nevertheless, this SR concluded that more rigorous empirical studies are required as most of the existing coaching studies (approximately 70 per cent) were qualitative case studies and interviews. In addition, 65% of the included studies evaluated the coaching results solely based on coachees' personal satisfactions and attitude changes rather than tracking their behavioural or performance improvement. The future research should focus on the improved research methods and coaching result evaluation approaches to ensure producing more rigorous and replicable study results.

Finally, this SR identified the future research trends for the development of Coaching Psychology. The researcher summarised the key attributes for a professional coach from the included studies that would enhance the coaching relationship (including required knowledge, skills and attributes / personalities). These attributes and features were integrated into an initial coaching psychologist KSAs (see Table 4.17) which also indicated further research trends in Coaching Psychology field. As discussed above, coaches' diverse backgrounds increase the difficulty in developing a standardised coaching definition, focus, result evaluation method and coaches' selection and development scheme (Sherman & Freas, 2004). This draft sketch outlined from the exiting evidence could be a foundation for the future coaching studies that intend to develop and validate a competency framework for professional coaches.

In conclusion, there is still a big debate about whether having a background in psychology is an essential requirement for a professional coach. Although a few coaching discussion papers have ascertained the critical role psychology plays in the coaching field and

certain psychological interventions (e.g. CBC and solution-focused method) have verified their effectiveness to enhance the coaching result through quantitative studies, this evidence is still not solid enough to confirm the contributions of psychology in the coaching field. The previous discussion papers on coaching and Coaching Psychology (Grant, 2001; Whybrow, 2008;; Passmore & Fillery-Travis, 2011) indicated that having an overview of what there is from existing evidence and what focus should be emphasised on in future research to fill in the knowledge gaps are essential forward steps. This SR is the first review that synthesised all relevant coaching studies through a standard and rigorous process to investigate the subsequent development trends for Coaching Psychology. The review results assured the coaching relationship is the key factor in enhancing the effectiveness of coaching results and the coaches' accountability to initiate and manage an effective coaching process. The five crucial ingredients (e.g. building trust and facilitating the development and learning) for a constructive coaching relationship outlined from the included studies are all associated with coaches' attitudes and behaviours. Furthermore, a total of 31 included papers identified the effective attributes required for a coach to facilitate the coaching relationship. The SR emphasised that applying psychological coaching interventions to managing coachees' emotions and a deep understanding of their issues are essential for a professional coach. However, most (70%) of the included studies were still undertaken through qualitative research methods (e.g. case reports and interviews). Therefore this SR initially concluded that the future Coaching Psychology research should continue investigating the effective attributes for a professional coach and what sort of psychological interventions/concepts should be included in a professional coaching training programme through the rigorous research methods and process.

## **Chapter 5: Study Two: The Development of the Coaching Psychology Competency Framework**

### **5.1 Introduction**

This chapter presents a study on the development of a Coaching Psychologist Competency Framework (CPCF) through a job/role analysis. This research follows the SR in Coaching Psychology study in outlining explicit competency definitions and behavioural indicators with emphasis on what facilitates a constructive coaching relationship through three main rigorous research processes.

The following section presents more detail on why a study of a CPCF to facilitate an effective coaching process is required based on the existing literature and evidence.

#### **5.1.1 Summary from the Systematic Review.**

The SR on Coaching Psychology (Study One) elicited that coaching processes and relationships are the key foci of coaching research and practice. One third of the included studies (44 of 141 papers) highlighted the link between the coaching relationship and coaching results and investigated effective coaches' attributes in facilitating a constructive coaching relationship. Also, the SR indicated that professional psychological training and/or a professional background appear necessary requirements for a professional coach. The effectiveness of certain psychological coaching interventions was ascertained in this SR (e.g. cognitive behavioural change approach and GROW model). For example, the cognitive behavioural change approach was examined as an effective coaching intervention while dealing with coachees' self-esteem issues (Palmer & McDowall, 2010). Furthermore, the SR highlighted that coaches' attributes have a significant influence on the effectiveness of coaching process and results. Five effective factors for a constructive coaching relationship (building trust, understanding and managing coachees' emotional difficulties, having two way communication process, facilitating coachees' learning and development and having a

clear contract and transparent process) outlined in the SR are all associated with coaches' attitudes and effective behaviours. An initial CPCF summarised in this SR also provides an overview of the attributes a professional coach needs to acquire in order to facilitate an effective coaching process. However there was no research investigating the effective attributes for professional coach to enhance a coaching relationship through a rigorous process prior to this PhD thesis. Therefore, this SR concluded research to identify and examine a CPCF, focusing on effective coaching relationship, is required for the development of evidence-based coaching practice.

In conclusion, the SR showed that coaching draws on diverse coaching principles and evaluation methods. Psychological coaching interventions (e.g. CBC and solution-focused approach etc.) appear to have an important critical role in the coaching field to facilitate desired outcomes. It also identified effective factors and coaches' attributes for a positive coaching relationship and results as an agenda for further Coaching Psychology research. Although a number of coaching associations have developed competency frameworks for professional coaches, there is a need for a more robust framework comparing to standard competency analysis criteria. Therefore, a further study that explores and examines the precise behavioural indicators through a comprehensive research method (such as exploring the perspectives from coaching experts, coachees and relevant stakeholders; and also a subsequent validation session) for a professional coaching psychologist is an essential step to determine the influence of psychology in coaching study and practices.

## **5.2 Research Process**

This study combined three research methods to collect rich information from different participatory groups (Critical Incident Interviews), and extract themes and sort data through a systematic process (Thematic Analysis and Q-sorting process) to ensure qualitative data/information is interpreted and analysed through a standard and objective way. The

justification of the decision to choose these research approaches and participants was presented in Chapter 3 (3.2.2); thus this section mainly focuses on presenting the research procedure which includes participant's recruitment and; data collection and analysis. Table 5.1 summarises three main research stages of this study and outcomes.

Table 5.1

*Overview of the Research Procedures*

| Stages                                       | Process and Outcomes                                                                                                                                                                                                                  | Collaborators                                                                            |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Stage One:</b>                            |                                                                                                                                                                                                                                       |                                                                                          |
| Critical Incident Interviews                 | 25 interview transcripts.                                                                                                                                                                                                             | Main researcher.                                                                         |
| <b>Stage Two:</b>                            |                                                                                                                                                                                                                                       |                                                                                          |
| Thematic Analysis<br>Data / theme extraction | Themes were extracted and coded from the transcripts:<br><ul style="list-style-type: none"> <li>• 522 elements</li> <li>• 341 initial attributes</li> <li>• 278 behavioural descriptions</li> <li>• 76.4% agreement level.</li> </ul> | Main researcher and 4 students from School of Psychology.                                |
| Data review                                  | Language errors were amended and duplicate behaviours were integrated or discarded:<br><ul style="list-style-type: none"> <li>• 14 initial themes</li> <li>• 103 behavioural indicators.</li> </ul>                                   | Main researcher, researcher's supervisor and one PhD student in Occupational Psychology. |
| <b>Stage Three: Q-sorting</b>                |                                                                                                                                                                                                                                       |                                                                                          |
| 1 <sup>st</sup> level Q-sorting              | Similar behaviours were clustered into the same groups and competencies were named:<br><ul style="list-style-type: none"> <li>• 13 competencies</li> <li>• 103 behavioural indicators.</li> </ul>                                     | Main researchers and two coaching experts with psychology background.                    |
| 2 <sup>nd</sup> level Q-sorting              | Behaviours were re-clustered into the identified 13 competency groups from previous step.                                                                                                                                             | Main researcher and two postgraduate students in Occupational Psychology.                |
| Review of results                            | Q-sorting results were reviewed and amended:                                                                                                                                                                                          | Main researcher and researcher's supervisor.                                             |
| <b>Totals:</b>                               | <b>13 competencies</b><br><b>100 behavioural indicators</b>                                                                                                                                                                           | <b>9 collaborators</b>                                                                   |

### 5.2.1 Research participants.

#### *Interviewees:*

This study interviewed a total of 25 participants who had relevant coaching experiences playing different roles in the coaching process. In order to collect perspectives from a diversity of angles, four groups of participants were recruited: professional external coaches (I use “coaching experts” in this study), coachees, organisational stakeholders (e.g. HR and coaching programmes evaluators) and internal coaches who attended coaching leadership and develop programmes in their organisation. Participants were recruited through the following channels by e-mails or posters:

- Recognised coaching societies (e.g. BPS).
- Personal contacts (e.g. colleagues and clients from previous working experience).
- Universities (e.g. especially from management schools, leadership development programmes, coaching relevant programmes or schools of psychology).
- Professional social networking services (e.g. LinkedIn).
- Participants from stage one had the chance to enter a draw to win a £25 Amazon voucher.
- Professional External Coaches (Coaching Experts)

Initial contact was made via relevant email distribution lists where appropriate, with prior approval from host organisations, please see Appendix I.

- *Coaching Experts:* Eleven (N=11: 5 males, 6 females) coaching experts (here I call them coaching experts) who have a background in psychology and averagely practiced coaching programmes for 11 years were interviewed. All of the coaching experts are British and they are either currently based in the UK or their coaching experiences were taken place in the UK. The table below summarises the prior educational backgrounds of these coaching experts.

Table 5.2

*Prior Educational Backgrounds of the Coaching Experts*

| Degree                                                                     | Coaching Experts |
|----------------------------------------------------------------------------|------------------|
| • PhD in Psychology                                                        | 3                |
| • Master in Psychology<br>(Occupational Psychology and Applied Psychology) | 5                |
| • Bachelor in Psychology                                                   | 1                |
| • Psychological coaching training (BPS)                                    | 2                |

- *Coachees*: Five (N=5: 1 male, 4 females) participants who had attended coaching engagements, as coachees, were interviewed in this study. All participants are British, one is currently based in France but their coaching sessions were conducted with a British coach by phone. Their professional backgrounds include an administrator in the university, a freelance HR consultant, a marketing consultant, a business manager in an energy sector consultancy and one postgraduate student in occupational psychology who used to practice as a commercial lawyer. Three interviewees’ coaching engagements were arranged and sponsored by their companies as parts of leadership or career development programmes. The other two sought the help from the coach through personal contacts.
- *Organisational Stakeholders*: Four (N=4: 1 male, 3 females) coaching relevant stakeholders from different organisations participated in this study to discuss the effective criteria for a professional coach. All of the participants are British. The industries they are working in include a university’s international exams group (which develops and delivers examinations and tests around the world through their exam boards), one NHS strategic health authority, one energy and nuclear power generation company and the government sector. Three participants are currently working within the training/people development department (under the Human Resource department) in their organisations, and one is the head of the security department and also involved in internal coaching programmes (e.g. internal coach training, implementation and evaluation).

- *Internal Coaches:* The fourth group of the interviewees were recruited from the same organisation. They all work in the public sector and participated in an internal coaching development programme. They attended a three to five day coaching training workshop and practiced coaching with their team members or subordinates as part of the programme. Five (N=5: 3 males, 2 females) of their participants decided to take part in this study to comment on the workshop they attended and give perspectives on coaches' effective skills and behaviours.

### ***Collaborators:***

A total of nine collaborators were invited to co-work on the data analysis process with the researcher in order to ensure the qualitative data was interpreted based on a transparent and objective process. These research collaborators are British or currently based in the UK and they all have a degree in psychology. The roles they play in the data analysis process will be explained in the following paragraph.

### **5.2.2 Stage One: Data collection - Critical Incident Interviews.**

Critical incident interviews were conducted with all 25 participants to investigate the effective attributes of a coaching psychologist drawn on their "specific" incidents or events relevant to their coaching experiences. A one-on-one interview (either face-to-face, phone or email) was undertaken and each interview averaged 40 to 50 minutes. Due to the location restriction, only one face-to-face interview was conducted, interviews with other 23 participants were undertaken by telephone. Telephone interviews share many advantages of face-to-face interviews, including high response rate and the opportunity for interviewers to correct obvious misunderstandings (Robson, 1993; Carr & Worth, 2001). Telephone interviews also have advantages over face-to-face interviews in terms of smaller interviewer effects, lower tendency to social desirable responses and lower cost (Carr & Worth, 2001; Lavrakas, 2008). Also, one participant was more comfortable with answering the interview

questions through email. Sections below summarise four interview schedules designed for each group according to their roles in the coaching process.

Table 5.3

*Purposes of Each Interview Group*

| Participants                                                                      | Purpose of the Interview                                                                                                                                                         |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 external professional coaches with a psychological background                  | To probe effective coaching factors through their “self-reflection” on specific coaching experiences.                                                                            |
| 4 coachees                                                                        | To probe effective coaching through their experiences of specific coaching sessions.                                                                                             |
| 5 organisational stakeholders                                                     | To investigate coaches’ attributes through their experiences in facilitating coaching sessions in their respective organisations and their expectations of coach selection.      |
| 5 internal coaches who attended a coaching training programme in the organisation | To explore whether the coaching training they attended met their needs and to probe effective coaching factors through their “self-reflection” on specific coaching experiences. |

**5.2.2.1 Interview with coaching experts.**

The interview schedule was split into four main sections. The first section aimed to have a comprehensive understanding of these coaches’ prior professional backgrounds, which would be helpful for further data analysis and comparison. The questions included were about their educational backgrounds and the sorts of the coaching services they provide (e.g. coaching topics, preferred frameworks or methods). The second section required the participants to recall a coaching engagement they facilitated which went extremely well and to elicit the detailed stories. This section focused on investigating what the coach did (e.g. activities and behaviours) in the process to establish and maintain an effective coaching relationship. The third section asked participants to summarise three main factors or coach’s attributes for a constructive coaching process drawn on the experiences they shared. Finally,

participants were also requested to discuss their perspectives on what main features comprise Coaching Psychology. This question helped the researcher to analyse what sorts of psychological training/knowledge are required for a professional coach.

#### ***5.2.2.2 Interviews with coachees.***

The interview schedule for each coachee's group included three main parts. Firstly, five interviewees were asked to describe their current professional profiles (e.g. company profiles and job roles) and how their coaching sessions were planned and arranged in the companies. Secondly, the researcher asked them to recall one of their positive coaching experiences and discuss what their coaches did in the process to enhance their relationship. This section focused on behaviours, attitudes and language demonstrated by their coaches, as well as activities and resources carried out in the entire process. Finally, they were also required to summarise the effective factors for an effective coaching relationship.

#### ***5.2.2.3 Interviews with organisational stakeholders.***

This section aimed to investigate the organisational stakeholders' expectations of a professional coach. In order to have a more comprehensive understanding of the coaching relevant programmes in these participants' organisations, the interview schedule focused on the implementation process and evaluation criteria. For example, what sorts of coaching engagements were undertaken (e.g. topics)? How do they select and evaluate the coaches? What are their roles in the coaching programmes? At the end of interview, four participants were also asked the effective attributes for a professional coach based on their experiences in assisting their companies to select and evaluate prospective external coaches.

#### ***5.2.2.4 Interviews with internal coaches.***

In this group, five participants were asked to explain their job roles in their public sector organisation and their teams, which helped the researcher to understand their professional backgrounds. Subsequently, they summarised the most helpful activities or

events in their workshop and explained why these activities facilitated their coaching skills. The purposed was to analyse how the coaching training programme meets participants’ needs. Finally, they were required to recall one coaching session with their team or colleague to identify critical attributes (e.g. behaviours and skills) that assisted them in establishing an effective coaching process and relationship.

All interviews were transcribed word-by-word for further data extracting and coding.

**5.2.3 Stage Two: Data analysis – Thematic Analysis.**

Thematic Analysis was adopted to extract and code the themes from the interview transcriptions (Appendix J). In order to ensure all behavioural indicators and attributes were identified through an objective and transparent process, four students from the psychology department (three postgraduates and one undergraduate) analysed the transcripts and coded behaviours together with the researcher. This stage identified 522 elements from the 25 transcripts: equating to an average of 20.88 elements per transcript. This resulted in 76.4% of indicators being similarly identified by both researcher and collaborators. Table 5.4 presents the percentage of the elements extracted from each interview group.

Table 5.4

*Overview of Transcripts and Identified Elements*

| Interview Groups              | Elements            | Percentage  |
|-------------------------------|---------------------|-------------|
| External professional Coaches | 287                 | 55%         |
| Coachees                      | 107                 | 20%         |
| Organisational stakeholders   | 50                  | 10%         |
| Internal coaches              | 78                  | 15%         |
| <b>Total: 25 participants</b> | <b>522 elements</b> | <b>100%</b> |

Duplicate elements were integrated and discarded, generating 341 initial attributes.

These initial attributes (N=341) were sorted into four sub-groups:

- behavioural indicators (n=278),
- psychological coaching interventions (n=42),
- psychometric assessment tools (n=12), and
- coaches’ personalities (n=9).

An example is provided in Table 5.5 to show how these elements and initial attributes were extracted and identified.

Table 5.5

*An Example of Theme Coding*

| Interview Transcripts:                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>She questioned when I got that deadline: “Ok, <u>why you think next week?</u>” You know, that six-day time when I was gonna to do in that six days. <u>She didn’t let me just said: “ok, next week.” That’s easy and quick respond. She really made me think through the deadline, timing, so I wasn’t just picking a day at the end but I was really thinking it through, and then I committed to it. It was realistic and she was expected to give some in the next a couple of days.</u></i> |
| Extracted Elements:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <div>1. <u>Why you think next week?</u></div> <div>2. <u>She (the coach) didn’t let me just said: “ok, next week.”</u></div> <div>3. <u>I(the coachee) was really thinking it through, and then I committed to it</u></div>                                                                                                                                                                                                                                                                        |
| Initial Attributes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Challenging the coachee by asking "why" questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

The initial attributes were reviewed by the researcher and their supervisor to amend language errors and screen the duplicate items. This stage only included behavioural indicator (n=278) for further analysis. In order to assure each indicator represents its best syntax consistently, one native speaker (English) PhD student in occupational psychology re-examined these items before proceeding to the subsequent Q-sorting session. This review process resulted in showing that 103 behavioural indicators were required in order for a

professional coach to enhance the coaching relationship. Table 5.6 provides an example of the review results:

Table 5.6

*An Example of the Initial Review Results*

| Initial Themes               | Behavioural Indicators                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaboration /<br>Ownership | <ol style="list-style-type: none"> <li>1. Emphasising collaboration.</li> <li>2. Encouraging collaboration to facilitate change.</li> <li>3. Exploring solutions and action plans together.</li> <li>4. Putting the coachees at the centre of the coaching engagement.</li> <li>5. Shifting the ownership of the coaching engagement to the coachee.</li> <li>6. Empowering ownership of the coaching engagement.</li> </ol> |

#### 5.2.4 Stage Three: Data analysis- Q-sorting/ Card-sorting sessions.

This stage was designed to cluster behavioural indicators into similar groups through Q-sorting sessions. It reduced large amounts of data into a smaller number of analytic units and provided the researcher more focused data for further analysis (Miles & Huberman, 1984). This stage was split into two levels and four collaborators (including two coaching experts with PhD degree in psychology and two psychological postgraduate students) sorted the data with the researcher to ensure the accuracy and reliability.

The first level Q-sorting session was carried out by two coaching experts to cluster 103 behavioural indicators into similar groups. They identified 13 groups (competencies) and named these competencies. The first level Q-sorting results were reviewed by the researcher and their supervisor prior to the second level Q-sorting session. A few indicators were re-clustered to different groups (competencies) based on their perspectives. (Please see Table 5.7 for the agreement levels.)

Two postgraduate students in occupational psychology re-examined this initial competency model to ensure its consistency and reliability. They re-clustered these 103

behavioural indicators into the 13 competencies defined from the first Q-sorting session.

(Please see Table 5.7 for the agreement levels)

The agreement levels between the first and the second Q-sorting results are averagely lower than 50%. According to Miles & Huberman (1984), the initial agreement levels should not be expected to be better than 70% because each analyst has different preferences and perspectives. In order to increase the reliability of this initial competency framework, the researcher expanded explicit competency definitions and revised the description of disagreed indicators (See Table 5.8). The final review resulted in 100 behavioural indicators for further validation.

Table 5.7

*Agreement Level of Two Q-Sorting Sessions*

| Competencies                                                         | Agreement Level:<br>1 <sup>st</sup> Level Card Sorting (Two<br>coaching experts & review<br>by the researcher)<br>% | Agreement Level:<br>2 <sup>nd</sup> Level Card Sorting (Two<br>postgraduate psychology<br>students & review by the<br>researcher)<br>% |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Active communication skills                                       | 87.5                                                                                                                | 58.8                                                                                                                                   |
| 2. Goal focus/Goal tracking                                          | 100.0                                                                                                               | 36.3                                                                                                                                   |
| 3. Consideration of individual differences                           | 68.4                                                                                                                | 33.3                                                                                                                                   |
| 4. Contracting and management of the<br>process                      | 85.7                                                                                                                | 41.1                                                                                                                                   |
| 5. Creating an environment for a<br>collaboration/joint relationship | 100.0                                                                                                               | 25.0                                                                                                                                   |
| 6. Using resources                                                   | 100.0                                                                                                               | 33.3                                                                                                                                   |
| 7. Being aware of managing coachees'<br>feelings and motivation      | 100.0                                                                                                               | 30.0                                                                                                                                   |
| 8. Assisting and guiding                                             | 100.0                                                                                                               | 31.2                                                                                                                                   |
| 9. Encouraging                                                       | 100.0                                                                                                               | 14.2                                                                                                                                   |
| 10. Creating and developing a framework<br>for the process           | 100.0                                                                                                               | 21.7                                                                                                                                   |
| 11. Demonstrating empathy                                            | 100.0                                                                                                               | 25.0                                                                                                                                   |
| 12. Flexibility and adaptability                                     | 100.0                                                                                                               | 20.0                                                                                                                                   |
| 13. Engaging/Coach's ability to engage &<br>maintain engagement      | 85.7                                                                                                                | 12.5                                                                                                                                   |

### 5.3 Research Results

This section presents the study outcomes and results which include explicit competency titles and definitions, and the behaviour indicators support each competency. In addition, the top five most frequently referred competencies from all transcripts and each interview group are also summarised. Finally, the professional coach participants' perspectives on the features of Coaching Psychology as well as the most frequent psychological interventions they adopted are summarised as well.

#### 5.3.1 Overview of the Coaching Psychologist Competency Framework.

Table 5.8 provides an overview of the CPCFs that outline 13 competency titles and definitions.

Table 5.8

*Overview of the Competency Framework: Competencies & Definitions*

| Competencies                                                       | Definitions                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Active communication skills.                                    | Applying highly developed communication skills to understand coachees' issues, enhance motivation, facilitate change and build the rapport. Listening, responding, questioning, asking challenging questions and using body language appropriately.                                                     |
| 2. Goal focus/Goal tracking.                                       | Identifying realistic goals, developing concrete plans and reviewing progress continuously to facilitate coachees to achieve their personal and work goals.                                                                                                                                             |
| 3. Consideration of individual differences.                        | Respecting and considering coachees' individual backgrounds, needs and context in the coaching process.                                                                                                                                                                                                 |
| 4. Contracting and management of the process.                      | Discussing, negotiating and defining the objectives, process, terms and conditions (including ethical standards, confidentiality and both parties' roles and responsibilities), resources and support with coachees and their organisations (supervisors) before commencing the first coaching session. |
| 5. Creating an environment for a collaboration/joint relationship. | Ensuring coachees are the centre of the coaching sessions. Highlighting collaboration, creating a comfortable environment and a mutually agreed relationship in the coaching process.                                                                                                                   |
| 6. Using resources.                                                | Identifying and seeking useful resources to facilitate coachees' learning and development.                                                                                                                                                                                                              |
| 7. Being aware of managing coachees' feelings and motivation.      | Being capable of identifying and protect coachees' feelings; and enhancing their self-motivation to change.                                                                                                                                                                                             |
| 8. Assisting and guiding.                                          | Assisting and guiding coachees to identifying their vision, motivations and strengths for change.                                                                                                                                                                                                       |
| 9. Encouraging.                                                    | Encouraging and supporting coachees to share their issues and generate different development plans and solutions in the entire process.                                                                                                                                                                 |
| 10. Creating and developing a framework for the process.           | Developing, integrating and applying the appropriate frameworks in the coaching process. Revising the coaching structures continuously according to coachees progress and feedback. Inviting coachees' organisations / supervisors to share their feedback and opinions at appropriate timings.         |
| 11. Demonstrating empathy.                                         | Always demonstrating understanding of coachees' feeling, issues and difficulties and helping to build their confidence to change.                                                                                                                                                                       |
| 12. Flexibility and adaptability.                                  | Being open with coachees' opinions and suggestions; being flexible with revising coaching contents based on coachees' needs.                                                                                                                                                                            |
| 13. Engaging/Coach's ability to engage & maintain engagement.      | Being approachable and open to engage coachees. Enhancing coachees' commitment by involving them in the coaching process and progress.                                                                                                                                                                  |

Appendix K presents the complete competency framework which includes the behavioural indicators sustaining each competency.

### 5.3.2 Frequency analysis.

This section discusses the top five most frequent referred competencies from all transcripts and each interview group. (See Table 5.9)

Table 5.9

#### *Frequency of Each Competency*

| Competencies                                                             | Total frequency | External professional coaches | Coachees | Organisational stakeholders | Internal coaches |
|--------------------------------------------------------------------------|-----------------|-------------------------------|----------|-----------------------------|------------------|
| 1. Active communication skills                                           | 78 (14.9%)      | 47                            | 18       | 5                           | 8                |
| 2. Goal focus / Goal tracking                                            | 50 (9.5%)       | 23                            | 15       | 0                           | 12               |
| 3. Consideration of individual differences                               | 17 (3.2%)       | 11                            | 2        | 1                           | 3                |
| 4. Contracting and management of the process                             | 58 (11.1%)      | 35                            | 1        | 14                          | 8                |
| 5. Creating an environment for a collaboration/joint relationship        | 76 (14.5%)      | 52                            | 14       | 1                           | 9                |
| 6. Using resources                                                       | 6 (1.1%)        | 6                             | 0        | 0                           | 0                |
| 7. Being aware of managing coachees' feelings and motivation             | 42 (8.0%)       | 16                            | 15       | 4                           | 7                |
| 8. Assisting and guiding                                                 | 19 (3.6%)       | 7                             | 8        | 1                           | 3                |
| 9. Encouraging                                                           | 9 (1.7%)        | 6                             | 0        | 0                           | 3                |
| 10. Creating and developing a framework for the process.                 | 26 (4.9%)       | 14                            | 3        | 4                           | 5                |
| 11. Demonstrating empathy                                                | 10 (1.9%)       | 1                             | 7        | 2                           | 0                |
| 12. Flexibility and adaptability                                         | 22 (4.2%)       | 15                            | 1        | 2                           | 4                |
| 13. Engaging/Coach's ability to engage & maintain engagement             | 12 (2.2%)       | 7                             | 5        | 0                           | 0                |
| 14. Others (psychological interventions and coaches' personalities etc.) | 97              |                               |          |                             |                  |

### 5.3.2.1 Top five most frequent referred competencies.

In the first column, five most frequent referred competencies are highlighted: “Active communication skills” (14.9%), “Creating an environment for a collaboration/joint relationship” (14.5%), “Contracting and management of the process” (11.1%), “Goal focus/Goal tracking” (9.5%) and “Being aware of and managing coachees’ feelings and motivation” (8%).

- *Active Communication Skills*

14.9% (78 times) of total elements mentioned were clustered within the competency of active communication skills. “Highly developed listening and reflecting back at proper timing”, “challenging coachees through highly developed questioning skills” and “using appropriate body and verbal language” are the three key sub-themes sustaining a professional coach’s communication skills. Most of the participants believed “listening actively” assists the coach in having a better understanding of a coachee’s issues and thoughts. “Reflecting back and questioning at appropriate timing” allows the coachee to think in a different way and explore new plans or solutions. In addition, non-judgemental verbal and body language makes the coachee feel respected and more comfortable to share feelings. Some transcripts about coach’s active communication skills are summarised below:

*“It is not just listening aspect, it's actually to respond aspect as well, not just perceptual aspect, but also how you respond”. “Asking them (coachees) different difficult questions, questions to get them to think about the world in a different way, to see it in a different way or provide them motivation or fresh perspectives to do things differently”. “(coaches) not showing, your body language, not kind of judging someone about what they (coaches) are saying”.*

- *Creating an Environment for a Collaboration / Joint Relationship*

14.5% (76 times) of total elements referred were clustered within the competency of “collaborative and joint relationship”. “Establishing and maintaining flat relationship with

coachees through exploring development goals and plans jointly”, “shifting the coaching ownership to the coachee” and “supporting the coachee as the team member” were highlighted as the essential factors required to enhance the coachee’s commitment to the coaching process. These behavioural indicators also facilitate the coach in creating a comfortable environment for the coachee to share feeling and opinions. Here are some examples quoted from the transcripts:

*“When you are working with someone, you know on the one-on-one basically..you would ask ‘how would you (coachee) like us to work together? How would you like me to do?’”.*

*“You (coachee) really committed to these coaching sessions because I feel you got your ownership, and your coach was helping you, facilitating you to think, basically you are the centre of this coaching process.”*

*“I (HR department) would make sure the coachee felt that they would be listened to, felt the coach totally understood the way they are coming from or what they wanted to get out of this, and it’s very much about the coachee rather than the coach problem solving”.*

- *Contracting and Management of the Process*

11.1% (58 times) of total elements referred to were clustered within the competency of “contracting and the process management”. Referring to the interview transcripts, 60.3% and 24.1% of the elements within this competency were mentioned by coaches and organisational stakeholders respectively. Initiating an appropriate chemistry meeting between the coach and the coachee to examine whether they are comfortable in working with each other was highly emphasised by the coaches. They considered the chemistry meeting would aid the understanding of each other and give the opportunity to make a positive initial impression. In addition, most professional coaches also highlighted the importance of having a three-way contracting process. A well-defined contract outlines explicit objectives, accountabilities, resources and evaluation methods thus providing an overview of the

coaching engagement for the coachee to enhance their confidence in the learning and development process. Please see these examples below:

*"I [coach] always have a chemistry meeting initially with the potential coachee, that meeting is not charged, so it's no boss involved in....I spent some time with the coachee, really talking about...kind of ideas they bring into the coaching, what they might want to look at, but I also actually talk to them about how we might go about the coaching, what they might involve, and also down to the level how we can think together."*

*"We [HR department] would explain what involved, and we would give them some information about the coach, we would contact them by telephone and email afterwards if they had any questions, or there were anything they wanted to clarify and we also told every person we refer coaching, not everybody gets everybody, so the coach will refer you to, you don't feel comfortable with or it doesn't feel useful, please come back to us we will match you with somebody else. So we, you know get them the option they don't have to just go with it if they don't feel comfortable we can find them somebody else."*

*"We get the individual manager and mentor in a three-way or four-way conversation, and again that paid for scheduling things, so this person, the mentor in the programme, their line managers in real life, the individual and myself, on a call which is kind of validation of the objectives so myself and coachee presented the draft development objectives in advance that conversation, the document, and then we had I forget that was a 40-minute so on the phone, kicking the ball around, discussing with mentor and the manager, does that make sense? Are the developmental objectives relevant and actionable? And are we all happy with this?"*

*"Confidentiality procedure and ethics, we [organisational stakeholder] would be looking for somebody who is very clear what they can offer, how long will it take, what they are going to provide before and during the afterwards".*

- *Goal Focus / Goal Tracking*

9.5% (50 times) of total elements referred were clustered within the competency of “goal focus and tracking”. Most of the coaches considered it is very important to help their coachees to identify the goals that meet their needs for a focused and constructive coaching process. Also, coachees need coaches’ facilitation to develop a more realistic and applicable development goal. Furthermore, continuously reviewing goals ensures the development process and plans meet coachees’ progress and needs.

*“Is really important to be very very focused, very clear about the way you are aiming the session, because otherwise you can just sit there listening to them to talk about what kind of their work you know what’s happening, so with this individual let me focus on ok what do you need to do to move up with the subject and what does the personality profile indicator, what might you need to do differently, what are you stress with or anything that impact on you when you are under pressure, how could you manage those?”*

*“Whether we [coach and coachee] just get it very done between last time and this time?”*

*“Really seriously checking in, see what went well? What they learnt? What anything could have be done differently? Whether any difficult or just anything unexpected etc. and what were key learning points from that”.*

*“Also [coach] helped them to really visualise what goals she was trying to achieve”.*

- *Being Aware of Managing Coachees’ Feelings and Motivation*

8.0 % (42 times) of total elements mentioned were clustered within the competency of “managing coachees’ feelings and motivation”. Both coaches and coachees believed there are some hard moments in the coaching process as coachees usually seek help from coaches due to some personal development or performance issues. Therefore, managing coachees’ feelings and building a rapport establishes a safe and comfortable coaching environment. It also enhances the coachees’ motivation to change.

*“They [coachee] had some hard moments, but I [coach] think it’s down to you as a coach, that you made that, you handle it very very well, I think that what differentiates Psychologists in terms that they have deeper understanding, and you know real core skill that I will use that real deep ability to listen, to build the rapport to talk to make connection to allow the person to feel safe; fundamentally important when you are dealing with very sensitive information by that”.*

*“She [coach] created the context, she created the good context which I [coachee] could motivate myself, so she created the context by reminding me how would I feel when I finish, by reminding me the ummn you know you can do something in 50 minutes”.*

One of the coaching practitioners who has a degree in psychology in this study noted psychologists are better at identifying coachee’s emotions and motivation for change. However more solid evidence is required as coaching was defined as a cross-disciplinary methodology (Grant, 2008); there is still a debate on to what extent psychological principles have an effect on coaching process and outcomes.

#### ***5.3.2.2 Most frequently referred competencies from each interview group.***

The most commonly referred to competencies from each interview group were also summarised, indicating expectations and focuses are slightly distinct from different roles played in the coaching process. The following section outlines and briefly discusses the top effective behavioural indicators they emphasised.

- *Coaches (External and internal coaches)*

After integrating external and internal coaches’ interview transcripts (total 302 elements), the five most frequently mentioned competencies are outlined:

- “creating an environment for a collaboration/joint relationship” (20.1%),
- “active communication skills” (18.2%),
- “contracting and management of the process” (14.2%),

- “goal focus/goal tracking” (11.5%), and
- “being aware of managing coachees’ feeling and motivation” (7.6%).

Firstly, coaches viewed a flat relationship is essential to the coaching process because a collaboration process, which involves the coachees’ personal needs and opinions, would shift the ownership to the coachees (coachee-centered) and also enhance their commitment and motivation for change. Second, most coaches consider “actively listening” is a fundamental skill required for a more comprehensive understanding of the coachees’ issues, feelings and needs. In addition, they also felt that the purpose of coaching engagements is to facilitate the coachees’ learning and development rather than create “feeling good” sessions, therefore appropriate challenge through difficult questions is necessary to facilitate the coachees’ thinking. Third, nine of coach participants (total 16) highlighted it is essential to establish a positive relationship at the beginning of the coaching engagement; thus they always had a chemistry meeting with their prospective the coachees to ensure they are comfortable in working with each other. They also preferred a three-way contracting process to define very explicit objectives, accountabilities, evaluation methods and required resources. These processes ensured everyone in the coaching process had a positive feeling prior to the official coaching sessions. Forth, coaches felt that focusing on the goals increased the productivity of the coaching sessions and continuous goal tracking assisted coaches to understand the coachees’ progress and review the development plans to meet the coachees’ needs. Finally, coaches also indicated there are usually some difficult or tense moments in the coaching sessions as the coachees came specifically for coaching on some development and performance issues. In addition, they also felt anxious when they attended an unknown coaching process. Therefore, the alleviation of the coachees’ fears and shift of negative self-esteem to a positive motivation for change are seen as critical processes in build a trusting relationship.

- Coachees

There are a total of 89 elements referred by coachee's group. The five most commonly mentioned competencies are:

- "Active communication skills" (20.2%).
- "Goal focus/goal tracking" (16.8%).
- "Being aware of managing coachees' feelings and motivation" (16.8%).
- "Creating an environment for a collaboration/joint relationship" (15.7%).
- "Assisting and guiding" (8.9%).

First, coachees considered that having a space/chance to verbalise their issues and opinions is an essential step for being understood. Appropriate responses from coaches made them feel they were being listened to and respected. This is an essential process for an effective coaching relationship. In addition, "open" and "why" questions from coaches facilitated them in thinking through their problems in a different way, which was helpful for exploring new solutions. Second, coachees stressed it was very important for their coaches to aid them in identifying focused and realistic goals in the coaching process, which enhanced their motivation to change and improve their behaviours. Third, some coachees also expressed their anxiety and negative self-feeling when they were asked to/requested for a coaching engagement. Thus, it was very essential for them to understand that they would work together with the coach. They highlighted it was easier to build a rapport at the beginning of the coaching engagement if their coaches shared their own backgrounds and professional experiences. Coachees also felt more positive and motivated to change when the coaches created an honest environment for them to share their real issues. Fourth, most coachees felt they were more engaged with the coaching sessions when they had ownership of the coaching process. They were more motivated to produce better coaching outcomes in a collaborative working relationship. Furthermore, coachees indicated they sometimes needed

coaches' facilitation to visualise and identify future difficulties by guiding them to do some tasks.

- **Organisational Stakeholders:**

There are a total of 34 elements referred to by the organisational stakeholders' group, with the most frequently mentioned competencies being "contracting and management of the process" (41.1%), "active communication skills" (14.7%) and "being aware of managing coachees' feelings and motivation" (11.1%).

It is very obvious that organisational stakeholders who represented the company to implement and evaluate the coaching programmes considered contracting the coaching process was a critical step to establish an effective coaching relationship, which included well-defined accountabilities, outcomes and expectations. In addition, they also highlighted confidential procedures and ethics were very important for building trust in the process. Second, they also emphasised the importance of a professional coach's communication skills as the entire coaching process relies on people's interaction. Third, organisational stakeholders also expressed it is essential for coaches to manage coachees' feelings appropriately as they expected coachees to have a positive motivation towards change and development.

### **5.3.3 Key features of Coaching Psychology.**

Eleven coaching experts participating in this study also discussed what their definitions of *Coaching Psychology* were. Some key features drawn on their perspectives and professional experiences are outlined as follows.

- Using and understanding the discipline of psychology in coaching.
- Changing the orientated adaptability, grounded in psychological or adult learning approaches, based on the working relationship between the coach and the coachee,

focusing on enabling the performance and development of the coachee; and how this is applicable to and perceived by in the organisation.

- Evidence-based practice.
- A deeper appreciation of individual differences, motivational theory and capacity.
- Developing an understanding not just of the sort of tactical relationship and power dynamics, but understanding the business principle, philosophy, strategy.
- A more holistic and deeper appreciation of the coachee's business and organisational context.
- Having a methodology that meets the client's needs, whether personal or professional, and helping them to have a more effective life.
- Science behind the coaching: e.g. the coach's awareness of how the mind functions and works when one is thinking with more neuro-linguistic programming.

“Understanding and using *evidence-based psychological disciplines* into coaching”, “having a holistic understanding and appreciation of *individual differences and motivations*” and “building a *deeper relationship* with coachees” are the three key themes from these coaching experts' aspects. They focused more on the deeper relationship with coachees and developing a coaching process which meets their individual circumstances, personal development objectives and even involving their organisational resources to facilitate changes. After integrating these key elements, an updated definition of *Coaching Psychology* is outlined:

*Coaching psychology aims to facilitate the coachee to have a more effective life through improving their working relationships with continuous learning and development built on the use of evidence-based psychological disciplines in the coaching process. The coachee's individual circumstance and motivation needs to be understood and appreciated in*

*order to develop a deeper coaching relationship for a sustained behavioural change and work-life improvement.*

Participants' aspects of coaching psychology in this study shared similar features with Passmore's (2010) definition on coaching psychology: both noted evidence-based / scientific coaching interventions bring an effect (e.g. positive behavioural change) on coaching process through having a better understanding of coachee's cognitive, emotion and motivation. A broader aspect on coaching psychology appears here, more focusing on "how" and "to what extent" science of behaviours and adult learning are used in the coaching process by professional coaches comparing to previous definitions of coaching psychology (Grant & Palmer, 2002; APS, 2007).

## **5.4. Discussion**

### **5.4.1 The comparison of three interview groups.**

Two competencies (total 13 competencies) were highlighted when comparing the three interview group's most frequent referred competencies: "active communication skills" and "being aware of managing coachees' feelings and motivation". Table 5.10 outlines the most frequently referred competencies from the three interview groups. "Active communications skills" and "being aware of coachees' feeling and motivation" were both identified as the most helpful competencies in three interview groups.

Table 5.10

*A Comparison of Three Interview Groups*

| Interview Group                       | Coach (External and Internal)                                                                                                                                                                                                                                                                                               | Coachee                                                                                                                                                                                                                                                                                                | Organisational Stakeholder                                                                                                                                                                                                                                                   |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Most frequently referred competencies | <ul style="list-style-type: none"> <li>• Creating an environment for a collaboration/joint relationship</li> <li>• Active communication skills.</li> <li>• Contraction and management of the process.</li> <li>• Goal focus/Goal tracking.</li> <li>• Being aware of managing coachees' feelings and motivation.</li> </ul> | <ul style="list-style-type: none"> <li>• Active communication skills.</li> <li>• Goal focus/Goal tracking</li> <li>• Being aware of managing coachees' feelings and motivation.</li> <li>• Creating an environment for a collaboration/joint relationship.</li> <li>• Assisting and guiding</li> </ul> | <ul style="list-style-type: none"> <li>• Contracting and management of the process.</li> <li>• Active communication skills.</li> <li>• Being aware of managing coachees' feelings and motivation.</li> <li>• Creating and developing a framework for the process.</li> </ul> |

“Active communication skills” is not only ranked as the most frequently referred competency for an effective coaching relationship from all interview transcripts but also in each interview group. In CPCF, active communication skills include highly developed listening, reflecting back, questioning and language use skills. Interpersonal interaction has been recognised as the essential element in the coaching processes as the ultimate aims of coaching are to facilitate personal and professional learning and development (Downey, 1999; Palmer & McDowall, 2010). A constructive and explicit discussion (communication) at the beginning of the coaching engagement is very helpful in establishing mutual trust and commitment (Palmer & O’Brion, 2010). In addition, constructive interpersonal interaction and mutual influence in the coaching relationship may contribute to the achievement of self-concordance to help maximise the coachee’s goal outcomes (Palmer & O’Brion, 2010). In this study, most coach participants believed “highly developed listening skill helps them to have a deeper understanding of coachee’s issues and thoughts”. This process also facilitates the development of initial trust as the coachee participants felt engaged when the coach listened to their issues or stories carefully. In addition, three interview groups in this study all

considered “reflecting back and questioning at appropriate times” facilitates the coachee to think in a different way and explore new plans or solutions. Therefore, effective communication skills are viewed as the primary competency for a coaching psychologist to enhance the coaching relationship in the existing literature and interviews for this study.

“Being aware of managing coachees’ feelings and motivation” was also highly discussed in all interview transcripts and rated as the top effective competency in each interview group. A couple of studies have (de Haan, 2008; Freedman & Perry, 2010) investigated how both the coach and coachee experience a series of critical emotional moments in the coaching processes. The coachee usually feels anxious, nervous and frustrated while seeking help from a coach at the beginning of the coaching engagement. The coach also undergoes some critical moments as coaching is based on a mutually influential process. The coach’s possession of emotional maturity and confidence to work with difficult emotional material has been confirmed as a critical element in enhancing a positive coaching relationship (Day, 2010). In addition, having an appropriate psychological training/educational background will assist the coach to identify and manage emotional reactions and difficulties from coaches (Wasylyshyn, 2003). In this study, most coach participants believed their coachees sought help from coaching sessions because of some development or performance issues, and that it is the coach’s responsibility to manage these emotional difficulties and shift them into positive opportunities. Meanwhile, coachee participants expressed that they usually had negative feelings or mindsets when they were asked to participate in the coaching sessions. It would be very helpful in establishing a trusting relationship if the coach demonstrated an understanding of the coachee’s negative emotions and managed these feelings appropriately. Further, most organisational stakeholders in this study also indicated that dealing with the coachee’s feeling appropriately would drive a positive motivation for change and development. Hence, identification of a coachee’s feelings and emotional reactions in the coaching process, together with the ability to shift

them to the turning point to facilitate their learning and change, is a highly essential competency for a coaching psychologist.

#### **5.4.2 The comparison between coach and coachee groups.**

As discussed in the previous section, coaching relies on two people's interpersonal interactions to facilitate the coachee's further learning and development (Palmer & McDowall, 2010; Palmer & O'Brion, 2010). Hence, it is also important to analyse what the common competencies are from both the coach and coachee's perspectives. Comparing the top five most commonly referred to competencies from both interview groups (See Table 5.10): four competencies are overlapping: "creating an environment for a collaboration/joint relationship", "active communication skills", "goal focus/goal tracking" and "being aware of managing coachees' feelings and motivations". This comparative analysis reveals effective coaching outcomes rely on having an effective coaching relationship through appropriate interpersonal interactions in the entire process. This is aligned with existing literature studies (de Haan, 2008; Palmer & O'Brion, 2010; Palmer & McDowall, 2010). This indicates that both coach and coachee participants consider the coachee to be the centre of the coaching process and that a collaboration / joint relationship enhances the coachee's commitment to change. In addition, coaching is defined as a 'professional helping relationship' (Palmer & O'Brion, 2010) thus identifying that realistic goals facilitate a more focused coaching process. Furthermore, interpersonal interactions basically rely on two people's conversations and negotiations, hence highly developed communication skills were recognised as the key competency from both coach and coachee points of view. Finally, unconscious emotional reactions from the coachee need to be handled appropriately as coaching is a mutually influential process; a positive feeling and environment will enhance the coachee's motivation for change.

### 5.4.3 The comparison with the Systematic Review on Coaching Psychology.

This is the first study that is aimed at developing a CPCF through the establishment and maintenance of a constructive coaching relationship by comprehensive and rigorous research processes. According to previous SR findings, a total of 32 included studies intended to investigate critical dimensions for coaches to facilitate a positive coaching result; most of them (22 studies) focused on the external coach's (e.g. executive coach) effective behavioural indicators and ten studies researched the key attributes for internal leadership coaching skills. Most (20 of 32 papers) of the included studies relevant to the coach's attributes from the previous SR were conducted either through qualitative methods (interviews, observations and case studies etc.) or questionnaires. Also, there was no rigorous subsequent validation study to examine the identified effective attributes. Nevertheless, this CPCF study considered evidence-based Coaching Psychology study and practice through conducting three rigorous and transparent research phases: Critical Incident Interview, Thematic Analysis and Q-sorting method. All interview participants in this study either have a degree in psychology or attended psychological coaching training programmes. In order to reduce bias in the research findings nine research collaborators, who have a background in psychology, were invited to analyse the data together with the main researcher. Furthermore, two subsequent studies (cross-validation questionnaire and quasi-experiment), designed to examine the validation of this competency framework for a coaching psychologist, will be presented in the next chapter. Therefore, although plenty of existing studies intended to identify the effective attributes for a professional coach or an internal coach, CPCF is the first competency framework which enhances the coaching relationship through a psychological evidence-based development process.

In addition, there is a certain degree of similarity between the findings of CPCF and the SR on Coaching Psychology (Please see Table 5.11). First, the most frequently referred to competency from CPCF is "active communication skills" (78 times, 14.9%). They include

highly developed listening, reflecting back and questioning skills. In the previous SR findings (Gregory & Levy, 2010, 2011; Robinson, 2010), two-way communication was identified as one of the critical factors for a constructive coaching relationship. Also, a total of 11 included studies (O'Dell, 2011; Passmore, 2010; Stevens Jr, 2005) in the SR indicated communication skills (such as listening, feedback, questioning and language used etc.) are key requirements for a coach. Second, “creating an environment for a collaboration / joint relationship” was also intensively discussed in the interviews for this study (76 times, 14.5%), for example the coach considers the coachee’s individual issues and develops the plans with coachee collaboratively. In the SR, three included studies (Ellinger, Ellinger, & Keller, 2003; Passmore, 2010; Sue-Chan, Chen, & Lam, 2011) identified considering the coachee’s personal interests and stepping into the coachee’s shoes to shift perspectives are very helpful in enhancing the coaching relationship as well. Third, “contracting and management of the process” was referred to 58 times (11.1%) from the interview transcripts, such as having a chemistry meeting and defining the terms and conditions before the coaching engagement starts. In the SR findings, “clear contract and transparent process” was recognised as one of the key factors in establishing an effective coaching process (e.g. Freedman & Perry, 2010; Gyllensten & Palmer, 2007). The participants in these two included studies indicated the coachees felt included and engaged when the coach explained the process and theories supporting the coaching interventions before any sessions commenced. Forth, “goal focus/goal tracking” was persistently noted (50 times, 9.5%) from the interviewees, both coaches and coachees consider that setting the goals which meet coachees’ needs is very helpful towards a focused and constructive coaching process; also creating a realistic and applicable development and continuously reviewing the progress ensures the development plans meet the coachees’ individual circumstances. In the SR findings, setting the appropriate goals and actions and managing progress and accountability was outlined as one of the key effective behaviours in facilitating coachees’ learning and development in the coaching

process (Longenecker & Neubert, 2005; Griffiths & Campbell, 2008; Maritz et al., 2009).

Fifth, 8.0% (42 times) of the total elements mentioned were clustered within the competency of “managing coachees’ feeling and motivation”. Coaches and coachees both claimed they had experienced some hard and critical moments in the coaching process, thus having a safe feeling and comfortable environment is a key factor in enhancing coachees’ motivation to change. In the SR findings, seven included studies (e.g. Wasylyshyn, 2003; Cox & Bachkirova, 2008; de Haan, 2008; Marshall, 2009; Maritz, 2009; and Day, 2010 etc.) indicated including psychological grounded theories (e.g. emotional intelligence and adult learning and development) in coaching training and education assists coaches to have a better understanding of both parties’ (coach and coachee) emotional reactions and to transfer them into effective factors for individual behavioural change.

Table 5.11

*The Similarity between SR on Coaching Psychology and CPCF*

| SR                                                                                                                                                                                                                                                                                             | CPCF                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Communication.</li><li>• Building Relationships.</li><li>• Clear contract and transparent process.</li><li>• Setting goals and tasks.</li><li>• How to identify, support and transfer emotionally difficult clients? / Motivational to help.</li></ul> | <ul style="list-style-type: none"><li>• Active communication skills.</li><li>• Creating an environment for a collaboration/joint relationship.</li><li>• Contracting and management of the process</li><li>• Goal focus/Goal tracking.</li><li>• Being aware of managing coachees’ feeling and motivations.</li></ul> |

In summary, comparing with the SR on Coaching Psychology, this is the first study which intended to develop an integrative competency framework rather than a list of factors or elements for a coaching psychologist to establish and maintain an effective coaching process through three rigorous and transparent research phases. Nevertheless, there is a certain degree of similarity between the CPCF and SR on Coaching Psychology findings. The top five most frequently referred competencies from the interviews match well with the key factors/attributes for a constructive coaching relationship outlined in the SR results. In other words, the findings of this competency development study findings align with the existing coaching evidence.

**5.4.4 The Comparison with previous competency frameworks.**

As discussed in previous section, a number of governing professional associations world-wide, such as BPS, ICF, AC and EMCC, have developed their standard frameworks in consultation with members to outline the benchmark required for people who would like to practice as a professional coach. However, some areas within these frameworks still need to be improved based on Woodruffe (2007) and Bartram’s (2012) criteria for a complete competency framework, such as the evidence-based development processes and differentiated levels for rating. Table 5.12 summarises the features of existing frameworks by these governing professional associations and the CPCF developed from this study.

Table 5.12

*A Comparison of Existing Coaching Competency Frameworks*

| Association                                                                   | Structure                                                                                                               | Development and validation process                                                                                                                                                                  | Level for rating                                                                                                             | Psychological perspective | Emphasising on Coaching Relationship |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|
| BPS Standard Framework for Coaching Psychology (2008)                         | <ul style="list-style-type: none"><li>• 4 broad clusters</li><li>• 112 competencies</li></ul>                           | Meta-analysis of previous research and coaching expert's personal experiences                                                                                                                       | Not specifically referred to - more generic coaching competencies such as listening, building rapport, managing the process. | Yes                       | Yes                                  |
| ICF Professional Coaching Core Competencies (2009)                            | <ul style="list-style-type: none"><li>• 4 competency groups</li><li>• 11 competencies</li><li>• 70 behaviours</li></ul> | No information                                                                                                                                                                                      | Yes (3 levels)                                                                                                               | No                        | Yes                                  |
| EMCC Competency Framework (2009)                                              | <ul style="list-style-type: none"><li>• 8 competency groups</li></ul>                                                   | Developed through an extensive Europe-wide consultative process, drawing on both expert and practitioners' experiences                                                                              | Yes (4 levels)                                                                                                               | No                        | Yes                                  |
| AC Coach Accreditation Scheme Integrated Coaching Competency Framework (2011) | <ul style="list-style-type: none"><li>• 12 categories</li><li>• 74 behaviours</li></ul>                                 | Collected the perspectives from AC members in early 2005.<br>Five coaching experts/practitioners (one is chartered psychologist) helped to analyse and combine the data collected from the members. | No                                                                                                                           | No                        | Yes                                  |
| The Coaching Psychologist Competency Framework (CPCF)                         | <ul style="list-style-type: none"><li>• 13 competencies</li><li>• 100 behaviours</li></ul>                              | <ul style="list-style-type: none"><li>• CIT</li><li>• TA</li><li>• Q-Sorting</li><li>• Cross-validation (next study)</li><li>• Quasi-experiment (next study)</li></ul>                              | Yes                                                                                                                          | Yes                       | Yes                                  |

Compared with the coach competency frameworks developed by AC, BPS, EMCC and ICF, CPCF is the first framework which was developed through rigorous and evidenced-based processes. The researcher searched the official websites and papers of these relevant coaching associations: there was no detailed development information for ICF's competency framework. The frameworks by AC, BPS and EMCC were all developed and defined through consultation with the coaching experts in their societies or integrated the research results from coaching literature studies. CPCF is the first framework which comprises four coaching roles' (coaching experts, coachees, organisational stakeholders and internal coaches) perspectives on the effective coach's attributes for establishing a constructive coaching relationship. Three key development phases include Critical Incident Interviews, Thematic Analysis and Q-sorting method. In order to reduce the bias of the data analysis process, nine research collaborators were invited to analyse and integrate the research findings together. Two subsequent research phases (cross-validation questionnaire and quasi-experiment) will be carried out to examine the validation of this competency framework.

In addition, a well-developed competency framework needs to identify relevant competencies that differentiate high performers from others at the same job level (Woodruffe, 2007). Merely EMCC developed levels for the behavioural indicators in their competency frameworks for rating. Three or four levels of the behavioural indicators were classified; each level states capability indicators to differentiate requirements for different level practitioners. For example, there are four levels of EMCC competency framework for assessment: foundation, practitioner, senior practitioner and master practitioner. However, the process to define these differentiated levels for the behavioural indicators was also based on their coaching experts' personal experiences in the societies. In contrast with EMCC, this competency framework study (CPCF) included the perspectives from three different roles (angles) in the coaching process (coach, coachee and organisational stakeholder), and the identified competencies will be rated by coaches and coachees through a cross-validation

questionnaire study to outline the most helpful competencies for establishing a constructive coaching relationship. Further, the behavioural indicators underpinned each competency will be ranked according to their importance/sequence in the coaching process. The detailed results will be presented in the next chapter.

To sum up, a well-defined competency framework should be evidence-based not merely based on content analysis and articulate a set of relationships by specifying how the components related to each other (Bartram, 2012). CPCF is the first competency framework for a coaching psychologist that was developed through three major rigorous research phases by comprising the perspectives from three different roles in the coaching process. Also two subsequent studies (questionnaire and quasi-experiment) will be undertaken to test out the validation of this framework. In order to present a well-articulated set of model for further assessment (user-friendly), the competencies of CPCF will be also rated by coaches and coachees to outline the most helpful competencies and behavioural indicators for underpinned an effective coaching relationship and results.

## **5.5 Conclusion**

This is the first study aimed at developing a competency framework with emphasis on what facilitates a constructive coaching relationship for the coaching psychologist through rigorous research process. This study followed the previous SR on Coaching Psychology to outline explicit competency definitions and behavioural indicators. Although coaching has been widely applied in the organisational and leadership development field in recent years, coaching is still not a standardised accredited professional yet due to the diversity of coaches' prior backgrounds and applied interventions (Bennett, 2006). In addition, the research focus has shifted to examine whether a constructive coaching process facilitates effective coaching results and to identify effective factors and the coach's attributes to enhance the coaching relationship. In order to have a better understating of existing coaching studies prior further

research, a SR on Coaching Psychology was undertaken. The SR results confirmed that psychological background and training are critical requirements for a professional coach to facilitate an effective coaching relationship. Also, key factors and the coach's attributes for enhancing the coaching process were identified through synthesising all relevant included studies. A draft competency framework for a coaching psychologist was outlined; this initial model could be a foundation for further Coaching Psychology study. Indeed, some of the governing professional coaching associations (BPS, ICF, AC and EMCC) have developed their standard frameworks in consultation with members. Some areas within these frameworks still need to be improved based on the based on Woodruffe's (2007) and Bartram's (2012) criteria for a complete competency framework, such as the evidence-based development process and differentiated levels for rating. Therefore, a rigorous study that intends to explore and examine the precise behavioural indicators through comprehensive research methods for a professional coaching psychologist is an essential step to determine psychology standing in the coaching filed.

This CPCF study comprised three major research phases: Critical Incident Interviews, Thematic Analysis and Q-sorting sessions. A total of 25 participants (coaches, coachees and organisational stakeholders) were interviewed to gather their perspectives on effective attributes associated with a constructive coaching relationship for a coaching psychologist. Nine research collaborators were invited to participate in the data analysis process for generating more objective study results. A total of 13 competencies and 100 behaviours underpinning these competencies were identified and defined (See Appendix K).

The five most referred competencies from the interviews were outlined:

- "Active communication skills" (14.9%).
- "Creating an environment for a collaboration/joint relationship" (14.5%).
- "Contracting and management of the process" (11.1%).

- “Goal focus/goal tracking” (9.5%).
- “Being aware of and managing coachees’ feelings and motivation” (8.0%).

Further, “active communication skills” and “being aware of and managing coachees’ feelings and motivation” were also both ranked as the primary effective competencies in each interview group (See Table 5.10).

In summary, the key competencies (most referred competencies in the interviews) from CPCF basically align with the previous SR findings and existing frameworks developed by relevant coaching associations (e.g. BPS etc.). However, CPCF is the first competency framework for a coaching psychologist that has been developed through three major rigorous research phases by comprising the perspectives from three different roles in the coaching process. Also two subsequent studies (questionnaire and quasi-experiment) will be carried out to test out the validation of this framework. In order to present a well-articulated set of model for further assessment (user-friendly), the competencies of CPCF will be also rated by coaches and coachees to outline the most helpful competencies and behavioural indicators for underpinned an effective coaching relationship and results.

## **Chapter 6: Study Three: The Reliability and Cross Validation of the Coaching Psychologist Competency Framework**

### **6.1 Introduction**

This chapter sets out the examination of the draft Coaching Psychology Competency Framework (CPCF) drawn up in Study Two (Chapter 5). An initial competency framework with 13 competencies underpinning by 100 behavioural indicators to help the coach to enhance a constructive coaching relationship, were outlined through a role analysis. Summarising the discussion in previous chapters, several national and international coaching governing professional associations (such as BPS and ICF) have developed standard professional competency frameworks in consultation with members to provide benchmarks required for practice as a professional coach. However, from the documents provided it is not obvious as to whether these frameworks were validated through an evidence-based process and to what extent any indicators (relevant behaviours) are explicit and clear to facilitate any ratings. A valid psychometric measurement provides more reliable information / evidence to predict, explain, diagnose and make decision about the issue under investigation (Hammond, 1995; Howitt & Cramer, 2011). The examination process is usually split into two main phases: reliability examination and validity evaluation. Therefore, a questionnaire study (N=107) was carried out to (a) examine whether the behavioural indicators underpinning the CPCF are internally consistent and (b) to evaluate to what extent the indicators relating to the CPCF correspond with items measuring the coaching alliance. The behavioural items underpinning the CPCF were reviewed and differentiated into three levels (Soft Skills, Hard Skills and Additional Behavioural Indicators) based on the analysis results. The choice of research methods and evaluation scale were explained in Chapter 3 (3.2.3); this chapter mainly present the validation procedure and study results.

## 6.2 Research Process

### 6.2.1 Phase One: A prior expectation and theoretical mapping.

In order to investigate convergent and divergent validity, the CPCF was mapped with CAI indicators to determine theoretically related for a cross-validation examination. Each CAI indicator was matched with the competencies that share similar features. This mapping aimed to initially distinguish the corresponding competencies for CAI indicators and to ensure the accuracy of correlation analysis. The more features the matched indicators share, the more precisely correlation analysis results would be generated (See Table 6.1). The mapping was firstly undertaken by the main researcher and subsequently consulted with their supervisor for comments. We aimed to pair-off the most similar indicators from CAI and CPCF through reading their definitions. However some CAI indicators cover a relevantly broad spectrum (e.g. I am confident in my ability to help my client) and also some of the CAI indicators were mapped against more than one corresponding competency. For example, “we are working towards *mutually agreed upon goals*” was considered relevant to both “Creating an environment for a Collaboration/Joint Relationship and “Goal Focus/Goal Tracking” because this indicator emphasizes the importance of involving the coachee’s perspectives (collaboration) when setting the goal in the coaching process. Thus, we considered this mapping as a prior theoretical examination to see if CAI is an appropriate measurement for this cross-validation study. . These mapping results show each indicator is mapped onto at least one corresponding CPCF competency; therefore it could be initially concluded CAI is an adequate self-report measurement for a cross-validation with CPCF.

Table 6.1

*A Prior Expectation for Theoretical Mapping*

| Coaching Alliance Feature                                                                                       | Coaching Alliance Indicator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Corresponding COCF Competency                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Task:</b><br>Mutual understanding of how coaching work will take place and the tasks or roles of each party. | My client and I agree about the steps to be taken to improve their situation.<br><b>My coach and I agree about the things I will need to do in coaching to help improving my situation.</b><br>My client and I both feel confident about the usefulness of our current activity in coaching.<br><b>What I am doing in coaching gives me new ways of looking at issues or challenges I have.</b><br>We agree on what is important for my client to work on.<br><b>We agree on what is important for me to work on.</b><br>My client believes the way we are working with their problem is correct.<br><b>I believe the way we are working with my problem is correct.</b> | <ul style="list-style-type: none"> <li>• Creating/Developing a Framework for the Process</li> <li>• Using Resources</li> <li>• Contracting and Management of the Process</li> <li>• Encourage</li> </ul>                                                                                                         |
| <b>Goal:</b><br>Clear mutual agreement about the goal of the work and the desired coaching outcome              | I have doubts about what we are trying to accomplish in coaching.<br><b>My coach does not understand what I am trying to accomplish in coaching.</b><br>We are working towards mutually agreed upon goals.<br><b>My coach and I are working towards mutually agreed upon goals.</b><br>My client and I have different ideas on what the real problems are.<br><b>My coach and I have different ideas on what my problems are.</b><br>We have established a good understanding between us of the kind of changes that would be good for my client.<br><b>We have established a good understanding of the kind of changes that would be good for me.</b>                   | <ul style="list-style-type: none"> <li>• Contracting and management of the process.</li> <li>• Creating an Environment for a Collaboration/Joint Relationship</li> <li>• Goal Focus/Goal Tracking</li> <li>• Flexibility and Adaptability</li> <li>• Active Communication Skills</li> </ul>                      |
| <b>Bond:</b><br>Mutual empathy and respect need to exist                                                        | I believe my client likes me.<br><b>I believe my coach likes me.</b><br>I am confident in my ability to help my client.<br><b>I am confident my coach's ability to help me.</b><br>I appreciate my client as a person.<br><b>I feel that my coach appreciates me.</b><br>My client and I have built a mutual trust.<br><b>My coach and I trust one another.</b>                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Being aware of and managing coachees' feeling and motivation.</li> <li>• Assisting and Guiding.</li> <li>• Consideration of individual differences.</li> <li>• Demonstrating Empathy</li> <li>• Engaging/Coach's ability to engage &amp; maintain engagement</li> </ul> |

### **6.2.2 Phase Two: Pilot study.**

A pilot study which is defined as a “pre-testing” or “trying out” of a particular research instrument (Baker, 1994) was undertaken with five participants prior to the official questionnaire launch (N=5, 3 coaches and 2 coachees). The purpose was to ensure whether the language used and context in the questionnaire were appropriate and comprehensive, with regards to both the items as such and also the instructions. This minimised the potential for the respondents misinterpreting any questions due to unclear instructions or the language used in the questionnaires. People participating in any pilot test are usually experts in the field or potential users of the questionnaire, therefore two coaches (one external and one internal) and three coachees were invited to complete these two questionnaires and provide feedback to the main researcher (such as language, vocabulary, syntax and structure of the questionnaire). The feedback from this pilot test was obtained in two categories: language use and structure. As a result, some inappropriate wordings were replaced or omitted, for example: Asking “awkward” and difficult questions to get the coachee to think in a different way. Two coaching experts commented that “awkward” is not an appropriate vocabulary in this questionnaire; thus “awkward” was omitted from this item. In addition, most respondents from this pilot test indicated it would be easier for them to recall this specific coaching experience if the items in the questionnaire were sorted by competency. The CPCF questionnaire was amended based on the comments from this pilot test.

### **6.2.3 Phase Three: Questionnaire launch.**

#### ***6.2.3.1 Participant recruitment.***

Two groups of participants were required for this questionnaire study: coaches with psychological background or training and coachee (Appendix L). A prize draw was offered to attract participants. The participants were recruited through the following approaches:

- Personal contacts: participants from previous two studies (e.g. panels of SR study, coaching experts and coachees from the previous competency development study).
- Social media: a recruitment letter was posted on Facebook, LinkedIn (coaching and Human Resource development relevant societies and groups) and Twitter.
- Universities: a recruitment letter was sent to universities in the UK (especially MBA programmes and management schools) to seek people who had coaching experiences.

### 6.3.2.2 Participants and respondents.

A total of 107 (86 complete, 21 incomplete) respondents of this questionnaire study: 72 respondents were from coach groups and 35 were done by coachees. The coach group respondents contained 45 external and 10 internal coaches (17 not provided) who have an average 12.8 years coaching service provider experience in the UK. The coachee group respondents included 10 males and 18 females who had taken part in coaching sessions for average of 12.4 months. The variety of topics included communication issues, career change, performance improvement and leadership development. This study design was reviewed and given approval by the central ethical committee in the University of Surrey (Appendix M). We briefed the respondents on the background and purpose of this cross-validation study before gaining consent forms to complete the questionnaires (Appendix N, O, P and Q). Table 6.2 summarises the demographic information of coach respondents:

Table 6.2

#### *The Demographic Information for Coach Respondents*

| Gender | Male | Female | Not Provided |
|--------|------|--------|--------------|
|        | 21   | 36     | 15           |

| Nationality | British | Others (Australian, Indian, French, Italian, Sri Lankan, American and South American) | Not Provided |
|-------------|---------|---------------------------------------------------------------------------------------|--------------|
|             | 45      | 9                                                                                     | 18           |

6.2.4 Phase Four: Data analysis methods and results.

Data analysis in this questionnaire study was divided into five steps:

1. *Removal of problematic items.* This step aimed to discover the problematic items that might affect the analysis results. For example, some respondents rated all the items with the same score (e.g. all rated 6 or 1) so there was no variance; these outliers were removed from the data analysis. As there were some reversed items in CAI (e.g. questions eight and ten), it was illogical when two relevant questions were rated with the same score, providing an indication that participants may not have read or understood the relevant items. For example, if the coach respondent perceived that a mutual goal was set with coachee in the coaching process (question eight was rated 6), it was not rational to rate 6 for question ten as well (coach and the coachee had different ideas on what the coachee’s real problem was). Thus, a total of 8 items were discarded, examples were:

Table 6.3  
*Reversed Items in the Coaching Alliance Inventory*

| Number | Statement                                                                       | Never                    | Rarely                   | Sometimes                | Often                    | Very Often               | Always                   |
|--------|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1      | My client and I agree about the steps to be taken to improve the situation. (R) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4      | I have doubts about what we are trying to accomplish in coaching. (R)           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8      | We agree on what is important for my client to work on. (R)                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10     | My client and I have different ideas on what the real problems are. (R)         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

R = Reversed Questions / Items

2. *Examining the reliability of CPCF through assessing Cronbach's alpha value of each*

*item by SPSS.* Checking the reliability of the scale is a key step when validating a questionnaire (Field, 2009). Initially, Cronbach's alpha of the CPCF structure was assessed. Table 6.4 presents the alpha values of these 13 competencies. In general, a cut-off point of .70 ( $\alpha=.70$ ) is accepted when validating psychological constructs because the standard error of measurement of a score increases as the reliability decreases; thus tests of low reliability are less useful for practical application (Kline, 2013). In this competency framework, most (11 of 13 competencies) of the competencies'  $\alpha$  values are larger than .7. Though the  $\alpha$  values of "Using Resources" ( $\alpha=.68$ ) and "Flexibility and Adaptability" ( $\alpha=.35$ ) were lower than .70; it may not be suitable to determine whether these two competencies are unreliable before further analysis because the number of items also affects the value of  $\alpha$  (Cortina, 1993). For example as the number of items on the scale reduces,  $\alpha$  reduces. These two competencies had only two items each, thus further analysis (e.g. interclass correlation and cross-validation) was undertaken to determine which items should be retained in the final competency framework.

Table 6.4

*Cronbach’s Alpha Values for CPCF by Competency*

| Competency                                                       | Number of Items  | Cronbach’s Alpha ( $\alpha$ ) |
|------------------------------------------------------------------|------------------|-------------------------------|
| • Active Communication Skills.                                   | 15               | .83                           |
| • Goal Focus/Goal Tracking.                                      | 9                | .85                           |
| • Consideration of Individual Differences.                       | 9                | .86                           |
| • Contracting and Management of the Process.                     | 12               | .85                           |
| • Creating a Collaborative/Joint Relationship.                   | 12               | .83                           |
| • Using Resources.                                               | 2                | .68                           |
| • Being Aware of and Managing Coachees’ feelings and Motivation. | 10               | .91                           |
| • Assisting and Guiding.                                         | 6                | .85                           |
| • Encouraging.                                                   | 3                | .76                           |
| • Creating/Developing a Framework for the Process.               | 10               | .83                           |
| • Demonstrating Empathy.                                         | 2                | .74                           |
| • Flexibility and Adaptability.                                  | 2                | .35                           |
| • Engaging/Coach’s Ability to Engage & Maintaining Engagement.   | 8                | .83                           |
| <b>Total: 13 competencies</b>                                    | <b>100 items</b> |                               |

3. *Cross-validation with CAI.* This step examined the relation between items of the CPCF and their corresponding CAI indicators by computing Parson’s Correlation with SPSS (e.g. “Listening actively” and “We have established a good understanding between us of the kind of changes that would be good for my client”). Please refer to Table 6.1. The stronger correlation between competencies and their corresponding CAI indicators, the greater effectiveness of this competency framework for establishing and maintaining a constructive coaching relationship. Almost half of the items (49 of 100 behavioural indicators) have a moderate correlation with their corresponding CAI indicators ( $r \geq .3$ ). In order to evaluate these items in a more rigorous way, the mean and range were also considered when screening the competencies and behavioural indicators. Table 6.5 summarises the mean and range of each item and the correlation with its corresponding CAI indicator.

Table 6.5

*Item Mean, Range and Correlation with Corresponding CAI Indicator*

| Competences                    | Behaviours                                                                                       | Mean | Correlation with CAI (r.) |
|--------------------------------|--------------------------------------------------------------------------------------------------|------|---------------------------|
| 1. Active Communication skills | • Asking challenging and difficult questions to facilitate coachees to think in a different way. | 5.31 | .23                       |
|                                | • Reflecting back coachees' issues.                                                              | 5.23 | .20                       |
|                                | • Listening actively.                                                                            | 5.63 | .39                       |
|                                | • Responding at appropriate times.                                                               | 5.39 | .25                       |
|                                | • Keeping a balance between listening and questioning.                                           | 5.39 | .20                       |
|                                | • Providing appropriate feedback to coachees.                                                    | 5.22 | .10                       |
|                                | • Probing the meaning that lies behind what a coachee says.                                      | 5.35 | .45                       |
|                                | • Asking open questions.                                                                         | 5.42 | .40                       |
|                                | • Challenging coachees to think and interpret situations in a different way.                     | 5.31 | .31                       |
|                                | • Using appropriate language (e.g. vocabulary and terminology).                                  | 5.09 | .08                       |
|                                | • Demonstrating appropriate and non-judgmental body language.                                    | 5.20 | .30                       |
|                                | • Remaining firm.                                                                                | 4.34 | .03                       |
|                                | • Staying attentive.                                                                             | 5.52 | .31                       |
|                                | • Remaining calm and confident..                                                                 | 5.58 | .19                       |
|                                | • Asking probing and "why" questions to facilitate coachees to think in a different way.         | 5.00 | .07                       |
| 2. Goal focus / Goal tracking  | • Inviting coachees to identify concrete goals.                                                  | 4.92 | .46                       |
|                                | • Developing action plans that meet coachees' needs.                                             | 4.76 | .26                       |
|                                | • Continuously evaluating coachees' change and progress.                                         | 4.73 | .28                       |
|                                | • Establishing mutually agreed goals.                                                            | 4.72 | .46                       |
|                                | • Maintaining focus on important issues.                                                         | 5.32 | .44                       |
|                                | • Assisting coachees to review their goals.                                                      | 4.94 | .37                       |
|                                | • Comparing coaching results.                                                                    | 3.63 | .25                       |
|                                | • Developing realistic tasks and actions.                                                        | 4.98 | .53                       |
|                                | • Prioritising action plans with the coachee.                                                    | 4.77 | .31                       |

|                                              |                                                                                                       |      |     |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------|------|-----|
| 3. Consideration of individual differences   | • Considering coachees' individual issues and context when deciding whether to challenge them.        | 5.06 | 034 |
|                                              | • Being aware of (coachees') complex personal life circumstances.                                     | 4.40 | .24 |
|                                              | • Accepting that every coachee is unique.                                                             | 5.15 | .37 |
|                                              | • Adapting communication styles to different needs and contexts.                                      | 5.19 | .34 |
|                                              | • Showing respect to each other's professional backgrounds and experiences.                           | 5.16 | .46 |
|                                              | • Putting the coachees at the centre of the coaching engagement.                                      | 5.45 | .49 |
|                                              | • Respecting cultural diversity.                                                                      | 4.81 | .15 |
|                                              | • Demonstrating an appropriate sense of humour based on individual backgrounds and context.           | 4.87 | .24 |
|                                              | • Adapting coaching structure and content according to coachees' needs.                               | 5.38 | .41 |
| 4. Contracting and management of the process | • Keeping professional boundaries.                                                                    | 5.12 | .37 |
|                                              | • Explaining the role of coaching processes and techniques for achieving personal goals.              | 4.83 | .30 |
|                                              | • Allowing space for private conversations.                                                           | 4.15 | .04 |
|                                              | • Maintaining and emphasising confidentiality.                                                        | 5.27 | .23 |
|                                              | • Having a chemistry meeting before the first coaching session.                                       | 4.44 | .20 |
|                                              | • Establishing boundaries and terms and conditions before the first session.                          | 4.72 | .51 |
|                                              | • Being aware of boundary of competence.                                                              | 4.73 | .28 |
|                                              | • Preparing and sending an agreed contract to coachees and clients before the first coaching session. | 3.97 | .09 |
|                                              | • Involving coachees and organisational stakeholders together in the contracting process.             | 4.00 | .21 |
|                                              | • Communicating with coachees' supervisors for support.                                               | 3.66 | .01 |
|                                              | • Creating a transparent process through involving coachees' organisations.                           | 3.93 | .10 |
|                                              | • Maintaining ethical standards throughout the coaching process.                                      | 5.48 | .36 |

|                                                                     |                                                                                                         |      |     |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------|-----|
| 5. Creating an environment for a collaboration / joint relationship | • Obtaining coachees' permission and agreement before challenging them.                                 | 4.37 | .44 |
|                                                                     | • Ensuring a comfortable environment for the coaching sessions.                                         | 4.98 | .25 |
|                                                                     | • Maintaining a supportive relationship with coachees.                                                  | 5.30 | .45 |
|                                                                     | • Gaining coachees' trust by providing space to talk.                                                   | 5.47 | .43 |
|                                                                     | • Encouraging collaboration to facilitate change.                                                       | 5.23 | .33 |
|                                                                     | • Sharing own experiences and perspectives.                                                             | 3.97 | .31 |
|                                                                     | • Maintaining a relaxed and friendly manner.                                                            | 5.15 | .37 |
|                                                                     | • Creating an open and honest environment.                                                              | 5.49 | .53 |
|                                                                     | • Exploring solutions and action plans together.                                                        | 5.10 | .45 |
|                                                                     | • Shifting the ownership of the coaching engagement to the coachee.                                     | 5.17 | .15 |
|                                                                     | • Asking coachees to lead the contracting phase and three-way meeting with organisational stakeholders. | 3.69 | .01 |
|                                                                     | • Ensuring both parties are comfortable working with each other.                                        | 4.92 | .24 |
| 6. Using resources                                                  | • Encouraging coachees to identify any resources and support needed.                                    | 5.16 | .32 |
|                                                                     | • Sharing useful learning information (e.g. articles, links or exercises).                              | 4.95 | .06 |
| 7. Being aware of managing                                          | • Remaining constructive to protect coachees' self-esteem.                                              | 5.06 | .42 |
|                                                                     | • Inviting coachees to share feelings, issues and areas they would like to improve.                     | 5.22 | .42 |
|                                                                     | • Inviting coachees to share what is important to them.                                                 | 5.35 | .47 |
|                                                                     | • Alleviating coachees' fears and negative mindset.                                                     | 4.93 | .32 |
|                                                                     | • Providing space to verbalise coachees' issues, thoughts and opinions.                                 | 5.36 | .28 |
|                                                                     | • Developing and maintaining coachees' self-awareness.                                                  | 5.28 | .39 |
|                                                                     | • Observing coachees' emotional state through their conversations.                                      | 5.25 | .29 |
|                                                                     | • Ensuring coachees have a receptive and positive mindset.                                              | 4.82 | .31 |
|                                                                     | • Enhancing coachees' self-motivation.                                                                  | 5.00 | .38 |
|                                                                     | • Identifying coachees' emotional reactions.                                                            | 5.11 | .23 |

|                                                         |                                                                                                   |      |     |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------|------|-----|
| 8. Assisting and guiding                                | • Assisting coachees to identify their motivations.                                               | 5.09 | .05 |
|                                                         | • Guiding coachees to visualise the future.                                                       | 5.12 | .09 |
|                                                         | • Assisting coachees to build their confidence.                                                   | 5.16 | .19 |
|                                                         | • Assisting coachees to identify their strengths.                                                 | 5.29 | .18 |
|                                                         | • Assisting coachees to think about the decisions they make.                                      | 5.31 | .21 |
|                                                         | • Assisting coachees to recognise challenges and difficulties.                                    | 5.26 | .05 |
| 9. Encouraging                                          | • Encouraging coachees to develop solutions.                                                      | 5.44 | .21 |
|                                                         | • Encouraging coachees to try new methods.                                                        | 5.29 | .24 |
|                                                         | • Encouraging coachees to share stories.                                                          | 4.85 | .35 |
| 10. Creating and developing a framework for the process | • Making use of note taking to develop the coaching process structure.                            | 4.61 | .07 |
|                                                         | • Adopting an appropriate coaching framework to structure conversation with coachees.             | 4.72 | .14 |
|                                                         | • Summing up, prompting and checking understanding at appropriate times.                          | 5.23 | .08 |
|                                                         | • Preparing each session well to gain engagement.                                                 | 4.75 | .17 |
|                                                         | • Seeking coachees' feedback through questions, questionnaires and using rating or likert scales. | 4.16 | .34 |
|                                                         | • Seeking feedback from coachees and organisational stakeholders.                                 | 4.35 | .20 |
|                                                         | • Integrating tasks and exercises into the coaching process.                                      | 4.47 | .19 |
|                                                         | • Reviewing previous behaviours with coachees.                                                    | 4.80 | .24 |
|                                                         | • Recapping and summarising the coaching content after each session.                              | 5.05 | .29 |
|                                                         | • Communicating with coachees' supervisors for feedback.                                          | 5.63 | .06 |
| 11. Demonstrating empathy                               | • Listening with empathy.                                                                         | 5.39 | .45 |
|                                                         | • Demonstrating understanding of coachees' issues, reactions and difficulties.                    | 5.36 | .36 |
| 12. Flexibility and adaptability                        | • Remaining flexible.                                                                             | 5.37 | .19 |
|                                                         | • Continuously renewing coaching contract according to coachees' feedback.                        | 4.23 | .14 |

|                                                                |                                                                                              |      |     |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------|------|-----|
| 13. Engaging / Coach's ability to engage & maintain engagement | • Engaging in coachees' personal development interests.                                      | 4.77 | .53 |
|                                                                | • Commencing coaching sessions with some broad topics or questions to engage coachees.       | 4.42 | .48 |
|                                                                | • Building rapport and trust at the beginning of the coaching process.                       | 5.49 | .69 |
|                                                                | • Maintaining positive effect to support the relationship.                                   | 5.01 | .50 |
|                                                                | • Using scaling (on a scale of 1-10 ) to gain commitment.                                    | 3.92 | .34 |
|                                                                | • Engaging coachees to coaching process before the session commences.                        | 4.42 | .28 |
|                                                                | • Remaining approachable, responsive, open and friendly.                                     | 5.45 | .51 |
|                                                                | • Enhancing coachees' commitment by agreeing the areas they want to work on and their goals. | 5.31 | .55 |

4. *Sorting items into groups/levels.* In order to differentiate different levels of coaching competence (need a citation here) and articulate these behavioural indicators into a set of comprehensive framework, items were sorted into groups/levels through examining their means, range and correlation with CAI. Three levels of competency were distinguished in this study, Table 6.6 outlines the criteria and features of each level:

Table 6.6

*Three Levels for the CPCF*

| Level                             | Definition                                                                                                                                                                              | Criteria                                             |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Soft Skills                       | Items which showed both higher means and correlation are defined as a “baseline” for any coaching sessions. These behavioural indicators appear more like coach’s interpersonal skills. | Means ≥ 5.3 and<br>Correlation with CAI ≥ .30        |
| Hard Skills                       | Items which showed slightly lower means but significant correlation with CAI. These indicators are more relevant to coach’s goal setting and process management skills.                 | Means between 3.0-5.3,<br>Correlation with CAI ≥ .30 |
| Additional Behavioural Indicators | Items which have minor influence on coaching relationship but could be used to support Soft and Hard Skills.                                                                            | Means ≥.30<br>Correlation with CAI < .30             |

- *Soft Skills:* (mean  $\geq 5.3$ ;  $r. \geq .30$ ). Items whose mean is equal to or larger than 5.3 and also the correlation coefficients with their corresponding CAI indicators are equal to or larger than .3 ( $r. \geq .30$ ) were defined as essential elements. These items had a stronger internal consistency and high correlation with CAI, thus they were considered as ‘core behaviours’ for an effective coaching relationship in this study. Seven items (e.g. listening actively) under “Active Communication Skills” (5 items) and “Demonstrating Empathy” (2 items) were identified as such Soft Interpersonal Skills”. These behavioural indicators are more relevant to coaches’ interpersonal skills to facilitate an effective coaching relationship (See Table 6.7); therefore, items at this level are regarded as the underlying soft skills for a professional coach to establish an effective coaching relationship.

Table 6.7

*Soft Skills for an Effective Coaching Relationship*

| Competences                 | Behavioural Indicators                                                                                                                                                                                                                                                                      |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Communication Skills | <ul style="list-style-type: none"><li>• Listening actively.</li><li>• Probing the meaning that lies behind what a coachee says.</li><li>• Asking open questions.</li><li>• Challenging coaches to think and interpret situations in a different way.</li><li>• Staying attentive.</li></ul> |
| Demonstrating Empathy       | <ul style="list-style-type: none"><li>• Listening with empathy.</li><li>• Demonstrating understanding of coachees’ issues, reactions and difficulties.</li></ul>                                                                                                                            |
| Total: 2 Competencies       | 7 items                                                                                                                                                                                                                                                                                     |

- *Hard Skills:* (mean between 3.0-5.3,  $r. \geq .30$ ) Items whose mean are between 3.0 and 5.3; and also the correlation coefficients with their corresponding Coaching Alliance Inventory indicator are stronger than .30 are classified into the second group. Items in this group have less strong internal consistency Soft Skills. It does not indicate that these

items are of minor importance; they facilitate the effective coaching relationship through a constructive way. A total of 38 items underpinning six competencies were sorted into this group (See Table 6.8). The majority of these items are more associated with goal setting and process management / contracting skills (e.g. developing realistic tasks and actions and inviting coaches to share what is important to them). Referring back the ultimate purpose of coaching, coaching aims to facilitate the coachee's behavioural and performance change through an interactive process between two people (coach and coachee). It implies that successful coaching is not only about building a harmonious relationship with the coachee but also assisting the coachee to achieve the goal. Therefore, how the coach manages an effective coaching process by leveraging relevant skills, such as establishing mutually agreed goals and establishing boundaries and terms and conditions before the first session, are also key elements in the coaching process as well. Nevertheless, the mean (between 3-5.3) of these items is not as higher as the first group ( $> 5.3$ ); it could be initially conclude that interpersonal interaction soft skills are recognised as a fundamental basis for an effective coaching relationship than process management and goal setting skills in this study. There are some essential elements (stronger means and correlation with CAI) under the second group competencies highlighted in Table 6.8.

Table 6.8

*Hard Skills for an Effective Coaching Relationship*

E=Essential Elements

| Competencies                                                     | Behavioural Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal Focus/Goal Tracking                                         | <ul style="list-style-type: none"> <li>• Maintaining focus on important issues. (E)</li> <li>• Inviting coachees to identify concrete goals.</li> <li>• Establishing mutually agreed goals.</li> <li>• Assisting coachees to review their goals.</li> <li>• Developing realistic tasks and actions.</li> <li>• Prioritising action plans with the coachee.</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| Consideration of Individual Differences                          | <ul style="list-style-type: none"> <li>• Putting the coachees at the centre of the coaching engagement. (E)</li> <li>• Adapting coaching structure and content according to coachees' needs. (E)</li> <li>• Considering coachees' issues and context when deciding whether to challenge them.</li> <li>• Accepting that every coachee is unique.</li> <li>• Showing respect to each other's professional backgrounds and experiences.</li> </ul>                                                                                                                                                                                                                                          |
| Contracting and Management of the Process                        | <ul style="list-style-type: none"> <li>• Maintaining ethical standards throughout the coaching process. (E)</li> <li>• Establishing boundaries and terms and conditions before the first session.</li> <li>• Keeping professional boundaries.</li> <li>• Explaining the role of coaching processes and techniques for achieving personal goals.</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| Creating an Environment for a Collaboration / Joint Relationship | <ul style="list-style-type: none"> <li>• Maintaining a supportive relationship with coachees. (E)</li> <li>• Gaining coachees' trust by providing space to talk. (E)</li> <li>• Creating an open and honest environment. (E)</li> <li>• Obtaining coachees' permission and agreement before challenging them.</li> <li>• Encouraging collaboration to facilitate change.</li> <li>• Sharing own experiences and perspectives.</li> <li>• Maintaining a relaxed and friendly manner.</li> <li>• Exploring solutions and action plans together.</li> </ul>                                                                                                                                  |
| Being Aware of and Managing Coachees' Feelings and Motivation    | <ul style="list-style-type: none"> <li>• Inviting coachees to share what is important to them. (E)</li> <li>• Remaining constructive to protect coachees' self-esteem.</li> <li>• Inviting coaches to share feelings, issues and areas they would like to improve.</li> <li>• Alleviating coachees' fears and negative mindset.</li> <li>• Developing and maintaining coachees' self-awareness.</li> <li>• Ensuring coaches have a receptive and positive mindset.</li> <li>• Enhancing coachees' self-motivation.</li> </ul>                                                                                                                                                             |
| Engaging / Coach's Ability to Engage and Maintaining Engagement  | <ul style="list-style-type: none"> <li>• Building rapport and trust at the beginning of the coaching process. (E)</li> <li>• Remaining approachable, responsive, open and friendly. (E)</li> <li>• Enhancing coachees' commitment by agreeing the areas they want to work on and their goals. (E)</li> <li>• Have a chemistry meeting before the first coaching session.</li> <li>• Engaging in coachees' personal development interests.</li> <li>• Commencing coaching sessions with some broad topics or questions to engage coaches.</li> <li>• Maintaining positive affect to support the relationship.</li> <li>• Using scaling (on a scale of 1-10) to gain commitment.</li> </ul> |
| Total                                                            | 38                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

5. *Items for further review*: 55 items which had very weak correlation with CAI ( $r < .30$ ) or are duplicated were screened for further review by checking their mean, range and interclass correlation. Final content review: problematic items identified from the previous step were reviewed by the main researcher and their supervisor by examining the item mean, interclass correlation and analysing their actual context by a second review of interview transcriptions from Study Two. This process classified these 55 potentially problematic items into another two sub-groups: Supplementary Behavioural Indicators and discarded items. Items which had moderate and significant interclass correlation ( $\alpha > .30$ ) were defined as Additional Behavioural Indicators (See Table 6.9). Although these Additional Behavioural Indicators had relatively weak correlation with their correspondent CAI indicators, they still had moderate significant internal consistency ( $\alpha > .30$ ) which meant they still had a certain degree influence on supporting the Hard and Soft Skills to strengthen the coaching relationship and toward goal achievement. In addition, the discarded behavioural indicators were items that had both very low internal consistency and correlation with CAI. They were determined as ineffective behavioural indicators after a content review by the main researcher and their supervisor (See Table 6.10). In addition, “Using Resource”, Encouraging”, “Creating / Developing a Framework for the Process” and “Flexibility and Adaptability” were discarded after the final review because these competencies/items were too loose. Furthermore, “having a chemistry meeting before the first coaching session” was sorted from “Contracting and Management of the Process” to “Engaging/Coach's Ability to Engage & Maintaining Engagement”.

Table 6.9

*Additional Behavioural Indicators for an Effective Coaching Relationship*

| Competencies                                                    | Behavioural Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Communication Skills                                     | <ul style="list-style-type: none"> <li>• Asking challenging and difficult questions to facilitate coachees to think in a different way.</li> <li>• Responding at appropriate times.</li> <li>• Keeping a balance between listening and questioning.</li> <li>• Providing appropriate feedback to coachees.</li> <li>• Using appropriate language (vocabulary and terminology).</li> <li>• Demonstrating appropriate and non-judgmental body language.</li> <li>• Remaining firm.</li> <li>• Remaining calm and confident.</li> </ul> |
| Foal Focus / Goal Tracking                                      | <ul style="list-style-type: none"> <li>• Continuously evaluating coachees' change and progress.</li> <li>• Developing action plans that meet coachees' needs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| Consideration of Individual Differences                         | <ul style="list-style-type: none"> <li>• Being aware of (coachees') complex personal life circumstances.</li> <li>• Demonstrating an appropriate sense of humour based on individual backgrounds and context.</li> <li>• Respecting cultural diversity.</li> </ul>                                                                                                                                                                                                                                                                   |
| Contracting and Management of the Process                       | <ul style="list-style-type: none"> <li>• Maintaining and emphasising confidentiality.</li> <li>• Being aware of boundary of competence.</li> <li>• Involving coachees and organisational stakeholders together in the contracting process.</li> <li>• Preparing and sending an agreed contract to coachees and clients before the first coaching session.</li> <li>• Creating a transparent process through involving coachees' organisations.</li> </ul>                                                                            |
| Creating an Environment for a Collaboration /Joint Relationship | <ul style="list-style-type: none"> <li>• Ensuring a comfortable environment for the coaching sessions.</li> <li>• Ensuring both parties are comfortable working with each other.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| Being Aware of and Managing Coachees' Feelings and Motivation   | <ul style="list-style-type: none"> <li>• Providing space to verbalise coachees' issues, thoughts and opinions.</li> <li>• Observing coachees' emotional state through their conversations.</li> <li>• Identifying coachees' emotional reactions.</li> </ul>                                                                                                                                                                                                                                                                          |
| Assisting and Guiding                                           | <ul style="list-style-type: none"> <li>• Assisting coachees to think about the decisions they make.</li> <li>• Assisting coachees to identify their motivations.</li> <li>• Guiding coachees to visualise the future.</li> <li>• Assisting coachees to build their confidence.</li> <li>• Assisting coachees to identify their strengths.</li> <li>• Assisting coachees to recognise challenges and difficulties.</li> </ul>                                                                                                         |
| Engaging / Coach's Ability to Engage and Maintaining Engagement | <ul style="list-style-type: none"> <li>• Engaging coachees to coaching process before the session commences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| Total                                                           | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Table 6.10

*Ineffective Behavioural Indicators*

| Competencies                                                   | Behavioural Indicators                                                                                                                                                                                                                 |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Communication Skills                                    | <ul style="list-style-type: none"> <li>• <i>Reflecting back coachee's issues.</i></li> <li>• <i>Asking probing and why questions to facilitate coachee to think in a different way.</i></li> </ul>                                     |
| Goal Focus /Goal Tracking                                      | <ul style="list-style-type: none"> <li>• Comparing coaching results.</li> </ul>                                                                                                                                                        |
| Contracting and Management of the Process                      | <ul style="list-style-type: none"> <li>• Allowing space for private conversations</li> <li>• Communicating with coachee's supervisors for support.</li> <li>• Having a chemistry meeting before the first coaching session.</li> </ul> |
| Creating an Environment for Collaborative / Joint Relationship | <ul style="list-style-type: none"> <li>• Asking coachees to lead the contracting phase and three-way meeting with organisational stakeholders.</li> <li>• Shifting the ownership of the coaching engagement to the coachee.</li> </ul> |
| Creating / Developing a Framework for the Process              | <ul style="list-style-type: none"> <li>• Making use of note taking to develop the coaching process structure.</li> </ul>                                                                                                               |
| Total                                                          | <ul style="list-style-type: none"> <li>• Continuously renewing coaching contract according to coachees' feedback.</li> </ul>                                                                                                           |
| <b>Total</b>                                                   | <b>10 items</b>                                                                                                                                                                                                                        |

In summary, a total of 75 behavioural indicators sorted into three groups/levels were retained in this competency framework for further examination by means of a quasi-experiment which will be presented in the next section. Table 6.11 shows the overview of CPCF.

Table 6.11

*Overview of CPCF*

| Category                         | Description | No. of Competences | No. of Behavioural Indicators |
|----------------------------------|-------------|--------------------|-------------------------------|
| Essential Element                |             | 2                  | 7                             |
| Secondary Element                |             | 6                  | 38                            |
| Additional Behavioural Indicator |             |                    | 30                            |
| <b>Total</b>                     |             |                    | <b>75</b>                     |

## **6.3 Discussion**

### **6.3.1 The reliability and validity of the Coaching Psychology competency framework.**

As addressed earlier in this chapter, this study aimed to evaluate the reliability and validity of the CPCF by means of a questionnaire study (cross-validation) indicating correlations between CPCF and CAI.

The reliability of the draft CPCF (e.g. internal consistency) and correlation with CAI were assessed through collecting questionnaires from 107 participants (72 coaches and 35 coachees). These 100 behavioural indicators identified from Study Two (Chapter 4) were evaluated by integrating their means,  $\alpha$  values and correlation ( $r$ . values) with CAI (Table 6.5). A total of 75 behavioural indicators were recognised as the essential elements for a constructive coaching relationship as they have significant internal consistency and positive correlations with the CAI. Thus, the validity of the CPCF was internally ascertained by means of the questionnaire validation.

### **6.3.2 Three competency groups for coaching training and development.**

In order to differentiate the high performers from others at the same job level, these 75 behavioural items were sorted into three groups based on the extent of their correlation with the CAI: Soft, Hard Skills and Additional Behavioural Indicators (Table 6.11). The first group indicators which appear more like a coach's interpersonal interaction soft skills (e.g. listening actively) were identified to be set as a "baseline" for any coaching sessions; because both internal consistency and correlation with CAI are stronger than other behavioural indicators underpinning CPCF Items sorted into the second group (e.g. establishing mutually agreed goals) which are more associated with coach's goal setting and process management skills (i.e. hard skills) were also considered as important competencies for a constructive coaching relationship as the result of correlation coefficient with CAI. However, these skills were classified into the second layer of this competency framework because their means and

internal consistency were slightly lower as the first group. In addition, a total of 30 items were recognised as Additional Behavioural Indicators as they did not have strong correlations with the corresponding CAI indicators but moderate significant internal consistency ( $\alpha > .30$ ). These items could be utilised in coaching supervision agenda because they have a certain degree influence on supporting the Soft and Hard Skills to strengthen the coaching relationship toward goal achievement.

In a brief summary, three groups of competencies were distinguished in this study based on the cross-validation results. This procedure aimed to differentiate these behavioural indicators for multiple coaching training and development agendas. Nevertheless further examination in the field is required to confirm their effectiveness in the authentic coaching scenarios.

### **6.3.3 Comparison with previous competency frameworks.**

This section briefly analyses the validation process between competency frameworks developed by main governing associations (AC, BPS, EMCC and ICF) and the CPCF. The detailed comparison will be presented in Chapter 7 (7.4.2) in reference to standard competency criteria (Shippmann, 2000; Woodruffe, 2007; Bartram, 2012).

With regards to the documentation by AC, BPS, EMCC and ICF; there is no published information on the validity of their competency frameworks available in the public domain (Table 6.12). For this thesis, a well-planned cross-validation questionnaire study with a CAI was designed to evaluate the reliability and validity of the CPCF. Both coach and coachee were recruited to rate to what extent behavioural items underpinning CPCF facilitates better coaching alliance. Applying standard competency criteria (Shippmann, et al., 2000), a well-defined competency objective assists the researcher in identifying an appropriate corresponding measurement scale in the validation process. None of these published documents presented clear objectives of their competency frameworks. In other

words, I could not distinguish exactly what these frameworks aim to evaluate (e.g. to enhance effective coaching relationship or any other specific coaching outcomes). Table 6.12 summarises the objectives of each competency framework based on its published information. “Providing a psychological standard for coaching psychologists” was highlighted as the main objective of the BPS competency framework. Competency frameworks by the EMCC and ICF aimed to offer a guideline for “ethics and good practice in coaching”. These are all relatively general descriptions. Hence, it was difficult to identify a corresponding measurement scale to cross-verify their effectiveness. Nevertheless, CPCF articulated the main purpose of this framework is to outline explicit competency definitions and behavioural indicators for coaching psychologists to facilitate an effective coaching relationship. The “coaching relationship” was a specific point of reference for the CPCF competency objectives. Thus, an examined and wide applied measurement scale for helping relationships, the CAI, was adopted in this questionnaire study to cross-validate the effectiveness of CPCF.

Table 6.12

*Essential Features of Contemporary Coaching Competency Frameworks*

| Association                                                                   | Objective                                                                                                                                                                                                                                 | Development and validation process                                                                                                                                                                             | Level for rating                                                                                                                       | Emphasising on Coaching Relationship |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| BPS Standard Framework for Coaching Psychology (2008)                         | The benchmark psychological standards required for people to demonstrate competence to practice as coaching psychologists.                                                                                                                | Meta-analysis of previous research and coaching expert's personal experiences.                                                                                                                                 | Not specifically refer to more generic coaching competencies such as listening, building rapport, managing the process.                | Yes                                  |
| ICF Professional Coaching Core Competencies (2009)                            | A set of guidelines whose main goal is to establish a benchmark for ethics and good practice in coaching and mentoring, aiming to ensure that practising coaches and mentors conduct their practice in a professional and ethical manner. | Grounded Theory Approach (five coaches and nine coaching clients).                                                                                                                                             | No                                                                                                                                     | Yes                                  |
| EMCC Competency Framework (2009)                                              | This Code of Ethics sets out what the clients and sponsors can expect from the coach / mentor in either a coach / mentoring, training or supervisory relationship and should form the starting point for any contract agreed.             | Developed through an extensive Europe-wide consultative process, drawing on both expert and practitioners' experiences.                                                                                        | Yes (4 levels)                                                                                                                         | Yes                                  |
| AC Coach Accreditation Scheme Integrated Coaching Competency Framework (2011) | Not published in the document.                                                                                                                                                                                                            | Collected the perspectives from AC members in early 2005. Five coaching experts / practitioners (one is chartered psychologist) helped to analyse and combine the data collected from the members.             | No                                                                                                                                     | Yes                                  |
| The Coaching Psychology Competency Framework (CPCF)                           | To outline explicit competency definitions and behavioural indicators for coaching psychologists to facilitate an effective coaching relationship.                                                                                        | <ul style="list-style-type: none"> <li>• CIT</li> <li>• TA</li> <li>• Q-Sorting</li> <li>• Cross-validation</li> <li>• Quasi-experiment</li> <li>• Coach, coachees and organisational stakeholders.</li> </ul> | Yes (3 levels) <ul style="list-style-type: none"> <li>• Soft Skills</li> <li>• Hard Skills</li> <li>• Additional Behaviours</li> </ul> | Yes                                  |

In addition, these behavioural indicators (75 items) were mapped with a CAI indicator to distinguish the CPCF from other related coaching competency guidelines. This mapping specified to what extent an individual coaching alliance indicator could be enhanced by its corresponding competency. For instance, “Creating an Environment for a Collaboration/Joint Relationship” and “Goal Focus/Goal Tracking” were identified to map with “We are working towards mutually agreed goals” (See Table 6.1). In addition, differentiating competency levels for ratings based on a cross-validation study result separated the CPCF from other coaching competency frameworks. Though the framework by the EMCC was also sorted into levels to distinguish higher performers from others, the examination process was not revealed in their published document. Thus the CPCF is the first coaching competency framework which outlines three distinguished levels to make it easier to apply to different purposes (e.g. coaching evaluation and training and development).

## 6.4 Conclusion

To sum up, the reliability and validity of the CPCF were examined by means of a cross-validation questionnaire study (N=107) with a CAI. Firstly, the study results confirmed the internal consistency of the CPCF and positive correlations with the CAI, indicating that both measures focus on the coaching relationship. Secondly, a total of 75 behavioural indicators from the initial CPCF were verified for coaching psychologists to facilitate an effective coaching relationship. Thirdly, these valid behavioural indicators were differentiated into three competency levels; i) Soft Skills, ii) Hard Skills and iii) Additional Behavioural Indicators, based on the correlations with their corresponding CAI indicators.

The concept of an alliance that focuses on relationship factors (bond) as well as links to positive outcome (goal and task) was utilised to evaluate the effectiveness of certain psychological helping interventions (e.g. counselling, therapy and coaching). However there was no rigorous study investigating and examining definite attributes required for a coaching

psychologist to enhance the coaching alliance before this research. The development of the CPCF makes a tentative contribution to Coaching Psychology research as it is the first competency framework that was developed from robust data from three different stakeholders, and in terms of content included psychoanalytic and humanistic concepts. These identified behavioural indicators could be considered as interpersonal perspectives on coaching (e.g. psychological contract) was considered as the vehicle driving psychological concept into coaching relationship towards positive outcomes. More details will be discussed in Chapter 7.

## **Chapter 7: The Evaluation of the Coaching Psychology Competency Framework in Practice and Training: A Quasi-Experimental Study**

### **7.1 Introduction**

This study was an extension of previous cross-validation study to test out the effectiveness of CPCF by conducting a pilot quasi-experiment (Spector, 2001) to compare a group that received relevant training with a control group that did not receive this training. The purpose was to examine the fitness for purpose of the CPCF to facilitate a better coaching alliance through potential users and experts (professional coaches and coachees). Also, this study aimed to evaluate whether the CPCF could be used for part of coaching training and development agenda especially focusing on coaching relationship.

As discussed in Chapter 6, the effectiveness of evaluation scales in Work & Organisational psychology is essential because it helps the researcher to describe, predict, explain, diagnose and make decisions about the issues under investigation. Effective measurement is necessary in informing practice of W&O psychology (Aguinis, Henle, & Ostroff, 2001). For this reason, a rigorous examination process is required to determine whether any measurement scale provides valid information to inform future decision making. As Standard Competency Modelling criteria (Shippmann et al., 2000) recommend multiple methods and experts in the field are required for a complete performance construct validation process, therefore a quasi-experiment was carried out following the questionnaire study (Study Three). Study Three investigated 75 behavioural indicators required for the coaching psychologist to establish and maintain a constructive coaching relationship by means of a cross-validation questionnaire study with CAI. Three groups of competencies were differentiated by (a) Soft Skills, (b) Hard Skills and (c) Additional Behavioural Indicators based on their internal consistency and correlation with CAI. This differentiation analysis intended to distinguish items of CPCF for the fitness of different coaching training and development agendas. For instance, the items underpinning the first group competency are

more associated with the coach's interpersonal interaction skills (e.g. active listening); they are highlighted as a "baseline" for any coaching sessions for an effective coaching relationship because of stronger internal consistency and correlation with CAI. Thus, competencies sorted into this level could be the underlying attributes for coaching soft skills training development. Following the research results from Study Three, this study conducted a field-based between-subjects experiment to verify whether CPCF could be a training intervention for people who like to practice coaching to facilitate a preferable coaching relationship. The choice of methodology was explained in Chapter 3 (3.2.4) thus, the following sections mainly focus on the research procedure and study results.

## **7.2 Research Process**

### **7.2.1 Research question and hypotheses.**

Based on the discussion on the examination of a competency framework in the previous section, the research question and hypotheses of this study were as below:

*"Does a coach training intervention designed around the CPCF facilitate a better coaching process and results than a control group intervention?"*

*Hypothesis 1:* Coaches who attend a training workshop targeting the identified Coaching Psychology Competency Framework are able to facilitate a better coaching relationship as measured by the Coaching Alliance Inventory (rated by both coaches and coachees) created in the coaching session than those who have not attended this type of training.

*Hypothesis 2:* Coaches who attend a training workshop targeting the identified Coaching Psychologist Competency Framework are able to demonstrate more effective coach behaviours as measured by the Coach Competency Evaluation (rated by both coaches and

coachees), which is designed on the basis of the competency framework developed from the phase one study than those who have not attended this type of training.

*Hypothesis 3:* Coaches who attend a training workshop targeting the identified Coaching Psychologist Competency Framework will be more effective at facilitating the coachees to have a stronger confidence level as measured by the Self-Efficacy Scale than those who have not attended this type of training.

Though each coachee participant was required to bring one recent goal they would like to achieve to their coaching session, restricted research time (only one 40 minute coaching session) did not allow the researcher to continuously evaluate coachees' behavioural and performance improvement (at least three months). Therefore, SES which is commonly used to evaluate participants' faith or confidence level after training or psychological interventions was applied in this study.

### **7.2.2 Participants.**

A purposive sample was recruited through relevant programmes of universities in the UK (e.g. schools of management, psychology, education and art and performance etc. which are related to facilitating others' performance and learning) by e-mail, posters and social media (Appendix R). It aimed at recruiting a student sample as this was a pilot investigation prior to an authentic organisational study; people who never had any relevant coaching experience helped the main researcher to minimise the factors affecting the research results (e.g. the seniority of coaching service and diversity of previous coaching training). In addition, people who are not currently taking (or did not take) any therapeutic or counselling sessions in the past year were required for this study. Though the coverage of coaching interventions has been expanded to health and education areas (Passmore et al. 2013); it is not appropriate to do psychotherapy within coaching under some circumstances (Bachkirova, 2008). One of the initial objectives of counselling/therapy is to eliminate participants'

psychological problems and dysfunctions; people who practice counselling/therapy are required to have relevant psychological training; however the prospective participants were targeted from student sample as explained earlier. Therefore, this study might be more suitable for people who were not taking any clinical psychological interventions. In order to not harm the feelings of the prospective participants who are excluded from this study, the second criterion was not stated in the recruitment letter. However, a short questionnaire (Appendix S) was sent to the prospective participants who responded to the researcher; this questionnaire helped the researcher to select the appropriate participants for this quasi-experiment. Adhering to ethical considerations, the researcher and their supervisor offered assistance (e.g. face-to-face discussion or referring back their mental health workers etc.) if any excluded participants felt distressed as a result of rejection. In addition, the coachee participants were not notified whether the coach assigned to them received coaching training in this study or not. Participants in each group had the chance to enter a draw to win a £50 or 100 gift voucher (depending upon the length of the session they participated in).

A total of 26 participants were recruited and assigned into groups (experimental or control group) and roles (coach or coachee) randomly. Table 7.1 summarises the demographic information of both group participants:

Table 7.1

*Participant Demographics for Study Three***Experimental Group**

|                 | Gender  |   | Occupation         |   | Nationality          |   |
|-----------------|---------|---|--------------------|---|----------------------|---|
| <u>Coaches</u>  | Male:   | 4 | PhD Student:       | 6 | British:             | 4 |
|                 | Female: | 3 | Psychology:        | 3 | Columbian:           | 1 |
|                 |         |   | Business School:   | 2 | Greek:               | 1 |
|                 |         |   | Computing Science: | 2 | Taiwanese:           | 1 |
|                 |         |   | Sociology:         | 1 |                      |   |
| <b>Total:</b>   |         | 7 |                    |   |                      |   |
| <u>Coachees</u> | Male:   | 0 | PhD student:       | 4 | British:             | 2 |
|                 | Female: | 7 | Psychology:        | 2 | Chinese / Hong Kong: | 1 |
|                 |         |   | Computing Science: | 1 | Indian:              | 1 |
|                 |         |   | Bio-Medical:       | 1 | Kenyan:              | 1 |
|                 |         |   | Master Student:    | 3 | Taiwanese:           | 1 |
|                 |         |   | Business school:   | 2 |                      |   |
|                 |         |   | Nutrition:         | 1 |                      |   |
| <b>Total:</b>   |         | 7 |                    |   |                      |   |

**Control Group**

|                 | Gender  |   | Occupation    |   | Nationality          |   |
|-----------------|---------|---|---------------|---|----------------------|---|
| <u>Coaches</u>  | Male:   | 3 | PhD Student:  | 4 | British:             | 2 |
|                 | Female: | 3 | Researcher:   | 1 | Bulgarian:           | 1 |
|                 |         |   | GP:           | 1 | Greek:               | 1 |
|                 |         |   |               |   | Sri Lankan:          | 1 |
|                 |         |   |               |   | UAE:                 | 1 |
| <b>Total:</b>   |         | 6 |               |   |                      |   |
| <u>Coachees</u> | Male:   | 2 | PhD student:  | 5 | Chinese / Hong Kong: | 3 |
|                 | Female: | 4 | Undergraduate | 1 | Taiwanese:           | 1 |
|                 |         |   |               |   | Thai:                | 1 |
| <b>Total:</b>   |         | 6 |               |   |                      |   |

### 7.3 Data Analysis Method and Results

Data analysis of this quasi-experiment was split into two major parts. The first part focused on the quantitative evaluations: Coaching Alliance Inventory (CAI), Coaching Psychologist Competency Framework Questionnaire (CPCF) and Self-Efficacy Scale (SES). It assessed the internal consistency of each measurement and compared two groups' (the group that attended the coaching training workshop, and the other group that only received a self-study training kit) results through conducting independent-sample t-tests. The second part integrated the respondents from open questions attached to the CPCF Questionnaire and diary tracking report by content analysis to investigate to what extent the CPCF-based training generated an effective coaching process.

#### 7.3.1 Quantitative measurement analysis.

##### 7.3.1.1 *Coaching Alliance Inventory.*

The coaching relationship in this study was also measured by the Coaching Alliance Inventory (CAI) which is modified from Tracey and Kokotovic (1989) Working Alliance Inventory-Short Form as Study Three. The concept of CAI and the rationale of adopting this evaluation scale in the CPCF examination have been explained in Chapter 6. (Appendix T).

The internal consistency of CAI evaluation in this study was assessed using Cronbach's alpha. The alpha value ( $\alpha = .86$ ) was accepted because it was higher than the general cut-off point ( $\alpha = .7$ ) (See Table 7.2). There were only 12 items in this inventory that could explain the low alpha value of CAI in this study. Subsequently, an independent-samples t-test was conducted to compare items relating to the coaching relationship between the experimental and control groups. On average, the coaching alliance items for the experimental group had a higher mean than the control group (See Table 7.2). The significance was not very strong (all of the p values  $> .05$ ), however medium-size effects (almost half of the item's  $r > .30$ ) were observed. Indeed CAI was suggested to be carried out

after third coaching session; which explained why coaching dyads from the group who received training had a stronger faith and better understanding between each other. In summary, it could be initially concluded that the coaching relationship of the group whose coaches had three-hours of training was preferable to the group that did not.

Table 7.2

*Internal Consistency and Groupwise Comparison of Means for the CAI*

E=Experimental Group C=Control Group

| Item                                                                                                                                                                                                               | Group | N  | Mean | Standard<br>Deviation | Effect Size<br>Cohen's r |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|------|-----------------------|--------------------------|
| CAI 1: My coachee and I agree about the steps to be taken to improve their situation. / My coach and I agree about the things I will need to do in coaching to help improving my situation.                        | E     | 14 | 5.21 | 1.36                  | .29                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.58 | .51                   |                          |
| CAI 2: My coachee and I both feel confident about the usefulness of our current activity in coaching. / What I am doing in coaching gives me new ways of looking at issues or challenges I have.                   | E     | 14 | 5.21 | .69                   | .44                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.41 | .90                   |                          |
| CAI 3: I believe my coachee likes me. / I believe my coach likes me.                                                                                                                                               | E     | 14 | 5.35 | .74                   | .60                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.16 | .83                   |                          |
| CAI 4: I have doubts about what we are trying to accomplish in coaching. / My coach does not understand what I am trying to accomplish in coaching.                                                                | E     | 14 | 1.78 | .89                   | -.72                     |
|                                                                                                                                                                                                                    | C     | 12 | 1.91 | .90                   |                          |
| CAI 5: I am confident in my ability to help my coachee. / I am confident my coach's ability to help me.                                                                                                            | E     | 14 | 4.85 | 1.09                  | .26                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.25 | 1.13                  |                          |
| CAI 6: We are working towards mutually agreed upon goals. / My coach and I are working towards mutually agreed upon goals.                                                                                         | E     | 14 | 5.35 | .63                   | .21                      |
|                                                                                                                                                                                                                    | C     | 12 | 5.00 | .95                   |                          |
| CAI 7: I appreciate my coachee as a person. / I feel that my coach appreciates me.                                                                                                                                 | E     | 14 | 5.50 | .94                   | .25                      |
|                                                                                                                                                                                                                    | C     | 12 | 5.08 | .95                   |                          |
| CAI 8: We agree on what is important for my coachee to work on. / We agree on what is important for me to work on.                                                                                                 | E     | 14 | 5.35 | .65                   | .25                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.41 | .90                   |                          |
| CAI 9: My coachee and I have built a mutual trust. / My coach and I trust one another.                                                                                                                             | E     | 14 |      | .74                   | .45                      |
|                                                                                                                                                                                                                    | C     | 12 |      | 1.08                  |                          |
| CAI 10: My coachee and I have different ideas on what their real problems are. / My coach and I have different ideas on what my problems are.                                                                      | E     | 14 | 1.42 | .64                   | -.62                     |
|                                                                                                                                                                                                                    | C     | 12 | 2.58 | .79                   |                          |
| CAI 11: We have established a good understanding between us of the kind of changes that would be good for my coachee. / We have established a good understanding of the kind of changes that would be good for me. | E     | 14 | 5.35 | .74                   | .33                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.83 | .71                   |                          |
| CAI 12: My coachee believes the way we are working with their problem is correct. / I believe the way we are working with my problem is correct.                                                                   | E     | 14 | 5.42 | .85                   | .55                      |
|                                                                                                                                                                                                                    | C     | 12 | 4.41 | .66                   |                          |

*Independent Samples Test for Equality of Means*

|       |                         |      |    |      |           |          | 95% Confidence Interval of the Difference |       |
|-------|-------------------------|------|----|------|-----------|----------|-------------------------------------------|-------|
|       |                         | t.   | df | Sig. | Mean Diff | Std. Err | Lower                                     | Upper |
| CAI01 | Equal variances assumed | 1.50 | 24 | .15  | .63       | .41      | -.23                                      | 1.49  |
| CAI02 | Equal variances assumed | 2.54 | 24 | .03  | .79       | .31      | .14                                       | 1.44  |
| CAI03 | Equal variances assumed | 3.84 | 23 | .00  | 1.19      | .30      | .55                                       | 1.82  |
| CAI04 | Equal variances assumed | -.37 | 24 | .71  | -.13      | .35      | -.85                                      | .59   |
| CAI05 | Equal variances assumed | 1.38 | 24 | .18  | .60       | .43      | -.30                                      | 1.51  |
| CAI06 | Equal variances assumed | 1.14 | 24 | .27  | .35       | .31      | -.28                                      | 1.00  |
| CAI07 | Equal variances assumed | 1.34 | 24 | .19  | .50       | .37      | -.26                                      | 1.26  |
| CAI08 | Equal variances assumed | 1.36 | 24 | .18  | .41       | .30      | -.21                                      | 1.04  |
| CAI09 | Equal variances assumed | 2.60 | 24 | .01  | .94       | .36      | .19                                       | 1.68  |
| CAI10 | Equal variances assumed | -4.0 | 24 | .00  | -1.15     | .28      | -1.73                                     | -.57  |
| CAI11 | Equal variances assumed | 1.81 | 24 | .08  | .52       | .28      | -.07                                      | 1.11  |
| CAI12 | Equal variances assumed | 3.32 | 24 | .00  | 1.01      | .30      | .38                                       | 1.63  |

**7.3.1.2 Coaching Psychologist Competency Framework Questionnaire.**

Coaches' behaviours in the coaching session were evaluated by the Coaching Psychologist Competency Framework Evaluation which is designed on the basis of the questionnaire study results (Appendix U). This study excluded the Supplementary Behavioural Indicators due to time restraints in the workshop. Only Soft Skills Essential (7 indicators) and Hard Skills (38 indicators) were introduced in the workshop because it was more rational for coach participants to acquaint themselves with a manageable number of key behavioural indicators in three hours. Three behavioural indicators were not applicable in this study: (a) "assisting coachees to review their goals", (b) "having a chemistry meeting before the first coaching session" and (c) "using scaling (on a scale of 1-10) to gain coachee's commitment" cross the sections as only a one-hour coaching session was arranged. Coaching participants did not have the opportunity to organise a chemistry meeting prior to the coaching session, review coachees' goals afterwards, nor to compare the behavioural changes

and commitment by scales overtime. Thus, these three behavioural / competencies could not be observed or evaluated by the participants; they were crossed in Table 7.3. The internal consistency of this evaluation was very high ( $\alpha=.90$ ). Nearly all the item means of the experimental group (35 of 42 items) were larger than the control group. This indicates coach participants who attended the training workshop demonstrated the competencies more effectively than participants who did not. The significance was not strong because only 13 of these 35 items' p values were smaller than .05. However 62% (26 items) of the items were between small and medium effect ( $r \geq .10$ ). The finding showed the coach participants who attended training workshop demonstrated slightly preferable competencies underpinning CPCF than those who only received self-study kits. However the difference between two groups was not significant. It does not determine this competency framework is invalid as (a) this was one "snapshot" training and evaluation due to time restriction (b) the control group had one week to self-learn behavioural indicators underpinning CPCF. Therefore, we could initially inferred that the CPCF did facilitate coach participants to generate a more constructive coaching relationship in this study, but further evaluation is required to contrast the differences between two groups.

Table 7.3

*The Internal Consistency and Comparison of Means by Group for the CPCF Group Statistics*

E=Experimental Group C=Control Group

| Item                                                                            | Group | N  | Mean | Standard<br>Deviation | Effect Size<br>Cohen's r |
|---------------------------------------------------------------------------------|-------|----|------|-----------------------|--------------------------|
| <u>Active Communication Skills</u>                                              |       |    |      |                       |                          |
| 1. Listening actively.                                                          | E     | 14 | 5.93 | .27                   | .31                      |
|                                                                                 | C     | 12 | 5.67 | .49                   |                          |
| 2. Probing the meaning that lies behind what the coachee said.                  | E     | 14 | 5.57 | .51                   | .06                      |
|                                                                                 | C     | 12 | 5.50 | .52                   |                          |
| 3. Asking open questions.                                                       | E     | 14 | 5.50 | .76                   | .23                      |
|                                                                                 | C     | 12 | 5.17 | .58                   |                          |
| 4. Challenging coaches to think in a different way.                             | E     | 14 | 4.86 | 1.35                  | .15                      |
|                                                                                 | C     | 12 | 4.50 | .91                   |                          |
| 5. Staying attentive.                                                           | E     | 14 | 5.79 | .43                   | .04                      |
|                                                                                 | C     | 12 | 5.75 | .45                   |                          |
| <u>Demonstrating empathy</u>                                                    |       |    |      |                       |                          |
| 1. Listening with empathy.                                                      | E     | 14 | 5.71 | .47                   | .21                      |
|                                                                                 | C     | 12 | 5.25 | 1.42                  |                          |
| 2. Demonstrating understanding of coachee's issues, reactions and difficulties. | E     | 14 | 5.57 | .51                   | .11                      |
|                                                                                 | C     | 12 | 5.33 | 1.44                  |                          |
| <u>Goal Focus / Goal Tracking</u>                                               |       |    |      |                       |                          |
| 1. Maintaining focus on important issues.                                       | E     | 14 | 5.36 | .75                   | -.04                     |
|                                                                                 | C     | 12 | 5.42 | .67                   |                          |
| 2. Inviting coachee to identify concrete goals.                                 | E     | 14 | 5.57 | .76                   | .10                      |
|                                                                                 | C     | 12 | 5.42 | .67                   |                          |
| 3. Establishing mutually agreed goals with coachee.                             | E     | 14 | 5.36 | .63                   | .07                      |
|                                                                                 | C     | 12 | 5.25 | .75                   |                          |
| 4. <del>Assisting coachee to review their goals.</del>                          | E     | 14 | 3.93 | 2.06                  | -.10                     |
|                                                                                 | C     | 12 | 4.33 | 1.61                  |                          |
| 5. Developing realistic tasks and actions.                                      | E     | 14 | 5.43 | 1.34                  | -.07                     |
|                                                                                 | C     | 12 | 5.58 | .52                   |                          |
| 6. Prioritising action plans with coachee.                                      | E     | 14 | 4.00 | 2.35                  | -.17                     |
|                                                                                 | C     | 12 | 4.67 | 1.37                  |                          |
| <u>Consideration of individual difference</u>                                   |       |    |      |                       |                          |
| 1. Putting coachee at the centre of the coaching engagement.                    | E     | 14 | 5.36 | 1.34                  | .21                      |
|                                                                                 | C     | 12 | 4.83 | 1.03                  |                          |
| 2. Adapting coaching structure and                                              | E     | 14 | 4.86 | 1.75                  | .08                      |

| Item                                                                                    | Group | N  | Mean | Standard Deviation | Effect Size Cohen's r |
|-----------------------------------------------------------------------------------------|-------|----|------|--------------------|-----------------------|
| content according to coachee's needs.                                                   | C     | 12 | 4.58 | 1.44               |                       |
| 3. Considering coachee issues and context when deciding whether to challenge them.      | E     | 14 | 4.86 | 1.79               | .17                   |
|                                                                                         | C     | 12 | 4.25 | 1.71               |                       |
| 4. Accepting that my coachee is unique.                                                 | E     | 14 | 5.29 | 1.44               | .21                   |
|                                                                                         | C     | 12 | 4.58 | 1.73               |                       |
| 5. Showing respect to each other's professional backgrounds and experience.             | E     | 14 | 5.50 | 1.35               | .20                   |
|                                                                                         | C     | 12 | 4.92 | 1.44               |                       |
| <u>Contracting and management of the process</u>                                        |       |    |      |                    |                       |
| 1. Maintaining ethical standards throughout the coaching process.                       | E     | 14 | 5.07 | 1.33               | .20                   |
|                                                                                         | C     | 12 | 4.33 | 2.10               |                       |
| 2. Establishing boundaries and terms and conditions before the first session.           | E     | 14 | 3.71 | 2.23               | .30                   |
|                                                                                         | C     | 12 | 2.33 | 2.06               |                       |
| 3. Keeping professional boundaries.                                                     | E     | 14 | 4.64 | 1.65               | .29                   |
|                                                                                         | C     | 12 | 3.42 | 2.23               |                       |
| 4. Explaining the role of coaching process and techniques for achieving personal goals. | E     | 14 | 4.21 | 2.19               | .30                   |
|                                                                                         | C     | 12 | 2.83 | 2.08               |                       |
| <u>Creating an environment for a collaboration / joint relationship</u>                 |       |    |      |                    |                       |
| 1. Maintaining a supportive relationship with coachee.                                  | E     | 14 | 5.86 | .36                | .30                   |
|                                                                                         | C     | 12 | 5.17 | 1.44               |                       |
| 2. Gaining coachee's trust by providing space to talk.                                  | E     | 14 | 5.79 | .43                | .29                   |
|                                                                                         | C     | 12 | 5.50 | .52                |                       |
| 3. Creating an open and honest environment.                                             | E     | 14 | 5.79 | .43                | .29                   |
|                                                                                         | C     | 12 | 5.50 | .52                |                       |
| 4. Obtaining coachee's permission and agreement before challenging them.                | E     | 14 | 3.71 | 2.46               | .04                   |
|                                                                                         | C     | 12 | 3.50 | 2.02               |                       |
| 5. Encouraging collaboration to facilitate change.                                      | E     | 14 | 4.86 | 1.75               | .15                   |
|                                                                                         | C     | 12 | 4.33 | 1.67               |                       |
| 6. Sharing coachee's own experiences and perspectives.                                  | E     | 14 | 5.14 | .86                | .18                   |
|                                                                                         | C     | 12 | 4.58 | 1.88               |                       |
| 7. Maintaining a relaxed and friendly manner.                                           | E     | 14 | 5.79 | .43                | .24                   |
|                                                                                         | C     | 12 | 5.50 | .67                |                       |
| 8. Exploring solutions and action plans together.                                       | E     | 14 | 5.71 | .61                | .03                   |
|                                                                                         | C     | 12 | 5.67 | .49                |                       |
| <u>Being aware of and managing coachee's feelings and motivation</u>                    |       |    |      |                    |                       |
| 1. Inviting coachee to share what is important to them.                                 | E     | 14 | 5.50 | .76                | 0                     |
|                                                                                         | C     | 12 | 5.50 | .67                |                       |
| 2. Remaining constructive to protect my                                                 | E     | 14 | 5.27 | .51                | .25                   |

| Item                                                                                                | Group | N  | Mean | Standard<br>Deviation | Effect Size<br>Cohen's r |
|-----------------------------------------------------------------------------------------------------|-------|----|------|-----------------------|--------------------------|
| coachee's self-esteem.                                                                              | C     | 12 | 4.67 | 1.50                  |                          |
| 3. Inviting coachee to share feelings,<br>issues and areas they would like to<br>improve.           | E     | 14 | 4.86 | 1.79                  | -.13                     |
|                                                                                                     | C     | 12 | 5.25 | .97                   |                          |
| 4. Alleviating coachee's fears and<br>negative mindset.                                             | E     | 14 | 4.14 | 2.14                  | -.11                     |
|                                                                                                     | C     | 12 | 4.58 | 1.44                  |                          |
| 5. Developing and maintaining<br>coachee's self-awareness.                                          | E     | 14 | 4.57 | 1.60                  | -.05                     |
|                                                                                                     | C     | 12 | 4.75 | 1.49                  |                          |
| 6. Ensuring that coachee has a receptive<br>and positive mindset.                                   | E     | 14 | 5.07 | 1.439                 | .02                      |
|                                                                                                     | C     | 12 | 5.00 | 1.477                 |                          |
| 7. Enhancing coachee's self-motivation.                                                             | E     | 14 | 4.71 | 1.68                  | -.19                     |
|                                                                                                     | C     | 12 | 5.25 | .87                   |                          |
| <u>Engaging / Coach's ability to engage and maintaining engagement</u>                              |       |    |      |                       |                          |
| 1. Building rapport and trust at the<br>beginning of the coaching process.                          | E     | 14 | 5.57 | .65                   | .37                      |
|                                                                                                     | C     | 12 | 4.50 | 1.78                  |                          |
| 2. Remaining approachable, responsive,<br>open and friendly.                                        | E     | 14 | 5.86 | .36                   | .37                      |
|                                                                                                     | C     | 12 | 5.50 | .52                   |                          |
| 3. Enhancing coachee's commitment by<br>agreeing the areas they want to work on<br>and their goals. | E     | 14 | 5.43 | 1.34                  | -.11                     |
|                                                                                                     | C     | 12 | 5.67 | .49                   |                          |
| <del>4. Have a chemistry meeting before the<br/>first coaching session.</del>                       | E     | 14 | 3.14 | 2.32                  | .20                      |
|                                                                                                     | C     | 12 | 2.25 | 1.91                  |                          |
| 5. Engaging in coachee's personal<br>development interests.                                         | E     | 14 | 5.14 | 1.35                  | .21                      |
|                                                                                                     | C     | 12 | 4.58 | 1.17                  |                          |
| 6. Commencing coaching sessions with<br>some broad topics or questions to<br>engage coachee.        | E     | 14 | 5.00 | 1.41                  | .26                      |
|                                                                                                     | C     | 12 | 4.17 | 1.64                  |                          |
| 7. Maintaining positive affect to support<br>the relationship.                                      | E     | 14 | 5.79 | .43                   | .40                      |
|                                                                                                     | C     | 12 | 5.25 | .75                   |                          |
| <del>8. Using scaling (on a scale of 1-10) to<br/>gain coachee's commitment.</del>                  | E     | 14 | 2.71 | 2.40                  | -.04                     |
|                                                                                                     | C     | 12 | 2.92 | 2.07                  |                          |

*Independent Samples Test*

ACT = Active Communication Skills

COT = Contracting and management of the Process

EMP = Demonstrating Empathy

JOT = Creating an Environment for a Collaboration / Joint Relationship

GOA = Goal Focus / Goal Tracking

FEL = Being Aware of and Managing Coachees' Feelings and Motivation

IND = Consideration of Individual Difference

ENG = Engaging/Coach's Ability to Engage and Maintaining Engagement

|       |                             |      |      |      |           |          | 95% Confidence Interval of the Difference |       |
|-------|-----------------------------|------|------|------|-----------|----------|-------------------------------------------|-------|
|       |                             | t.   | df   | Sig. | Mean Diff | Std. Err | Lower                                     | Upper |
| ACT01 | Equal variances not assumed | 1.64 | 16.3 | .12  | .26       | .16      | -.08                                      | .60   |
| ACT02 | Equal variances assumed     | .35  | 24   | .73  | .07       | .20      | -.35                                      | .49   |
| ACT03 | Equal variances assumed     | 1.24 | 24   | .23  | .33       | .27      | -.22                                      | .89   |
| ACT04 | Equal variances assumed     | .77  | 24   | .44  | .36       | .46      | -.59                                      | 1.31  |
| ACT05 | Equal variances assumed     | .20  | 24   | .84  | .04       | .17      | -.32                                      | .39   |
| EMP01 | Equal variances assumed     | 1.15 | 24   | .26  | .46       | .40      | -.37                                      | 1.30  |
| EMP02 | Equal variances assumed     | .58  | 24   | .57  | .24       | .41      | -.61                                      | 1.09  |
| GOA01 | Equal variances assumed     | -.21 | 24   | .83  | -.06      | .28      | -.64                                      | .52   |
| GOA02 | Equal variances assumed     | .54  | 24   | .59  | .16       | .28      | -.43                                      | .74   |
| GOA03 | Equal variances assumed     | .39  | 24   | .70  | .11       | .27      | -.45                                      | .67   |
| GOA04 | Equal variances assumed     | .55  | 24   | .59  | -.41      | .73      | -1.92                                     | 1.11  |
| GOA05 | Equal variances assumed     | .37  | 24   | .71  | -.16      | .41      | -1.01                                     | .70   |
| GOA06 | Equal variances not assumed | -.89 | 21.3 | .38  | .67       | .74      | -2.21                                     | .88   |
| IND01 | Equal variances assumed     | 1.10 | 24   | .28  | .52       | .47      | -.46                                      | 1.50  |
| IND02 | Equal variances assumed     | .43  | 24   | .67  | .27       | .64      | -1.04                                     | 1.59  |
| IND03 | Equal variances assumed     | .87  | 24   | .39  | .61       | .69      | -.82                                      | 2.03  |
| IND04 | Equal variances assumed     | 1.13 | 24   | .27  | .70       | .62      | -.58                                      | 1.98  |
| IND05 | Equal variances assumed     | 1.06 | 24   | .30  | .58       | .55      | -.55                                      | 1.71  |
| COT01 | Equal variances not assumed | 1.04 | 18.0 | .31  | .74       | .70      | -.74                                      | 2.22  |
| COT02 | Equal variances assumed     | 1.62 | 24   | .12  | 1.38      | .85      | -.37                                      | 3.13  |
| COT03 | Equal variances not assumed | 1.57 | 19.9 | .13  | 1.23      | .78      | -.40                                      | 2.86  |
| COT04 | Equal variances assumed     | 1.63 | 24   | .11  | 1.38      | .84      | -.36                                      | 3.12  |
| JOT01 | Equal variances not assumed | 1.58 | 12.1 | .14  | .69       | .43      | -.26                                      | 1.64  |
| JOT02 | Equal variances not assumed | 1.51 | 21.2 | .15  | .29       | .19      | -.11                                      | .68   |
| JOT03 | Equal variances not assumed | 1.51 | 21.2 | .15  | .29       | .19      | -.11                                      | .68   |
| JOT04 | Equal variances not assumed | .24  | 23.9 | .81  | .21       | .88      | -1.60                                     | 2.03  |
| JOT05 | Equal variances assumed     | .77  | 24   | .44  | .52       | .67      | -.87                                      | 1.91  |
| JOT06 | Equal variances not assumed | .94  | 14.9 | .36  | .56       | .59      | -.70                                      | 1.18  |
| JOT07 | Equal variances not assumed | 1.26 | 18.0 | .22  | .29       | .23      | -.19                                      | .76   |
| JOT08 | Equal variances assumed     | .21  | 24   | .83  | .05       | .22      | -.41                                      | .50   |
| FEL01 | Equal variances assumed     | .00  | 24   | 1.00 | .00       | .28      | -.59                                      | .59   |
| FEL02 | Equal variances not assumed | 1.99 | 13.2 | .07  | .91       | .45      | -.07                                      | 1.88  |

|       |                             |      |      |     |      |     |       |      |
|-------|-----------------------------|------|------|-----|------|-----|-------|------|
| FEL03 | Equal variances assumed     | -.67 | 24   | .50 | -.39 | .58 | -1.6  | .80  |
| FEL04 | Equal variances assumed     | -.60 | 24   | .55 | -.44 | .73 | -1.95 | 1.07 |
| FEL05 | Equal variances assumed     | -.29 | 24   | .77 | -.18 | .61 | -1.44 | 1.08 |
| FEL06 | Equal variances assumed     | .12  | 24   | .90 | .07  | .57 | -1.11 | 1.25 |
| FEL07 | Equal variances assumed     | -.99 | 24   | .33 | -.54 | .54 | -1.65 | .58  |
| ENG01 | Equal variances not assumed | 1.97 | 13.4 | .07 | 1.07 | .54 | -.10  | 2.24 |
| ENG02 | Equal variances not assumed | 1.99 | 19.2 | .06 | .36  | .18 | -.02  | .73  |
| ENG03 | Equal variances assumed     | -.58 | 24   | .57 | -.24 | .41 | -1.09 | .61  |
| ENG04 | Equal variances assumed     | 1.06 | 24   | .30 | .89  | .84 | -.85  | 2.63 |
| ENG05 | Equal variances assumed     | 1.12 | 24   | .27 | .56  | .50 | -.47  | 1.59 |
| ENG06 | Equal variances assumed     | 1.39 | 24   | .18 | .83  | .60 | -.40  | 2.07 |
| ENG07 | Equal variances not assumed | 2.18 | 16.7 | .04 | .54  | .25 | .02   | 1.05 |
| ENG08 | Equal variances assumed     | -.22 | 24   | .82 | -.20 | .89 | -2.03 | 1.63 |

### 7.3.1.3 Self-efficacy scale.

Coachees' goal achievement progress in this study was assessed by a generalised Self-Efficacy Scale (SES) and a follow-up diary questionnaire. *Self-efficacy* is defined as the belief that a person is capable of accomplishing a given task (Bandura, 1997). There are three key dimensions of self-efficacy beliefs: (a) level or magnitude (particular level of task difficulty), (b) strength (certainty of successfully performing a particular level of task difficulty), and (c) generality (the extent to which magnitude and strength beliefs generalize across tasks and situations) (Bandura, 1986, 1997). Self-efficacy has been widely applied to industrial and organisational study in the past two decades (Judge et al. 2007). More than 800 papers in scientific journals investigated the relationship between self-efficacy and varied aspects of organisational life. For example, in the field of organisational training, self-efficacy is a key variable on learning and transfer of training (Bandura, 1997; Colquitt et al., 2000). Self-efficacy was also used as a key variable to predict the coaching outcomes in several coaching studies (Brouwers et al. 2006; Grant, 2008; Palmer & Stewart, 2008; Baron & Morin, 2009). A follow-up diary tracking was implemented to investigate the depth of the coachees' progress and change. This tracking form included one self-evaluation scale and six open questions. It required the coachee participants to rate their progress (1-10) and reflected

their challenges and how the coaching session benefited their goal achievement. (Appendix V).

The internal consistency of SES in this study was very high ( $\alpha=.95$ ). In general, higher values of alpha are more desirable. Nevertheless, Streiner (2003) recommended a maximum value of .90; there might be some problems with this test if the alpha value is larger than .90, such as redundancy among items or a small sample in the study. Though SES has been validated through a quantitative study (Luszczynska, 2005), internal consistency is a characteristic of the test scores, not of the test itself (Caruso, 2000; Pedhazur & Schmelkin, 1991; Yin & Fan, 2000). Thus, internal consistency depends as much on the sample being tested. We might conclude that the small sample size ( $N=13$ ) in this study resulted in a very high alpha value.

The t-test of SES showed all of the item means of the experimental group were larger than the control group. However, half (4 of 8) of their p values was  $>.05$  which indicated that the difference in self-efficacy belief between two groups was not significant. It indicated that coachee participants, facilitated by the coaches who attend the training workshop, had stronger confidence or faith in their behavioural changes or improvement in this study. However, I could not confirm the significant difference between two groups due to insufficient sample size and one snap-shot evaluation. Thus, a longitudinal study design with larger participation size which might generate a more accurate study result should be carried out in the future research.

Table 7.4

*The Internal Consistency and Groupwise Comparison of Means for Self-Efficacy Scale*

*Group Statistics*

E=Experimental Group C=Control Group

| Item                                                                                                          | Group | N | Mean | Standard<br>Deviation | Effect Size<br>Cohen's r |
|---------------------------------------------------------------------------------------------------------------|-------|---|------|-----------------------|--------------------------|
| I believe I will be able to achieve the goal that I have set for myself at the coaching session.              | E     | 7 | 5.14 | .90                   | .74                      |
|                                                                                                               | C     | 6 | 3.50 | .55                   |                          |
| When facing difficult tasks I set at the coaching session, I am confident that I will accomplish them.        | E     | 7 | 4.86 | .90                   | .72                      |
|                                                                                                               | C     | 6 | 3.33 | .52                   |                          |
| In general, I think I can obtain outcomes that are important to me.                                           | E     | 7 | 4.71 | 1.25                  | .58                      |
|                                                                                                               | C     | 6 | 3.33 | .52                   |                          |
| I believe I can succeed at most any endeavour to which I set my mind at the coaching session.                 | E     | 7 | 5.00 | 1.29                  | .64                      |
|                                                                                                               | C     | 6 | 3.33 | .52                   |                          |
| I believe I will be able to successfully overcome challenges against the goals I set at the coaching session. | E     | 7 | 4.86 | 1.22                  | .58                      |
|                                                                                                               | C     | 6 | 3.50 | .55                   |                          |
| I am confident that I can perform effectively on the tasks I set at the coaching session.                     | E     | 7 | 4.43 | 1.13                  | .33                      |
|                                                                                                               | C     | 6 | 3.83 | .41                   |                          |
| Compared to other people, I believe I can do the tasks very well.                                             | E     | 7 | 4.00 | 1.16                  | .18                      |
|                                                                                                               | C     | 6 | 3.67 | .52                   |                          |
| Even when things are tough, I can perform quite well.                                                         | E     | 7 | 4.86 | .90                   | .72                      |
|                                                                                                               | C     | 6 | 3.33 | .52                   |                          |

Independent Samples Test SEC=Self-Efficacy

|       |                             |     |      |      |              |             | 95% Confidence Interval<br>of the Difference |       |
|-------|-----------------------------|-----|------|------|--------------|-------------|----------------------------------------------|-------|
|       |                             | t.  | df   | Sig. | Mean<br>Diff | Std.<br>Err | Lower                                        | Upper |
| SEC01 | Equal variances assumed     | 3.9 | 11   | .00  | 1.64         | .42         | .71                                          | 2.57  |
| SEC02 | Equal variances assumed     | 3.7 | 11   | .00  | 1.52         | .42         | .60                                          | 2.44  |
| SEC03 | Equal variances not assumed | 2.7 | 8.22 | .03  | 1.38         | .52         | .19                                          | 2.57  |
| SEC04 | Equal variances not assumed | 3.1 | 8.11 | .01  | 1.67         | .53         | .44                                          | 2.89  |
| SEC05 | Equal variances not assumed | 2.7 | 8.60 | .03  | 1.36         | .51         | .19                                          | 2.52  |
| SEC06 | Equal variances not assumed | 1.3 | 7.74 | .23  | .60          | .46         | -.47                                         | 1.66  |
| SEC07 | Equal variances assumed     | .65 | 11   | .53  | .33          | .51         | .80                                          | 1.46  |
| SEC08 | Equal variances assumed     | 3.7 | 11   | .00  | 1.52         | .41         | .61                                          | 2.44  |

In summary, these three quantitative evaluations indicated that coach participants from the experimental group (who attended the training workshop) facilitated a slightly better coaching relationship and generated more productive goal achievement progress (coachees' motivation and confidence level) through demonstrating a superior CPCF than the control group. Nevertheless, the data did not show strong significance. Therefore qualitative data (such as open questions and diary tracking) were collected to investigate richer and deeper information from coachee participants.

### **7.3.2 Qualitative Evaluation**

#### **7.3.2.1 Open questions.**

In order to investigate how and what the exact elements/behavioural indicators generated for a constructive coaching relationship, both coach and coachee participants were asked to respond to several open questions after the coaching session (Appendix W). Generally, these questions aimed to draw out the participants' perspectives on effective indicators for a constructive coaching process by means of reflecting on the coaching process they had in this study. Four competencies were highly emphasised by coach and coachee participants in establishing a constructive coaching relationship and generating positive results after integrating their responses to these open questions by means of a content analysis (Gelfand, Raver, & Ehrhart, 2008).

- *Goal Focus/Goal Tracking*: Identifying realistic goals, developing concrete plans and reviewing progress continuously to facilitate coachees to achieve their personal and work goals were most frequently highlighted by coach participants. "Inviting coachees to identify concrete goals" and "developing realistic tasks and actions" were considered as the most helpful behavioural indicators for coaches to facilitate an effective coaching process. Also, most coach participants highlighted "assisting coachees in reviewing their

goals” is a very important indicator in maintaining an effective coaching process if they have more than one coaching session with their coachees.

- *Creating an Environment for a Collaboration /Joint Relationship:* “gaining coachees' trust by providing space to talk”, “creating an open and honest environment” and “sharing coaches' own experiences and perspectives” were highly commented by participants as the essential ingredients for a harmonious atmosphere. Coachee participants perceived that they had an effective and constructive coaching process because their coaches created a friendly environment by smiling and showing passion in coachees' issues.
- *Active Communication Skills:* Applying highly developed communication skills (especially active listening and asking open questions) to understand coachees' issues was also emphasised by most of the coach participants in building rapport with coachees. Coachees also highlighted “open questions” from coaches aided them in thinking through their real issues for self-development. Proper responses and feedback from coaches were also very helpful to develop realistic goals.
- *Being Aware of and Managing Coachees' Feelings and Motivation:* in addition, capability in considering coachees' feeling and alleviating their worries was considered as one of the essential indicators in gaining coachees' trust. Coachee participants also pointed out they felt more comfortable in sharing their issues when their feeling / difficulty was being understood and cared about.

In summary, the viewpoints from both the coaching roles (coach and coachee) and study groups (experimental and control group) were aligned, understanding the coachee's feelings and issues by applying highly developed communication skills and developing realistic plans through a collaborative process were the most effective ingredients for establishing a constructive coaching relationship and facilitating an effective coaching result.

### 7.3.2.2 Diary tracking report.

In order to investigate how this coaching competency framework generated greater effects on coaching outcomes, coachee participants were required to complete a progress tracking form a week after the coaching session (Appendix W).

Compared with two coachee groups' self-evaluation scales, coachee participants facilitated by coaches attended the training workshop, rated higher scores on their progress (See Table 7.5). Both groups were required to rate their development plan implantation progress from 1 to 10. The mean of experimental group ( $M=71.$ ) is larger than control group ( $M=5$ ) which indicates that coachee participants facilitated by trained coaches perceived their development plan implantation was more productive than coachees assisted by non-trained coaches.

Table 7.5

#### *Coaching Goals Implementation Progress*

E=Experimental Group C=Control Group

| Experiment Group   | Self-evaluation Scale | Control Group      | Self-evaluation Scale |
|--------------------|-----------------------|--------------------|-----------------------|
| Participation Code |                       | Participation Code |                       |
| E_B01              | 8                     | C_B01              | 5                     |
| E_B02              | 6                     | C_B02              | 4                     |
| E_B03              | 7                     | C_B03              | 5                     |
| E_B04              | 9                     | C_B04              | 6                     |
| E_B05              | 9                     | C_B05              | 5                     |
| E_B06              | 4                     | C_B06              | 5                     |
| E_B07              | 7                     |                    |                       |
| Mean               | 7.1                   |                    | 5                     |

Referring to the diary tracking report, the main challenge both groups faced was how they motivated themselves to commit to their development plans. For example, coachee participants had to manage their time effectively to fit in the development plans. In addition, being confident was also a key element in initiating the first step for behavioural changes. It took some coachee participants a certain time to adjust their mindset. The significant difference between the experimental and control group was the degree of their motivation. Coachees in the experimental group had stronger motivation and commitment to their plans. They highlighted they had better understanding of their goals and development plans because their coaches “facilitated” the coaching process and generated the plans together with the coachees. In contrast to experimental group, coaches merely self-studied the training kit and therefore tended to premeditate the coaching process (such as “telling” and “asking” coachees to do something). Coachee participants in this group commented that it affected their motivation to persist with their development plans when confronting challenges. To sum up, coach participants who attended the training workshop generated more productive coaching attainment progress because they established a collaborative coaching relationship to enhance the coachees’ self-motivation for change.

## **7.4 Discussion**

### **7.4.1 The effectiveness of the Coaching Psychology Competency Framework.**

- *The Comparison between Quantitative and Qualitative Evaluation Results*

As addressed earlier in this chapter, this study aimed to test out the effectiveness of the CPCF through a pilot quasi-experimental study. The study results indicated that training based on the CPCF facilitated the coach participants to establish a better coaching relationship and to enhance coachees’ belief in achieving their goals. In general, most of the behavioural indicators under the CPCF did not show significant differences in the three quantitative evaluations between the two groups due to small sample size and

limited timeframe. However, a total of 13 behavioural indicators under six competencies (Table 7.6) were highlighted because of their significant t-test results. It indicated that participants who attended the training workshop demonstrated these behavioural indicators much more effectively than those who only received the self-training kit. For instance, coach participants who received training tended to listen to their coachees' issues and perspectives more than those coaches who had received the control group training kit. Besides, coaches who had training were rated higher on items pertaining to creating joint relationship with coaches. Please see Table 7.6 for detailed behavioural indicators.

Table 7.6

*Significant Competencies and Behavioural Indicators from CPCF T-test*

| Competency                                                       | Behavioural Indicator                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Communication Skills*                                     | <ul style="list-style-type: none"> <li>• Listening actively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| Contracting and Management of the Process                        | <ul style="list-style-type: none"> <li>• Maintaining ethical standards throughout the coaching process.</li> <li>• Keeping professional boundaries.</li> </ul>                                                                                                                                                                                                                                                                  |
| Creating an Environment for a Collaboration / Joint Relationship | <ul style="list-style-type: none"> <li>• Maintaining a supportive relationship with coachee.</li> <li>• Gaining coachee's trust by providing space to talk.</li> <li>• Creating an open and honest environment.</li> <li>• Obtaining coachee's permission and agreement before challenging them.</li> <li>• Sharing coaches' own experiences and perspectives.</li> <li>• Maintaining a relaxed and friendly manner.</li> </ul> |
| Being Aware of and Managing Coachees' Feelings and Motivation    | <ul style="list-style-type: none"> <li>• Remaining constructive to protect coachee's self-esteem.</li> </ul>                                                                                                                                                                                                                                                                                                                    |
| Engaging / Coach's Ability to Engage and Maintaining Engagement  | <ul style="list-style-type: none"> <li>• Building rapport and trust at the beginning of the coaching process.</li> <li>• Remaining approachable, responsive, open and friendly.</li> <li>• Maintaining positive affect to support the relationship.</li> </ul>                                                                                                                                                                  |

\*means Essential Elements

This result was similar to those four important competencies highlighted in the open questions (Table 7.7). Three competencies were overlapping in both evaluation data: (a) Active Communications, (b) Creating an Environment for a Collaboration/Joint Relationship, and (c) Being Aware of and Managing Coachee's Feelings and Motivation. Hence, the data analysis results between the quantitative and qualitative evaluations in this study were relatively consistent.

Table 7.7

*The Comparison between CPCF T-test and Qualitative Evaluations*

| Significant Competencies<br>from CPCF T-Test                                                                                                                                                                                                                                                                                                                            | Key Competencies<br>from Qualitative Data                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• *Active Communication Skills</li> <li>• Contracting and Management of the process</li> <li>• *Creating an Environment for a Collaboration / Joint Relationship</li> <li>• *Being Aware of and Managing Coachees' Feelings and Motivation</li> <li>• Engaging / Coach's Ability to Engage and Maintaining Engagement</li> </ul> | <ul style="list-style-type: none"> <li>• *Goal Focus / Goal Tracking</li> <li>• *Creating an Environment for a Collaboration / Joint Relationship</li> <li>• *Active Communication Skills</li> <li>• *Being Aware of and Managing Coachees' Feelings and Motivation</li> </ul> |

\*Competencies which highlighted in both quantitative and qualitative evaluations.

- *The Alignment with Coaching Alliance Inventory*

Reflecting back on the prior theoretical mapping with CAI indicators, active elements for an effective coaching relationship were also identified through this study (Table 7.8). The table below outlines the significant competencies highlighted from this quasi-experimental study and their corresponding CAI indicators. This mapping analysis indicated a constructive coaching relationship not only relies on the “emotional bond” (I believe my client/coach likes me), but also a “clear defined direction and structured process” (Having a good understanding of mutually agreed goals and tasks between each other).

Table 7.8

*Key CAI Indicators for an Effective Coaching Relationship*

| Significant Competencies<br>from Study Four                      | Corresponding CAI Indicator                                                                                       |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Creating an Environment for a Collaboration / Joint Relationship | We are working towards mutually agreed upon goals.                                                                |
| Active Communication Skills                                      | We have established a good understanding between us of the kind of changes that would be good for my client (me). |
| Being Aware of and Managing Coachees' Feelings and Motivation    | I believe my client (coach) likes me.                                                                             |

To sum up, the effectiveness of the CPCF was initially examined by means of a quasi-experimental study here; it did provide the coach with a professional guideline to enhance a better coaching relationship and outcomes (coachees' motivation and confidence level) in accordance with the study results. Coaches who attended the training workshop targeting the CPCF were able to demonstrate more effective coach behaviours and facilitate a better coaching relationship and goal achievement progress than those who only self-studied the learning kit. In addition, essential competencies and elements for a constructive coaching process were highlighted through cross analysing the evaluation results and corresponding CAI indicators. Both interpersonal skills to establish the bond and process management abilities to develop a collaborative coaching environment with coachee are essential requirements for professional coaches in enhancing the coaching relationship towards positive outcomes.

#### **7.4.2 Standard competency modelling criteria analysis.**

As first discussed in Chapter 1, there are still some gaps between previous coach competency frameworks (e.g. AC, BPS, EMCC and ICF) and standard competency criteria (Shippmann et al., 2000; Woodruffe, 2007; Bartram; 2012). The CPCF is the first

competency framework developed through a rigorous competency modelling process which allows the coaching psychologist to facilitate an effective coaching relationship. Table 2.1 (Chapter 2) summarised the features of previous coaching competency frameworks and their comparison with the CPCF. The section below analyses the features of the CPCF and previous competency frameworks against the ten evaluation criteria set out by Shippmann et al. (2000). The details of the standard competency modelling criteria have been presented in Chapter 2 (Table 2.2). This analysis combines key features and is split into four main sections: i) development and validation process ii) competency framework structure iii) link to long-term goals, strategies and application areas iv) documentation. Each feature was distinguished into five levels for rating. Table 7.9 presents the rating of the CPCF and previous main coaching competencies based on their published documents.

Table 7.9

*Competency Analysis against Standard Competency Modelling Criteria*

| Features                                                  | High Rigor                                                                                                                                                                                                                                                                                                                                                                                                                                       | CPCF | AC | BPS | EMCC | ICF |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|-----|------|-----|
| Investigation process                                     | <ul style="list-style-type: none"> <li>• A variable combination and logically selected mix of multiple methods are used to obtain information, depending on the research setting, target population, and intended application.</li> <li>• Formal review and systematic rating by experts in the field and potential users.</li> <li>• <i>Multiple and systematic validation methods.</i></li> </ul>                                              | 4    | 2  | 3   | 3    | 2   |
| Competency framework structure                            | <ul style="list-style-type: none"> <li>• A number of precise labels representing discrete categories of content that subsume very comprehensive and crisply defined sets of item-level descriptors which operationally define each category and leave no room for misinterpretation</li> <li>• Multiple clear, logical criterion is consistently applied to items and categories to determine whether content is retained or deleted.</li> </ul> | 3    | 1  | 1   | 5    | 1   |
| Link to long-term goals, strategies and application Areas | <ul style="list-style-type: none"> <li>• Significant effort to research the business context and review strategy-related documents. Specific objectives for further applications were referred here.</li> </ul>                                                                                                                                                                                                                                  | 4    | 2  | 2   | 2    | 2   |
| Documentation                                             | <ul style="list-style-type: none"> <li>• Detailed and customised written report which thoroughly describes the procedures employed and the composition of content expert samples, includes copies of instruments used, and comprehensively reports the results</li> </ul>                                                                                                                                                                        | 4    | 1  | 1   | 1    | 1   |

Adapted from Shippmann et al. 200

- Investigation Process*: this section discusses whether the competency modelling process is transparent and evidence-based. First, it examines whether the investigation process comprises multiple methods to ensure the rigorousness of the research process. Second, it is concerned if the research participants are selected based on specific criteria according to the research setting. Third, experts in the field should be invited to review the content and the importance of examining the reliability and validity of the competency framework before the application is highlighted. According to documentation from AC, BPS, EMCC and ICF, merely one or two investigation methods (e.g. meta-analysis of previous research, grounded theory or withdrawing perspectives from coaching experts) were adopted in their competency framework development process. Also the samplings they targeted were coaching experts/practitioners, coachees or other parties relevant to coaching programmes were not included. Furthermore, no rigorous and systematic validations were conducted from their competency documents. The CPCF is the first competency framework developed through combined investigation methods (Systematic Review, interview, thematic analysis and card sorting) and examined by two quantitative studies (questionnaire and quasi-experiment). The research protocol was planned and determined on the basis of systematic literature review results. Four participation groups (professional coaches, internal coaches, coachees, and organisational stakeholders) were targeted to ensure a wide spectrum of thorough viewpoints. Besides, a total of six collaborators (three coaching experts with psychological background and three postgraduate students in occupational psychology) helped to analyse and review the collected data. In order to examine the effectiveness of the CPCF, two quantitative studies (cross-validation and quasi-experiment) were conducted to test out its reliability and validity. In contrast with the competency frameworks by AC, BPS, EMCC and ICF, the CPCF was generated through a systematic and evidence-based process that met the recent competency modelling standard.

- Competency framework structure:* This section considers a comprehensive and user-friendly competency framework should present clear definitions and leave no room for misinterpretation. Also, the well-defined categories/levels are very helpful for the users to differentiate competencies for different training and development agendas. In addition, the importance of applying clear and logical criteria to review the identified behavioural indicators is highlighted. Though most previous competency frameworks outline clear competency definitions and behavioural descriptions, only the framework by the EMCC sorted the behavioural indicators into four scales of different levels of coaching practitioners. Nevertheless, the criteria of how each level was classified were not explained properly in the document. The CPCF sorted the identified behavioural indicators into three levels (Soft Skills, Hard Skills and Additional Behavioural Indicators) through a cross-validation questionnaire study with a CAI. For example, items which have stronger internal consistency and correlation with corresponding CAI were recognised as essential elements that have to be met as a “baseline” for any coaching sessions (e.g. listening actively). Therefore, the CPCF is the first competency framework that articulates the identified items into three specific categories to prioritise the behavioural indicators based on a logical and systematic research process.
- Link to long-term goals, strategies and application area:* This criterion originally concerns the link between identified competency frameworks and organisational objectives as the ultimate aim of a competency framework in generating greater effects on business results through HR strategies. Nevertheless, this section focuses on whether a coaching competency framework specifies its aim, such as what sort of effects it will bring to the coaching process and how this framework will be apply to HR applications. An explicit aim of a competency framework defines what sorts of information (e.g. work activities and context or performance standards etc.) should be collected and the areas it will be aligned with human resource applications (e.g. selection or performance

evaluation). As discussed earlier, it is still a big challenge to standardise coaching outcome evaluation because of varied content and interventions. Several quantitative studies (Baron & Morin, 2009; Boyce et al., 2010; de Haan et al., 2013) determined the positive correlation between coaching relationship and outcomes (such as coachees' self-efficacy). A survey study (de Haan, 2008) indicated coaches' behaviours have a significant influence on the coaching relationship (such as the coachees' learning process). Therefore, developing a competency framework for professional coaches to facilitate an effective coaching relationship is an essential step for coaching study and practice.

Reviewing the documentation of existing coaching competency frameworks revealed that some of them did not address clear purposes; some of them generally stated their models were set out for clients' (coachees and organisations) expectations. Thus, the competencies under these existing frameworks cover a very wide range of prospects (e.g. relationship, contracting ethics and some psychological perspectives etc.). The CPCF is the first one that specifically states this competency framework aims to enhance the coaching relationship through applying psychological principles. Therefore, the investigation process determined clear criteria for participant selection (e.g. coaches who practice evidence-based psychological coaching interventions) and a clearly defined research context (e.g. interview questions and evaluation methods) were associated with coaching relationship.

- *Documentation:* It is very important to establish the long-term credibility of the research, therefore providing detailed documentation for the competency investigate approaches used, experts involved and result obtained is recognised as a critical evaluation criterion for competency modelling. There was not very systematic and detailed information about how the existing coaching competency frameworks of the AC, BPS, EMCC and ICF were generated and developed in their documentation; the CPCF is the first one that synthesised existing coaching evidence, identified the research gaps and determined a

well-defined investigation protocol prior to the primary study. In addition, the CPCF is the only up-to-date competency framework which is very clear in its purpose and how it will produce a greater effect on coaching process. The investigation process involved thorough perspectives on the three key parties (coaches, coachees and organisational stakeholders) relevant to the coaching programmes. Furthermore, two rigorous validation studies were carried out to examine its effectiveness. The entire research process including methods, participants and data analysis were well documented and presented.

In summary, competency modelling is a more recent and advanced job or role analysis method that focuses on “how” the job roles accomplish the work to meet an expectation of role related behaviours. Comparing to traditional job analysis, the competency modelling method aligns with the organisational stakeholders’ expectations from the job roles and human resource applications. In addition, the competency modelling approach involves a deeper level of rigor in research methodology (Kurz & Bartram, 2002; Shippmann, et al., 2000). Ten rigorous evaluation criteria were developed (Shippmann, et al., 2000) to differentiate the traditional job analysis and recent competency modelling method. These ten criteria were sorted into four sub-groups based on their characteristics (such as investigation process and structure) here. Compared with previous competency frameworks by the main governing coaching associations, the CPCF is the first one developed through a rigorous investigation process: extracting perspectives from the three main parties in the coaching process (the coach, coachee and organisational stakeholders), examining through two quantitative studies (cross-validation questionnaire and quasi-experiment) and involving several experts in the field for data analysis and content review (three coaching experts with psychological background and four postgraduate students in occupational psychology). Also, the CPCF is the first competency framework that articulates indicators into three specific categories to prioritise the behavioural indicators based on a logical and systematic research

process (cross-validation questionnaire). These three levels of competencies provide a clear definition to differentiate high performers from others at the same job level, which benefits different agendas of professional coaching training and development. In addition, the entire investigation, data analysis and examination process was clearly documented and the investigation protocol was designed through an evidenced-based process.

## 7.5 Conclusion

This chapter presented an extension of the previous questionnaire study to determine the effectiveness of the CPCF framework through a pilot quasi-experiment. Multiple validation methods are recommended to ensure the evaluation process is evidence-based (Shippmann et al., 2000). Thus, this quasi-experiment was designed as an additional study to test out the potential applicability of the CPCF in a practical coach training context. The study results indicated that the CPCF provided the coach with a professional guideline to enhance the effectiveness of coaching relationship and coachee participants' confidence level. The coach's interpersonal interactive skills (such as Active Communication Skills and Demonstrating Empathy) were recognised as the fundamental factors in establishing a trusting relationship with the coachee. However, the ultimate purpose of the coaching engagement is to facilitate the coachee to enhance work performance, life experiences and self-learning development. In other words, having a harmonious coaching relationship without concrete solutions and results basically moves away from the nature of coaching. Therefore, the development of realistic goals and applicable development plans plays a key role in the coaching process. The study results also revealed that the coach's skills in the facilitation of goal setting and solutions development (Goal Focus/Goal Tracking and Management of the Process) are the essential attributes required to underpin a constructive coaching process. In conclusion, the ability to demonstrate highly developed interpersonal interactive skills and facilitate a solution-orientated process are the essential ingredients for

an effective coaching relationship and outcome. However, some research limitations were noted in this study. These research challenges and suggestions for how these might be addressed in future are discussed in Chapter 8.

## Chapter 8: Discussion

### 8.1 Introduction

This chapter discusses how this PhD thesis aimed to facilitate the development of evidence-based coaching study and practice by investigating the effective attributes required by coaching psychologists in order to establish and maintain a constructive coaching relationship to work towards positive outcomes. Summarising the discussion in Chapter 3, evidence-based practice as a particular approach or more accurately a set of approaches to incorporate evidence into practice decisions is now well-established across several fields including medicine, nursing and social policy but not yet in industrial organisational (I-O) psychology (Briner & Rousseau, 2011). Such practice is about making decisions through conscientious, explicit, and judicious use of four sources of information: practitioner expertise and judgment, evidence from the local context, a critical evaluation of the best available research evidence, and the perspectives of those people who might be affected by the decision (Briner, Denyer, & Rousseau, 2009). Three key features support the concept of evidence-based practice:

- Evidence-based practice integrates the practitioner's expertise and external evidence with research.
- Evidence-based practice aims to obtain and use the best available evidence
- Systematic Reviews are used to assess all available and relevant evidence.

Referring back the term *evidence-based practice* itself, it is something (decision) practitioners do (make) on the strength of relevant and reliable scientific evidence. Hence, evidence-based practice is formed by the practitioner's judgment according to their experience, evaluated external evidence, preferences and values of people affected in this decision and circumstances. Meanwhile, academics (e.g. scholars and educators) play a key role in producing, appraising, synthesising and creating assess to research evidence for

practitioners to make critical decisions based on the best available knowledge. Systematic Review (SR) is recognised as a fundamental feature in evidence-based practice as it provides a rigorous methodology to locate, appraise, synthesis and report “best evidence” (Briner, et al., 2009). A SR usually starts with a prior specific protocol which includes the review topic, questions/hypotheses, inclusion criteria and review methods to test a single hypothesis or a series of related hypotheses. Although various methods for synthesis have been applied to SRs (such as Meta-Analysis and Narrative Synthesis), they depend on the nature and quality of the primary studies (Petticrew & Roberts, 2008). The overall review process thus comprises scoping and planning the review, searching and screening the references, and evaluating and synthesising the included studies.

I-O psychologists have expressed concerns about the existence, relevance and use of evidence in the profession, though practice is ahead of research in many areas of I-O psychology such as coaching, talent management and employee relations. Indeed, I-O psychology scientists and practitioners each view their own knowledge sources more valuable than the other's. This situation also raises questions about the extent to which the science and practice of I-O psychology is synergistic and could promote evidence-based practice.

Three main sections are presented in this chapter: the first section summarises four studies' results and implications. The second part focuses on to what extent this PhD thesis brings positive impacts on the development of evidence-based coaching. Finally, this chapter discusses the limitations of this PhD thesis (e.g. research design and sample) and how they could be improved in the future research.

## 8.2 Summary of Studies

In total, four studies were carried out:

1. A Systematic Literature Review (SR) focusing on to what extent psychological interventions/standings generate positive impacts on coaching relationship was conducted to identify existing Coaching Psychology gaps prior to any primary research (Chapter 4).
2. Critical incident interviews with a total of 25 participants were carried out to elicit effective behavioural indicators to enhance the coaching process and relationship (Chapter 5).
3. A cross-validation questionnaire study was used to evaluate the robustness of behavioural indicators identified from Study Two (Chapter 6).
4. The effectiveness of identified behavioural indicators was examined through a field quasi-experimental study (Chapter 7).

Table 8.1

Summary of Studies

| Study                                                                                | Objective                                                                                                      | Research Design                                                                                                                                                                                                                                   | Outcome                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Study One:<br>Systematic Review on Coaching psychology                               | To identify the research gap of existing Coaching Psychology evidence.                                         | <ul style="list-style-type: none"><li>• Scoping the studies of the field and planning the review.</li><li>• Undertaking the literature search and screening the references.</li><li>• Evaluating and synthesising the included studies.</li></ul> | <ul style="list-style-type: none"><li>• Contributions of psychology in coaching field were enhanced.</li><li>• The urgent need to investigate explicit attributes for a coach to enhance the coaching relationship was identified.</li></ul> |
| Study Two:<br>The Development of the Coaching Psychology Competency Framework (CPCF) | To investigate effective attributes / behavioural indicators for a coach to enhance the coaching relationship. | <ul style="list-style-type: none"><li>• Critical Incident Interviews</li><li>• Thematic Analysis</li><li>• Card-Sorting</li></ul>                                                                                                                 | <ul style="list-style-type: none"><li>• 13 competencies with 100 behavioural indicators were outlined.</li></ul>                                                                                                                             |
| Study Three:<br>The Reliability Examination                                          | To evaluate the reliability of identified attributes / behavioural indicators.                                 | <ul style="list-style-type: none"><li>• A Cross-Validation Questionnaire</li></ul>                                                                                                                                                                | <ul style="list-style-type: none"><li>• Three groups of competencies underpinned by 75 behaviours for an effective coaching alliance were defined.</li></ul>                                                                                 |
| Study Four:<br>The Validity Evaluation                                               | To test out the articulated competency framework.                                                              | <ul style="list-style-type: none"><li>• A Quasi-Experimental Study</li></ul>                                                                                                                                                                      | <ul style="list-style-type: none"><li>• The effectiveness of CPCF was evaluated and four competencies were highlighted for a constructive coaching process and outcome.</li></ul>                                                            |

8.2.1 Study One: A systematic review on Coaching Psychology: focusing on coaching relationship.

This SR aimed to identify the research gap of existing Coaching Psychology evidence through synthesising relevant studies on the basis of a systematic and robust process. Firstly, a pilot literature search was undertaken (2010) to establish that there was no SR on coaching before commencement of this study. Ten international coaching experts (either academics or

practitioners) were identified and invited to participate as a review panel. One-to-one interviews were conducted with each review panel member to elicit their perspectives on the key elements of Coaching Psychology; the aspects of existing coaching results evaluation methods and the comments on the draft review protocol. A total of 141 studies which applied psychological coaching interventions were screened by seven criteria for final synthesis on the second stage. The final stage utilised the Narrative Synthesis method (Petticrew & Roberts, 2006) to integrate the evidence for answering review questions. (Please see Chapter 4).

This is the first SR in the coaching domain that examined the role of Coaching Psychology in contemporary coaching study and practice through a thorough and transparent process. The review results showed that a coaching psychologist's attributes, including required knowledge, attitudes/personality and skills, have a significant influence on the effectiveness of the coaching relationship and results. Four key points arose from the review findings, which were also in response to the review questions/hypotheses in the protocol consulted with the review panel.

The review topic was:

*In what way are a coaching psychologist's attributes (required knowledge, competencies, skills, personalities and attitudes) associated with the effectiveness of the coaching relationship?*

Three review questions were:

1. *What are the most commonly applied psychological interventions that impact on the coaching clients' change as evident from the current evaluation methods (including behaviours, performance, satisfaction, attitude and well-being)?*
2. *How many and what kind of studies have evaluated the coaching psychologist's attributes in a robust and systematic way?*

3. *What are the effective coaching psychologist's attributes (required knowledge, attitudes and skills) in the coaching process that enhance the coaching relationship?*

The four key findings from this review are summarised as below:

- This SR confirmed that the coaching processes and the relationship are the key foci of coaching research and practice.
- The professional psychological training/professional background was emphasised as an essential requirement for a professional coach (e.g. applying psychological interventions appropriately to identify and manage the coachees' emotional difficulties).
- Based on the review, an initial CPCF for a constructive coaching relationship was outlined, including required knowledge, personalities/attitudes and skills/behaviours.
- This SR concluded that rigorous research to develop and validate a competency framework to enable professional coaches to enhance the coaching relationship is required for the development of evidenced-based coaching.

### **8.2.2 Study Two: The development of the Coaching Psychology Competency Framework: Critical Incident Technique.**

This research built on the previous SR on Coaching Psychology study, outlining explicit competency definitions and behavioural indicators with emphasis on what facilitates a constructive coaching relationship through three main thorough research processes.

Critical incident interviews were conducted with all 25 participants (coaches, coachees and organisational stakeholders) to investigate the effective attributes for a coaching psychologist drawn on their "specific" incidents or events relevant to their coaching experience. Thematic Analysis followed to extract and code the themes from the interview transcriptions. Subsequently, two card-sorting sessions with two coaching experts, with PhD degrees in psychology, and two psychological postgraduate students were carried out to

define and cluster the competencies. A total of 13 competencies underpinned by 100 behavioural indicators were defined for further examination (Table 5.8).

This study listed the top five most frequently referred competencies through all interviews: 1) Active Communication Skills, 2) Creating an Environment for a Collaboration/Joint Relationship, 3) Contracting and Management of the Process, 4) Goal Focus/Goal Tracking, and 5) Being Aware of Managing Coachees' Feelings and Motivation. Active Communication Skills and Being Aware of Managing Coachees' Feelings and Motivation were highlighted when comparing the three interview group's most frequently referred competencies. Study Two clarified the contribution of psychological techniques and principles to the field of coaching. Firstly, the value of a psychological background and relevant training for a professional coach was highlighted across the interviews with particular emphasis on dealing with the coachee's emotional reactions and enhancing motivation. There is a certain degree of overlap between the findings of the CPCF and the SR on Coaching Psychology (see Table 5.11). The papers included in this SR were all primary studies based on psychological coaching interventions, highlighting the importance of the coaching relationship. As a result, the behavioural indicators underpinning the CPCF were derived directly from these findings as essential elements for an effective coaching relationship based on psychological perspectives. Two subsequent studies (questionnaire and quasi-experiment) were carried out to test out whether the CPCF could be utilised as a professional guideline for coaching psychologists in order to facilitate more positive outcomes in the coaching relationship.

### **8.2.3 Study Three: The reliability and cross-validation of the CPCF.**

This study reported on the reliability and validity examination of the draft CPCF drawn up in Study Two. A questionnaire study including the reliability examination and cross-validation with the CAI was undertaken.

In order to investigate convergent and divergent validity, the CPCF was mapped with CAI indicators to determine the theory of the cross-validation examination. Some of the CAI indicators were mapped against one or more corresponding competencies as they cover a relevantly broad spectrum (Table 6.1). Two groups participated: coaches with psychological background or training and coachees. There were a total of 107 (86 complete, 21 incomplete) responses to this questionnaire study: 72 by coach group respondents and 35 by coachees.

The main researcher initially reviewed all the results with particular focus on any problematic items that might affect the analysis of the results. The reliability of the CPCF was then examined by assessing Cronbach's alpha value of each item by SPSS. In addition, this study examined the correlation between items of CPCF and their corresponding CAI indicators by computing Pearson's Correlation with SPSS (e.g. "Listening actively" and "We have established a good understanding between us of the kind of changes that would be good for my client") (Table 6.1). CPCF items were classified into three levels on the basis of their internal consistency and significance with the corresponding CAI indicators. The purpose was to differentiate high performers from others at the same job level and set out these behavioural indicators in a comprehensive framework. These levels are: Soft Skills, Hard Skills and Additional Behavioural Indicators (Table 6.5).

This study confirmed the positive correlation between the CPCF and CAI. The study result indicated that the CPCF competencies could be considered a guideline for the professional coach in the facilitation of an effective coaching relationship. In contrast with previous competency frameworks, the CPCF was validated by a systematic and transparent method with both the coach and coachee being invited to rate the effective indicators for a constructive coaching process. However, further examination is required to test out to what extent the CPCF assists coaching psychologists in generating a greater coaching relationship and more positive coaching outcomes. In order to test out these identified behavioural

indicators, a quasi-experiment with combined data analysis methods (quantitative and qualitative methods) was carried out.

#### **8.2.4 Study Four: The validity of CPCF in practice and training: a pilot quasi-experimental study.**

The final stage was an extension of the previous questionnaire study to evaluate the effectiveness of the CPCF framework by comparing a group of coaches that received relevant training with a control group that did not receive this training. Coaches in the experimental group were asked to participate in a three-hour coaching training workshop facilitated by the main researcher. The purpose was to help the coaching participants to acquire key effective competencies for enhancing the coaching relationship. Coaches in the control group only received a coaching skill training kit, which introduced the fundamental concepts of coaching and key coaching skills one week before the coaching session. A real coaching session (60 minutes) with participants who took coachee roles was carried out afterwards.

A total of 26 participants (N=26) were recruited for this quasi-experiment. Two quantitative evaluations (the CAI and CPCF questionnaire) and one diary tracking report were used to measure the coaching relationship and coachee's confidence level (Self-efficacy Scale) after the coaching session.

The study results demonstrated that the CPCF had facilitated the coach participants to establish a better coaching relationship and enhanced the coachees' belief in achieving their goals. In addition, four competencies were highlighted following integration of the follow-up diary report through a content analysis: a) Goal Focus/Goal Tracking; b) Creating an Environment for a Collaboration/Joint Relationship; c) Active Communication Skills; and d) Being Aware of and Managing Coachees' Feelings and Motivation. The quantitative evaluation was consistent with the diary tracking report (Table 7.6). It indicated that interpersonal skills to establish the bond, as well as learning facilitation abilities to develop a realistic goal and task with the coachee, are essential requirements for coaching psychologists

to enhance the coaching process with more positive outcomes by means of a cross mapping analysis with the corresponding CAI indicators (Table 7.7). In a brief summary, the CPCF is the first coaching competency framework drawn on the concept of psychotherapy, psychoanalysis and humanistic psychology, working alliance, to verify explicit behavioural indicators which enable the coaching psychologist to facilitate a constructive coaching relationship. This research has further enhanced the contributions of psychology in the field of coaching and the development of coaching professionalisation. However the significance of these quantitative evaluations was not very strong due to time restrictions and insufficient sample size. Thus, a longitudinal study with larger participation size (more than 100 for each intervention) is required for future research.

### **8.3 Contributions to the Development of Evidence-based Coaching**

In general, this thesis aims to enhance the evolution of evidence-based coaching, because coaching is recognised as a cross-disciplinary industry with practice being ahead of research. This PhD thesis, based on the findings of a Systematic Review on Coaching Psychology (Study One), further investigated what sort of knowledge and explicit behaviours (KSAs) a professional coach should acquire in order to facilitate a constructive coaching process. Therefore a job role analysis with three stages (Study Two, Three and Four) was carried out. In order to ensure the investigation process was transparent and evidence-based, a total of nine collaborators (including coaching experts with psychological backgrounds and occupational psychology postgraduates) were invited to take part in the data analysis (thematic analysis and q-sorting sessions). Three key parties (coach, coachee and commissioning client) were included in this study to assure their expectations were met. A CPCF focusing on the enhancement of the working alliance between the coach and coachee was defined in this PhD thesis, which fed the existing coaching study need. Explicit behavioural indicators identified in this thesis could be applied in future coaching training

and development agendas. The following section explains the extent to which this thesis contributes to the development of evidence-based coaching in terms of methodology, theory and concept, and practical applications.

Table 8.2

*Contributions to the Development of Evidence-based Coaching*

*Summary of Specific Contribution of the Research*

| Contribution                | Study 1                                                                                                                                                                                                    | Study 2                                                                                                                                                                              | Study 3 & 4                                                                                                                                                   |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodological Contribution | The application of Systematic Review in Coaching Psychology.                                                                                                                                               | Adoption of multiple investigation methods to meet standard competency modelling process.<br><br>The involvement of all key parties of a coaching engagement.                        | Adoption of multiple investigation methods to meet standard competency modelling process.<br><br>The involvement of all key parties of a coaching engagement. |
| Theoretical Contribution    | The evaluation of psychological contributions in coaching industry and the identification of knowledge gaps.                                                                                               | Development of specific KSAs (knowledge, skills and abilities) for professional coach to enhance coaching alliance based on study results.                                           | Evaluation of new developed competency framework. The differentiation of competency levels based on the correlation with coaching alliance inventory.         |
| Practical Contributions     | The identification of most frequent examined psychological interventions and common factors for an effective coaching relationship which outlined a draft Coaching Psychology Competency Framework (CPCF). | The identification of explicit behavioural indicators which are brief and more user-friendly than previous competency frameworks that are easily to be applied in coaching practice. | The examination of articulated Coaching Psychology Competency Framework which provides a guideline as part of coaching training and development agenda.       |

### 8.3.1 Methodological contribution.

- A Systematic Review (SR) on Coaching Psychology was carried out to integrate existing evidence and identify research gaps.

In terms of evidence-based practice model (Briner, et al., 2009), Systematic Review is distinguished as the best methodology to synthesise multiple studies and provide most available evidence for the practitioner for decision making. However there are very few SRs in I-O psychology (Briner & Rousseau, 2011). In 2010 a pilot search was carried out to confirm there had been no SR in the coaching field before Study One was carried out. In contrast with traditional narrative literature reviews in coaching (Bachkirova, 2008; Anthony M. Grant, 2001; Passmore & Fillery-Travis, 2011; Whybrow, 2008), this SR (Study One) commenced with a consultation with ten worldwide coaching experts (academics or practitioners) to define the review protocol. This process ensured the review topic and questions were on the right track and should be precisely focused on in the future research. Well-defined searching terms and inclusive criteria made certain that critical studies were not neglected. In addition, explicit review questions provided the reviewer with clear paths to identify existing coaching study gaps rather than producing only general discussion on relevant coaching papers. This SR indicated that contemporary evidence-based coaching urgently requires the investigation of explicit behavioural indicators to enable the professional coach to enhance the coaching relationship through a thorough job analysis process.

Indeed, some meta-analysis studies on coaching (De Meuse, Dai, & Lee, 2009; Jones, Woods, & Guillaume, 2014) were carried out to examine the effectiveness of executive coaching. However, this SR tended to investigate to what extent psychological interventions generate positive impacts on coaching practice, which provided a clearer guideline for future research trend. This SR on Coaching Psychology specifically outlined the most frequently examined psychological coaching frameworks and common factors

for an effective coaching relationship after synthesising all relevant papers. In addition, a draft CPCF (including knowledge, skills and attitudes) was presented. In summary, this SR identified the development and examination of explicit competencies (KSAs) which enables the professional coach to enhance the coaching process through job role analysis as a clear future research agenda on Coaching Psychology.

- Multiple research methods were adopted to investigate the competency framework for a constructive coaching relationship.

Quantitative numbers and context behind them (such as *what* brings positive impacts on coaching outcomes and *how* it works in the coaching process) are both important in an evidence-based coaching study (Bennett, 2006; Stober, et al., 2006). Combined research methods (quantitative and qualitative approaches) which collect information from different angles are recognised as the most appropriate approach in evidence-based coaching study. Nevertheless, the SR on Coaching Psychology result indicated that the majority of included papers were conducted by singular research method (case study, survey or quasi-experiment). In contrast, this PhD thesis followed a rigorous competency modelling process (Shippmann et al., 2000) to develop and validate the CPCF focusing on effective coaching relationship.

A total of three combined-method studies were following on after this SR. Firstly, a CIT was used to elicit the effective attributes in order for the professional coach to enhance the coaching relationship. CIT is recognised as one of the best approaches to collect direct observations of human behaviours and highly cited by industrial and organisational psychologists (Anderson & Wilson, 1997), especially in job analysis studies. The key contribution of the framework presented here is that it was designed from the outset to acknowledge the perspectives of coaches, coachees and also commissioning clients. Thematic Analysis and Q-Sorting, which are widely applied to analyse a large body of subjective (qualitative) information, were utilised here. These two methods ensured qualitative

data/information is interpreted and analysed in a standard and objective way. Subsequently, the quality of this competency framework (reliability and validity) was examined through a questionnaire and quasi-experimental study. Therefore, one could conclude that the CPCF was developed and examined through a systematic and transparent way, which met the standard of competency modelling.

### **8.3.2 Theoretical contributions.**

The theoretical contributions of this research are now discussed as two distinct, but interrelated aspects.

- The SR offers a thorough evaluation of existing Coaching Psychology evidence, with particularly focus on the coaching relationship. This SR listed existing (pre-2012) primary research based on psychological coaching approaches to provide a comprehensive overview of extant Coaching Psychology literature. First, the majority of papers included (81 of 141 studies) were published in psychology focused journals (e.g. *International Coaching Psychology Review*) giving some indication of where the bulk of evidence is located. The effectiveness of key psychological coaching interventions (e.g. Cognitive Behavioural Coaching Approach) was examined through varied research methods (e.g. RCTs and within-subject studies) across these journals. Second, a psychological background and training was identified as an essential requirement to enable a coaching psychologist to facilitate a better coaching relationship. Several studies included in this SR (Maritz, Poggenpoel, & Myburgh, 2009; Wasylyshyn, 2003) indicated that a coach who is able to apply psychological interventions appropriately to alleviate a coachee's anxiety and frustration, and enhance their motivation to change, is key for an effective coaching process. Third, a draft KSAs listing required knowledge, attributes and skills (e.g. communication skills and facilitation) to enhance a constructive coaching relationship was outlined in this SR and disclosed a necessity for future research in

Coaching Psychology to investigate the explicit behavioural indicators needed for the facilitation of an effective coaching process toward positive outcomes through a rigorous role analysis. Thus, this SR endeavoured to contribute to evidence-based coaching by means of an in-depth scrutiny of Coaching Psychology literature.

- CPCF is the first psychological grounded competency framework outlining explicit behavioural indicators for the enhancement of working alliance in coaching. This research investigated explicit competencies, as measured by behavioural indicators, which appear to be prerequisites for strengthening the working alliance and building an effective coaching relationship. The identified CPCF contributed the following three aspects:
  1. The development of the CPCF filled a theoretical gap by identifying the explicit attributes to facilitate an effective coaching process from a Coaching Psychology perspective. As discussed earlier (2.1.2), the coaching relationship has been recognised as the common factor for a positive coaching outcome (de Haan, 2008; O'Broin & Palmer, 2010; Palmer & McDowall, 2010). In addition, subjective matching where the coach and coachee physically meet each other is a particularly critical stage for the subsequent effectiveness of the following relationship in the coaching journey (de Haan, 2008). Though relevant coaching competency frameworks/guidelines had been developed by main coaching governing bodies (e.g. AC and BPS); there had been to date no published rigorous role analysis to yield definite attributes or psychological training required to facilitate a constructive coaching relationship. This research addressed this by identifying 75 behavioural indicators sorted into three groups for different training purposes against Standard Competency Modelling criteria (Shippmann et al., 2000). Therefore, the development of the CPCF led existing coaching knowledge a further step towards yielding KSAs for an effective coaching alliance drawn on all the relevant coaching stakeholders' perspectives (coach, coachee and clientele) through a rigorous role analysis.

The validity examination of the CPCF provided an initial indication of an on-going debate in the Coaching Psychology field: whether an effective coaching relationship relies on spontaneous personality match (e.g. Big Five Personality test) between the coach and coachee, or the coach's capability to facilitate a constructive coaching process (Baron & Morin, 2009; Boyce et al., 2010; de Haan et al., 2013). Indeed, certain attributes (e.g. building trust, listening, understanding and encouragement) have been outlined as key attributes needed to build effective relationships prior to our development of the CPCF (de Haan, 2008; Passmore, 2010). Nevertheless, there had been no rigorous examination as to what extent or what exactly the coach could *do* to facilitate a greater effect of positive outcomes on the coaching relationship. The research results in Study Three and Four (Chapters 6 and 7) highlighted the coach's goal setting (e.g. developing realistic tasks and actions & prioritising action plans with the coachee) and process management skills (e.g. maintaining ethical standards throughout the coaching process) as essential competencies to build the rapport and trust with the coachee at an early stage of the coaching engagement. These skilled-based competencies enabled coaches in this research to assess mutual compatibility during the coaching process and continuously negotiate and adapt any development depending on the coachees' progress and individual scenarios. In addition, the coaching training intervention designed around the Soft Skills (e.g. listening actively) and Hard Skills (e.g. prioritising action plans with the coachee) underpinning the CPCF was examined with participants who did not have any coaching experiences (i.e. they were university students). The study results showed that the behaviours required to facilitate an effective coaching relationship can be developed through training, as the experimental group which received training improved more on the trainable indicators than the control group as a result of three quantitative evaluation scales.

This study outcome also aligned with contemporary therapeutic relationship study findings, which indicated the quality of shared understanding of the nature of the patient's problem (called therapeutic rapport) mainly counts on physicians' active communication abilities (Norfolk, Birdi, & Patterson, 2009), a comprehensive skill-based training model provided professional guidelines for physicians to follow. In essence, what people actually do effectively and actively regarding communication and rapport, whether they are coaches or physicians, makes a difference to the quality of the relationship.

More specifically, the behaviours summarised in the CPCF strengthen the concept of a successful helping relationship (e.g. coaching and therapy) as essentially relying on how the coach builds rapport with the coachee and develops mutually agreed goals and action plans. Most of these abilities (goal setting and process management) are behavioural or skill based dimensions that could be developed and facilitated by relevant training.

2. The CPCF built on previous psychologically based evidence to draw out effective behaviours for a constructive coaching relationship. The concept of a working alliance has been recognised as the focal point for integrating three major psychological traditions, psychoanalytic, humanistic psychology and psychotherapy, in a new paradigm (de Haan & Sills, 2012). A meta-analysis in psychotherapy (Wampold, 2001) indicated there was no significant difference in effectiveness on desired outcomes between different and techniques. The working alliance, which emphasises relationship factors (such as mutual trust, empathy and respect) as well as links to positive outcome (clear mutual agreed goal and action plans), optimises the bond in the process of certain psychological helping interventions (e.g. counselling, therapy and coaching) and facilitates the joint purposive goal to be perfectly achieved (O'Broin & Palmer, 2010). In another word, a preferable working relationship was

recognised as the essential indicator toward desired outcomes in the counselling/therapy process. This “relationship” concept was transferred to coaching domain and examined by de Haan (2008): coaching relationship is a key common factor for an effective coaching engagement. In addition, the association between the working alliance and coaching outcomes has been examined in research (Baron & Morin, 2009; de Haan, et al., 2013). However, there had no rigorous research examining effective attributes for coaching practitioners to facilitate a constructive coaching relationship prior to this thesis. The content of the CPCF is consistent with the three key features of the working alliance: both interpersonal attributes (e.g. demonstrating empathy and emotional bond) and learning and facilitation skills (e.g. Goal Focus/Goal Tracking) are essential requirements for a coaching psychologist to establish a harmonious coaching process and facilitate a greater outcome. Therefore, in contrast with previous coaching relevant competency guidelines, the CPCF is the first framework that builds on psychologically proved evidence from psychoanalytic and humanistic perspectives and the transferring of theoretical concept from the working alliance into visible dimensions to be applied in a helping relationship.

In a brief summary, the development of the CPCF addressed theoretical gaps in Coaching Psychology by examining explicit behavioural indicators to facilitate an effective coaching alliance and hence work towards effective outcomes. The cross-validation between the CPCF and CAI drew on existing psychological grounded theory on relevant helping interventions (e.g. therapy and counselling) to inform evidence-based coaching practice. Besides, the emphasis of the CPCF on interpersonal attributes, goal setting and process management skills provides some evidence for an ongoing debate on Coaching Psychology study which shows that an effective coaching relationship essentially relies on what the coach does rather than the personality match between coach

and coachee. These attributes could be enhanced through training. There are some limitations to this research which will be discussed in section 8.4.

### 8.3.3 Contribution to Practice

This PhD thesis aimed to facilitate the development of coaching professionalisation to promote evidence-based coaching. Though competency frameworks have been outlined by main coaching governing bodies (such as BPS and ICF); the CPCF is the first framework that has been developed and examined through a systematic and transparent process to meet the standard competency modelling criteria. In contrast with previous competency frameworks, the CPCF provides an explicit guideline (KSAs) to facilitate greater coaching relationship, specifically focusing on *coaching alliance*. Competency items underpinning the CPCF tend to be brief and behavioural-based descriptions which are more user-friendly than previous frameworks. In addition, three differentiated groups of competencies provide a clearer guideline for coaching relevant training and development agenda. For instance, attributes under the first group which appear more likely interpersonal soft skills could be used as the baseline for fundamental coaching training as they had stronger correlations with their corresponding CAI indicators in this thesis. In summary, coaching training and development is in urgent need of standardisation because it has been widely applied in the organisational and workplace learning and development field but draws on varied disciplines. Therefore the CPCF, underpinned by explicit competencies and behavioural indicators, could feed the gaps of previous competency frameworks in coach training and development design.

## 8.4 Limitations

This section summarises the limitations of this PhD thesis and discusses how they could be improved in the future research. The discussion is split into two parts: research design and participants. Table 8.3 presents an overview of the limitations and improvement plans for each study.

Table 8.3

Summary of Research Limitations and Suggestions for Improvement

| Limitations                 | Study One<br>Systematic Review                                                                                                                                                                                               | Study Two<br>Critical Incident<br>Technique                                                                                                                                         | Study Three<br>Cross-Validation<br>Questionnaire                                                                                                                                                 | Study Four<br>Quasi-<br>Experimental<br>Study                                                                                                                                                           |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research Design             | <ul style="list-style-type: none"><li>Lacking of quantitative synthesis process (e.g. meta-analysis).</li></ul>                                                                                                              | <ul style="list-style-type: none"><li>Individual interviews with might have limited the variety of information.</li></ul>                                                           | <ul style="list-style-type: none"><li>Coaching Alliance Inventory is a relatively short (12 items) and broad spectrum measurement scale.</li></ul>                                               | <ul style="list-style-type: none"><li>One half-day coaching training workshop was relatively short.</li><li>Only one coaching session (40 - 50 minutes) was conducted for each coaching dyad.</li></ul> |
| Participants                | <ul style="list-style-type: none"><li>Limited professional backgrounds of review panel (nine of ten experts in review panel are psychologists).</li></ul>                                                                    | <ul style="list-style-type: none"><li>Insufficient of overall participants especially coachees and commissioning clients.</li></ul>                                                 | <ul style="list-style-type: none"><li>Insufficient of overall participants especially coachees and commissioning clients.</li></ul>                                                              | <ul style="list-style-type: none"><li>Insufficient of overall participants.</li></ul>                                                                                                                   |
| Suggestions for improvement | <ul style="list-style-type: none"><li>A small-scale meta-analysis could be carried out within a future SR.</li><li>More diverse disciplines should be invited in the review panel (e.g. management and education).</li></ul> | <ul style="list-style-type: none"><li>Designing focus-group discussion sessions after interviews.</li><li>Larger sample size.</li><li>More participants from client side.</li></ul> | <ul style="list-style-type: none"><li>Larger sample size.</li><li>Designing a more detailed measurement scale based on CAI.</li><li>Inviting genuine coach-coachee dyads in the study.</li></ul> | <ul style="list-style-type: none"><li>Longitudinal study should be designed.</li><li>Larger sample size.</li><li>Inviting genuine coach-coachee dyads in the study.</li></ul>                           |

*Study One:* This SR on Coaching Psychology adopted a narrative synthesis method to integrate evidence because it retained both qualitative and quantitative studies (141 papers) that met the inclusive criteria. Nevertheless, it lacked the numerical evaluation of quantitative

studies such a meta-analysis of randomised control trials (RCTs). Beside, nine of ten coaching experts are from psychological backgrounds that might have neglected perspectives from other coaching disciplines (e.g. management or education).

*Study Two:* Though critical incident interviews are recognised as one of the most appropriate methods for human behavioural study; critical information could be neglected in one-to-one interview. Focus groups might help the researcher to investigate richer information and integrate participants' points of view through observation of the interactions and discussions. In addition, it was a big challenge to approach prospective coachee participants because a great majority of existing coaching associations/networks (e.g. BPS and ICF) were established to provide professional information for coaches or people who would like to practice coaching in their career. Besides, professional coaches are not able to refer their clients to this research because of the confidential agreements with them. Therefore only five coachee participants (a total of 25 participants) who had coaching experience were interviewed to share their perspectives on the coach's effective attributes for enhancing the coaching relationship.

*Study Three:* Reflecting back this questionnaire chosen in Study Three, the CAI, revised from the Working Alliance Inventory (WAI), has been increasingly adopted in coaching relationship studies in recent years; nevertheless the CAI is a relatively short evaluation scale (12 questions). In addition, some of the CAI indicators cover a very broad spectrum (e.g. I feel that my coach appreciates me); the vague descriptive CAI indicators made the theoretical mapping process with the CPCF much more difficult. It is necessary to bear mind that some analysis results might have been affected (correlation coefficient). Therefore, a cross-examination with other CAI indicators was required prior to discarding problematic items. The other challenge of this study was relevant to questionnaire respondent rate. The overall questionnaire respondents (N=107) were not quite sufficient. In addition, only 32% of collected questionnaires (35 of 107 respondents) were from coachees, which

indicates the ratio of coachee participants was not adequate enough to represent the entire coaching population.

*Study Four:* The research design of Study Four did not fully fit in with the standard of behavioural change science due to time restriction; human sustained behavioural change usually takes three to six months during/after helping interventions such as training, counselling or coaching (Powell & Thurston, 2008). However, only one coaching session (40-50 minutes) was arranged for each coaching dyad in this study. It would have been a challenge to maintain participants' commitment to this research for three to six months without strong motivation or significant rewards. This "snapshot" coaching session may have affected the quantitative measurement results. Firstly, some items in the CPCF were not evaluated properly in this experiment because coach participants did not have chance to demonstrate all of the behavioural indicators (75 items in total) in one coaching session. For instance, they needed more than one coaching session to demonstrate *continuously evaluating coachees' change and progress*. Second, the evaluation of coaching alliance was suggested to be carried out after the third session (Horvath & Greenberg, 1986); however this study did not allow the coach and coachee to have three coaching sessions for their relationship evaluation. It also explains why the t-test of coaching alliance in this study was not very significant. Secondly, the short coaching training workshop (three hours) did not provide coach participants with ample time to assimilate what they learnt prior to the coaching session. It usually takes at least three months for trainees to transfer what has been learnt from the training programme/workshop into practice (Kirkpatrick, 1975). Third, the internal consistency of the SES evaluation was very high ( $\alpha=.95$ ). There might be some problems with this test such as redundancy among items or small sample in the study, because Streiner (2003) recommended a maximum value of .90. Another issue of this study is similar to Study Three, the overall participation size (N=26) was not sufficient enough to confirm the effectiveness of the intervention.

## 8.5 Future Research

The future research directions are summarised as below on the basis of the previous discussion (section 8.4)

### 8.5.1 Research design.

- *Meta-Analysis*: As discussed above, there was no numerical evaluation (e.g. meta-analysis) in this SR on Coaching Psychology. Meta-Analysis has emerged as the key approach for analysing behavioural science data (Huffcutt, 2002) and was identified at the top of hierarchy of evidence (Petticrew & Roberts, 2008). It helps the reviewer to focus on estimating the effective strength of cross studies and comparing the number of significant studies to the number of non-significant studies. Therefore a meta-analysis which examines quantitative studies (e.g. RCTs or with-subject experiments) would answer review question one more precisely: *What are the most commonly applied psychological interventions that impact on coaching clients' change as evident from current evaluation methods (including behaviours, performance, satisfaction, attitude and well-being)?*
- *Multiple investigation methods*: Referring to Study Two, critical incident interviews were carried out to elicit the effective attributes required in a professional coach to enhance the coaching alliance. However focus groups with facilitated discussions may help the researcher to collect richer information or clarify some critical points through observing participants' group discussions and interactions. Therefore, some focus groups could be arranged prior to or following the interviews in the future research.
- *Longitudinal study*: As discussed above, one short coaching training workshop did not allow participants to assimilate what they learnt and apply it in practice. Besides, examining coaching alliance and progress at one specific point in time only could not confirm the effectiveness of the intervention. Thus, longitudinal study, which consists of

repeated measurement from individuals over multiple time points, allows the researcher to *analyse* and *compare* the change of participants at each measurement point (Chan, 2004) should be carried out. For example, a longer formal coaching training programme should be designed (e.g. four-to-five day formal workshops and specified hours of coaching practice with peers). Further, the coaching engagement could be expanded to five (or more than five) sessions as it generally takes at least one month to change coachee's attitudes and concepts (Kirkpatrick, 1975). Measuring the working alliance in the coaching process and coachee's self-efficacy over different time points provides the researcher with more complete data to identify explicit factors for an effective coaching process.

### 8.5.2 Participants.

- *Participation Size*: Insufficient participation size was one of the main issues in this PhD thesis. Larger participation size is required for Studies Two, Three and Four. A total of 50 to a 100 large sample size studies (100 plus participants in each intervention group) are expected by 2021 (Passmore & Fillery-Travis, 2011). Collaboration with relevant associations for participant recruitment would be an efficient way to approach prospective participants. Besides, genuine coach-coachee dyads should be invited to participate in the quasi-experiment study and to test out the validity of this competency framework based on actual coaching context.

In summary, the CPCF was developed and examined through a rigorous job analysis; however a longitudinal study should be designed in the future research to fit in with the standard of behavioural change science. For instance, human sustained behavioural change usually takes three to six months during/after helping interventions (such as training, counselling and coaching). Measuring working alliance and coachees' self-efficacy over different time points in the coaching process will also unfold the individual change process

and allow the researcher to collect richer data to validate effective attributes a professional coach should acquire for a constructive coaching process. In addition, larger participation size (e.g. 50 to 100 participants for each intervention) is required to improve the effect size.

## 8.6 Conclusion

The value of investment in coaching intervention will continue to be a major concern for practitioners and organisational stakeholders; however the most popular evaluation methods in the contemporary coaching industry rely on coachees' satisfaction and feedback rather than any concrete outcome measurements. This sort of subjective evaluation on coaching impacts cannot truly provide evidence for decision makers to justify whether the investment of coaching should be carried on in the organisations (Grant, 2007). As a researcher in Coaching Psychology, the positive impact on a coachee's work and life balance as well as learning and development is far more important than the ROI since the ultimate goal of coaching is to optimise people's potential and self-growth through systematic dialogue between the coach and coachee (Passmore & Fillery-Travis, 2011). In order to yield valid and solid evidence, the development of evidence-based practice that investigates the best available knowledge or theoretical grounded interventions to apply in coaching practices has become the joint interest of researchers, practitioners and clients of coaching.

This thesis aimed to strengthen the evidence-based coaching by developing and validating a CPCF through four studies. The main contributions to this research concern three aspects: methodology, theoretical concepts and practical application. First, the rigorous methods used contributed to the evidence base in coaching by producing reliable, replicable and theoretically grounded approaches to gathering relevant data. Second, the psychological contributions of the CPCF were enhanced by adopting the concept of a working alliance, which was examined in its effectiveness in psychoanalytic and humanistic psychology study as a cross-validation measurement scale in this research. In addition, the emphasis on

behavioural-based skills to facilitate a greater coaching alliance in this research clarifies that an effective coaching relationship essentially relies on what the coach brings into the coaching relationship and that relevant skills can be trained. Third, the examined behavioural indicators also promoted coaching professionalisation because the three measurement levels provide coaches and potential users (e.g. HR professionals) with a guideline to use of these competencies in varied applications. For instance, interpersonal attributes (e.g. communication and demonstrating empathy) are a baseline required for effective coaching. These are the basis for goal and process management focused competencies which can serve as indicators to benchmark the development and training of coaches (evaluation criteria or training agenda).

The effectiveness of the CPCF in training and development was investigated in a pilot field experiment and the results indicate relevance for practice. Future research could build on our findings for instance using longitudinal field studies, larger and also more professional samples and also conduct investigation into how skills identified through the CPCF work in conjunction with other coaching techniques. Last but not least, it still remains to be investigated which skills coaches bring to any process, including whether such skills could be developed right at the start of a coaching relationship in order to maximise effective outcomes. This thesis contends that a behavioural approach, using clear and evidence-based models to guide interventions and best practice, will provide a basis for such future research.

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## List of Appendices

| <b>No</b> | <b>Title</b>                                                                                  |
|-----------|-----------------------------------------------------------------------------------------------|
| A         | CPCF Questionnaire for both Coach and Coachee Respondents                                     |
| B         | Coaching Alliance Inventory                                                                   |
| C         | Coaching Training Workshop                                                                    |
| D         | Coaching Training Kit                                                                         |
| E         | Research Process                                                                              |
| F         | Interview Schedule with Systematic Review Panel                                               |
| G         | Appropriateness of Different Study Design for Answering Different Types of Research Questions |
| H         | Overview of Included Studies in SR                                                            |
| I         | Participation Recruitment Letters                                                             |
| J         | One Example of Interview Transcriptions                                                       |
| K         | The Completed Competency Framework                                                            |
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| R         | Coaching Training Workshop Recruitment Letter                                                 |
| S         | Participant Pre-screen Questionnaire                                                          |
| T         | Coaching Alliance Inventory                                                                   |
| U         | Coaching Psychology Competency Framework Questionnaires                                       |
| V         | Self-Efficacy Scale                                                                           |
| W         | Coaching study Goal Tracking Diary                                                            |
| X         | Debrief Letter                                                                                |

Appendix A: CPCF Questionnaire for both Coach and Coachee Respondents

**Coaching Psychologist Competency Framework Questionnaire:**

As Coaching and Coaching Psychology has been taking hold in the organisational and leadership development field in recent years; we need a framework to evaluate the effectiveness of Coaching Psychologists.

In order to assess the behaviours underlying effective Coaching Psychology Practice we are ***developing a Coaching Psychologist Competency Framework***; we need your help if you are a:

- (1) coachee who has participated in any coaching sessions in the U.K. which were relevant to your workplace issues (except sport coaching)  
or
- (2) professional coach in the U.K. and have a background in Psychology

I am Yi-Ling Lai, currently studying for a PhD in the School of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall.

We need you to spend 10-15 minutes to complete the questionnaire for us.

Any data or information obtained from this questionnaire will be treated as strictly confidential and will be used only for academic purposes.

Thank you for devoting your time to complete this questionnaire.

Please feel free to contact the researcher ([y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)) or Dr. Almuth

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McDowall ([a.mcdowall@surrey.ac.uk](mailto:a.mcdowall@surrey.ac.uk)) if there are any relevant questions or comments.

Yours faithful,

Yi-Ling Lai

School of Psychology

University of Surrey

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Please recall one recent coaching engagement you have facilitated which ran extremely well. Considering this coaching experience, we are now asking you to rate the following statements according using the scale from 1 to 6.

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Please rate “6” if this behaviour/attitude was very helpful for enhancing the coaching relationship. Please rate “1” if this behaviour/attitude was not helpful for an effective coaching relationship. Please click “N/A” if you did not use this behaviour, or do not recall having used it.

1. **Active Communication Skills:** Applying highly developed communication skills to understand coachees' issues, enhance motivation, facilitate change and build the rapport. Listening, responding, questioning, asking challenging questions and using body language appropriately.

| No. | Statements                                                                                        | Not<br>Helpful<br>1 | Less<br>Helpful<br>2 | N/A<br>3 | Slightly<br>Helpful<br>4 | Helpful<br>5 | Very<br>Helpful<br>6 |
|-----|---------------------------------------------------------------------------------------------------|---------------------|----------------------|----------|--------------------------|--------------|----------------------|
| 1.  | Asking challenging and difficult questions to facilitate the coachee to think in a different way. |                     |                      |          |                          |              |                      |
| 2.  | Reflecting back coachee's issues.                                                                 |                     |                      |          |                          |              |                      |
| 3.  | Listening actively.                                                                               |                     |                      |          |                          |              |                      |
| 4.  | Responding at appropriate times.                                                                  |                     |                      |          |                          |              |                      |
| 5.  | Keeping a balance between listening and questioning.                                              |                     |                      |          |                          |              |                      |
| 6.  | Providing appropriate feedback to coachee.                                                        |                     |                      |          |                          |              |                      |
| 7.  | Probing the meaning that lies behind what a coachee says.                                         |                     |                      |          |                          |              |                      |
| 8.  | Asking open questions                                                                             |                     |                      |          |                          |              |                      |
| 9.  | Challenging coachee to think and interpret situations in a different way.                         |                     |                      |          |                          |              |                      |
| 10. | Using appropriate language (e.g. vocabulary and terminology)                                      |                     |                      |          |                          |              |                      |

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|-----|---------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 11. | Demonstrating appropriate and non-judgmental body language.                           |  |  |  |  |  |  |
| 12. | Remaining firm.                                                                       |  |  |  |  |  |  |
| 13. | Staying attentive.                                                                    |  |  |  |  |  |  |
| 14. | Remaining calm and confident.                                                         |  |  |  |  |  |  |
| 15. | Asking probing and "why" questions to facilitate coachee to think in a different way. |  |  |  |  |  |  |

2. **Goal Focus / Goal Tracking:** Identifying realistic goals, developing concrete plans and reviewing progress continuously to facilitate coachees to achieve their personal and work goals.

| No. | Statements                                             | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|--------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Inviting coachee to identify concrete goals.           |               |                |       |                    |           |                |
| 2   | Developing action plans that meet coachee's needs.     |               |                |       |                    |           |                |
| 3   | Continuously evaluating coachee's change and progress. |               |                |       |                    |           |                |
| 4   | Establishing mutually agreed goals.                    |               |                |       |                    |           |                |
| 5   | Maintaining focus on important issues.                 |               |                |       |                    |           |                |
| 6   | Assisting coachee to review their goals.               |               |                |       |                    |           |                |
| 7   | Comparing coaching results.                            |               |                |       |                    |           |                |

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|---|---------------------------------------------|--|--|--|--|--|--|
| 8 | Developing realistic tasks and actions.     |  |  |  |  |  |  |
| 9 | Prioritising action plans with the coachee. |  |  |  |  |  |  |

3. **Consideration of Individual Differences:** Respecting and considering coachees' individual backgrounds, needs and context in the coaching process.

| No. | Statements                                                                                   | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|----------------------------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Considering coachee's individual issues and context when deciding whether to challenge them. |               |                |       |                    |           |                |
| 2   | Being aware of (coachee's) complex personal life circumstances.                              |               |                |       |                    |           |                |
| 3   | Accepting that every coachee is unique.                                                      |               |                |       |                    |           |                |
| 4   | Adapting communication styles to different needs and contexts.                               |               |                |       |                    |           |                |
| 5   | Showing respect to each other's professional backgrounds and experiences.                    |               |                |       |                    |           |                |
| 6   | Putting the coachee at the centre of the coaching engagement.                                |               |                |       |                    |           |                |

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|---|-------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 7 | Respecting cultural diversity.                                                            |  |  |  |  |  |  |
| 8 | Demonstrating an appropriate sense of humour based on individual backgrounds and context. |  |  |  |  |  |  |
| 9 | Adapting coaching structure and content according to coachee's needs.                     |  |  |  |  |  |  |

4. **Contracting and Management of the process:** Discussing, negotiating and defining the objectives, process, terms and conditions (including ethical standards, confidentiality and both parties' roles and responsibilities), resources and support with coachees and their organisations (supervisors) before commencing the first coaching session.

| No. | Statements                                                                             | Not<br>Helpful 1 | Less<br>Helpful<br>2 | N/A<br>3 | Slightly<br>Helpful<br>4 | Helpful<br>5 | Very<br>Helpful<br>6 |
|-----|----------------------------------------------------------------------------------------|------------------|----------------------|----------|--------------------------|--------------|----------------------|
| 1   | Keeping professional boundaries.                                                       |                  |                      |          |                          |              |                      |
| 2   | Explaining the role of coaching processes and techniques for achieving personal goals. |                  |                      |          |                          |              |                      |
| 3   | Allowing space for private conversations.                                              |                  |                      |          |                          |              |                      |
| 4   | Maintaining and emphasising confidentiality.                                           |                  |                      |          |                          |              |                      |
| 5   | Having a chemistry meeting before the first coaching session.                          |                  |                      |          |                          |              |                      |
| 6   | Establishing boundaries and terms and conditions before the first session.             |                  |                      |          |                          |              |                      |
| 7   | Being aware of boundary of                                                             |                  |                      |          |                          |              |                      |

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|----|----------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
|    | competence.                                                                                        |  |  |  |  |  |  |
| 8  | Preparing and sending an agreed contract to coachee and clients before the first coaching session. |  |  |  |  |  |  |
| 9  | Involving coachee and organisational stakeholders together in the contracting process.             |  |  |  |  |  |  |
| 10 | Communicating with coachee's supervisors for support.                                              |  |  |  |  |  |  |
| 11 | Creating a transparent process through involving coachee's organisation.                           |  |  |  |  |  |  |
| 12 | Maintaining ethical standards throughout the coaching process.                                     |  |  |  |  |  |  |

5. **Creating an Environment for a Collaboration/Joint Relationship:** Ensuring coachees are the centre of the coaching sessions. Highlighting collaboration, creating a comfortable environment and flat relationship in the coaching process.

| No. | Statements                                                                | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|---------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Obtaining the coachee's permission and agreement before challenging them. |               |                |       |                    |           |                |
| 2   | Ensuring a comfortable environment for the coaching sessions.             |               |                |       |                    |           |                |
| 3   | Maintaining a supportive relationship with coachee.                       |               |                |       |                    |           |                |

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|----|------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 4  | Gaining coachee trust by providing space to talk.                                                    |  |  |  |  |  |  |
| 5  | Encouraging collaboration to facilitate change.                                                      |  |  |  |  |  |  |
| 6  | Sharing my own experiences and perspectives.                                                         |  |  |  |  |  |  |
| 7  | Maintaining a relaxed and friendly manner.                                                           |  |  |  |  |  |  |
| 8  | Creating an open and honest environment.                                                             |  |  |  |  |  |  |
| 9  | Exploring solutions and action plans together.                                                       |  |  |  |  |  |  |
| 10 | Shifting the ownership of the coaching engagement to the coachee.                                    |  |  |  |  |  |  |
| 11 | Asking coachee to lead the contracting phase and three-way meeting with organisational stakeholders. |  |  |  |  |  |  |
| 12 | Ensuring both parties are comfortable working with each other.                                       |  |  |  |  |  |  |

6. **Using Resources:** Identifying and seeking useful resources for coachees' learning and development.

| No. | Statements                                        | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|---------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Encouraging coachee to identify any resources and |               |                |       |                    |           |                |

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|   |                                                                          |  |  |  |  |  |  |
|---|--------------------------------------------------------------------------|--|--|--|--|--|--|
|   | support needed.                                                          |  |  |  |  |  |  |
| 2 | Sharing useful learning information (e.g. articles, links or exercises). |  |  |  |  |  |  |

**7. Being Aware of and Managing Coachees' Feelings and Motivation:** Being capable of identifying and protect coachees' feelings; and enhancing their self-motivation to change.

| No. | Statements                                                                                | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|-------------------------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Remaining constructive to protect the coachee's self-esteem.                              |               |                |       |                    |           |                |
| 2   | Inviting coachee to share feelings, issues and areas they would like to improve.          |               |                |       |                    |           |                |
| 3   | Inviting coachee to share what is important to them.                                      |               |                |       |                    |           |                |
| 4   | Alleviating coachee's fears and negative mindset.                                         |               |                |       |                    |           |                |
| 5   | Providing enough time and space to verbalise the coachee's issues, thoughts and opinions. |               |                |       |                    |           |                |
| 6   | Developing and maintain coaches' self-awareness.                                          |               |                |       |                    |           |                |
| 7   | Observing coachee's emotional state through their conversations.                          |               |                |       |                    |           |                |

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|----|-----------------------------------------------------------|--|--|--|--|--|--|
| 8  | Ensuring coachee having a receptive and positive mindset. |  |  |  |  |  |  |
| 9  | Enhancing coachee's self-motivation.                      |  |  |  |  |  |  |
| 10 | Identifying coachee's emotional reactions.                |  |  |  |  |  |  |

7. **Assisting and Guiding:** Assisting and guiding coachees to identify their vision, motivations and strengths for change.

| No. | Statements                                                  | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|-------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Assisting coachee to identify their motivations.            |               |                |       |                    |           |                |
| 2   | Guiding coachee to visualise the future.                    |               |                |       |                    |           |                |
| 3   | Assisting coachee to build their confidence.                |               |                |       |                    |           |                |
| 4   | Assisting coachee to identify their strengths.              |               |                |       |                    |           |                |
| 5   | Assisting coachee to think about the decisions they make.   |               |                |       |                    |           |                |
| 6   | Assisting coachee to recognise challenges and difficulties. |               |                |       |                    |           |                |

8. **Encouraging:** Encouraging and supporting coachees to share their issues and attempt different development plans and solutions in the entire process.

| No. | Statements | Not Helpful 1 | Less | N/A | Slightly | Helpful | Very |
|-----|------------|---------------|------|-----|----------|---------|------|
|-----|------------|---------------|------|-----|----------|---------|------|

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|   |                                           |  | Helpful<br>2 | 3 | Helpful<br>4 | 5 | Helpful<br>6 |
|---|-------------------------------------------|--|--------------|---|--------------|---|--------------|
| 1 | Encouraging coachee to develop solutions. |  |              |   |              |   |              |
| 2 | Encouraging coachee to try new methods.   |  |              |   |              |   |              |
| 3 | Encouraging coachee to share stories.     |  |              |   |              |   |              |

9. **Creating / Developing a Framework for the Process:** Developing, integrating and applying the appropriate frameworks in the coaching process. Revising the coaching structures continuously according to coachees progress and feedback. Inviting coachees' organisations / supervisors to share their feedback and opinions at appropriate timings.

| No. | Statements                                                                                      | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|-------------------------------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Making use of note taking to develop the coaching process/structure.                            |               |                |       |                    |           |                |
| 2   | Adopting an appropriate coaching framework to structure conversation with coachee.              |               |                |       |                    |           |                |
| 3   | Summing up, prompting and checking understanding at appropriate times.                          |               |                |       |                    |           |                |
| 4   | Preparing each session well to gain engagement.                                                 |               |                |       |                    |           |                |
| 5   | Seeking coachee's feedback through questions, questionnaires and using rating or likert scales. |               |                |       |                    |           |                |

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|----|--------------------------------------------------------------------|--|--|--|--|--|--|
| 6  | Seeking feedback from coachee and organisational stakeholders.     |  |  |  |  |  |  |
| 7  | Integrating tasks and exercises into the coaching process.         |  |  |  |  |  |  |
| 8  | Reviewing previous behaviours with coachee.                        |  |  |  |  |  |  |
| 9  | Recapping and summarising the coaching content after each session. |  |  |  |  |  |  |
| 10 | Communicating with coachee's supervisors for feedback.             |  |  |  |  |  |  |

10. **Demonstrating Empathy:** Always demonstrating understanding of coachees' feeling, issues and difficulties and helping to build their confidence to change.

| No. | Statements                                                                   | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|------------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Listening with empathy.                                                      |               |                |       |                    |           |                |
| 2   | Demonstrating understanding of coachee's issues, reactions and difficulties. |               |                |       |                    |           |                |

11. **Flexibility and Adaptability:** Being open with coachees' opinions and suggestions; being flexible with revising coaching contents based on coachees' needs.

| No. | Statements                                                               | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|--------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Remaining flexible.                                                      |               |                |       |                    |           |                |
| 2   | Continuously renewing coaching contract according to coachees' feedback. |               |                |       |                    |           |                |

12. **Engaging / Coach's Ability to Engage & Maintaining Engagement:**  
Demonstrating approachable manners to enhance coachees. Enhancing coachees' commitment by involving them in the coaching process and progress.

| No. | Statements                                                                          | Not Helpful 1 | Less Helpful 2 | N/A 3 | Slightly Helpful 4 | Helpful 5 | Very Helpful 6 |
|-----|-------------------------------------------------------------------------------------|---------------|----------------|-------|--------------------|-----------|----------------|
| 1   | Engaging in coachee's personal development interests.                               |               |                |       |                    |           |                |
| 2   | Commencing coaching sessions with some broad topics or questions to engage coachee. |               |                |       |                    |           |                |
| 3   | Building rapport and trust at the beginning of the coaching process.                |               |                |       |                    |           |                |
| 4   | Maintaining positive effect to support the relationship.                            |               |                |       |                    |           |                |
| 5   | Using scaling (on a scale of 1-10) to gain commitment.                              |               |                |       |                    |           |                |
| 6   | Engaging coachee to coaching process before the session commences.                  |               |                |       |                    |           |                |

APPENDIX A

|   |                                                                                            |  |  |  |  |  |  |
|---|--------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 7 | Remaining approachable, responsive, open and friendly.                                     |  |  |  |  |  |  |
| 8 | Enhancing coachee's commitment by agreeing the areas they want to work on and their goals. |  |  |  |  |  |  |

Appendix B: Coaching Alliance Inventory

(A) Coaching Alliance Inventory for Coach Respondents

Please follow the previous part; we are now asking you to rate the following statements according using the scale from 1 to 6.

If the statement describes the way you always feel (or think) circle the number 6; if it never applies to you, circle the number 1. Use the number in between to describe the variations between these extremes.

Please do not spend too much time on each statement; your first impressions are the ones we would like to see.

| No. | Statements                                                                                    | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Often<br>4 | Very Often<br>5 | Always<br>6 |
|-----|-----------------------------------------------------------------------------------------------|------------|-------------|----------------|------------|-----------------|-------------|
| 1   | My client and I agree about the steps to be taken to improve his/her situation.               |            |             |                |            |                 |             |
| 2   | My client and I both feel confident about the usefulness of our current activity in coaching. |            |             |                |            |                 |             |
| 3   | I believe my client likes me.                                                                 |            |             |                |            |                 |             |
| 4   | I have doubts about what we are trying to accomplish in coaching.                             |            |             |                |            |                 |             |
| 5   | I am confident in my ability to help my client.                                               |            |             |                |            |                 |             |
| 6   | We are working towards mutually agreed upon goals.                                            |            |             |                |            |                 |             |
| 7   | I appreciate my client as a person.                                                           |            |             |                |            |                 |             |
| 8   | We agree on what is important for my client to work on.                                       |            |             |                |            |                 |             |
| 9   | My client and I have built a mutual trust.                                                    |            |             |                |            |                 |             |
| 10  | My client and I have different ideas on what his/her real problems are.                       |            |             |                |            |                 |             |

APPENDIX B

| No. | Statements                                                                                                   | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Often<br>4 | Very Often<br>5 | Always<br>6 |
|-----|--------------------------------------------------------------------------------------------------------------|------------|-------------|----------------|------------|-----------------|-------------|
| 11  | We have established a good understanding between us of the kind of changes that would be good for my client. |            |             |                |            |                 |             |
| 12  | My client believes the way we are working with his/her problem is correct.                                   |            |             |                |            |                 |             |

• Part Three: Demographic Information:

(2) Gender: ☐ M ☐ F

(3) Nationality: \_\_\_\_\_

(4) Are you working as an external or internal coach?

☐ External ☐ Internal

(5) How long have you been coaching? \_\_\_\_\_ years

(6) What psychological framework do you usually use?

\_\_\_\_\_  
(7) What psychometric assessments tools do you usually use?

\_\_\_\_\_

**Thank you very much for your participation.**

If you have any further questions or comments, please feel free to contact me.

**Yi-Ling Lai**

**y.lai@surrey.ac.uk**

APPENDIX B

Please follow the previous part; we are now asking you to rate the following statements according using the scale from 1 to 6.

If the statement describes the way you always feel (or think) circle the number 6; if it never applies to you, circle the number 1. Use the number in between to describe the variations between these extremes.

Please do not spend too much time on each statement; your first impressions are the ones we would like to see.

| No. | Statements                                                                                          | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Often<br>4 | Very Often<br>5 | Always<br>6 |
|-----|-----------------------------------------------------------------------------------------------------|------------|-------------|----------------|------------|-----------------|-------------|
| 1   | My coach and I agree about the things I will need to do in coaching to help improving my situation. |            |             |                |            |                 |             |
| 2   | What I am doing in coaching gives me new ways of looking at issues or challenges I have.            |            |             |                |            |                 |             |
| 3   | I believe my coach likes me.                                                                        |            |             |                |            |                 |             |
| 4   | My coach does not understand what I am trying to accomplish in coaching.                            |            |             |                |            |                 |             |
| 5   | I am confident my coach's ability to help me.                                                       |            |             |                |            |                 |             |
| 6   | My coach and I are working towards mutually agreed upon goals.                                      |            |             |                |            |                 |             |
| 7   | I feel that my coach appreciates me.                                                                |            |             |                |            |                 |             |
| 8   | We agree on what is important for me to work on.                                                    |            |             |                |            |                 |             |
| 9   | My coach and I trust one another.                                                                   |            |             |                |            |                 |             |

APPENDIX B

| No. | Statements                                                                                 | Never<br>1 | Rarely<br>2 | Sometimes<br>3 | Often<br>4 | Very Often<br>5 | Always<br>6 |
|-----|--------------------------------------------------------------------------------------------|------------|-------------|----------------|------------|-----------------|-------------|
| 10  | My coach and I have different ideas on what my problems are.                               |            |             |                |            |                 |             |
| 11  | We have established a good understanding of the kind of changes that would be good for me. |            |             |                |            |                 |             |
| 12  | I believe the way we are working with my problem is correct.                               |            |             |                |            |                 |             |

• Part Three: Demographic Information:

- a. Gender: ☐ M ☐ F
- b. Nationality: \_\_\_\_\_
- c. What is your current job role: \_\_\_\_\_
- d. How long did this coaching engagement last? \_\_\_\_\_
- e. What was the purpose / reason for this coaching engagement? \_\_\_\_\_

6. Do you still remember your coach’s professional background or qualification?

- ☐ Yes \_\_\_\_\_ (please specify)
- ☐ No

**Thank you very much for your participation.**

If you have any further questions or comments, please feel free to contact me.

**Yi-Ling Lai**

**y.lai@surrey.ac.uk**

Appendix C: Coaching Training Workshop

Coaching Training Workshop Agenda

| Time        | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Venue |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 10:00-11:00 | <b>Workshop: “Getting to Know coaching &amp; Coaching Psychology”</b><br><br>1. What is coaching?<br>2. What are the differences between coaching, mentoring and counselling / therapy<br>3. What is Coaching Psychology?<br>4. Contemporary coaching research trend: Coaching Relationship                                                                                                                                                                                                                                                                                                                                                                                                  | XXXX  |
| 11:00-11:10 | Coffee Break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | XXXX  |
| 11:10-12:00 | <b>Workshop: “Effective attributes / behaviours for establishing and maintain a constructive coaching relationship”</b><br><br>1. An overview of the Coaching Psychologist Competency Framework (Three categories: Fundamental Elements, Trainable and Supplementary Behaviours)<br>2. What are the “Fundamental Elements” for a constructive coaching relationship? (2 competencies, 7 elements)<br>3. What are the “Trainable Behavioural Indicators” for facilitating an effective coaching process / relationship? (6 competencies, 38 behavioural indicators)<br>4. An overview of Supplementary Behavioural Indicators (8 competencies, 30 behaviours)<br><b>Case Study Discussion</b> | XXXX  |
| 12:00-12:10 | Coffee Break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | XXXX  |
| 12:10-13:00 | <b>Workshop: Role Play</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | XXXX  |
| 13:00-13:30 | Lunch Break                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | XXXX  |
| 13:30-14:30 | Coaching Session (Meet the coachee)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | XXXX  |
| 14:30-15:00 | Evaluation Forms and Debrief                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | XXXX  |



## **To develop and examine an effective Coaching Psychologist Competency Framework**

### **Information Sheet**

#### **➤ Research Background**

Coaching has been fast advancing in the organisational and leadership development field in recent years; however we still need to know more about how Psychology and a psychological background can contribute to effective coaching, and what role coach attributes play.

#### **➤ The Purpose of this Research**

This research aims to develop and test out a Coaching Psychologist Competency Framework that enhances the relationship in the coaching process and promotes the coaching results.

#### **➤ Research Process**

You will be randomly paired off with another participant. One of you will be the coach; the other will be the coachee. Both of you will be required to conduct one coaching session based on the client's real issues. The whole session may take 5 hours including some pre-coaching preparation. The researcher will facilitate the entire process. A debrief session will be conducted by the researcher after the entire research is completed; you will have chance to ask or clarify relevant questions.

#### **➤ What are the Possible Disadvantages and Benefits of Taking Part of this Research**

The risk might be minimal as the purpose of this coaching session is to help the coachee to improve or maximise the work/study performance or well-being, it will not really involve in any personal or mental issues. However, some psychological issues might be dug out when the client is reflecting or reviewing

the previous negative experiences. My supervisor, Dr. Almuth McDowall, who is a Chartered Psychologist and has dedicated in coaching studies and practices many years will offer the opportunity for further questions from you.

In the other hand, this research will provide you to be able to reflect on:

- (1) what evidence-based coaching practice is.
- (2) the importance of coaching process and relationship.
- (3) what the effective coach attributes are that enhance the coaching relationship and results.

If you registered with relevant associations such as the AC or BPS may also be able to count participation formally towards their continuous professional development.

Finally, you will have a chance to win a **100-pound or 50-pound voucher** (It will depend on the research group you participate in).

#### ➤ **Participants and Database Confidential Issues**

Whilst eventual results will be published in my thesis and also potentially in academic publications, all names and details will be anonymised, so there will be no risk of identification.

All of the participants will be given a participant code and all the information you give will be presented with this participant code so that those reading reports from the research will not know who has contributed to it.

The collected data will be only used for this research study. All data and back-up copies will be coded and stored securely in system folders at the University of Surrey and password protected. The raw data (such as evaluation sheets) will be destroyed and deleted 10 years after the research study is completed.

**Data will be stored securely in accordance with the Data Protection Act 1998.**

**The study has been reviewed and received a favourable opinion from the University of Surrey Ethics Committee.**

If you have any further relevant questions or enquiries, please feel free to contact me ([y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)) or my supervisor, Dr. Almuth McDowall ([a.mcdowall@surrey.ac.uk](mailto:a.mcdowall@surrey.ac.uk))

**The following section provides the “Participant Consent Form”, please read through it and sign the “Consent Form”, thank you very much.**



### Consent Form

- I the undersigned voluntarily agree to take part in the study on “*To develop and examine an effective Coaching Psychologist Competency Framework*”
- I have read and understand the Information Sheet provided. I have been given a full explanation by the investigators of the nature purpose, location and likely during the study and of what I will be expected to do. I have been given the opportunity to ask questions on all aspects of the study.
- I agree to comply with any instruction given to me during the study and to co-operate fully with the investigators. I shall inform them immediately if I suffer any deterioration of any kind in my health or well-being, or experience any unexpected or unusual symptoms.
- I consent to my personal data, as outlined in the accompanying information sheet, being used for this study and other research. I understand that all personal data relating to volunteers is held and processed in the strict confidence, and in accordance with the Data Protection Act (1998).
- I understand I am free to withdraw from the study at any time without needing to justify my decision and without prejudice.
- I acknowledge that in considering for completing the study, I have chance to join a lucky draw for one 100-pound or 50-pound voucher (it will depend on the length of the session you participate in).
- I confirm that I am not currently participating in (or did not participate in) any therapy sessions in the past year.
- I confirm that I never practiced as a coach in my career history up to present.
- I confirm that I have read and understood the above and freely consent to participating in this study. I have been given adequate time to consider my participation and agree to comply with the instructions and restrictions of the study.

Name of volunteer (BLOCK CAPITALS) \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

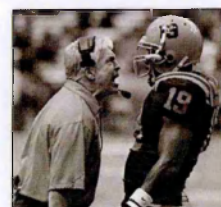
# Coaching Psychology Study- Focusing on Coaching Relationship

Yi-Ling Lai  
School of Psychology  
University of Surrey  
Supervisor: Dr. Almuth McDowall

## Agenda

1. Getting to know coaching and Coaching Psychology
2. What is an effective coaching relationship?
3. Effective coach's attributes / behaviours for

## What is coaching?



## Some coaching definitions



### Coaching is:

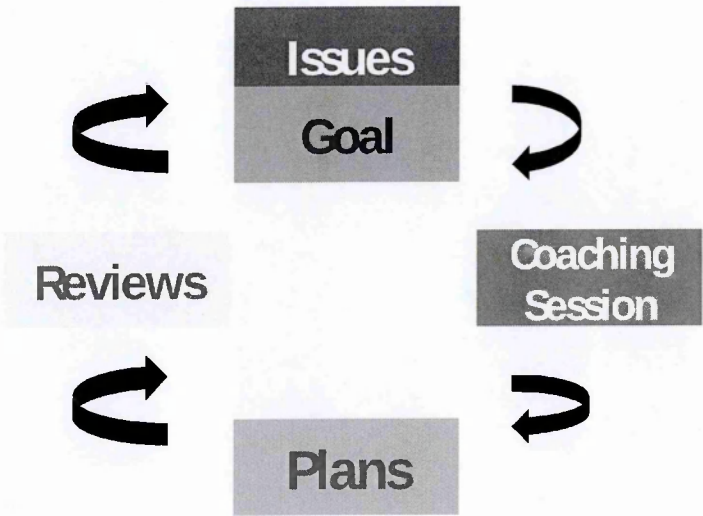
“directly concerned with the immediate improvement of performance and development of skills by a form of **tutoring or instruction**” (Parsloe, 1995)

“a **collaborative**, solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experiences, self-directed learning and personal growth of coachee” (Grant, 2001)

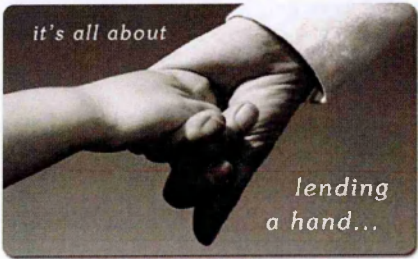
“coaching aims to develop a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of **organisational objectives**” (Chartered Institute of Personnel and Development, 2004)

“the aim of coaching is to improve coachees’ performance by discussing their **relationship** to certain experiences and issues, such as how to work with others and make senses of organisational life” (de Haan, 2008)

# Basic Coaching Process



## What are the differences between coaching, mentoring and counselling



# The differences and similarities between coaching and Mentoring



**Similarity:**

Both provide a one-on-one developmental relationship that is designed to enhance a person’s career development (Feldman & Lankau, 2005)

**Differences: (Joo, 2005)**

- 1. Mentoring is a form of tutelage which means a more senior mentor teaches a more junior mentee how to improve in a specific job or vocation.
- 2. Coaching is conducted without the expectation of shared experiences between the coach and client, and with much less focus on technical content specific to a particular job

# The differences and similarities between coaching and counselling/therapy



| Aspects                          | Counselling/Therapy                                                        | Coaching                                                                                                                             |
|----------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Ultimate purpose and benefit     | Development and well-being of individual                                   | Development and well-being of individual (if sponsored, also benefit for the sponsoring organisation)                                |
| Initial motivation               | Eliminating psychological problem and dysfunctions                         | Enhancing life, improving performance                                                                                                |
| Context of interventions         | Open to any and potentially to all areas of client’s life                  | Specified by the contract according to the client’s goals, the coach’s area of expertise and the assignment of a sponsor if involved |
| Client’s expectations for change | From high dissatisfaction to reasonable satisfaction                       | From relative satisfaction to much higher satisfaction                                                                               |
| Possible outcome                 | Increased well-being, unexpected positive changes in various areas of life | Attainment of goals, increased well-being and productivity                                                                           |

(Bachkirova, 2008)

The differences and similarities between coaching and counselling/therapy – Cont.



| Aspects                                        | Counselling/Therapy                                                                          | Coaching                                                                                          |
|------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Theoretical foundation                         | Psychology and philosophy                                                                    | May include psychology, education, sociology, philosophy, management, health and social care etc. |
| Main professional skills                       | Listening, questioning, feedback, use of tools and methods specific to particular approaches | Listening, questioning, feedback, explicit goal setting and action planning                       |
| Importance of relationship in the process      | High                                                                                         | High                                                                                              |
| Importance of the client's commitment          | High                                                                                         | High                                                                                              |
| Role of the practitioner's self in the process | Very important                                                                               | Very important                                                                                    |

(Bachkirova, 2008)

What is Coaching Psychology?



# Some definitions of Coaching Psychology

## Coaching Psychology:

“is for enhancing performance in work and personal life domains with normal, **non-clinical populations**, underpinned by models of coaching grounded in established therapeutic approaches” (Grant & Palmer, BPS, 2002)

“is for enhancing well-being and performance in personal life and work domains underpinned by models of coaching grounded in established **adult learning or psychological approaches**” (SGCP BPS, 2002)

“is applied **positive psychology**, draws on and develops established psychological approaches, and can be understood as being the systematic application of **behavioural science** to the enhancement of life experience, work performance and well-being for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress” (Interest Group in Coaching Psychology APS, 2007)

# Contemporary coaching research issues

|                                                                                                                   |                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Varied coaches' professional backgrounds                                                                          | <ul style="list-style-type: none"><li>• Diverse coaching interventions and evaluation methods.</li><li>• Coaching is still not a standardised accredited profession yet</li></ul>                                                                                     |
| Positive correlation between the coaching relationship and results has been confirmed                             | The existing evidences are not adequate to determine whether and what are specific combinations of personality/attributes produce greater effects of coaching relationship.                                                                                           |
| The critical role psychology plays has been ascertained through a Systematic Review (2011) of coaching psychology | <ul style="list-style-type: none"><li>(1) indicated the professional training and background is an essential requirement for a professional coach.</li><li>(2) outlined effective attributes for a professional coach to enhance the coaching relationship.</li></ul> |

## Contemporary Coaching Research Issues

Several standard framework to outline benchmarks for coaching practice have been developed by AC, BPS, EMCC and ICF, but

- lacking of an evidence-based development and validation process.
- lacking of differentiated levels for rating.
- appearing akin to a list of competence descriptions rather than a well-articulated set of behavioural indicators.

To develop a *Coaching Psychologist Competency Framework* which outlines explicit competence definitions and behavioural indicators through conducting a role analysis process.

This competency framework lists effective Coaching Psychologists' attributes with emphasis on what facilitates a constructive coaching relationship

## Coaching Relationship

- Relationship & Human Function: Relationships are fundamental to human life as they ensure the survival of humankind and fulfil basic innate needs (Palmer & McDowall, 2010).
- Coaching is a professional helping relationship: helping people manage their problems in living more effectively and developing unused resources and missed opportunities more fully (Egan, 2002).
- Comparison of importance aspects across coaching , counselling and friendship:
  - ✓ Context of interventions are specified by the contract according to the client's goal, the coach's area of expertise and the assignment of a sponsor if involved.
  - ✓ Expectation for change: from relevant satisfaction to much higher satisfaction.
  - ✓ Possible outcome: attainment of goals, increased well-being and productivity.

# Coaching Alliance

- **Working Alliance:** was originally developed from therapeutic/counselling relationship (Bordin, 1979). It is a collaboration between the client and the counsellor based on the development of an attachment bond as well as a shared commitment to the goals and tasks of counselling. Three primary features are:
  - ✓ **Goals:** clear mutual agreement about the goal of work and the desired outcomes
  - ✓ **Tasks:** mutual understanding of how the work will take place and the tasks or roles of each party
  - ✓ **Bonds:** mutual empathy and respect need to exist

## Why is “relationship” important in the field of coaching?

- There is no significant difference in effectiveness between different coaching techniques. The quality of the coaching relationship as well as the coach and the coachee's role in the process were identified as the most effective active ingredient for a positive coaching result through a meta-analysis and questionnaire study (de Haan, 2008).
- A number of quantitative studies have also examined a positive correlation between a good coaching relationship and coaching results, such as coachees' self-efficacy (Baron & Morin, 2009; Jackson, Boyce & Neal, 2010; de Haan & Duckworth, 2012).

## Why is “relationship” important in the field of coaching?

- A survey study (de Haan, 2008) indicated coaches’ behaviours have a significant influence on coachees’ learning process, for example listening, understanding and encouragement from the coach were viewed as the most helpful behaviours. Therefore, a coach has the accountability to initiate and establish a constructive relationship in the coaching process.
- A Systematic Review on Coaching Psychology (2011) summarised key attributes a Coaching Psychologist should acquire to enhance the coaching relationship, which could be a draft for further coaching study.



# The development process of Coaching Psychologist Competency Framework (CPCF)

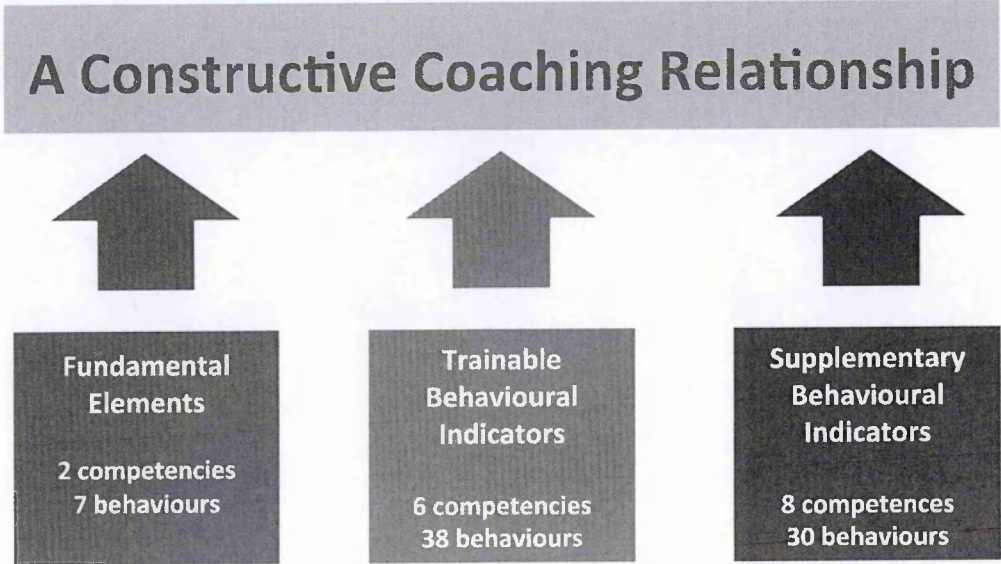
1

- To elicit the effective coach’s behaviours for facilitating a constructive coaching relationship through interviewing 25 participants (coaches with psychological background or trainings, coachees and organisational stakeholders).
- 100 initial effective coach’s behavioural indicators for establishing a constructive coaching relationship were elicited through Critical Incident Interviews and clustered into 13 competencies (e.g. Active Communication Skills) by Q-Sorting method.

2

- The identified effective behavioural indicators were reviewed and screened based on item analysis and an explanatory cross-validation questionnaire study.
- A total of nine competencies with 75 underpinned behavioural indicators were validated as a preliminary Coaching Psychologist Competency Framework (CPCF) focusing on a constructive coaching relationship.

## Overview of the CPCF



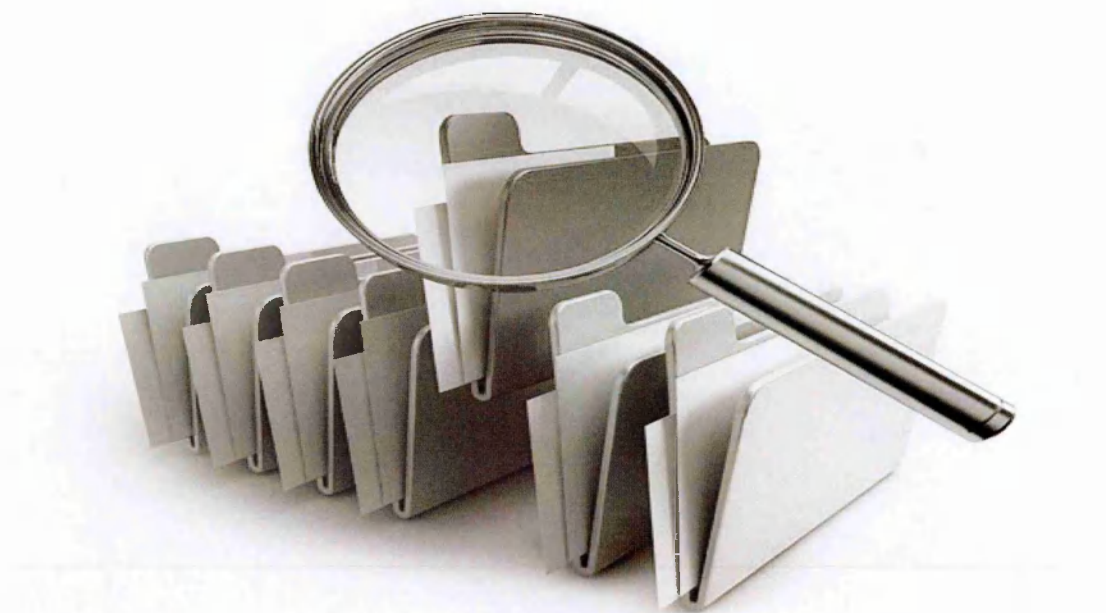
# Fundamental Elements

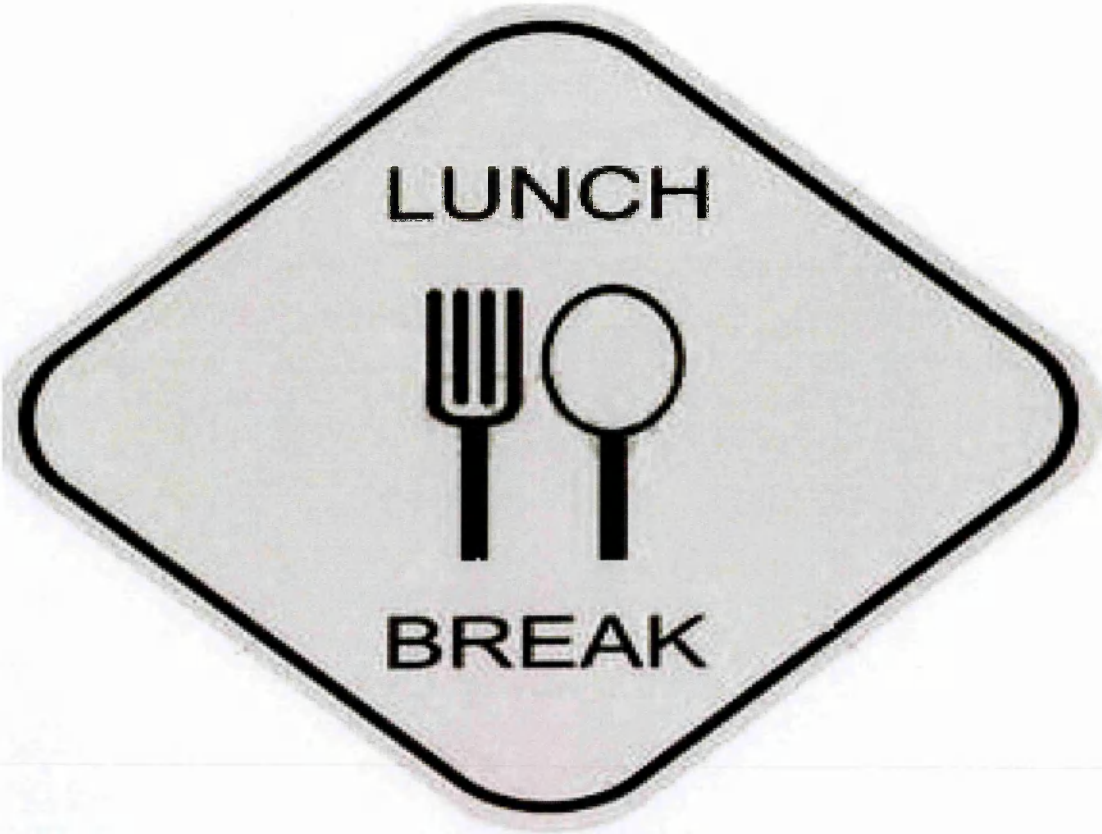
|                             |                                                                                                                                                                                                                                                                                           |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Communication Skills | <ul style="list-style-type: none"><li>• Listening actively</li><li>• Probing the meaning that lies behind what a coachee says.</li><li>• Asking open questions</li><li>• Challenging coaches to think and interpret situations in a different way.</li><li>• Staying attentive.</li></ul> |
| Demonstrating Empathy       | <ul style="list-style-type: none"><li>• Listening with empathy.</li><li>• Demonstrating understanding of coachees' issues, reactions and difficulties.</li></ul>                                                                                                                          |

# Trainable Behavioural Indicators

|                                           |                                                                  |
|-------------------------------------------|------------------------------------------------------------------|
| Goal Focus / Goal Tracking                | Creating an Environment for a Collaboration / Joint Relationship |
| Consideration of Individual Differences   | Being Aware of and Managing Coachees' Feelings and Motivation    |
| Contracting and Management of the Process | Engaging / Coach's Ability to Engage and Maintaining Engagement  |

# Case Studies





**Meet Your Coach/ Coachee**



# Thank you!



Please feel free to contact me if there are any further questions and comments.

Yi-Ling Lai

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Appendix D: Coaching Training Kit



Coaching Psychology Study-  
Focusing on Coaching Relationship

Yi-Ling Lai  
School of Psychology  
University of Surrey  
Supervisor: Dr. Almuth McDowall

What is coaching?



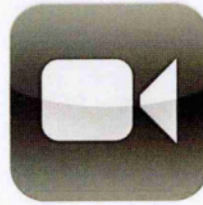
## Here are some examples:

Please take a few minutes to watch the videos below:

1



2



## Some coaching definitions



### Coaching is:

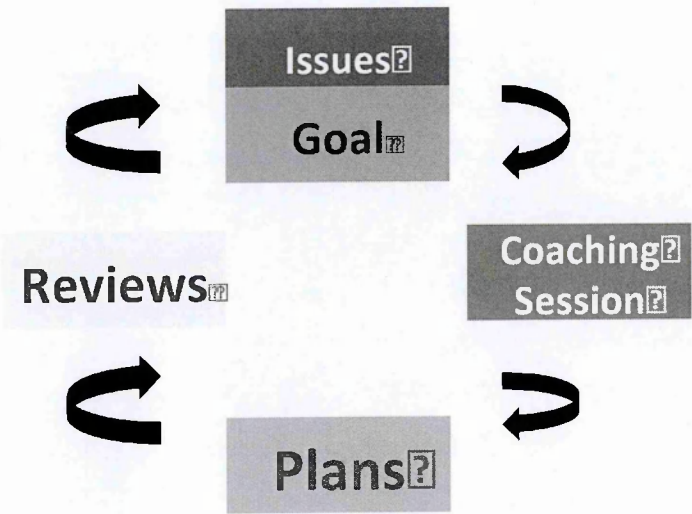
“directly concerned with the immediate improvement of performance and development of skills by a form of **tutoring or instruction**” (Parsloe, 1995)

“a **collaborative**, solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experiences, self-directed learning and personal growth of coachee” (Grant, 2001)

“coaching aims to develop a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of **organisational objectives**” (Chartered Institute of Personnel and Development, 2004)

“the aim of coaching is to improve coachees’ performance by discussing their **relationship** to certain experiences and issues, such as how to work with others and make senses of organisational life. (de Haan, 2008)

# Basic Coaching Process



# What are the differences between coaching, mentoring and counselling?



Please take a few minutes to watch the following video



# What is Coaching Psychology?



## Some definitions of Coaching Psychology

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# Contemporary coaching research issues

|                                                                                                                   |                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Varied coaches' professional backgrounds                                                                          | <ul style="list-style-type: none"><li>• Diverse coaching interventions and evaluation methods.</li><li>• Coaching is still not a standardised accredited profession yet</li></ul>                                                                                     |
| Positive correlation between the coaching relationship and results has been confirmed                             | The existing evidences are not adequate to determine whether and what are specific combinations of personality/attributes produce greater effects of coaching relationship.                                                                                           |
| The critical role psychology plays has been ascertained through a Systematic Review (2011) of coaching psychology | <ol style="list-style-type: none"><li>(1) indicated the professional training and background is an essential requirement for a professional coach.</li><li>(2) outlined effective attributes for a professional coach to enhance the coaching relationship.</li></ol> |

# Contemporary Coaching Research Issues

|                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Several standard framework to outline benchmarks for coaching practice have been developed by AC, BPS, EMCC and ICF, but</p> <ul style="list-style-type: none"><li>• lacking of an evidence-based development and validation process.</li><li>• lacking of differentiated levels for rating.</li><li>• appearing akin to a list of competence descriptions rather than a well-articulated set of behavioural indicators.</li></ul> | <p>To develop a <i>Coaching Psychologist Competency Framework</i> which outlines explicit competence definitions and behavioural indicators through conducting a <u>role analysis process</u>.</p> <p>This competency framework lists effective Coaching Psychologists' attributes with emphasis on what facilitates a <u>constructive coaching relationship</u></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Coaching Relationship

- Relationship & Human Function: Relationships are fundamental to human life as they ensure the survival of humankind and fulfil basic innate needs (Palmer & McDowall, 2010).
- Coaching is a professional helping relationship: helping people manage their problems in living more effectively and developing unused resources and missed opportunities more fully (Egan, 2002).
- Comparison of importance aspects across coaching , counselling and friendship:
  - ✓ Context of interventions are specified by the contract according to the client's goal, the coach's area of expertise and the assignment of a sponsor if involved.
  - ✓ Expectation for change: from relevant satisfaction to much higher satisfaction.
  - ✓ Possible outcome: attainment of goals, increased well-being and productivity.

# Coaching Alliance

- **Working Alliance:** was originally developed from therapeutic/ counselling relationship (Bordin, 1979). It is a collaboration between the client and the counsellor based on the development of an attachment bond as well as a shared commitment to the goals and tasks of counselling. Three primary features are:
  - ✓ **Goals:** clear mutual agreement about the goal of work and the desired outcomes
  - ✓ **Tasks:** mutual understanding of how the work will take place and the tasks or roles of each party
  - ✓ **Bonds:** mutual empathy and respect need to exist

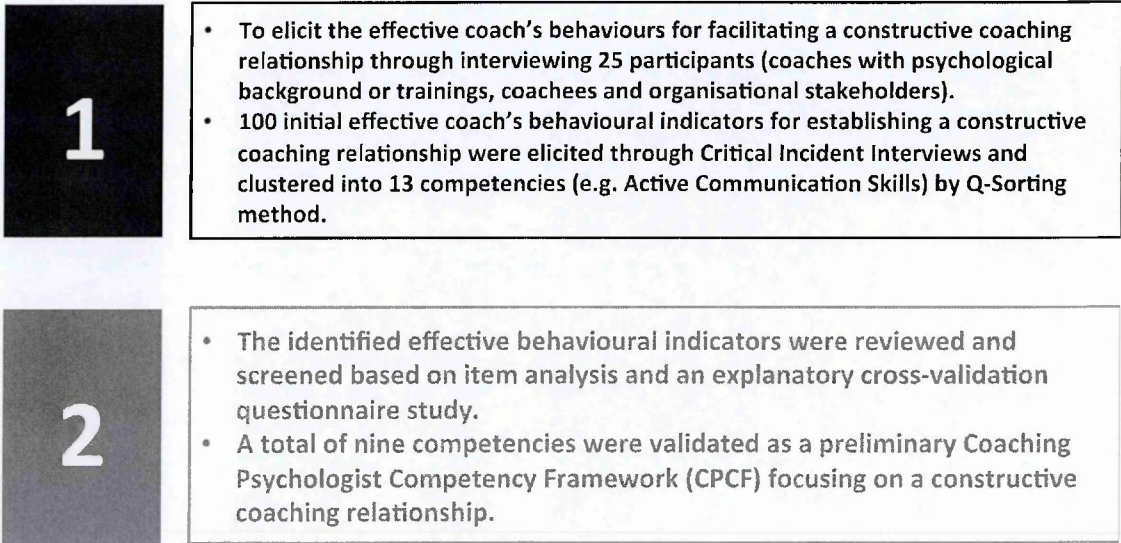
## **Why is “relationship” important in the field of coaching?**

- There is no significant difference in effectiveness between different coaching techniques. The quality of the coaching relationship as well as the coach and the coachee's role in the process were identified as the most effective active ingredient for a positive coaching result through a meta-analysis and questionnaire study (de Haan, 2008).
- A number of quantitative studies have also examined a positive correlation between a good coaching relationship and coaching results, such as coachees' self-efficacy (Baron & Morin, 2009; Jackson, Boyce & Neal, 2010; de Haan & Duckworth, 2012).

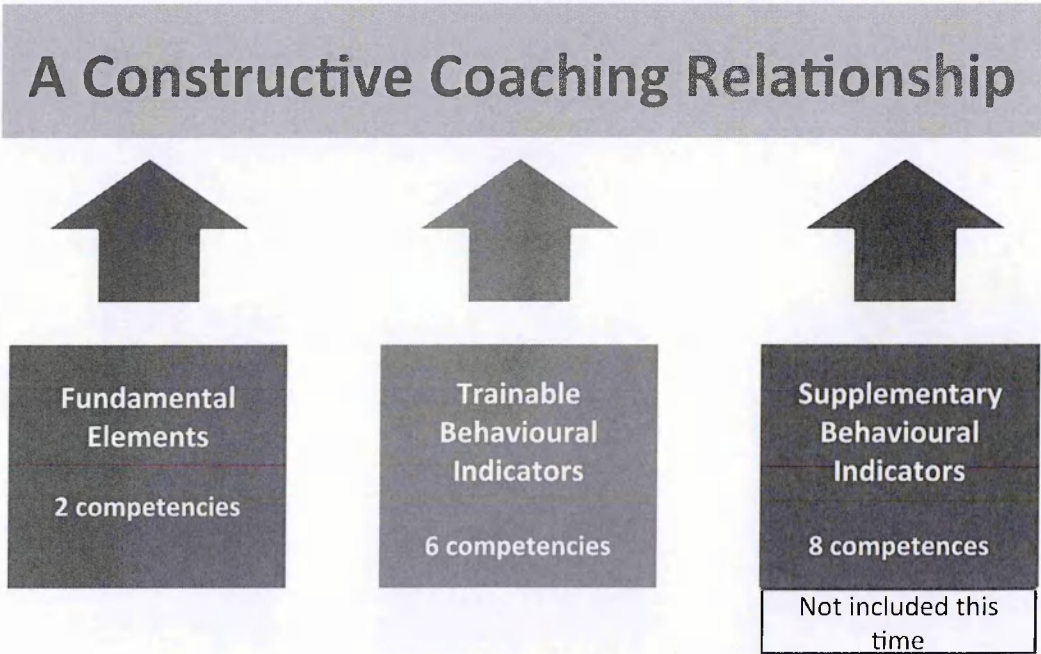
## **Why is “relationship” important in the field of coaching?**

- A survey study (de Haan, 2008) indicated coaches' behaviours have a significant influence on coachees' learning process, for example listening, understanding and encouragement from the coach were viewed as the most helpful behaviours. Therefore, a coach has the accountability to initiate and establish a constructive relationship in the coaching process.
- A Systematic Review on Coaching Psychology (2011) summarised key attributes a Coaching Psychologist should acquire to enhance the coaching relationship, which could be a draft for further coaching study.

# The development process of Coaching Psychologist Competency Framework (CPCF)



## Overview of the CPCF



# Fundamental Elements

|                             |                                                                                                                                                                                                                                                                                           |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Communication Skills | <ul style="list-style-type: none"><li>• Listening actively</li><li>• Probing the meaning that lies behind what a coachee says.</li><li>• Asking open questions</li><li>• Challenging coaches to think and interpret situations in a different way.</li><li>• Staying attentive.</li></ul> |
| Demonstrating Empathy       | <ul style="list-style-type: none"><li>• Listening with empathy.</li><li>• Demonstrating understanding of coachees' issues, reactions and difficulties.</li></ul>                                                                                                                          |

# Trainable Behavioural Indicators

|                                           |                                                                  |
|-------------------------------------------|------------------------------------------------------------------|
| Goal Focus / Goal Tracking                | Creating an Environment for a Collaboration / Joint Relationship |
| Consideration of Individual Differences   | Being Aware of and Managing Coachees' Feelings and Motivation    |
| Contracting and Management of the Process | Engaging / Coach's Ability to Engage and Maintaining Engagement  |

# Thank you!



**Please try to apply the competences in your coaching session with your coachee, to facilitate him/her to develop a realistic and applicable development plan based on his/her goal.**

**Please feel free to contact me if there are any question.**

**Yi-Ling Lai  
y.lai@surrey.ac.uk**

Appendix E Research Process

| Groups                    | Participants | Stage One                                                                                                                                                                                                                                                                                                                                                                      | Stage Two                                                                                                                                                   | Stage Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Stage Four                                                                                                                                                                         |
|---------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Experimental Group</i> | Coach        | <p>Research Introduction and Pre-Training:</p> <ul style="list-style-type: none"><li>The researcher will briefly introduce this research and its process.</li><li>The researcher will facilitate a three-hour training workshop which will be designed according to the Coaching Psychologist Competency Framework identified from the phase one study. (Appendix R)</li></ul> | <p>Coaching Session</p> <p>To conduct a one-hour coaching session according to the coachee's recent goal.</p> <p>(1)</p>                                    | <p>Coaching Relationship Evaluation</p> <p>(1) To fill out the Coaching Alliance Inventory to assess the relationship in the coaching process. (Appendix W)</p> <p>(2) Coach Competency Evaluation: To fill out a Coach Competency Evaluation form to reflect self's demonstrated behaviours in this coaching process- (Appendix Z)</p>                                                                                                                                                                                           | <p>Debrief Session:</p> <p>The researcher will explain the purpose of this study and provide the opportunity for the participants to ask the relevant questions. (Appendix ZC)</p> |
|                           | Coachee      | <p>Research Introduction</p> <p>The researcher will briefly introduce this research and its process.</p>                                                                                                                                                                                                                                                                       | <p>Coaching Session:</p> <p>To participate in a one hour coaching session on the basis of the coachee's recent goal / issues relevant to work or study.</p> | <p>Evaluations:</p> <p>(1) Coaching Relationship Evaluation: To fill out the Coaching Alliance Inventory to assess the relationship in the coaching process. (Appendix W)</p> <p>(2) Coach Competency Evaluation: To fill out a Coach Competency Evaluation form to examine coach's behaviours demonstrated in this coaching process (Appendix Z)</p> <p>(3) Self-efficacy Scale: To fill out a Self-efficacy Scale form two weeks after the coaching session to self-evaluate the extent of goal achievement. - Appendix ZA.</p> | <p>Debrief Session:</p> <p>The researcher will explain the purpose of this study and provide the opportunity for the participants to ask the relevant questions (Appendix ZC).</p> |
| <i>Control Group</i>      | Coach        | <p>Research Introduction and Self-Study Session:</p> <ul style="list-style-type: none"><li>The researcher will briefly introduce this research and its process.</li><li>Coaches will be required to read a set of coaching skills training kit which introduces</li></ul>                                                                                                      | <p>Coaching Session</p> <p>To conduct a one-hour coaching session according to the coachee's recent goal.</p>                                               | <p>Coaching Relationship Evaluation:</p> <p>To fill out the Coaching Alliance Inventory to assess the relationship in the coaching process. (Appendix W)</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>Debrief Session:</p> <p>The researcher will explain the purpose of this study and provide the opportunity for the participants to ask the relevant questions (Appendix ZC).</p> |

| Groups | Participants | Stage One                                                                                     | Stage Two                                                                                                                                       | Stage Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Stage Four                                                                                                                                                             |
|--------|--------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |              | the fundamental concepts of coaching and key coaching skills. (Appendix S)                    |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        |
|        | Coachee      | Research Introduction<br>The researcher will briefly introduce this research and its process. | Coaching Session<br>To participate in a one hour coaching session on the basis of the coachee's recent goal / issues relevant to work or study. | (1) Coaching Relationship Evaluation: To fill out the Coaching Alliance Inventory to assess the relationship in the coaching process. (Appendix W)<br><br>(2) Coach Competency Evaluation: To fill out a Coach Competency Evaluation form to examine coach's behaviours demonstrated in this coaching process (Appendix Z)<br><br>(3) Self-efficacy Scale: To fill out a Self-efficacy Scale form two weeks after the coaching session to self-evaluate the extent of goal achievement. (Appendix ZA) | Debrief Session:<br>The researcher will explain the purpose of this study and provide the opportunity for the participants to ask the relevant questions (Appendix ZC) |

APPENDIX F

**Interview schedule with XXXX for Systematic Review on coaching**

**Interviewer: Yi-Ling Lai**

**Interview Date: XXXX**

➤ **Background Information:**

I am Yi-Ling Lai, currently study for a PhD in the Psychology Department at the University of Surrey, supervised by Dr. Almuth McDowall.

As coaching has been fast advancing in practice and there has been considerable expansion of the psychological literature on coaching in recent years, I plan to carry out a systematic literature review of psychological activities for coaching. I hope this will help coaching researchers and coaches to identify future research trends and contribute to evidence base practice through a thorough review of the existing evidence.

As you are one key contributor to coaching study and practice, I am really delighted with your participation in this research. I hope I could draw on your expert perspectives on coaching to help me define the review topic, questions and bibliography. In addition, it will be also great to have your comment on the databases and search terms I identified so far.

In order to make sure our discussion is appropriately analysed, the interview will be recorded and I will also take notes during the discussion. The content of interview will be only used for synthesis and content analysis, it won't be transcribed. The audio file will be deleted after the data is analysed.

Before we start discussing this review research on coaching, could you please share ***if you are familiar with the Systematic Review process?***

➤ **Interview Questions:**

The following sections are the questions which will be covered in our discussion:

- (1) How do you define “coaching”?
- (2) How do you define “coaching psychology”? Could you list the psychological approaches which are used in coaching and coaching research which you are familiar with?  
  
Then I would show the ones that you have already identified, and ask them to comment
- (3) How would you distinguish any differences between non-psychological and psychological activities in coaching?
- (4) How do you understand “coaching effectiveness” or “effectiveness of coaching”? (Which term do you prefer and why?)
- (5) How would you measure if coaching has been successful? To what extent is there a difference between measuring the effectiveness of “coaching psychology” or just “coaching”?
- (6) Could you share your perspectives on the proposed review topic drawing on your professional experience in coaching field?

**Could you talk about what sort of issues should be considered or what challenges might be occurred with reviewing this topic? And why?**

- *To what extent do psychological interventions promote the effectiveness of coaching? What is the respective evidence for the most frequently applied psychological approaches?*

- (7) Could you now talk about your views on the following review questions? Any points you think we can add on based on your professional experience?

**Could you talk about what any issues or challenges with regards to reviewing the following three questions? And why?**

- *Which outcomes are typically measured when applying coaching psychology? Do these outcomes vary between different psychological approaches?*
- *To what extent do different types of psychological interventions in coaching impact on coachees' positive change taking into account any prevalent evaluation methods (including behaviours, performance, satisfaction, attitude and well-being)?*

- *To what extent do different types of psychological interventions facilitate coachees to meet their goals?*

(8) The following table contains the search term we identified so far, could you share *if there are any significant terms we need to add on?*

| Psychological Approaches              |
|---------------------------------------|
| • Behaviour and coaching              |
| • cognitive and coaching              |
| • existential approach and coaching   |
| • gestalt and coaching                |
| • motivation and coaching             |
| • person-centred and coaching         |
| • personal construct and coaching     |
| • solution-focused and coaching       |
| • humanistic perspective and coaching |
| • psychoanalytic and coaching         |
| • adult learning and coaching         |
| • adult development and coaching      |
| • positive psychology and coaching    |
| • cultural and coaching               |
| • adventure-based and coaching        |
| • systematic and coaching             |
| • strength-based and coaching         |
| • social learning and coaching        |
| • psychodynamics and coaching         |
| • transactional and coaching          |
| • method* and coaching                |

|                                                                         |
|-------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• coaching intervention</li></ul> |
|-------------------------------------------------------------------------|

| Psychometric Assessment                                                                     |
|---------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• assessment and coaching</li></ul>                   |
| <ul style="list-style-type: none"><li>• personality and coaching</li></ul>                  |
| <ul style="list-style-type: none"><li>• psychometric* and coaching</li></ul>                |
| <ul style="list-style-type: none"><li>• ability and coaching</li></ul>                      |
| <ul style="list-style-type: none"><li>• intelligen* and coaching</li></ul>                  |
| <ul style="list-style-type: none"><li>• scale* and coachin</li></ul>                        |
| <ul style="list-style-type: none"><li>• psychometric attribute* and coachin</li></ul>       |
| <ul style="list-style-type: none"><li>• psychometric characteristic* and coaching</li></ul> |
| <ul style="list-style-type: none"><li>• value* and coaching</li></ul>                       |
| <ul style="list-style-type: none"><li>• attitude* and coaching</li></ul>                    |
| <ul style="list-style-type: none"><li>• Belief* and coaching</li></ul>                      |
| <ul style="list-style-type: none"><li>• self-awareness and coaching</li></ul>               |
| <ul style="list-style-type: none"><li>• individual difference and coaching</li></ul>        |

| Other relevant terms                                                           |
|--------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• evidenced-based coaching</li></ul>     |
| <ul style="list-style-type: none"><li>• evidence-based and coaching</li></ul>  |
| <ul style="list-style-type: none"><li>• psycholo* and coaching</li></ul>       |
| <ul style="list-style-type: none"><li>• profession and coaching</li></ul>      |
| <ul style="list-style-type: none"><li>• leadership and coaching</li></ul>      |
| <ul style="list-style-type: none"><li>• outcome* and coaching</li></ul>        |
| <ul style="list-style-type: none"><li>• evaluation and coaching</li></ul>      |
| <ul style="list-style-type: none"><li>• critical review and coaching</li></ul> |
| <ul style="list-style-type: none"><li>• professional and coaching</li></ul>    |

APPENDIX F: INTERVIEW SCHEDULE WITH SYSTEMATIC REVIEW PANEL

|                                                                                       |
|---------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• executive and coaching</li></ul>              |
| <ul style="list-style-type: none"><li>• stress and coaching</li></ul>                 |
| <ul style="list-style-type: none"><li>• well-being and coaching</li></ul>             |
| <ul style="list-style-type: none"><li>▪ psychological analysis and coaching</li></ul> |

(9) We intend to search the following databases,

|                              |
|------------------------------|
| <b>Electronic Database</b>   |
| ASSIA                        |
| Australian Educational Index |
| Business Source Complete     |
| Conference Paper Index       |
| Dissertation Express         |
| European e-Theses            |
| IBSS                         |
| Index to Theses              |
| ISI Web of Knowledge         |
| PILOES                       |
| PsycArticles                 |
| PsyBooks                     |
| Psychology Cross Serach      |
| PsyINFO                      |
| SAGE Premier                 |
| Science Citation Index       |
| Sciverse                     |
| Scopus                       |

## APPENDIX F: INTERVIEW SCHEDULE WITH SYSTEMATIC REVIEW PANEL

### Searching Websites:

Association for Psychology Science

Australian Psychology Society

British Psychology Society

British Library Ethos

Chartered Institute of Personnel and Development

International Coaching Federation

**Can you think of any other sources of evidence we need to consider? Should we also include the publications which are not peer-reviewed?**

Finally, is there a final comment you would like to make here? Thank you very much for your input, this has been very helpful. I will share my bibliography in due course. In the meanwhile, do not hesitate to contact myself or my supervisor if you have any questions or concerns.

APPENDIX G: APPROPRIATENESS OF DIFFERENT STUDY DESIGNS FOR ANSWERING DIFFERENT TYPES OF RESEARCH QUESTIONS

| Research Question                                                                                          | Qualitative research | Survey | Case control studies | Cohort studies | RCTs | Systematic reviews |
|------------------------------------------------------------------------------------------------------------|----------------------|--------|----------------------|----------------|------|--------------------|
| Effectiveness:<br>Does this work?<br>Does doing this work better than doing that?                          |                      |        |                      | +              | ++   | +++                |
| Process of service delivery:<br>How does it work?                                                          | ++                   | +      |                      |                |      | +++                |
| Salience:<br>Does it matter?                                                                               | ++                   | ++     |                      |                |      | +++                |
| Safety:<br>Will it do more good than harm?                                                                 | +                    |        | +                    | +              | ++   | +++                |
| Acceptability:<br>Will children/parents be willing to take up the service offered?                         | ++                   | +      |                      |                | +    | +++                |
| Cost effectiveness:<br>Is it worth buying this service?                                                    |                      |        |                      |                | ++   | +++                |
| Appropriateness:<br>Is this the right service for these children?                                          | ++                   | ++     |                      |                |      | ++                 |
| Satisfaction with the service:<br>Are users, providers, and other stakeholders satisfied with the service? | ++                   | ++     | +                    | +              |      | +                  |

Prtticrew and Robert (2003); and Muir Gray (1997)

Appendix H

Overview of Included Studies in SR

|                            | Sources                                                             | Number |
|----------------------------|---------------------------------------------------------------------|--------|
| Psychological Study        | Australian Psychologist                                             | 1      |
|                            | Coaching: An International Journal of Theory, Research and Practice | 5      |
|                            | Consulting Psychology Journal: Practice & Research                  | 17     |
|                            | International Coaching Psychology Review                            | 26     |
|                            | International Journal of Evidence Based Coaching & Mentoring        | 16     |
|                            | Journal of Applied Psychology                                       | 2      |
|                            | Journal of Occupational and Organizational Psychology               | 1      |
|                            | Personnel Psychology                                                | 5      |
|                            | Social Behavior and Personality                                     | 2      |
|                            | The Coaching Psychologist                                           | 3      |
|                            | The Journal of Positive Psychology                                  | 3      |
|                            | Total                                                               | 81     |
| Business /Management Study | Journal                                                             |        |
|                            | Academy of Management Learning & Education                          | 1      |
|                            | Business Horizons                                                   | 1      |
|                            | Economic Development Quarterly                                      | 1      |
|                            | European Journal of Marketing                                       | 1      |
|                            | Global Business & Organizational Excellence                         | 3      |
|                            | Group and organization management                                   | 1      |
|                            | Groupwork: An Interdisciplinary Journal for Working with Groups     | 1      |
|                            | Human Resource Development International                            | 1      |
|                            | Human Resource Development Quarterly                                | 3      |
|                            | Human Resource Management                                           | 1      |
|                            | Industrial & Commercial Training                                    | 4      |
|                            | International Journal of Human Resource Management                  | 2      |
|                            | Journal of Business Ethics                                          | 1      |
|                            | Journal of Change Management                                        | 1      |
|                            | Journal of Leadership & Organizational Studies                      | 1      |

APPENDIX H: OVERVIEW OF INCLUDED STUDIES IN SR

|                      |                                                    |           |
|----------------------|----------------------------------------------------|-----------|
|                      | Journal of Leadership Studies                      | 2         |
|                      | Journal of Management Development                  | 4         |
|                      | Journal of Organizational Behavior                 | 1         |
|                      | Leadership & Organization Development Journal      | 5         |
|                      | OD Practitioner                                    | 1         |
|                      | Organization Development Journal                   | 1         |
|                      | Personnel Review                                   | 2         |
|                      | Public Personnel Management                        | 1         |
|                      | South African Journal of Human Resource Management | 1         |
|                      | Total Quality Management & Business Excellence     | 1         |
|                      | Work                                               | 1         |
|                      | Cornell Hospitality Quarterly                      | 1         |
|                      | <b>Total</b>                                       | <b>44</b> |
| <b>Healthy Study</b> | Nursing Clinics of North America                   | 1         |
|                      | Journal of Nursing Management                      | 2         |
|                      | International Journal of Nursing Studies           | 1         |
|                      | <b>Total</b>                                       | <b>4</b>  |
| <b>Others</b>        | Conflict Resolution Quarterly                      | <b>1</b>  |
|                      | Dissertations / Conference Papers                  | <b>11</b> |

Appendix I: Participation Recruitment Letters

(A) Recruitment Letters to Coaching Experts

Dear XXXX:

Please allow me to introduce myself; I am Yi-Ling Lai, currently studying for a PhD in the School of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall. As part of my studies, I am planning to carry out a research study which aims to develop and examine a Coaching Psychologist Competency Framework through job/role analysis and a subsequent experimental study.

As I have identified you as one key contributor to the development of coaching psychology and have been impressed by your enthusiasm and commitment to the development of sport and business coaching, I hope to draw on your expertise for this research study.

Would you be able to give me one hour of your time for a telephone or face-to-face discussion on the key aspects you believe on effective Coaching Psychologist attributes that enhance the coaching relationship and results?

If you are interested, please let me know as soon as possible so that we can arrange a time and date for the interview. The easiest way to contact me is by replying to this email, alternatively ring me on XXXXXXXXXX.

As this research aim is to generate a professional Coaching Psychologist Competency Framework, your experience will make a significant contribution to the development of Coaching Psychology. In addition, you will also have the chance to be entered into a draw to win a 25-pound Amazon voucher.

If you have any further questions, please do not hesitate to contact me.

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Many thanks

Best Regards

Yi-Ling

S c h o o l

University of Surrey

o f

P s y c h o l o g y

(B) Letter to Coachees and Organisational Stakeholders



Are you interested in **coaching study and research** ??? **We need you !!!!**

If you have

(1) **ever participated in any coaching sessions with psychological interventions.**

Or

(2) **helped your company to plan/organise/execute/evaluate the coaching programmes.**

Or

(3) **If any of your subordinates have taken the coaching sessions**

And

(4) **If you are interested in being part of this exciting research to share your perspectives and expectation on a professional coach's attributes and you are based in the U.K.**

***Please let me know as soon as possible so that we can arrange a time and date for the interview.***

The easiest way to contact me is to contact me via e-mail [y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

This interview is likely to take 30-40 minutes.

**You will have the chance to enter a prize draw to win one 25-pound Amazon voucher.**

• **Researcher / Research Background**

I am Yi-Ling Lai, currently studying for a PhD in the School of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall.

Coaching has been fast advancing in the organisational and leadership development field in recent years because the emerging knowledge economy requires organisations to develop their employees and leaders through flexible and innovative methods to

maintain the organisations' places in a dynamic marketplace. However, it still lacks one standard benchmark to evaluate the effectiveness of psychological interventions and Coaching Psychologist's attributes.

In order to develop a Coaching Psychologist Competency Framework that enhances the relationship in the coaching process and promotes the coaching results; we need your perspectives as someone who has participated in / used coaching with a psychologist in your organisation.

If you have any further questions, please do not hesitate to contact me.

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Many thanks

Best Regards

Yi-Ling

School of Psychology

University of Surrey

**This study has been reviewed and received a favourable opinion from the University of Surrey Ethics Committee.**

Appendix J: One Example of Interview Transcriptions

**To develop and examine an effective Coaching Psychologist Competency Framework**

I = Interviewer (Yi-Ling)

P = Participant

**Participant Code: CE 003**

Date: 1 August 2012

Time: 15:00

1. I: Hello, is this XXXX speaking?
2. P: Yes, this is XXXX, how are you?
3. I: I am good, thank you. How are you?
4. P: I am fine. Thanks.
5. I: Firstly thank you very much for offering the time for me to
6. have a discussion with you again.
7. P: That's fine, I am delighted to do that.
8. I: Firstly, just as I mentioned, this research background is
9. from the Systematic Review I conducted last year. And the
10. paper you mentioned in 2008 about the coaching
11. relationship is the very important factor in the coaching
12. process. In Palmer & McDowall's paper, they also
13. mentioned coaches' attributes play an very important role,
14. people are first in the coaching process. So, we decided to
15. conduct a research study which aims to develop a
16. competency framework for professional Coaching
17. Psychologists. So, today, our discussion will focus on your
18. coaching experiences you have done before, what did you
19. do in the coaching process to enhance the coaching
20. relationship. So, do you have any questions before we start
21. the interview?

## APPENDIX J

22. P: Ummn, I don't think so, the only practical thing is the  
23. interview schedule I just go through, will that we talk about  
24. today?
25. I: Yes, yes.
26. P: That's fine, I just want to make sure if there are anything  
27. else I should prepare or....beforehand
28. I: No, we will just go through it according to this schedule.
29. P: That's fine, ok.
30. I: So, the first part, could you please share your professional  
31. background with me, like how long have you been the  
32. coaching service? And usually what kind of coaching  
33. service you typically conduct?
34. P: Ok, ummn, in terms of that practicing, I do have a longer  
35. history being involved in coaching, because I was  
36. involved nearly the development of the BPS Special  
37. Group in Coaching Psychology, so before I actually did  
38. any practice in coaching, I was actually involved in  
39. working in there. So, in terms of actual practice, I have  
40. been coach for myself, coached myself has been for 7  
41. years.
42. I: So usually what kind of topics addressed in the coaching  
43. sessions you had, about performance, or more about work-  
44. life balance?
45. P: Ummn, in the main, I would say, the type of coaching I  
46. tend to work on is to do with the developmental coaching.  
47. Ummn, that is normally with an executive, who is not  
48. looking necessary just for the performance improvement,  
49. they are actually looking to develop themselves as part of

50. process of leadership. So, it would be more in the line sort  
51. the developmental or excellent type of coaching where  
52. people hardly, you know they already achieved they  
53. wanted to tend to look at aspect to themselves they  
54. could improve on. So they don't need pure coaching or  
55. standard performance coaching, if you like, is more  
56. developmental in.

57. I: So, usually your client is through their organisation? For  
58. example, HR department? Or they personal came to you?

59. P: Yeah, I don't I don't, I mean I do some personal coaching,  
60. ummn, but it's like a very small part of my work. I tend to  
61. work with the executives who are introduced either through  
62. mail or through the referral, through the people who know  
63. me. I also work with the associated coach or company, and  
64. you know they may be approached by organisation, and the  
65. organisation would look through varied coaches they have  
66. and they will be you know some kind of process, they match  
67. the coaches and coachees.

68. I: OK, thank you very much for your sharing to help me to  
69. have a comprehensive understanding of your coaching  
70. background. And the second part, I would like you to talk  
71. about, to recall any of your coaching sessions you have  
72. facilitated which ran extremely well, could you tell me a  
73. little bit more about what kind of activities did you conduct  
74. or how did you do it?

75. P: Ummn, yeah ok. One brings to mine probably, it was quite  
76. long time ago, two years ago. Ummn, this is, I mean look at  
77. your schedule, you would like to have a little bit background

78. to put the theme of this session if you like?

79. I: Yes.

80. P: Ummn, basically one of them was well, I had a chemistry

81. meeting with this particular coachee, he worked for a

82. XXXX, a well-known xxx industry, ummn he wasn't a

83. board director, he was second tier director of the xxxx. And

84. I had a chemistry meeting with him which ran very well.

85. Then I began to coach him. This client, kind of very

86. successfully, very bright, brilliant sort of thinker and very

87. good at strategy. He recent, you know, upgraded very

88. successfully, however he was with somebody who, had

89. various you know, problems with some of his colleagues, in

90. another word his relationship with the colleagues

91. sometimes difficult because he responded in way which

92. caused friction with his colleagues. The brief for the aim in

93. the end, the goal of the coaching was, we were looking at

94. developing his leadership style in a way that could, ummn,

95. in corporate.....with his colleagues, and this behaviour also

96. happened with ummn customers, people who have to

97. interact with him. So, we were really looking at his

98. inappropriate responses in certain critical situations, which

99. was very overreacting, and ummn, with people quite

100. aggressive, obviously this is not helpful for his career

101. because he reached the point where he was very senior, but

102. if he wanted to speed up, you know to the board level he

103. will have to overcome this kind of issues between his

104. interpersonal interactions with people. So, that's the

105. background. Ummn, so that is sort of the developmental

106. coaching aspect. It is a little bit helpful for performance  
 107. through very well technically, he was very, very bright,  
 108. very able, but interpersonally he had the issues. So, this was  
 109. session, session six, basically what happened was he as I  
 110. said had the issues about people, I was working with the  
 111. cognitive behavioural coaching framework, and what came  
 112. out at my session with him, what we have been working on  
 113. in these sessions were about, he ideally, he couldn't  
 114. abandon blocking thinking, so in another word, people who  
 115. are very blocked in his thinking, he was very aggressive,  
 116. very angry to persons. Because he got high standard to  
 117. himself and others. He would be very critical and very  
 118. aggressive to them who.....thinking in a blocking  
 119. way, not taking care. So, basically, we used cognitive  
 120. behavioural for challenging if you would like and practiced  
 121. questioning to, you know, really focus down on this and  
 122. would challenge some of the issue statements about his  
 123. blocking thinking. Ummn, in during this, in the session, we  
 124. were able to ummn begin to realise which he never realised  
 125. before, it wasn't pretty much he was annoying with people  
 126. or the person he was saying this, but he was annoying with  
 127. the consequence, so in another word we cannot say he was  
 128. thinking in a blocking way but it's for the situation he  
 129. considered was not right or with the practice for the  
 130. performance of the company. He felt he wanted to protect  
 131. them if you like because they failed in the action...he  
 132. realised through the process to challenge his thinking, but  
 133. actually it was the consequence made him mad and he

134. couldn't do something about the consequence Ummn, he in  
135. a particular ummn profession he was somebody who had  
136. quite stronger belief very forced character quite difficult to  
137. work with him on this however he broke it that was the  
138. based on the result, by the end of the session, something  
139. was clicking him he broke it.

140.I: Yes.

141.P: And ummn the..... result was he did get this through this  
142. process, challenging he thinking if you like. And his  
143. contribution was he tried a very strong and thoughtful and  
144. very in collection way of looking at things, he was able to  
145. open it up, he allowed that process to challenge his thinking,  
146. and we did do that, as he said and he did get it, and in terms  
147. of evaluating the result, ummn in the remaining time we  
148. had in another three sessions, he gave me several examples  
149. to .....the sessions, so each one was a month apart so gave  
150. him time to implement his new way of looking at things.

151.I: Yes.

152.P: He was able to lose a little bit to the new way of thinking,  
153. to appreciate the situation differently, and consequently his  
154. behaviours and his emotion were different, so he thought  
155. about the reacting, he didn't do that, he managed to focus  
156. more on the solution ummn in terms of how I evaluated  
157. that I had his veiww points he actually rated the things in the  
158. subsequent session, we gave him a rating form how much  
159. he felt he has changed his behaviours and he rated in the  
160. last point without.....the change that made. He had far  
161. viewer in manageable how...for and I also focus on his

162. spoke, he was Marketing Director at that time, and his boss  
163. confirmed that he had changed behaviour. So it was  
164. actually confirmed by his boss as well. That's basically an  
165. example.

166.I: OK. Ummn, thank you very much for your sharing, ummn  
167. I have a couple of questions based on the case you shared.  
168. At the beginning, you mentioned you and your client had a  
169. chemistry meeting, could you please clarify more about this  
170. meeting. Is it about how you built the relationship?

171.P: Yes, I always have it as a part of the way working, ummn I  
172. always have a meeting initially with the potential coachee,  
173. that meeting is not charged, so it's no bosses involved in  
174. that meeting and I spend some time with the coachee,  
175. really talking about ummn kind of ideas they bring into the  
176. coaching, what they might want to look at, but I also  
177. actually talk to them about, you know, how we might go  
178. about the coaching, what they might involve, and also  
179. down to the level how we can think together, so in another  
180. word, I will talk to them about, you know, ummn, when  
181. you are working with someone, you know on the one-on-  
182. one basically you will be doing, how do you, how would  
183. you like us to work together, how would you like me to do,  
184. do you want me to challenge, or do you, how do you think  
185. to work out, ummn, the question is really negotiating with  
186. them, how it might be to be coached, so it is very much  
187. obviously doing the thing to like build rapport with the  
188. coachee right from moment one but it is also about even  
189. near that early stage of chemistry meeting, really helping

190. them think how that process might happen, and at this  
191. point you don't have too much in a way of content because  
192. obviously you don't know too much about them, what the  
193. brief they might be been through in the  
194. company, .....however both the processes concerned, you  
195. have that early stage start to look at how you might work  
196. together.

197.I: So, can I used the word you used in the paper, called " you  
198. try to build the working alliance with your client before  
199. you start conducting the coaching session"?

200.P: Yes, absolutely, I think so. First, very first opportunity you  
201. are influencing think about how can I, ummn, how can I  
202. best engender the collaboration with the client, and even  
203. now start to build the alliance to this client.

204.I: OK, and the second question is how do you usually study,  
205. ummn, how do I say? What kind of information you need  
206. before you see the client? Do you study their 360 degree  
207. report or you talk to their boss, talk to their HR people in  
208. the organisation?

209.P: I think, it depends, each each breath is different, when, like  
210. the coachee I just talked about he was quite very active in a  
211. very large company, obviously footage company, you  
212. know a XXXXXX bank, this brief did not involve three  
213. way meeting, now the thing is you may ask how is it when  
214. I spoke to his boss, you know this was investigated by the  
215. coachee, it wasn't introduced from the company, so in  
216. another word, it is based, you know to have a one-to-one  
217. brief, you don't have to write report, you don't have to

218. forward back the HR or anybody, but the coachee was very  
219. open to this, and actually suggested this that I speak to his  
220. manager, which I did. And the manager would also open to  
221. that process, so that, in that instance, there was no formal  
222. three-way meeting, however, it did involve, ummn, some  
223. feedbacks you know to and from the ummn the boss, his  
224. manager. Ummn, mostly you would have to have a more  
225. formal three-way contract and with the contact possibly  
226. with the HR, and you know sometimes with the line  
227. manager. But I think it is acceptable about sometimes it  
228. doesn't involve the three-way meeting. Even in the senior  
229. level, very depends on the context in the organisation.

230.I: Yes, Yes. OK. And the third thing is I am really interested  
231. in when you said you helped this client to realise he never  
232. realised himself before, could you talk about more how did  
233. you do that?

234.P: Well, I think , ummn in this instance I was working in a  
235. cognitive behavioural way, so very much using criticism  
236. questioning, ummn but obviously the way you used to  
237. criticism questioning is critical in a, not about, ummn, it's  
238. about leading the coachee rather than you know pushing  
239. them, you know the questioning is very much leading,  
240. leading the coachee into ummn, you know different  
241. understanding if you like, different information, rather than  
242. you use ummn questioning them in a way, sort of, you  
243. know, ummn, the manner way if you like. So, it's really  
244. different to challenging him, to questioning him, to look at  
245. the ummn situation in a different way.

## APPENDIX J

246.I: OK. Thank you very much for sharing this case with me.

247. Finally, if I would like to summarise three factors, key

248. factors to enhance the effectiveness of this coaching

249. session, what would you say?

250.P: Ummn, I don't know what level we are looking for the

251. attributes of this kind of factors, I mean obviously, building

252. and maintaining of the relationship is something that

253. underlines you know the whole process, particular the

254. coaching alliance, because obviously that's the working

255. element, help them to talk, the coaching, I think, ummn

256. when people talk about the alliance, the coaching alliance,

257. it's like, it is a common factor, it is either an alliance or

258. technique, I don't see like that, I see very much, ummn

259. being the allied is a vehicle you like through which the

260. other expert of coaching and be the fuel of enable of you

261. like. So, in another word, it's not like coaching about

262. technique or about the relationship, I think incorporate with

263. a number of different things. As a coach, you need to use

264. those different things through the alliance and including

265. things like your own experiences, your own business

266. knowledge, I mean the coachee I am talking about earlier,

267. one of reason he chose me was, oh, he has two reasons he

268. before he met me, as somebody could possible work with

269. him, one word, because I have the background in business,

270. I worked in some management, and the special one was if

271. you wanted to have somebody who understands his.....

272.I: Sorry, could you please repeat the second part again?

273.P: The second one was he wanted to work with somebody

274. who has the psychological background which is quite  
275. unusual, I have somebody, you know from that kind of  
276. background, to actual specify two things together which is  
277. quite unusual at all. And I don't know you know how many  
278. coaches who are out there, you know who are specified at  
279. that field, and I wondered a fact that was what he, if it was  
280. about me to make it work, I don't know that if it is coaching  
281. or not. I would like to think that not the case they actual  
282. service diversity. The interesting thing is that was the  
283. coaching to seem important. Actually, on this matter, it is a  
284. bit sensitive with this particular person who I ummn  
285. coached at quite a sensitive time in...and whatever  
286.P: So, that would one, building and maintaining the  
287. relationship, I think you could say the second one is part of  
288. that, but I think it's worth highlighting ummn highly  
289. developed listening skill, and by that I don't use listening, I  
290. mean interpersonal skill to across the board. How we  
291. choosing our coachees, and also how we show them we are  
292. willing to listen, do you see what I mean?  
293.I: Yes.  
294.P: So, it's not just listening aspect, it's actually to respond  
295. aspect as well, not just perceptual aspect, but also how you  
296. respond.  
297.I: So, can I say that you have to keep the balance between  
298. listening and asking questions? It's kind like pull and push.  
299.P: That's part of it. I think when I say listening, I think it's  
300. more highly developed, it's the higher level of complexity,  
301. because we're talking about listening but also in listening

302. you choosing, so in another word you are picking out, and  
303. forming on the aspect the important about what a coachee  
304. says, so it's a, it sounds very simple, and you know when  
305. they are modelling coaching, it's relatively simple, but I  
306. think this is where you do, ummn different level of skills,  
307. and I think, you know at a complex level, listening skills  
308. are different from very old listening skills you might  
309. develop in the earlier stage of your training. Then it is  
310. continually from the basic to the more complex, when you  
311. get to the more complex, I think you are doing more things,  
312. you are taking more..... in sympathising and listening in a  
313. different way, in a more complex way.

314.I: Ummn, so basically..sorry, so I think the complex listening  
315. skills will be built up by your coaching experiences.

316.P: Yes, I think it is not something you can just have on day  
317. one, I think it is something built up over knowledge, time  
318. and experiences. And also obviously you can train people  
319. ideally to do that, that we, we couldn't should be doing,  
320. however some people are almost nature at it, level got that  
321. style, they are very good at doing that, something about that,  
322. but I think that's highly developed coach competence if you  
323. like. So, I will describe it as a highly developed listening  
324. skill that, you know, can allow the complex you know  
325. ummn situation. And I think with that, the third, this is  
326. another aspect in a way, that's about highly developed  
327. questioning skill, I think that kind of fit will be listening,  
328. you know one of the aspect of listening and the other aspect  
329. is questioning, you know.

330.I: Yes.

331.P: So, could you please talk about more about this questioning  
332. skill?

333.I: Ummn, it's a little bit how I was talking about the coachee's  
334. case in the example. Ummn, really asking questions I am  
335. not obviously close it, these are you know opening  
336. questions, but also are perceptive and really get the coachee  
337. to think about, you know what is it your question on, you  
338. know the good questions are good example that in some  
339. way, because you are really encouraging thr coachee to  
340. move along continually where they are looking and  
341. thinking in a different way, just follow these questions to  
342. ummn you know flow, what they are thinking another  
343. possibility of....

345.I: So, according to your, like building the relationship and  
346. maintaining the relationship; and highly developed listening  
347. and questioning skills are the three main factors to  
348. enhance...

349.P: Ummn, I think the highly developed listening and  
350. questioning skills kind are the same thing, they come  
351. together. And the other thing I would like to highlight is the  
352. ability to activate the coachee's ability to change, so in  
353. another word is to, ummn, to really ummn what's the word,  
354. to encourage and to enable the collaboration of the coachee,  
355. because if you think about it, if the coachee comes to you,  
356. they need to believe it is going to be the result in the change  
357. they want, you need lead that, and also you need to keep  
358. them committing to the process. So, it's about ummn being

359. able to channel the coachee's commitment, and ummn their  
360. their willingness if you would like to change to use their  
361. coaching alliance as a way channelling that.

362.I: So, what do you usually do to, ummn any kind of activities  
363. you use to encourage the coachee to commit to the coaching  
364. sessions?

365.P: Well, ummn, I think one of thing you need to do is to  
366. evaluate the coachee is in a process of change. If you look at  
367. the...mentioned ideal, where they are in the process , you  
368. know completion and free xxxx, action, in another word,  
369. you need to ummn kind of evaluate where they are at that  
370. cycle if you like. And to, ummn, either word with it the  
371. stage to work in the coaching, or you need to help them, you  
372. know, be able to help them to move to the change, you  
373. know, to the place they decide the really can be changed,  
374. because not all coachees who come to you would be ready  
375. to act, ready to work in the coaching, maybe you know from  
376. work to do to actually get them involved in the part of cycle  
377. of change to start with. So, that's important. Are you being  
378. evaluating that, you know, some people use motivational  
379. interviewing type, to have a.... with the coachee to move to  
380. a different place. Ummn, but also using empathy and using  
381. tools to engage the coachees specially in that early stage. I  
382. mean a lot of coaching models from years ago assumed that  
383. build the relationship at stage one; and they didn't really  
384. mention much about that, but I don't believe coaching  
385. alliance is like that, I think it happening throughout the  
386. whole coaching engagement in a structural way, you know

387. sometimes it is stronger than another you have to work on it.  
388. So, ummn that's the process you need to do throughout the  
389. coaching alliance, the key of coachee, motivated and  
390. collaborated with you. So, that's why so important if it  
391. meant to be done in the beginning to get engaged but it also  
392. needs to be done throughout the coaching, even particularly  
393. you are challenging your coachee, you know which is a time  
394. when you know, it will be more difficult, you know, you got  
395. to manage that process, in that relationship in that alliance  
396. you know, that's why it's so important to keep them  
397. engaged and elaborated immediately.

398.I: So, any other factors you would like to add on, to....

399.P: I think they are the main one.

400.I: Ok, yeah. So, thank you very much again for sharing this  
401. case with me, to help me to understand how did you  
402. enhance the coaching relationship in the process. And the  
403. final part of our interview is, I know I asked you this  
404. question before, last year when I did my Systematic Review,  
405. about how do you define Coaching Psychology, but now it's  
406. about more than 12 months already, so I would like to ask  
407. you again that do you have any new elements you would  
408. like to add on to Coaching Psychology or do you have any  
409. new thoughts about this?

410.P: Ummn, before you came on to the phone, I was thinking  
411. about it, I would like to thank you because it made me think  
412. about this definition, I have been very busy working on  
413. something I am writing up at this moment, my research, and  
414. I haven't really been thinking about this particular point, but

415. having thought about it today, ummn, I wrote down  
416. something but I cannot remember exactly how I described it  
417. to you before, but I know it is probably something around,  
418. based around the relationship between the coach and the  
419. coachee, as a part of the process, I cannot remember what I  
420. said, but, this is what I now think, at this moment, ummn  
421. with the definition of Coaching Psychology might be for me  
422. and from my coaching model, and that is, ummn I will  
423. describe it the purpose is to change the orientated  
424. adaptability, grounded in psychological or adult learning  
425. approaches, based on the working relationship between the  
426. coachee (and it could be more than one coachee) and the  
427. coach, focus on enabling the performance and development  
428. of the coachee; and it is applicable and perceptible in the  
429. organisation, it's quite long I am sorry, but basically what it  
430. is all down to it is obviously, it's there to effect change,  
431. ummn it is a working relationship, it emphasises on working,  
432. because it's something have to work out, it's about ummn  
433. performance but also about growth and development, let's  
434. not forget it's done in the context normally organisation, so  
435. this is about the con-generous purpose definition could  
436. cover other personal coaching or organisational executive  
437. coaching. But I think the changes are would be this kind  
438. reference to the context of the organisation, and also it is a  
439. purposive changing orientated activity.

440.I: Yes. Thank you.

441.P: Ummn, I don't know it is helpful or not.

442.I: Yes, yes, because I found many new elements from your

443. new definition. Because last time we focused on like  
444. helping and facilitation, but this we have like personal  
445. development, learning, and we also include the organisation,  
446. and change orientation in this new definition, so I will  
447. summarise them and I will highlight the new features or  
448. elements you add on. So, thank you very much today, I  
449. think I covered everything according to the interview  
450. schedule. So, do you have any final comments you would  
451. like to make here, or perspectives you would like to share?  
452.P: Ummn, only in the end you did ask about different  
453. approaches I am familiar with, but I don't know if you need  
454. that? Do you?  
455.I: Because you already mentioned cognitive behavioural  
456. approach in your case. That's why I skipped this part.  
457.P: Yes, that's the main framework I use, but I do work with  
458. other few points, but I think for me it's really important it's  
459. not just use cognitive behavioural coaching, I do use it  
460. mostly in my work, however I don't, ummn, and I think it's  
461. usual as a coach to do that, but ummn I think it's also  
462. important to have other models you can draw upon on, the  
463. fit with your coaching philosophy if you like, your own  
464. personal coaching philosophy, I mean not you know  
465. philosophy in a bigger sense, but it is integrated, it is not  
466. just, you know, you don't just pick up any other techniques,  
467. you can I have tried this , but you actually integrated within  
468. the main framework you used, I think that's important and  
469. that's what I do. So, I used client-centred, I used strength  
470. coaching, solution-focused coaching, and a little bit

471. personal construct psychology as well.

472.I: So, basically you integrate the main framework but

473. according to the client's needs, background and their issues?

474.P: Yes, I mean I haven't mentioned this point yet, but that's

475. the only other point I would like to mention, and that is for

476. me, one of the most important aspect that I think that the

477. literature hasn't recognised yet although in my research

478. there is an element there, that is, it is incredibly important

479. to in-depth to an individual coachee, this is a very major

480. strength therapy outcome research, but it hasn't really I

481. mean even mentioned, you know in xxxx in coaching

482. literature, but it,,,possible it could be, and I think it's

483. critical when people talk about adapting, not just about, you

484. know, ummn, different places they are in the different

485. models, I think it's adapting more closely, individual

486. themselves, and I think that's critical to coaching, and in

487. particular in coaching alliance, developing coaching

488. alliance.

489.I: Ok, thank you. So, thank you very much for sharing.

490.P: Good luck with your study.

491.I: Thank you, I will keep you updated. And after this interview,

492. after I analyse the data I may conduct a card-sorting session

493. to do a final review on the behaviour indicators I extract

494. from the interviews, I will be happy you would like to join.

495.P: Yes, that's fine. Sounds good.

496.I: Thank you very much today, hope will talk to you soon.

497.P: That's really helpful for me, too. Thank you.

## Appendix K: The Completed Competency Framework

| Competencies                               | Numbers | Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Active Communication skills             | 15      | <ul style="list-style-type: none"> <li>• Asking challenging and difficult questions to facilitate coachees to think in a different way.</li> <li>• Reflecting back coachees' issues.</li> <li>• Listening actively.</li> <li>• Responding at appropriate times.</li> <li>• Keeping a balance between listening and questioning.</li> <li>• Providing appropriate feedback to coachees.</li> <li>• Probing the meaning that lies behind what a coachee says.</li> <li>• Asking open questions.</li> <li>• Challenging coachees to think and interpret situations in a different way.</li> <li>• Using appropriate language (e.g. vocabulary and terminology).</li> <li>• Demonstrating appropriate and non-judgemental body language.</li> <li>• Remaining firm.</li> <li>• Staying attentive.</li> <li>• Remaining calm and confident.</li> <li>• Asking probing and "why" questions to facilitate coachees to think in a different way.</li> </ul> |
| 2. Goal focus / Goal tracking              | 9       | <ul style="list-style-type: none"> <li>• Inviting coachees to identify concrete goals.</li> <li>• Developing action plans that meet coachees' needs.</li> <li>• Continuously evaluating coachees' change and progress.</li> <li>• Establishing mutually agreed goals.</li> <li>• Maintaining focus on important issues.</li> <li>• Assisting coachees to review their goals.</li> <li>• Comparing coaching results.</li> <li>• Developing realistic tasks and actions.</li> <li>• Prioritising action plans with the coachee.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3. Consideration of individual differences | 9       | <ul style="list-style-type: none"> <li>• Considering coachees' individual issues and context when deciding whether to challenge them.</li> <li>• Being aware of (coachees') complex personal life circumstances.</li> <li>• Accepting that every coachee is unique.</li> <li>• Adapting communication styles to different needs and contexts.</li> <li>• Showing respect to each other's professional backgrounds and experiences.</li> <li>• Putting the coachees at the centre of the coaching engagement.</li> <li>• Respecting cultural diversity.</li> <li>• Demonstrating an appropriate sense of humour based on individual backgrounds and context.</li> <li>• Adapting coaching structure and content according to</li> </ul>                                                                                                                                                                                                              |

## APPENDIX K

| Competencies                                                      | Numbers | Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   |         | coachees' needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4. Contracting and management of the process                      | 12      | <ul style="list-style-type: none"> <li>• Keeping professional boundaries.</li> <li>• Explaining the role of coaching processes and techniques for achieving personal goals.</li> <li>• Allowing space for private conversations.</li> <li>• Maintaining and emphasising confidentiality.</li> <li>• Having a chemistry meeting before the first coaching session.</li> <li>• Establishing boundaries and terms and conditions before the first session.</li> <li>• Being aware of boundary of competency.</li> <li>• Preparing and sending an agreed contract to coachees and clients before the first coaching session.</li> <li>• Involving coachees and organisational stakeholders together in the contracting process.</li> <li>• Communicating with coachees' supervisors for support.</li> <li>• Creating a transparent process through involving coachees' organisations.</li> <li>• Maintaining ethical standards throughout the coaching process.</li> </ul> |
| 5. Creating an environment for a collaboration/joint relationship | 12      | <ul style="list-style-type: none"> <li>• Obtaining coachees' permission and agreement before challenging them.</li> <li>• Ensuring a comfortable environment for the coaching sessions.</li> <li>• Maintaining a supportive relationship with coachees.</li> <li>• Gaining coachees' trust by providing space to talk.</li> <li>• Encouraging collaboration to facilitate change.</li> <li>• Sharing own experiences and perspectives.</li> <li>• Maintaining a relaxed and friendly manner.</li> <li>• Creating an open and honest environment.</li> <li>• Exploring solutions and action plans together.</li> <li>• Shifting the ownership of the coaching engagement to the coachee.</li> <li>• Asking coachees to lead the contracting phase and three-way meeting with organisational stakeholders.</li> <li>• Ensuring both parties are comfortable working with each other.</li> </ul>                                                                          |
| 6. Using resources                                                | 2       | <ul style="list-style-type: none"> <li>• Encouraging coachees to identify any resources and support needed.</li> <li>• Sharing useful learning information (e.g. articles, links or exercises).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7. Being aware of managing coachees' feelings and motivation      | 10      | <ul style="list-style-type: none"> <li>• Remaining constructive to protect coachees' self-esteem.</li> <li>• Inviting coachees to share feelings, issues and areas they would like to improve.</li> <li>• Inviting coachees to share what is important to them.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## APPENDIX K

| Competencies                                            | Numbers | Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         |         | <ul style="list-style-type: none"> <li>• Alleviating coachees' fears and negative mindset.</li> <li>• Providing space to verbalise coachees' issues, thoughts and opinions.</li> <li>• Developing and maintaining coachees' self-awareness.</li> <li>• Observing coachees' emotional state through their conversations.</li> <li>• Ensuring coachees have a receptive and positive mindset.</li> <li>• Enhancing coachees' self-motivation.</li> <li>• Identifying coachees' emotional reactions.</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| 8. Assisting and guiding                                | 6       | <ul style="list-style-type: none"> <li>• Assisting coachees to identify their motivations.</li> <li>• Guiding coachees to visualise the future.</li> <li>• Assisting coachees to build their confidence.</li> <li>• Assisting coachees to identify their strengths.</li> <li>• Assisting coachees to think about the decisions they make.</li> <li>• Assisting coachees to recognise challenges and difficulties.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9. Encouraging                                          | 3       | <ul style="list-style-type: none"> <li>• Encouraging coachees to develop solutions.</li> <li>• Encouraging coachees to try new methods.</li> <li>• Encouraging coachees to share stories.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 10. Creating and developing a framework for the process | 10      | <ul style="list-style-type: none"> <li>• Making use of note taking to develop the coaching process structure.</li> <li>• Adopting an appropriate coaching framework to structure conversation with coachees.</li> <li>• Summing up, prompting and checking understanding at appropriate times.</li> <li>• Preparing each session well to gain engagement.</li> <li>• Seeking coachees' feedback through questions, questionnaires and using rating or likert scales.</li> <li>• Seeking feedback from coachees and organisational stakeholders.</li> <li>• Integrating tasks and exercises into the coaching process.</li> <li>• Reviewing previous behaviours with coachees.</li> <li>• Recapping and summarising the coaching content after each session.</li> <li>• Communicating with coachees' supervisors for feedback.</li> </ul> |
| 11. Demonstrating empathy                               | 2       | <ul style="list-style-type: none"> <li>• Listening with empathy.</li> <li>• Demonstrating understanding of coachees' issues, reactions and difficulties.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 12. Flexibility and adaptability                        | 2       | <ul style="list-style-type: none"> <li>• Remaining flexible.</li> <li>• Continuously renewing coaching contract according to coachees' feedback.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 13. Engaging/Coach's ability to engage                  | 8       | <ul style="list-style-type: none"> <li>• Engaging in coachees' personal development interests.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

APPENDIX K

| Competencies          | Numbers | Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| & maintain engagement |         | <ul style="list-style-type: none"><li>• Commencing coaching sessions with some broad topics or questions to engage coachees.</li><li>• Building rapport and trust at the beginning of the coaching process.</li><li>• Maintaining positive effect to support the relationship.</li><li>• Using scaling (on a scale of 1-10 ) to gain commitment.</li><li>• Engaging coachees to coaching process before the session commences.</li><li>• Remaining approachable, responsive, open and friendly.</li><li>• Enhancing coachees' commitment by agreeing the areas they want to work on and their goals.</li></ul> |
| Total                 | 100     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Appendix L: Participation Recruitment Letters



Hi Everyone:

I am Yi-Ling, currently studying a PhD in Occupational Psychology in the University of Surrey supervised by Dr. Almuth McDowall.

In order to assess the behaviours underlying effective Coaching Psychology Practice we are developing a Coaching Psychologist Competency Framework; we need your help if you are a:

- (1) coachee who has participated in any coaching sessions in the U.K. which were relevant to your workplace issues (except sport coaching)
- or
- (2) professional coach in the U.K. and have a background in Psychology

We need you to spend 10-15 minutes to complete the questionnaire for us.

Any data or information obtained from this questionnaire will be treated as strictly confidential and will be used only for academic purposes.

[http://surveys.fahs.surrey.ac.uk/Coaching\\_Psychologist](http://surveys.fahs.surrey.ac.uk/Coaching_Psychologist)

Please feel free to contact me (y.lai@surrey.ac.uk) or Dr. Almuth McDowall (a.mcdowall@surrey.ac.uk) if there are any relevant questions or comments.

Yours faithful,  
Yi-Ling Lai  
School of Psychology  
University of Surrey

**[Researchsurveys.fahs.surrey.ac.uk](http://Researchsurveys.fahs.surrey.ac.uk)**

## APPENDIX M: ETHICAL REVIEW CONFIRMATION



Ethics Committee

Miss Yi-Ling Lai  
School of Psychology  
FAHS

31 July 2012

**To develop and examine a Competency Framework for effective Coaching Psychology EC/2012/53/FAHS**

On behalf of the Ethics Committee, I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the submitted protocol and supporting documentation.

Date of confirmation of ethical opinion: 31 July 2012.

The list of documents reviewed by the Committee is as follows:-

MATERIAL REDACTED AT REQUEST OF UNIVERSITY

This opinion is given on the understanding that you will comply with the University's Ethical Guidelines for Teaching and Research, and with the conditions set out as follows:

- Typographical errors to correct – response letter and the revised Protocol Cover Sheet.

I would be grateful if you would confirm, in writing, your acceptance of the conditions above.

If the project includes distribution of a survey or questionnaire to members of the University community, researchers are asked to include a statement advising that the project has been reviewed by the University's Ethics Committee.

If you wish to make any amendments to your protocol please address your request to the Secretary of the Ethics Committee and attach any revised documentation.

The Committee will need to be notified of any adverse reactions suffered by research participants, and if the study is terminated earlier than expected, with reasons. Please be advised that the Ethics Committee is able to audit research to ensure that researchers are abiding by the University requirements and guidelines.

You are asked to note that a further submission to the Ethics Committee will be required in the event that the study is not completed within five years of the above date.

Please inform me when the research has been completed.

Yours sincerely

Appendix N: Information Sheet & Interview Schedule for Coaching Experts



**Information Sheets for XXXX**

➤ **Introduction to Research Background**

I am Yi-Ling Lai, currently study for a PhD in the School of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall.

Coaching has been fast advancing in the organisational and leadership development field in recent years; however we still need to know more about how Psychology and a psychological background can contribute to effective coaching, and what role coach attributes play.

➤ **The Purpose of this Study**

This research aims to develop a competency framework for Coaching Psychologist by conducting a job/role analysis through interviews with Coaching Psychologists, clients who have attended coaching sessions with psychological interventions and stakeholders (e.g. HR or supervisors of clients etc.) in organisations in the U.K.

As you are one key contributor to coaching study and practice, I hope I can draw on your expert perspectives on coaching to assist me with my research.

➤ **Research Process**

Firstly, a 30-40 minute phone or face-to-face semi-structured interview will be carried out. It aims to explore coaches' attributes that enhance the coaching process and relationship drawing on your expert perspectives on coaching.

Secondly, you might be also invited to participate in a group card-sorting session with other participants (Coaching Psychologists, clients and organisational stakeholders) to integrate the competencies generated from the previous stage.

➤ **What are the Possible Disadvantages and Benefits of Taking Part of this Research**

The purpose of the interview is to ask you to recall your previous coaching experiences and processes which generated positive results. You might find this a useful opportunity to further reflect on your experience of coaching and learn from this reflection,

As this research aim is to generate a professional Coaching Psychologist Competency Framework, your precious coaching delivery experiences will make contribution to the development of Coaching Psychology more generally. In addition, you will also have the chance to win a 25-pound Amazon voucher after this research.

If you continue to take part in the card-sorting session you will also get a small handbook for Coaching Psychologist selection which outlines top 10 effective coaches' attributes based on the research findings after this study is completed.

In summary, this research will help you to reflect on:

- (1) what evidence-based coaching practice is.
- (2) the importance of coaching process and relationship.
- (3) what the effective coach attributes are that enhance the coaching relationship and results.

➤ **Participants and Database Confidential Issues**

Whilst eventual results will be published in my thesis and also potentially in academic publications, all names and details will be anonymised, so there will be no risk of identification.

All participants will be given a code and the information you give will be presented using this so that those reading reports from the research will not know who has contributed to it.

In order to make sure our discussion is appropriately analysed, the interview will be recoded and I will also take notes during the discussion. All data and back-up copies will be coded and stored securely in system folders at the University of Surrey and password protected. The collected data will be only used for this research study. The audio files will be deleted after the data is transcribed and

analysed. The raw data (such as interview transcripts) will be destroyed and deleted 10 years after the research study is completed.

**Data will be stored securely in accordance with the Data Protection Act 1998.**

**The study has been reviewed and received a favourable opinion from the University of Surrey Ethics Committee.**

**The following section provides the “Participant Consent Form”, please read through it and sign the “Consent Form”, thank you very much.**



➤ **Consent Form**

- I the undersigned voluntarily agree to take part in the study on “To develop and examine an effective Coaching Psychologist Competency Framework”
- I have read and understand the Information Sheet provided. I have been given a full explanation by the investigators of the nature purpose, location and likely during the study and of what I will be expected to do. I have been given the opportunity to ask questions on all aspects of the study.
- I agree to comply with any instruction given to me during the study and to co-operate fully with the investigators. I shall inform them immediately if I suffer any deterioration of any kind in my health or well-being, or experience any unexpected or unusual symptoms.
- I consent to my personal data, as outlined in the accompanying information sheet, being used for this study and other research. I understand that all personal data relating to volunteers is held and processed in the strict confidence, and in accordance with the Data Protection Act (1998).
- I understand I am free to withdraw from the study at any time without needing to justify my decision and without prejudice.
- I acknowledge that in considering for completing the study, I have chance to join a lucky draw for one 25-pound Amazon voucher.
- I acknowledge and consent that the interview contents will be recorded for the data analysis.
- I confirm that I have read and understood the above and freely consent to participating in this study. I have been given adequate time to consider my participation and agree to comply with the instructions and restrictions of the study.

Name of volunteer (BLOCK CAPITALS)

\_\_\_\_\_

Signed

\_\_\_\_\_

Date

\_\_\_\_\_

➤ **Interview Schedule for XXXX**

- Coaching Professional Background:
  - (1) Gender: ☐ M ☐ F (interviewer to record)
  - (2) Nationality: \_\_\_\_\_
  - (3) How long have you been coaching?
  - (4) Could you please share your prior educational and professional backgrounds before starting out as a Coaching Psychologist?
  - (5) What kind of coaching services do you typically conduct? (prompts: individual, group, telephone, skype, what kind of framework or theoretical orientation)
  - (6) What are the typical addressed topics in the coaching sessions you have conducted? (prompts: performance, work-life balance, leadership?)
  
- Critical events or factors that enhance the coaching process:
  - (1) Could you please recall one coaching session you have facilitated which ran extremely well and tell me a little bit more about what kinds of activities did you conduct to facilitate the coaching process: (please give 2-3 examples in this session)
    - a) When was this coaching session facilitated?
    - b) How did it come about – e.g. who commissioned it?
    - c) What was this coaching session about? (coaching topic etc?)
    - d) What did you do / say in this coaching session?
    - e) What were the clients' contributions?
    - f) What was the result?
    - g) How was the result evaluated?
    - h) Summarise how you know that this was such a good experience?

- Coaching Psychologists' attributes:

(1) Could you please list three attributes that you perceive as being the most important to facilitate an effective coaching process? Could you explain?

- Perspectives on Coaching Psychology:

(1) How do you define "coaching psychology"? What are the elements of Coaching Psychology? Could you list the psychological approaches which are used in coaching and coaching research which you are familiar with?

Finally, is there a final comment you would like to make here or any perspectives you would like to share but not covered above? Thank you very much for your input, this has been very helpful.

If you have any further questions or comments, please feel free to contact me.

Yi-Ling Lai

Appendix O: Information Sheet & Interview Schedule for Coachee Participants



**Participant Information Sheet for XXXX**

➤ **Introduction and Research background**

I am Yi-Ling Lai, currently study for a PhD in the School of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall.

Coaching has been fast advancing in the organisational and leadership development field in recent years; however we still need to know more about how Psychology and a psychological background can contribute to effective coaching, and what role coach attributes play.

➤ **The Purpose of this Study**

This research aims to develop a competency framework for the Coaching Psychologist by conducting a job/role analysis through interviews with Coaching Psychologists, clients who ever attended coaching sessions with psychological interventions and stakeholders (e.g. HR or supervisors of clients etc.) in organisations in the U.K.

As you have participated in coaching programmes which applied psychological interventions, I am really delighted with your participation in this research to share your experiences; I hope I could draw on your experiences in attending coaching sessions and expectations of a professional coach to help me identifying the effective Coaching Psychologist attributes.

➤ **Research Process**

Firstly, a 40-minute phone or face-to-face semi-structured interview will be carried out. It aims to explore the effective factors and coaches' attributes that enhance the coaching process and relationship drawn on your experiences on coaching.

Secondly, you might be also invited to participate in a group card-sorting session with other participants (Coaching Psychologists, clients and organisational stakeholders) to integrate the competencies generated from the previous stage.

➤ **What are the Possible Disadvantages and Benefits of Taking Part of this Research**

The purpose of the interview is mainly to ask you to recall your previous experiences in attending coaching programmes which generated positive results; thus there won't be chances to cause any distressed or harmful results to you.

As this research aim is to generate a professional Coaching Psychologist Competency Framework, your precious experience sharing will make a significant contribution to the development of Coaching Psychology. In addition, you will also have the chance to win a 25-pound Amazon voucher after this research.

If you continue to take part in the card-sorting session you will also get a small handbook for Coaching Psychologist selection which outlines top 10 effective coaches' attributes based on the research findings after this study is completed.

In summary, this research will facilitate you to be able to reflect on:

- (1) what evidence-based coaching practice is.
- (2) the importance of coaching process and relationship.
- (3) what the effective coach attributes are that enhance the coaching relationship and results.

➤ **Participants and Database Confidential Issues**

Whilst eventual results will be published in my thesis and also potentially in academic publications, all names and details will be anonymised, so there will be no risk of identification.

All the participants will be given a code and the information you give will be presented using this so that those reading reports from the research will not know who has contributed to it.

In order to make sure our discussion is appropriately analysed, the interview will be recoded and I will also take notes during the discussion. All data and back-up copies will be coded and stored securely in system folders at the University of Surrey and password protected. The collected data will be only used for this research study. The audio will be deleted after the data is transcribed and analysed. The raw data (such as interview transcripts) will be destroyed and deleted 10 years after the research study is completed.

**Data will be stored securely in accordance with the Data Protection Act 1998.**

**The study has been reviewed and received a favourable opinion from the University of Surrey Ethics Committee.**

**The following section provides the “Participant Consent Form” and “Interview Schedule”, please read through both of them and sign the “Consent Form”, thank you very much.**



➤ **Consent Form**

- I the undersigned voluntarily agree to take part in the study on “To develop and examine an effective Coaching Psychologist Competency Framework”
- I have read and understand the Information Sheet provided. I have been given a full explanation by the investigators of the nature purpose, location and likely during the study and of what I will be expected to do. I have been given the opportunity to ask questions on all aspects of the study.
- I agree to comply with any instruction given to me during the study and to co-operate fully with the investigators. I shall inform them immediately if I suffer any deterioration of any kind in my health or well-being, or experience any unexpected or unusual symptoms.
- I consent to my personal data, as outlined in the accompanying information sheet, being used for this study and other research. I understand that all personal data relating to volunteers is held and processed in the strict confidence, and in accordance with the Data Protection Act (1998).
- I understand I am free to withdraw from the study at any time without needing to justify my decision and without prejudice.
- I acknowledge that in considering for completing the study, I have chance to join a lucky draw for one 25-pound Amazon voucher.
- I acknowledge and consent that the interview contents will be recorded for the data analysis.
- I confirm that I have read and understood the above and freely consent to participating in this study. I have been given adequate time to consider my participation and agree to comply with the instructions and restrictions of the study.

Name of volunteer (BLOCK CAPITALS) \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_



➤ **Interview Schedule for XXXX**

- Demographic Information:

(1) Gender: ☐ M ☐ F

(2) Nationality: \_\_\_\_\_

(3) Could you please talk about your job role in this organisation and how long have you been in this role?

- Critical events / activities in the coaching session

*Please recall one coaching session which you have ever participated in that went extremely well, and answer the following questions.*

- (1) Could you please tell me a little bit about why you would rate this coaching process overall as a good experience? What led up to it? What happened during the session?
- (2) Could you give any specific examples of something your coach “did” to facilitate this session?

Example 1:

- a) When did this coaching session occur?
- b) What was this coaching session about? (why did you participate in this coaching session, coaching topic etc?)
- c) What kinds of activities did the coach conduct?
- d) What did you do/ contribute?
- e) What did your coach do / say in this coaching session?
- f) What was the result?
- g) How was the result evaluated?

Example 2.....

## APPENDIX O

- Coaches' Attributes:

- (1) Could you please list three factors that enhance the coaching process?
- (2) Could you please list 3-5 coaches' attributes that promote the coaching process?

***Thank you very much for your participation.***

If you have any further questions or comments, please feel free to contact me.

**Yi-Ling Lai**

Appendix P: Information Sheet & Interview Schedule for Internal Coaches



**Participant Information Sheet for Internal Coaching Programme Participants**

➤ **Introduction and Research background**

I am Yi-Ling Lai, currently study for a PhD in the School of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall.

Coaching has been fast advancing in the organisational and leadership development field in recent years; however we still need to know more about how Psychology and a psychological background can contribute to effective coaching, and what role coach attributes play.

➤ **The Purpose of this Study**

This research aims to develop a competency framework for the Coaching Psychologist by conducting a job/role analysis through interviews with Coaching Psychologists, clients who ever attended coaching sessions with psychological interventions and stakeholders (e.g. HR or supervisors of clients etc.) in organisations in the U.K.

As you have participated in coaching programmes which applied psychological interventions, I am really delighted with your participation in this research to share your experiences; I hope I could draw on your experiences in attending coaching sessions and expectations of a professional coach to help me identifying the effective Coaching Psychologist attributes.

➤ **Research Process**

Firstly, a 30-minute phone or face-to-face semi-structured interview will be carried out. It aims to explore the effective factors and coaches' attributes that enhance the coaching process and relationship drawn on your experiences on coaching.

Secondly, you might be also invited to participate in a group card-sorting session with other participants (Coaching Psychologists, clients and organisational stakeholders) to integrate the competencies generated from the previous stage.

➤ **What are the Possible Disadvantages and Benefits of Taking Part of this Research**

The purpose of the interview is mainly to ask you to recall your previous experiences in attending coaching programmes which generated positive results; thus there won't be chances to cause any distressed or harmful results to you.

As this research aim is to generate a professional Coaching Psychologist Competency Framework, your precious experience sharing will make a significant contribution to the development of Coaching Psychology. In addition, you will also have the chance to win a 25-pound Amazon voucher after this research.

If you continue to take part in the card-sorting session you will also get a small handbook for Coaching Psychologist selection which outlines top 10 effective coaches' attributes based on the research findings after this study is completed.

In summary, this research will facilitate you to be able to reflect on:

- (1) what evidence-based coaching practice is.
- (2) the importance of coaching process and relationship.
- (3) what the effective coach attributes are that enhance the coaching relationship and results.

➤ **Participants and Database Confidential Issues**

Whilst eventual results will be published in my thesis and also potentially in academic publications, all names and details will be anonymised, so there will be no risk of identification.

All the participants will be given a code and the information you give will be presented using this so that those reading reports from the research will not know who has contributed to it.

In order to make sure our discussion is appropriately analysed, the interview will be recoded and I will also take notes during the discussion. All data and back-up copies will be coded and stored securely in system folders at the University of Surrey and password protected. The collected data will be only used for this research study. The audio will be deleted after the data is transcribed and analysed. The raw data (such as interview transcripts) will be destroyed and deleted 10 years after the research study is completed.

**Data will be stored securely in accordance with the Data Protection Act 1998.**

**The study has been reviewed and received a favourable opinion from the University of Surrey Ethics Committee.**

**The following section provides the “Participant Consent Form” and “Interview Schedule”, please read through both of them and sign the “Consent Form”, thank you very much.**



➤ **Consent Form**

- I the undersigned voluntarily agree to take part in the study on “*To develop and examine an effective Coaching Psychologist Competency Framework* ”
- I have read and understand the Information Sheet provided. I have been given a full explanation by the investigators of the nature purpose, location and likely during the study and of what I will be expected to do. I have been given the opportunity to ask questions on all aspects of the study.
- I agree to comply with any instruction given to me during the study and to co-operate fully with the investigators. I shall inform them immediately if I suffer any deterioration of any kind in my health or well-being, or experience any unexpected or unusual symptoms.
- I consent to my personal data, as outlined in the accompanying information sheet, being used for this study and other research. I understand that all personal data relating to volunteers is held and processed in the strict confidence, and in accordance with the Data Protection Act (1998).
- I understand I am free to withdraw from the study at any time without needing to justify my decision and without prejudice.
- I acknowledge that in considering for completing the study, I have chance to join a lucky draw for one 25-pound Amazon voucher.
- I acknowledge and consent that the interview contents will be recorded for the data analysis.
- I confirm that I have read and understood the above and freely consent to participating in this study. I have been given adequate time to consider my participation and agree to comply with the instructions and restrictions of the study.

Name of volunteer (BLOCK CAPITALS) \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_



➤ **Interview Schedule**

- Demographic Information:

(1) Gender: ☐ M ☐ F

(2) Nationality: \_\_\_\_\_

(3) Could you please talk about your job role in this organisation and how long have you been in this role?

- Critical events / activities in the coaching session

*Please recall one coaching session which you have ever participated in that went extremely well, and answer the following questions.*

- (1) Could you please tell me a little bit about why you would rate this coaching process overall as a good experience? What led up to it? What happened during the session?
- (2) Could you give any specific examples of something your coach “did” to facilitate this session?

Example 1:

- a) When did this coaching session occur?
- b) What was this coaching session about? (why did you participate in this coaching session, coaching topic etc?)
- c) What kinds of activities did the coach conduct?
- d) What did you do/ contribute?
- e) What did your coach do / say in this coaching session?
- f) What was the result?
- g) How was the result evaluated?

Example 2.....

- Coaches' Attributes:

- (1) Could you please list three factors that enhance the coaching process?
- (2) Could you please list 3-5 coaches' attributes that promote the coaching process?

***Thank you very much for your participation.***

If you have any further questions or comments, please feel free to contact me.

**Yi-Ling Lai**

Appendix Q: Information Sheet & Interview Schedule for Organisational Stakeholders



➤ **Interview Schedule for XXXX**

- Demographic Information:

- (1) Gender: ☐ M ☐ F
- (2) Nationality: \_\_\_\_\_
- (3) Could you please talk about your job role in this organisation and how long have you been in this role?
- (4) Could you please share your role in the coaching programme conducted in your organisation? (prompts: do you commission? Do you mentor? To you administrate the programme?)
- (5) How do you select coaches?

- Coaching Programme:

- (1) Based on your understanding, what sorts of coaching sessions have been conducted in your team, department or organisation? E.g. do you know about the rough content, or focus? And what were the reasons/contexts of these coaching sessions? (Could you please try to give 3 examples if possible?)

- Coaches' Attributes:

- (1) Could you please list at least three things that are important for making coaching successful?
- (2) Could you please list 3-5 coach attributes (knowledge, personality/attitudes and skills) that you look for in a coach / Coaching Psychologist? How important is a psychological background?

**Thank you very much for your participation.**

If you have any further questions or comments, please feel free to contact me.

Appendix R: Coaching Training Workshop Recruitment Letter



**Are you interested in coaching?**

**Do you want to experience a coaching session?**

I am Yi-Ling Lai, currently studying for a PhD in the school of Psychology at the University of Surrey, supervised by Dr. Almuth McDowall.

Coaching has been fast advancing in the learning and development field in recent years; however we still need one standard benchmark to evaluate an effective Coaching Psychologist. In order to *develop a Coaching Psychologist Competency Framework* that enhances the relationship in the coaching process and promotes the coaching results; we need your help:

If you are

- a. *studying in School of Management, Psychology, Education or Art and Performance in any universities in the U.K.(or you are interested in coaching topic)*

*and*

- b. *never practiced as a coach in your career up to present*

If you are interested in being part of this exciting research, please contact the researcher Yi-Ling by email to discuss your situation.

You will be required to participate in a coaching relevant workshop and session (either as a coach or coachee)

The entire process might take you up to 3-4 hours, depending on your group activities and the role you take.

In order to show our appreciation of your contribution, you will have a chance to **win a 100-pound Amazon Voucher if you are in a long session group (up to 4 hours), a chance to win a 50-pound Amazon Voucher if you are in a short session group (up to 2 hours).**

**The study has been reviewed and received a favourable opinion from the University of Surrey Ethics Committee.**

**What is coaching?** Coaching is a reflective process between coaches and coachees which helps or facilitates coachees to experience positive behavioural changes through continuous dialogue and negotiations with coaches to meet coachees' personal life or work goals.”

If you have any further questions, please do not hesitate to contact me.

Many thanks

Best Regards

Yi-Ling

School of Psychology

University of Surrey

Appendix S: Participant Pre-screen Questionnaire



**Coaching Study Participation Questionnaire**

Dear XXXX:

Firstly, I really appreciate you are interested in participating in my PhD research study. As “coaching” is a specific method to facilitate the work performance, learning & development and well-being for another; I hope all of the participants will be benefited after taking part in this study.

In order to help me and my supervisor, Dr. Almuth McDowall, to have a comprehensive understanding of your personal background and make sure you are able to have a maximum benefits from this research study.

(A) Have you heard about “coaching” (such as life coaching, executive coaching, and management coaching/leadership coaching etc.)

- ☐ Yes (Please continue to answer Question 2, 3 and 4.)
- ☐ No (Please jump to Question 4.)

(B) Have you ever participated in any coaching sessions / programmes?

- ☐ Yes

What kind of coaching sessions did you participate in? (You can click more than one)

- ☐ Executive Coaching
- ☐ Life / Well-being Coaching
- ☐ Management / Leadership Coaching
- ☐ Others (Please specify if possible) \_\_\_\_\_
- ☐ No

(C) Have you ever practiced as a professional coach in your career up to present?

- ☐ Yes (For how long: \_\_\_\_\_, please specify if possible)  
☐ No

(D) Are you currently (did you) participating in any relevant sessions which aims to

improve your personal life and well-being?

- ☐ Yes  
(Please specify the programme if possible)  
☐ Counselling  
☐ Therapeutic  
☐ Others \_\_\_\_\_

When did you start and finish participating in these sessions?

\_\_\_\_\_

- ☐ No

***Thank you very much for your information, it is really helpful for us to continue the following stage of this research study.***

We will contact you as soon as possible to arrange the next stage of this research study!!!!

***If you have any relevant questions or concerns, please feel free to contact me***

***([y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)) or my supervisor, Dr. Almuth McDowall.***

***([a.mcdowall@surrey.ac.uk](mailto:a.mcdowall@surrey.ac.uk))***

***We will be happy to have a discussion with you if needed.***

Appendix T: Coaching Alliance Inventory (CAI)

**Coaching Alliance Inventory**

**Coaches' Form**

Coach No. \_\_\_\_\_ Coachee No. \_\_\_\_\_

Date \_\_\_\_\_

**Instructions:**

On the following page there are sentences that describe some of the different ways you might think or feel about your coachee.

Below each statement there is a seven-point scale:

|       |        |           |       |            |        |
|-------|--------|-----------|-------|------------|--------|
| 1     | 2      | 3         | 4     | 5          | 6      |
| Never | Rarely | Sometimes | Often | Very Often | Always |

If the statement describe the way you always feel (or think) circle the number 6; if it never applies to you, circle the number 1. Use the number in between to describe the variations between these extremes.

Please do not spend too much time on each statement; your first impressions are the ones we would like to see.

**Please don't forget to respond to each item.**

Thank you.

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1. My coachee and I agree about the steps to be taken to improve his/her situation.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

2. My coachee and I both feel confident about the usefulness of our current activity in coaching.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

3. I believe my coachee likes me.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

4. I have doubts about what we are trying to accomplish in coaching.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

5. I am confident in my ability to help my coachee.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

6. We are working towards mutually agreed upon goals.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

7. I appreciate my coachee as a person.

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

8. We agree on what is important for my coachee to work on.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

9. My coachee and I have built a mutual trust.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

10. My coachee and I have different ideas on what his/her real problems are.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

11. We have established a good understanding between us of the kind of changes that would be good for my coachee.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

12. My coachee believes the way we are working with his/her problem is correct.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

**Coaching Alliance Inventory**

**Coachees' Form**

Coachee No. \_\_\_\_\_ Coach No. \_\_\_\_\_

Date \_\_\_\_\_

**Instructions:**

On the following page there are sentences that describe some of the different ways you might think or feel about your coach.

Below each statement there is a seven-point scale:

|       |        |           |       |            |        |
|-------|--------|-----------|-------|------------|--------|
| 1     | 2      | 3         | 4     | 5          | 6      |
| Never | Rarely | Sometimes | Often | Very Often | Always |

If the statement describe the way you always feel (or think) circle the number 7; if it never applies to you, circle the number 1. Use the number in between to describe the variations between these extremes.

Please do not spend too much time on each statement; your first impressions are the ones we would like to see.

**Please don't forget to respond to each item.**

Thank you.

1. My coach and I agree about the things I will need to do in coaching to help improving my situation.

☐ 1 Never

☐ 2 Rarely

☐ 3 Sometimes

☐ 4 Often

☐ 5 Very Often

☐ 6 Always
2. What I am doing in coaching gives me new ways of looking at issues or challenges I have.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

3. I believe my coach likes me.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

4. My coach does not understand what I am trying to accomplish in coaching.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

5. I am confident my coach's ability to help me.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

6. My coach and I are working towards mutually agreed upon goals.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

7. I feel that my coach appreciates me.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

8. We agree on what is important for me to work on.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

9. My coach and I trust one another.

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- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

10. My coach and I have different ideas on what my problems are.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

11. We have established a good understanding of the kind of changes that would be good for me.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

12. I believe the way we are working with my problem is correct.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 Never     | <input type="checkbox"/> 4 Often      |
| <input type="checkbox"/> 2 Rarely    | <input type="checkbox"/> 5 Very Often |
| <input type="checkbox"/> 3 Sometimes | <input type="checkbox"/> 6 Always     |

Appendix U: Coaching Psychology Competency Framework (CPCF) Questionnaires

**Effective Coach's Behaviours Evaluation Form-Coach**

Coach No.: \_\_\_\_\_

Coachee No.: \_\_\_\_\_

Please recall the coaching session you just conducted. Considering this coaching experience, we are now asking you to rate the following statements according using the scale from 1 to 6.

Please rate "6" if this behaviour/attitude was very helpful for enhancing the coaching relationship. Please rate "1" if this behaviour/attitude was not demonstrated.

**Active Communication Skills**

1. Listening actively.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

2. Probing the meaning that lies behind what the coachee said.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

3. Asking open questions

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

4. Challenging coachee to think and interpret situations in a different way.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

5. Staying attentive.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

**Demonstrating Empathy**

1. Listening with empathy.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

2. Demonstrating understanding of coachee's issues, reactions and difficulties.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

**Goal Focus / Goal Tracking**

1. Maintaining focus on important issues.

- |                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied | (4) <input type="checkbox"/> Slightly helpful |
|------------------------------------------|-----------------------------------------------|

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- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful      |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful |

### 2. Inviting coachee to identify concrete goals

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 3. Establishing mutually agreed goals with coachee.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 4. Assisting coachee to review their goals

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 5. Developing realistic tasks and actions

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 6. Prioritising action plans with coachee.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

## Consideration of Individual Differences

### 1. Putting coachee at the centre of the coaching engagement.

- |                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied | (4) <input type="checkbox"/> Slightly helpful |
|------------------------------------------|-----------------------------------------------|

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- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful      |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful |

### 2. Adapting coaching structure and content according to coachee's needs.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 3. Considering coachee issues and context when deciding whether to challenge him/her.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 4. Accepting that my coachee unique.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 5. Showing respect to each other's professional backgrounds and experiences.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

## Contracting and Management of the Process

### 1. Maintaining ethical standards throughout the coaching process.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 2. Establishing boundaries and terms and conditions before the first session.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### 3. Keeping professional boundaries.

- |                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied | (4) <input type="checkbox"/> Slightly helpful |
|------------------------------------------|-----------------------------------------------|

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- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful      |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful |

4. Explaining the role of coaching processes and techniques for achieving personal goals.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### **Creating an Environment for a Collaboration / Joint Relationship**

1. Maintaining a supportive relationship with coachee.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

2. Gaining coachee's trust by providing space to talk.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

3. Creating an open and honest environment.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

4. Obtaining coachee's permission and agreement before challenging him/her.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

5. Encouraging collaboration to facilitate change.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

6. Sharing my own experiences and perspectives.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

7. Maintaining a relaxed and friendly manner.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
8. Exploring solutions and action plans together.
- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | <input type="checkbox"/> Very helpful     |

### **Being Aware of and Managing Coachees' Feelings and Motivation**

1. Inviting coachee to share what is important to him/her.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
2. Remaining constructive to protect my coachee's self-esteem.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
3. Inviting coachee to share feelings, issues and areas he/she would like to improve.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
4. Alleviating coachee's fears and negative mindset.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
5. Developing and maintaining coachee's self-awareness.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
6. Ensuring that coachee have a receptive and positive mindset.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
7. Enhancing coachee's self-motivation.
- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### **Engaging / Coach's Ability to Engage and Maintaining Engagement**

1. Building rapport and trust at the beginning of the coaching process.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
2. Remaining approachable, responsive, open and friendly.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
3. Enhancing coachee's commitment by agreeing the areas hi/she want to work on and their goals.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
4. Have a chemistry meeting before the first coaching session.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
5. Engaging in coachee's personal development interests.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
6. Commencing coaching sessions with some broad topics or questions to engage coachee.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
7. Maintaining positive affect to support the relationship.  

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |
8. Using scaling (on a scale of 1-10) to gain coachee's commitment.

APPENDIX U

- (1) ☐ Not applied

(2) ☐ Not helpful

(3) ☐ Less helpful
- (4) ☐ Slightly helpful

(5) ☐ Helpful

(6) ☐ Very helpful

Open Questions:

Please answer the following questions for your further coaching skills or competencies improvement.

1. What did I do well in this coaching session?

2. What will I do it differently if I have another chance to conduct this coaching session again?

3. Did I apply the coaching methods or skills I learnt from the training workshop to this coaching session? Which one?

4. Were the coaching methods or skills I learnt from the training workshop helpful? How? Which is the most useful part?

5. What is my future improvement plan? (Please specify the action plan.)

## APPENDIX U

Thank you very much for your time. Please feel free to contact me if there are any further questions or comments.

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Yi-Ling Lai

School of Psychology

University of Surrey

**Effective Coach’s Behaviours Evaluation Form-Coachee**

Coachee No.: \_\_\_\_\_

Coach No.: \_\_\_\_\_

Date: \_\_\_\_\_

Please recall the coaching session you just participated in. Considering this coaching experience, we are now asking you to rate the following statements according using the scale from 1 to 6.

Please rate “6” if this behaviour/attitude was very helpful for enhancing the coaching relationship. Please rate “1” if this behaviour/attitude was not demonstrated; please click “6” if the behaviour/attitude was demonstrated very frequently in the coaching process.

**Active Communication Skills**

3. Listening actively.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

2. Probing the meaning that lies behind what I said.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

7. Asking open questions

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

## APPENDIX U

8. Challenging me to think and interpret situations in a different way.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

9. Staying attentive.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### **Demonstrating Empathy**

1. Listening with empathy.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

4. Demonstrating understanding of my issues, reactions and difficulties.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

**Goal Focus / Goal Tracking**

2. Maintaining focus on important issues.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

2. Inviting me to identify concrete goals

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

3. Establishing mutually agreed goals with me.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

4. Assisting me to review their goals

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

5. Developing realistic tasks and actions

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

10. Prioritising action plans with me.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### **Consideration of Individual Differences**

6. Putting me at the centre of the coaching engagement.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

7. Adapting coaching structure and content according to my needs.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

8. Considering my issues and context when deciding whether to challenge me.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

9. Accepting that I am unique.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

10. Showing respect to each other's professional backgrounds and experiences.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

### **Contracting and Management of the Process**

5. Maintaining ethical standards throughout the coaching process.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

6. Establishing boundaries and terms and conditions before the first session.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

7. Keeping professional boundaries.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

8. Explaining the role of coaching processes and techniques for achieving personal goals.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

**Creating an Environment for a Collaboration / Joint Relationship**

9. Maintaining a supportive relationship with me.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

10. Gaining my trust by providing space to talk.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

11. Creating an open and honest environment.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

12. Obtaining my permission and agreement before challenging me.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

13. Encouraging collaboration to facilitate change.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

14. Sharing (coach's) own experiences and perspectives.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

15. Maintaining a relaxed and friendly manner.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

16. Exploring solutions and action plans together.

- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | <input type="checkbox"/> Very helpful     |

**Being Aware of and Managing Coachees' Feelings and Motivation**

8. Inviting me to share what is important to me.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

9. Remaining constructive to protect my self-esteem.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

10. Inviting me to share feelings, issues and areas I would like to improve.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

11. Alleviating my fears and negative mindset.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

12. Developing and maintaining my self-awareness.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

13. Ensuring that I have a receptive and positive mindset.

- |                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied  | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful  | (5) <input type="checkbox"/> Helpful          |
| (3) <input type="checkbox"/> Less helpful | (6) <input type="checkbox"/> Very helpful     |

14. Enhancing my self-motivation.

- |                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| (1) <input type="checkbox"/> Not applied | (4) <input type="checkbox"/> Slightly helpful |
| (2) <input type="checkbox"/> Not helpful | (5) <input type="checkbox"/> Helpful          |

(3) ☐ Less helpful

(6) ☐ Very helpful

**Engaging / Coach's Ability to Engage and Maintaining Engagement**

9. Building rapport and trust at the beginning of the coaching process.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

10. Remaining approachable, responsive, open and friendly.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

11. Enhancing my commitment by agreeing the areas I want to work on and my goals.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

12. Have a chemistry meeting before the first coaching session.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

13. Engaging in my personal development interests.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

14. Commencing coaching sessions with some broad topics or questions to engage me.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

15. Maintaining positive affect to support the relationship.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

16. Using scaling (on a scale of 1-10) to gain my commitment.

(1) ☐ Not applied

(4) ☐ Slightly helpful

(2) ☐ Not helpful

(5) ☐ Helpful

(3) ☐ Less helpful

(6) ☐ Very helpful

## Open Questions

1. What did the coach do /say to make you feel you have a “good relationship” with him/her?  

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---

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2. What did the coach do/say to make you feel you seem don't have a good relationship with him/her?  

---

---

---
3. Any comments or anything you want to tell us about this coaching session but not included in the previous sections?  

---

---

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Thank you very much for your time. Please feel free to contact us if there are any further questions or comments.

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Yi-Ling Lai

School of Psychology

University of Surrey

## Appendix V: Self-Efficacy Scale

Please recall the coaching session you had a week ago, and think about the goal you set.

Please answer the following questions based on the goal you set at the coaching session and your feeling / confidence now. Please select “1” if you strongly disagree with the statement; please select “6” if you strongly agree with the statement.

1. I believe I will be able to achieve the goal that I have set for myself at the coaching session.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

2. When facing difficult tasks I set at the coaching session, I am confident that I will accomplish them.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

3. In general, I think I can obtain outcomes that are important to me.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

4. I believe I can succeed at most any endeavor to which I set my mind at the coaching session.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

5. I believe I will be able to successfully overcome challenges against the goals I set at the coaching session.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

6. I am confident that I can perform effectively on the tasks I set at the coaching session.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

7. Compared to other people, I believe I can do the tasks very well.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

8. Even when things are tough, I believe I can perform quite well.

|                                                |                                             |
|------------------------------------------------|---------------------------------------------|
| (1) <input type="checkbox"/> Strongly Disagree | (4) <input type="checkbox"/> Agree          |
| (2) <input type="checkbox"/> Disagree          | (5) <input type="checkbox"/> Slightly Agree |
| (3) <input type="checkbox"/> Slightly Agree    | (6) <input type="checkbox"/> Strongly Agree |

Thank you very much for your time. Please feel free to contact us if there are any further questions or comments.

[y.lai@surrey.ac.uk](mailto:y.lai@surrey.ac.uk)

Yi-Ling Lai  
School of Psychology  
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Appendix W: Coaching Study Goal Tracking Diary

Coachee No. \_\_\_\_\_

Coach No. \_\_\_\_\_

Goal: \_\_\_\_\_

Date of Coaching: \_\_\_\_\_

Week \_\_\_\_\_

1. How do you think your goal progress, please circle one number based on your progress of the plan you developed with your coach.

1 2 3 4 5 6 7 8 9 10

Not at all ----- Very Good

2. Could you please talk about your development plan discussed in your coaching session? (Which part are you working on?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Any challenges you had so far?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Did you try to overcome these challenges? How?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What is your next plan?

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6. What are the most useful parts you think from the coaching session to help you to achieve the goal you set?

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7. What were the most “helpful” competencies demonstrated by your coach to facilitate you to achieve your goal? Why?

- ☐ Active Communication Skills
- ☐ Demonstrating Empathy
- ☐ Goal Focus / Goal Tracking
- ☐ Consideration of Individual Differences
- ☐ Contracting and Management of the Process
- ☐ Creating an Environment for a Collaboration / Joint Relationship
- ☐ Being Aware of and Managing Coachees’ Feelings and Motivation
- ☐ Engaging / Coach’s Ability to Engage and Maintaining Engagement

Thank you very much for your time again, please feel free to contact me if there are any questions.

Best Regards

Yi-Ling

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Appendix X: Debrief Letter



**To develop and examine an effective Coaching Psychologist Competency Framework**

**Debrief Letter**

Thank you for taking the time to participate in this study.

The main objective of the study you have just taken part in is to examine the effectiveness of the identified Coaching Psychologist Competency Framework to strengthen and promote evidence-based coaching study and practice.

If taking part in this study has raised any issues for you please do not hesitate to ask the researcher ([y.jai@surrey.ac.uk](mailto:y.jai@surrey.ac.uk)) or Dr Almuth McDowall ([a.mcdowall@surrey.ac.uk](mailto:a.mcdowall@surrey.ac.uk)) any questions you may have.