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WHITE PAPER:
DOES COACHING
TRULY WORK IN
CORPORATIONS?

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05 | 10 | 2019



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ACKNOWLEDGEMENTS

I'd like to thank _____, the HR lead within the company where this research was conducted, who supported the initiative from the beginning and without whom the project would not have been possible; all participants, for their honesty, effort and willingness to be a part of the coaching experience; my Birkbeck colleagues and friends, for keeping me positive and focused, no matter where they were around the world ; my family, for the understanding and support in critical times; and my supervisor, Almuth McDowall, for steering me in the right academic direction and making me pace my work in a way that changed the direction of the journey entirely. This project is a product of the many people and I happen to merely be the end deliverer.

ABSTRACT

Objectives: An independent research was conducted to uncover the implications that an existing ‘*coaching continuum*’ (ICF, 2012) has for consumers and academics alike. This construct accounts for the wide range of modalities in which the practice is being applied (Lai and McDowall, 2016) and embodies the lack of consensus in relation to both: the definitions and expectations of outcomes and behaviours at either side of the spectrum. The study hence aims at contributing with empirical evidence, on which efforts for future standardisation of the industry can step on.

Design: Through three hypothesis and engaging 66 coaches and coachees, we replicated the two extreme ends of the *continuum*, measuring the effect a single independent variable (IV = ‘continuum end’) has on key pillars of the process: 1) coaches’ behaviour 2) coaching relationship and 3) learning outcomes (Lai and McDowall, 2016; Bachkirova et al., 2015; Jones et al., 2015; Grant, 2013; Butterworth and McDowall, 2012, etc.).

Methods: The measures of this *quantitative* project addressed the call for more rigorous scientific approaches (Lai and McDowall, 2016). The Kirkpatrick’s 4-level evaluation (1976), Working Alliance Inventory (WAI, Horvath and Greenberg, 1986) and Coaching Academy self-reflection form (Coaching Academy, 2018; ICF 2017) were respectively used as basis for t-tests and an ANOVA.

Results: Strong correlation between the IV and the key dependent variables suggests that behaviours exhibited and outcomes produced by professionals at the two ends of the spectrum differ drastically.

Conclusion: The study demonstrates that the level of training and experience is a defining factor for the success of the coaching process and demands more attention from standard enforcing organisations, practitioners and businesses, with its wider implication for the development of the industry.

INTRODUCTION

Although research consistently shows the positive effects that coaching has on employees' performance and self-efficacy in the workplace (e.g. Lefdahl-Davis et al., 2018; Lai and McDowall, 2016; Jones et.al, 2015; Bachkirova et al., 2015), the wide range of modalities in which it is being practiced and the diversity of integrated disciplines (e.g. management, psychology, and education etc.) (Lai and McDowall, 2016), continue to make it challenging for academics to solidify its place in the literature and to transition it definitively 'from fad to science' (Jones et al., 2015).

In line with that and because of the unprecedented growth of the industry (Bachkirova et al., 2015), the International Coach Federation (ICF, 2012) found the need to coin the term "*coaching continuum*" which acknowledges and captures the vast variety of individuals who identify themselves as coaches and practice as such, using a huge range of different skills and competencies.

Graph 1 – The coaching continuum:



At the left hand-side of this construct sit managers and leaders who apply some coaching techniques and have been subject to dramatically different in type and extend training programmes (Bachkirova et al., 2015). On the other side are professionals who spend approximately one-year in coaching training (The Coaching Academy UK, 2018) and undergo certification programmes (Lai and McDowall, 2016).

The increasingly growing adoption of the coaching practice within organizations (ICF, 2017, CIPD, 2009), demands consensus around the appropriate levels of training for

active coaches and it has become critical that good, commonly agreed standards are accepted (Segers et al., 2011).

This is not only to ensure positive results in performance and goal-attainment, which are main focus areas of the coaching interventions (e.g. Bachkirova, 2008; Grant, 2001; Passmore and Fillery-Travis, 2011, etc.) but to control for the potential negatives, which a poorly understood, psychologically based practice, can cause: from no-return on investment to causing harm to the well-being of individuals (Berglas, 2002; Cavanagh, 2006; Naughton, 2002).

In a CIPD's Learning and Development survey (2009), the practice is reported as taking place by 90% of respondents – a level of integration that begs for a diligent focus, directed at the implications that a '*coaching continuum*' can have for the recipient as well as the industry as a whole. It is important to notice that the same report also uses the term "coaching" by allowing for diversity of disciplines to be included in it, and without adopting clear, set definition of a 'coach'.

This study hence contributes to the literature and practice by undertaking a comparison between those operating at the two extreme ends of the '*coaching continuum*', enabling us to observe if statistically significant differences in outcomes and behaviours exist and allowing us to gain more clarity around the effect that such binary view can have on the success of three key aspects of the coaching process (Butterworth and McDowall, 2012; Jones et al, 2015; Lai and McDowall, 2016):

1) the behaviours coaches exhibit; 2) the strength of the relationship between a coach and a coachee; 3) the learning outcomes produced for the coachee;

We also consider this an important step forward in the academic literature as to date, the peer reviewed papers that explore the topic of coaching, continue to look into the whole spectrum of practitioners, remaining in line with the notion of a '*coaching continuum*' which to a certain extent adds to the confusion of what is and isn't "coaching" and who is and isn't a 'coach'.

To be precise, there are 32,828 publications which adopt different angles and perspectives on coaching - from educational to managerial and sport through to medical and many others, with merely 4,210 of those distinguishing the term “life-coaching”, which is what, based on the ICF accreditation standards, our study will refer to when speaking of “coaching”.

Further, as debates around the actual definition of “life-coaching” are also ongoing, with some key integrative evidence-based reviews being as recent as 2016 (e.g. Jarosz.) it was imperative to contribute towards the closing of the academic gap.

It is fair to say that the pace of research which supports the value of coaching and clarifies the best practices of its application, does not match the speed with which coaching programmes are being implemented in organisations (Bachkirova et al. 2015) which made it even more compelling for us to focus on the existing continuum.

LITERATURE REVIEW

The Industry in a Nutshell

The coaching practice fully emerged in the 1990s and has grown into a \$2.356 billion (ICF, 2016) global industry. It is considered a relatively new cross-disciplinary support mechanism, gaining increasing attention, recognition, as well as criticism (Newnham-Kanas, Morrow and Irwin, 2010). It is thought of being innovative and even though life-coaching has its roots in positive psychology, (Govindji and Linley, 2007) it separated itself from the traditional therapeutic domain, perhaps adding to its popularity.

Practitioners argue that *life-coaching* is an efficient and powerful approach. A claim that's being supported by the growing scientific evidence (e.g. Bachkirova, 2015; Grant, 2003; Lai and McDowall, Newnham-Kanas et al., 2010) on one hand, and on the other, by the increasing adoption in organizations worldwide (Bachkirova, 2015).

However, unlike other helping professions such psychology or counselling, the new industry is not rigorously regulated (Williams and Davis, 2007) and training requirements are currently not being holistically enforced (Jarosz, 2016). This is recognised as key issue for the industry (ICF, 2018) and coupling it with the existence of a '*coaching continuum*' it creates an environment which causes confusion for the consumers of coaching services and dilutes the practice.

Challenges in Definitions

As a natural continuation of the above challenges, the definition of life-coaching itself is also subject to heated discussions (Williams and Davis, 2007). Due to the variety of approaches available, attempts of synthesising and capturing the character of life-coaching are often tinted by the contexts in which coaching is being applied (Lai and McDowall, 2016).

For the purposes of this study we step on some of the more holistic and encompassing views on coaching that exist.

According to Grant (2003, p.254), life coaching is a “collaborative solution-focused, result-orientated and systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and/or professional life of normal, non-clinical clients.”

The ICF (2015a) defines it as “partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.”

In the workplace, Smither’s (2011) defines *the coaching practice* as a one-to-one learning and development intervention which uses collaborative, reflective, goal-oriented relationship to achieve outcomes, valued by the coachee.

Further, and very much in line with the notion of a coaching continuum, Hudson (1999, p.6) describes a life coach as someone “who facilitates experiential learning that results in future-oriented abilities... a trusted role model, adviser, wise person, friend, mensch, steward, or guide” – a view that encompasses a variety of disciplines.

The easily observable diversity within the content of all definitions and the existing ambiguity are pointing to an important aspect of the coaching practice that Lai and McDowall (2016) draw our attention to. They suggest that the choice of coaching interventions depends on the coachee’s individual development needs and organisational context, which demands and drives a tailored approach in accordance with personal scenarios.

In other words, for the practice to be sufficiently adaptive and successful, we cannot realistically expect the notions of ‘life-coaching’ and ‘life-coach’ to be narrowly wrapped in simple, unidirectional definitions.

Key Components of the Coaching Practice & Process

Despite this realisation, there is some *emerging consensus in the literature* about what elements constitute the core of the coaching practice (e.g., Bono et al., 2009; Smither,

2011) very much worth outlining. Summarised in four main points, those include the following (Jones et al., 2015):

- 1) The coaching practice is a formation and maintenance of a helping relationship between a coach and coachee;
- 2) It involves a formal coaching contract, setting development objectives and explaining interaction boundaries;
- 3) It fulfils the agreement through a developmental process, focusing on solving of interpersonal and intrapersonal issues;
- 4) It strives for growth of the coachee, supporting them in finding and/or building the tools, skills, and opportunities they need to develop and become more effective. (Bono et al., 2009)

Further, Jarosz's (2016) integrative review of the evidence-based literature identifies the components considered essential in the *coaching process*. She argues for efficiency, meaning that the relationship and the process itself need to guarantee the highest output (client's performance) to input (coach's effort, time, other resources) ratio. The process needs to maximise the client's potential, ensuring the individual reaches a higher expression of their abilities than what they could have achieved on their own. And, coaching needs to be long-term as in essence, like every other process, it will hardly ever result in instantaneous changes.

Coaching & Other Methods

On top of the definitions and key components, it is critical that as part of the literature review we also capture the differences between coaching and other main forms of developmental relationships. Especially relevant in the context of organisational application are the mentoring and consulting mechanisms of support, as they are most often used interchangeably with coaching (e.g. Grief, 2013).

A mentoring relationship is distinctly different to coaching in that the mentor is someone who has achieved a certain level of mastery in a particular field of either life or work and has the knowledge, skills and experience to give directive-advice to a less

proficient mentee (Eby et al., 2013)/ A mentor shares their personal journey, perspectives and thoughts. A life-coach, on the contrary, takes on a role of a “thought partner” rather than an expert (Newnham-Kanas, Irwin and Morrow, 2011) or a friend. S/he is not expected to be providing solutions and is encouraged to *not* give directive-advice or focus on their personal journey. A coach is to create a ‘safe space’ for his/her client to be able to explore their personal parameters of abilities and knowledge, ultimately enabling conscious decisions-making (Baron and Morin, 2009) in a positive direction.

A consulting relationship goes a step further in comparison to the mentoring one, in that it utilises the subject matter expertise of a specialist in very specific areas. Consultants are expected to understand technical and/or strategic problems and present solutions. Unlike coaching, where solutions are to come from the coachee, consulting gives ready answers and a defined direction by being independent from the client (Appelbaum and Steed, 2005). In other words, the value of the relationship lies in the opposite to what coaching contributes with – the consulting-client expects detached, expert diagnosis, recommendation and action plan(s) from the consultant due to their perceived or actual lack of sufficient knowledge, skills, capacity or other in a specific area (Appelbaum and Steed, 2005).

Equipped with the four pillars of coaching (Jones et al., 2015) outlined earlier, the process components (Jarosz, 2016) and distinctions, we can now look into the “*coaching-continuum*” with an enhanced perspective and speculate that managers and executives at the left hand side create a “partial coaching experience”, applying mixed developmental techniques while stepping on some, but not all of the coaching principles, while qualified practitioners apply all coaching fundamentals, creating a “full coaching experience”.

Coaching Outcomes

When focusing on the work of professional coaches alone (i.e. right hand side of the ‘coaching continuum’), Jones’s et al. (2015) meta-analysis confirms that there are a number of positive effects for learning and performance outcomes, encouraging further

investment from organisations. Bachkirova et al. (2015) support similar findings and prove relation to enhanced self-efficacy, self-compassion and employee engagement, calling for more research to address the complexity.

However, one important question arises from these findings: Would they hold true for both - practitioners who have studied extensively and those who have been subject to minimal training?

Psychological Principles & Fundamentals

Deepening the efforts of other academics, Lai and McDowall (2014, 2016) explore this angle further, capturing not only the coaching relation to positive performance outcomes, but also, by looking at the end-to-end spectrum of skills and approaches, they expose the relevance and importance of psychological principles (such as Cognitive Behavioural Change, GROW model, and others) and the role of the coaching-relationship for the overall success of the process.

The authors support the notion that psychological principles are required for the effectiveness of the coaching experience, stepping on Grant's (2008) work and encourage coaches to have knowledge of psychology fundamentals in order to reduce the risk of inability to assess if a client /coachee requires a different type of support (Lai and McDowall, 2016; Berglas, 2002; Cavanagh, 2006; Naughton, 2002).

Further, the work of Simons and Cleary (2006) points to the fact that a high degree of self-knowledge is imperative and hence coaching practitioners must be able to integrate elements of counselling into their sessions to address effectively any influences of the coachee's past and related attitudes, feelings and beliefs that underpin behaviour.

The Coaching Relationship

Finally, Lai and McDowall (2016) confirm the importance of the coaching-relationship for the coaching process and show the positive correlation between receiving a three-hour coaching training and the ability to create a better one.

All of the above points direct our attention to the assumption that a more rigorous training is critical and exploration of the *coaching continuum* is indeed relevant for the development of the practice.

Given the increase in coaching application in the organisational and leadership development fields (Bachkirova, 2015), the evaluation of the impact it has on personal and career performance has inevitably become key interest to business stakeholders and coaching practitioners (Passmore and Fillery-Travis, 2011).

Learning Outcomes

And whilst the ultimate objective of coaching is similar to other helping interventions - to facilitate positive life and behavioural change, the industry still needs to address the challenges caused by diluted definitions and demonstrate clearer path to successful learning outcomes (Lai and McDowall, 2016) in order to justify continued investment (Jones et al., 2015).

For this reason and by relying on the conducted literature review, we have developed three distinct hypothesis, exploring the notion of '*coaching continuum*' and stepping on the identified core components of the coaching process.

Hypothesis

H1: Professionally trained coaches are able to demonstrate higher *performing behaviours* in comparison to practicing managers with limited training.

H2: Professionally trained coaches are able to create stronger *coaching-relationships* in comparison to practicing managers with limited training.

H3: The *learning outcomes* for coachees who worked with a professionally trained coach will be better in comparison to individuals who worked with manager-coaches.

DESIGN

Through *quasi-experimental design & quantitative methods* of research, selected individually for each hypothesis, we measured the behaviours, experience and outcomes of coaches and coachees.

Based on the current “gold standard” for studies and trials of similar character (i.e. treatment-evaluations) a between-subjects research was performed (Bachkirova et al., 2015) with the two ends of the ‘*coaching continuum*’ being respectively represented by a ‘*coaching group*’ and a ‘*control group*’.

The study was conducted within a large consulting firm in London with existing, established internal coaching practice. By introducing the opportunity for having coaching sessions with a qualified specialist, on top of the internal format, we replicated as closely as possible the idea of the ‘*coaching continuum*’ within the same environment.

Each employee who volunteered to participate in the ‘coaching group’ was allowed to have three 1-hr sessions. In line with the Jarosz’s (2016) findings on the essential components of the process, those were spread over three months (from June until end of August) to allow more time for results to develop.

Communication Strategy

In accordance with Smidts et al. (2001) findings on the benefits of extensive top-down communication, information about the study and the available opportunity was first communicated via the HR department leads and key stakeholders (e.g. Managing Principals and Partners) in the company. A conscious strategy which followed the theory on managing effectively the psychological contracts within organisations (Guest and Conway, 2002).

Ethical Operationalisation

Further, to ensure ethical operationalisation of the study and complete transparency to all participants, we stepped on the idea of contracting (Helgeson and Berg, 1985). Each participant was provided with information sheet and consent form to read and sign prior to engaging in the study (*see Appendix B*).

Finally, to ensure the confidentiality of all information being shared in the course of the coaching, the data protection department of the company separately reviewed the set-up of the data collection, the platform used and the research aims, signing off for approval.

Type of Coaches

For the purposes of the study a “*professional coach*” was deemed to be an individual who graduated from a recognised coaching school (i.e. the Coaching Academy UK); who holds a diploma accredited by the ICF’s ethical and competencies standards, and who has undergone no less than one-year of training with at least 64 hours of practice work as part of it.

An “*internal coach*”, on the other hand was deemed to be an individual in the company who went through the existing two-days training programme, developed by the company itself, which does not involve practice prior to qualification. Following the completion of the internal training, internal coaches are normally assigned a ‘protégé(s)’ (i.e. coachee(s)) to whom they are expected to provide ongoing support in regards to their professional journey.

Format & Framework of Sessions

Describing the main characteristics of the coaching sessions in both groups is important as many research papers in the field fail to give enough information (Jones et al., 2015) making it more challenging for academics to continue the explorations.

The professional coaching sessions (within the ‘coaching group’) followed the GROW model (Whitmore, 2002) to structure the conversations; coaches were not to provide any

directive advice to the participants; allowed the coachees to choose the focus topic even if it concerned out-side-of-work priorities; and were conducted over the phone.

The internal coaching sessions did not follow a specific model to structure the conversations; allowed the coach to provide directive advice and to assume the role of a mentor when s/he deems appropriate; were focused on the professional performance and development of the coachee; and were conducted in most cases face to face.

Participants

Overall, there were 66 participants in the study as per the breakdown shown below.

Table 1 – Number of participants and gender spread:

Group	Number of Participants	Gender (m/f)
1. Coaching Group	20	13/7
2. Controlled Group	39	22/17
3. Internal Coaches	5	2/3
4. External Coaches	2	0/2

Across those groups, 35 males and 29 females aged between 25 and 45 were identified, with the ‘25-35’ age bracket being prevalent. 78% reported on their ethnicity as being ‘white’ and had a Bachelors or above university degree. Prior to the start of the study, only 28% of participating coachees had previously worked with a professional coach while all have had an internal one. Coachees in the design groups were individuals that were at various levels of the company – from “Associate” (first entry level) to “Principal Consultants” (4th level out of 6 possible). The coaches, on the other hand were professionals at “Senior Consultant” level (3rd out of 6) and above. No level 6 employees participated in the study (i.e. “Partners” in the company).

(See Appendix C for further breakdown on demographics).

METHODS

The ultimate choice of combining t-tests and a one-way Univariate Analysis of Variance (ANOVA) for exploring all our hypothesis was driven by two main considerations:

- I. On one hand, research in the field of coaching, a mechanism which is known to rely on subjective perceptions, requires a larger pool of *quantitative* evidence, in order to add to the objectivity in the field and to provide a way forward that can be repeated by other researchers (Tuli, 2010) at a larger scale and/or in more depth.
- II. On the other, through quantitative methods and by relying on established and scientific measures (*see Table 2*), instead of qualitative interview formats or generic ones (e.g. “satisfaction surveys”), we’ve standardised the way in which participants reported on their individual experiences and addressed the need for more reliability (Lai and McDowall, 2016).

Table 2 – Statistical methods selected across hypothesis:

Hypothesis	Measures
H1: Professionally trained coaches are able to demonstrate higher <i>performing behaviours</i> in comparison to practicing managers with limited training.	Standardised self-reflection form by the Coaching Academy in line with ICF (2019) competency framework; Likert scale (1-7)
H2: Professionally trained coaches are able to create stronger <i>coaching-relationships</i> in comparison to practicing managers with limited training.	Working Alliance Inventory (WAI) (Horvath and Greenberg, 1986); Likert scale (1-7)
H3: The <i>learning outcomes</i> will be better for coachees who worked with a professionally trained coach in comparison to individuals who worked with practicing manager-coaches.	Kirkpatrick’s (1976) 4 level-evaluation taxonomy ; Likert scale (1-7)

DATA COLLECTION

By using the qualtricks survey platform, we created the relevant data gathering questionnaires for all participants in the two groups ('coaching'/'controlled'). Anonymised responses for all three hypothesis were collected respectively and as per the below outline.

For Hypothesis 1, coaches were invited to reflect on their behaviours after each conducted session. Their skills were continuously assessed through a self-reflection form capturing the key competencies needed for a successful interaction: 1) trust and intimacy; 2) coaching presence; 3) active listening; 4) powerful questioning; 5) direct communication; 6) creating awareness; 7) designing actions; 8) planning and goal setting and 9) accountability, as defined by the Coaching Academy (*see Appendix D for questionnaires*) and in line with ICF (2017) competencies. The form was adapted to a Likert scale format for the purposes of the study and ease of data analysis. The focus was on the overall result from the self-assessments rather than the score of any individual question in isolation.

For Hypothesis 2, at two distinct points in time (at the beginning and end of the study), through an adapted WAI Questionnaire (Horvath and Greenberg, 1986), the coaching relationship was measured between pairs of coaches-coachees across in both groups.

The inventory not only emphasises on the collaboration between a therapist/coach and a client/coachee, but highlights the importance of interdependence in the development of the alliance, which makes it an appropriate framework. Also, according to Bordin (1979), the strength of the relationship depends on aspects, falling under the previously identified four-points of literature consensus (Jones et al., 2015) on workplace coaching and by stepping on Santiroso et al. (2018) research in executive coaching, we got further confirmation for the use of WAI.

Finally, for Hypothesis 3, we have measured the learning outcomes of the coaching experience through the 4-level Kirkpatrick's evaluation, applying one of the

mechanisms currently considered as most effective in creating an evidence-based-coaching practice (Blumberg, 2009). (*See Appendix D*)

DATA ANALYSIS

All data was analysed through SPSS. For consistency, the questionnaires across hypothesis were adapted to use the same score-range from 1 to 7 ('Never', 'Rarely', 'Occasionally', 'Sometimes', 'Often', 'Very Often', 'Always') and reversed scoring was applied where required.

The sample size of the coaching ($n_1 = 20$) and control ($n_2 = 39$) groups and that of the participating coaches ($n_3 = 5$; $n_4 = 2$), are in line with similar studies conducted (e.g. Sime and Jacob, 2018; McDowall and Butterworth, 2012; Grant, Green, and Rynsaardt, 2010; Spence, Cavanagh, and Grant, 2008), which gave us initial comfort based on previous academic efforts and which later on were confirmed as sufficient through the statistical analysis.

For all three measures we've focused on the overall result ('means') per person, rather than looking into the answers to individual questions as the same assumption applied across hypothesis - the higher the overall score, the better the performance in the component being explored.

The independent variable (IV) remained constant, representing on which side of the *coaching continuum* the coach was, capturing their overall level of training and experience.

For hypothesis H1 and H3, t-tests were performed, generating 95% confidence intervals of the differences, based on statistically significant results (H1. Sig. = 0.002; H2. Sig. = 0.005) with Cronbach's alpha coefficients respectively calculated, confirming the reliability of the scales (H1 $\alpha = 0.889$ and H3 $\alpha = 0.968$). *For H2*, which involved measuring of the coaching relationship at two points in time (t_1 and t_2), we first calculated the averages for both study groups at each time. Based on these means, which

represent the overall strength of the relationship, a one-way ANOVA was performed, comparing the progress made in the two groups from t1 to t2, yielding a statistical significance described in the results section.

RESULTS

In a nutshell, our findings support all three hypothesis and speak of a positive correlation between the IV and the chosen dependent variables.

*Through Hypothesis 1, we tested the performing behaviours of coaches at the two ends of the *coaching continuum*. The overall scores achieved in the design groups on the competency based questionnaire uncovered significant differences between practitioners at the tail ends of the *coaching continuum*.*

Professional coaches from the ‘coaching group’ reported on 40 individual sessions, reaching an average of 6.1444 where 7 is highest rate. In comparison, the internally-trained ones reported on the same criteria, reaching an average of 4.7639. A difference in means (i.e. score) that suggests professional coaches are able to demonstrate higher performing behaviours than their peers with more limited training and experience.

Table 3 - Comparison of means:

	Group	N	Average Score	Std. Deviation	Std. Error Mean
Mean/ Score	Coaching	40	6.1444	.57167	.09039
	Control	16	4.7639	1.14889	.28722

However, it is important to acknowledge that due to the volunteering character of the study, the internally trained coaches reported on a significantly lower number of sessions (16). Their level of *engagement*, which research in the past decade has consistently shown to be critical for organizational outcomes (Bakker et al., 2008), may have affected the score achieved. Similarly, the high average score of professional coaches may be skewed, due to positive self-perception (John and Robins, 1994) and/or the inherent interest in the outcome of coaching studies (Grant, 2013) which we will discuss in more detail.

Nevertheless, the Cronbach’s Alpha shows a significant level of internal consistency, demonstrating a sufficient level of scale reliability.

Table 4 - Reliability statistics:

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items*
.887	.890	9

* 'Items' refers to the 9 questions that measure the 9 core competencies defined by the ICF (2017) and outlined in the 'data collection' section.

Table 4.1. - Case processing summary:

		N	%
Cases	Valid	56	98.2
	Excluded**	1	1.8
	Total	57	100.0

** Excluded – list wise deletion based on all available in the procedure.

Further to this, the statistical significance in regards to the t-test ($F = 10.692$; Sig. $= .001876$) confirms the meaningfulness of the result. Professionally trained coaches report higher-performing behaviours by *self-reflecting* on skills and abilities such as: listening, advice giving, structuring, goals defining and keeping the coachee focused (ICF, 2017).

Table 5 – Independent samples test:

		Leven's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean	Equal Variances Assumed	10.692	.002	6.012	54	.000	1.38056	.22964	.92015	1.84096
	Equal Variances Not Assumed			4.585	18.050	.000	1.38056	.30111	.74807	2.01304

Hypothesis 2 tested if professionally trained coaches are able to create stronger coaching-relationships in comparison to practicing managers with limited training.

The univariate analysis (ANOVA) allowed us to compare the average scores of the two groups at each point in time (t1 – beginning of June and t2- end of August) and to observe any trends in the strengthening or weakening of the relationship that occurred throughout the course of the study.

Below you can see the descriptive statistics, where the ‘Mean’ shows the average scores of the two groups which represent the strengths of the relationship, based on coachees’ responses to the 39 WAI questions (*see Appendix D*). These results clearly show a perceived improved relationship for those part of the ‘coaching group’ and a worsened one for those who worked with an internally assigned coach.

Table 6 – Between-subjects factor & Leven’s test:

Between-Subjects Factors				Leven's Test of Equality of Error Variances			
		Value Label	N	F	df 1	df 2	Sig.
Group Code	1	Coaching	31	7.788	3	78	.000
	2	Control	51				
Time	1		58	Tests the null hupothesis that the error variance of the dependent variable is equal across groups; Design: Intercept + GroupCode + Time + GroupCode*Time			
	2		24				

Table 7- Descriptive Statistics:

Dependent Variable: ‘Mean’ = Average Score on WAI questionnaire

Group Code	Time	Mean	Std. Deviation	N
Coaching	1	4.3616	1.13205	20
	2	6.0842	.58319	11
	Total	4.9729	1.27553	31
Control	1	5.1000	.74681	38
	2	4.1779	1.12903	13
	Total	4.8647	.94004	51
Total	1	4.8454	.95632	58
	2	5.0512	1.32486	24
	Total	4.9056	1.07277	82

The exploration of the reduction in the score of the ‘control group’ from time 1 to time 2 (.923), does not fall under the objectives of the current research, but we consider it worthy to note some of the aspects that stood out during the operationalisation of the study and which academics may associate with the result and take into account in further academic efforts.

In particular, the period June-to-August coincides with the mid-year performance-management process in the given firm. Hence, participating coachees in both design groups were subject to evaluations and grading which can affect their stress and satisfaction levels and could cause a spill-over effect on the strength of the internal coaching relationships (Cullen et al., 2014).

Also, at the time of conducting the study, an uncertain financial-services environment in which the company operates, caused by Brexit and general global economic instability, imposed changes that could create further organizational stress (Probst et al., 2018) and affect negatively the employee’s perceptions (Cullen et al., 2014).

Regardless, the statistical analysis remains relevant and confirms hypothesis 2. In line with Lai and McDowall’s (2016) findings, it provides further evidence in support of the positive correlation between coach’s level of training and the reported strength of coaching relationship.

*Table 8 – from ANOVA results (GroupCode * Time):*

Dependent Variable: ‘Mean’ = Average Score on WAI questionnaire

GroupCode	Time	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Coaching	1	4.362	.202	3.959	4.764
	2	6.084	.272	5.542	6.627
Control	1	5.100	.147	4.808	5.392
	2	4.177	.251	3.678	4.674

(See all detailed tables of results from the ANOVA in Appendix E).

Last, we tested the self-reported learning experience of coachees across the two design groups through Hypothesis 3.

Our findings are once again conclusive in that those working with coaches from the right hand side of the *coaching continuum* report higher average scores on the Kirkpatrick's 4-level of learning questionnaire.

In comparison to the other hypothesis, in H3 we observe the most significant difference between the average scores ('means') of the two groups (m1 coaching group – m2 control group = 2.113). With statistical significance of .005 and Cronbach's alpha of .968, we have sufficient ground to believe that the findings are statistically meaningful and the chosen measure is reliable.

Table 9 - t-test & Cronbach's alpha:

'Mean' = Average score in the design groups on Kirkpatrick's questionnaire.

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Mean	Coaching	11	5.5677	.63242	.19068
	Controlled	14	3.4547	1.37945	.36867

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.969	21

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean	Equal variances assumed	9.683	.005	4.692	23	.000	2.11297	.45037	1.18132	3.04463
	Equal variances not assumed			5.091	19.108	.000	2.11297	.41507	1.24456	2.98139

DISCUSSION

Grant suggests that when we look at any research on coaching, it is critical to ask ourselves: ‘who is interested in the evaluation – and why’ (2013, p.15).

On one side, we have the practicing professional coaches, those who represent the right hand side of the *coaching continuum* (ICF, 2012). They wish coaching to be seen as effective for marketing purposes and are also interested in improving their practice as well (Bachkirova et al., 2015). Consumers of coaching such as companies, executives or other individuals, on the other, ask the question of whether coaching works and to what extent in order to evaluate the cost-effectiveness of potential investment. Both coaches and companies that are using coaching hence have vested interests in the results of this and similar studies.

Academics and researchers remain in the middle of those two groups, well positioned to apply rigorous research methods in evaluating the subject and are driven to develop evidence-based practice in this respect (Briner, 2012; Fillery-Travis & Lane, 2006; Passmore & Fillery-Travis, 2011). However, they are also the ones most aware of the many difficulties in applying scientifically valid and respected methods to researching the practice (Ely et al., 2010; Grant, 2012).

Hence, despite ongoing efforts, to date it remains a challenge to examine scientifically the most effective coaching approaches for guaranteed positive coaching results. Due to the diversity in domains, ways and outcomes (Lai and McDowall, 2016) various coaching evaluation methods continue to be used.

The objectives of this study was to shed more light and to adequately address precisely the above components which contribute to the existing ambiguity in coaching research.

Through our findings and approaches, we’ve demonstrated the correlation between coaches’ level of training and experience (i.e. the IV) and three of the key factors in the coaching process, exists: 1) the behaviours of the coach; 2) the ability to build a positive

relationship; and 3) the end learning outcomes, while relying on more scientifically proven measuring methods (Grant, 2013; Lai and McDowall, 2016; Bachkirova et al., 2015).

By stepping on the key Systematic Review of the literature done by Lai and McDowall's (2016), we were able to emphasise further the importance of gaining adequate knowledge and skills in the arena of psychological fundamentals and approaches such as the GROW model and a Solution Focused approach (Lai and McDowall, 2014), which were incorporated into the structure of the study and applied in the 'coaching group'.

The use of the Kirkpatrick's (1976) four-level evaluation model served to extend their work by aligning it to the concept of a '*coaching continuum*' (ICF, 2012) which ultimately allowed us to explore in more detail the usefulness and implications that commonly used, coaching strategies in organizations have on employees.

As discussed earlier, the recognised heavy reliance on the use of general measure category such as "satisfaction levels" (Lai and McDowall, 2016) in the coaching practice, compelled us to rely on what is considered more scientifically robust measures, given that the purpose of coaching intervention is similar to other training activities.

The study also focused on the 'coaching relationship' because it has been defined as main indicator for effective coaching process and a determining factor for positive outcomes (Baron and Morin, 2009; Boyce et al., 2010; de Haan et al., 2013). The behaviours of coaches and the bond between a coach and a coachee were hence recognised as separate key process variables (Lai and McDowall, 2016) and respectively incorporated into the design of hypothesis 1 and 2, to deepen the evidence-based research on each individually.

Continuing to steer away from using general measure categories we attempted to fill the academic gap and moved into more solid ground with the WAI questionnaire (Horvath

and Symonds, 1991) and the standardised Coaching Academy UK reflection form (Coaching Academy UK, 2018).

The first (working alliance), is one the most extensively studied constructs in psychotherapy research (Del Re et al., 2012; Horvath and Symonds, 1991; Martin, Garske, and Davis, 2000) and according to Bordin (1979), is a collaborative feature of the therapy, composed of three elements:

- 1) agreement between patient and therapist on what they aspire to achieve together;
- 2) the patient's acceptance and collaboration during therapy; and
- 3) the quality of the patient-therapist bond in terms of mutual trust, appreciation (Santiroso et al., 2018).

This is not only in line with the ideas that the ICF (2017) incorporates into their competency framework, but several meta-analyses show that the working alliance is one of the best predictors of the results of psychotherapy, speaking of a robust relationship between the working alliance and the indicators of change during treatment (Del Re et al., 2012; Horvath and Symonds, 1991; Martin et al., 2000).

The factors above and the fact that the strength of the relationship depends on aspects (Bordin, 1979), falling under the previously identified points of literature consensus around workplace coaching (Jones et al., 2015) as well as by stepping on Santiroso's (2018) research in executive coaching, made the choice of the WAI measure well substantiated, ensuring the reliability that Lai and McDowall (2016) called for.

Finally, because most of the existing short-term coaching programmes are evaluated by seeking only coachees' feeling after their coaching sessions (Greif, 2013), this study went a step beyond and incorporated both coachees and coaches' feedback within the same study conditions. This was an appropriate approach as traditional research literature on evaluations typically associated with a positivist paradigm, focuses on searching for general relationships between small numbers of discrete variables across wide varieties of context (Bachkirova et al., 2015). These contexts, from a constructionist's point of view, have a large impact upon the relationships (Bachkirova

et al., 2015) being studied. In other words, without considering or unifying the context, findings can often lead to conclusions that are too generic, making their practical value questionable (de Haan and Duckworth, 2012; Grief, 2007; Orlinsky et al., 1994).

With this consideration in mind, the participating *coaches* were exposed to an evaluation against 9 of the 11 core coaching competencies as defined by the ICF (2017) which allowed us to compare the two ends of the '*coaching continuum*' against behaviours which are considered 'guiding principles' in the industry at the moment. Through this, the only current framework that enforces standards in the industry was incorporated, making our academic efforts as relevant as possible for all parties that have interest in the results (Grant, 2013).

Limitations

Despite all, coaching remains a complex intervention influenced by the interplay of many factors such as the client's attitude, coach's skill and relationships, to name a few, all of which are individually subject to multi-facet dynamics and are affected by contextual issues (de Haan and Duckworth, 2012; Ely et al., 2010). Acknowledging some of the main potential contributors to statistical noise in this study is critical in order to provide visibility to researchers and pave the way forward for meaningful academic efforts.

Above all, the subjectivity of self-reflections, relevant to all participants on both sides of the coaching process (i.e. coaches and coachees), makes it virtually impossible to receive a non-biased evaluation of the experience. With participating groups having vested interest in the outcomes of the process (Grant, 2013), it is imperative to question the truthfulness of responses on an individual level. For example, positive answers given by professional coaches on their self-reflection forms, can be the result of a skewed positive self-perception (John and Robins, 1994).

Secondly, a combination of measures was used in our research in order to avoid as much as possible the oversimplification of the coaching process and its possible

outcomes (Easton and Van Laar, 2013). Nevertheless, the separation of three distinct hypothesis and their isolated testing, despite keeping the same IV, limited our ability to observe potential interdependence between the variables selected.

Applied implications for organisations & the industry

With its characteristics, set up and methodology, this project has a number of implications for the practitioners and organizations that are implementing supportive mechanisms which utilise coaching skills.

Firstly, we are providing robust evidence in support of introducing more rigorous training for practicing internal coaches which involves the coverage of: 1) fundamental psychological principles and approaches, and 2) that of the nine outlined skills areas.

Secondly, we have explored the differences between the two ends of the *coaching continuum*, providing new ground for consumers, practitioners and academics alike, to step on and form clearer expectations of the learning outcomes and behaviours based on the training levels of coaches.

Thirdly, with one of the main issues of the industry being ‘lack of regulation’, we believe we have added solid evidence and theoretical justification in support of enforced, common standards.

Implications for research and future directions

With its research topic, construct, findings and discussion, the study also offers an interesting field for researchers to explore further.

We have *not* identified any other academic papers that look into the ICF’s notion of a ‘*coaching continuum*’ but one - *Sime and Jacob’s (2018)*, which does not compare the two ends. Given that this binary view of the practice is used as foundation for all industry reports (e.g. ICF, CIPD, etc.), we encourage other researchers to continue and deepen the understanding of where on the spectrum a practitioner can begin to be

deemed as someone with sufficient abilities to support others. That will allow for added clarity in the definitions and more transparency around the experience itself.

Further, the actual operational boundaries of the schedule, although limiting for our exploration, open up many opportunities for longitudinal studies in line with Jarosz's (2016) key principles for an effective process. This can uncover stronger and more holistic trends, evening out the exposure to external noise creating factors, enabling us to distil further the best practices and minimum requirements needed in organisations.

Finally, looking into the interconnectedness of the dependent variables explored so far could add to the understanding of how their constructing parts relate to each other, giving us more concrete knowledge on what needs to be incorporated in training programmes for coaches.

CONCLUSION

At the outset of this study, we asked one main question: would the two ends of the *coaching continuum* be catalysts of two different coaching experiences, looked through the prism of exhibited behaviours, relationship strength and learning outcomes.

Our findings suggest that the answer to that question is ‘yes’, and our analyses indicated that the level of training and experience, which distinguishes the two ends of the spectrum, affects three of the key components of the coaching process – the coaches’ behaviours and skills; the coaching relationship and the learning outcome. Our study hence supports the findings of current leading academics, working in the field (e.g. Jones et al., 2015; Lai and McDowall, 2014/2016; Bachkirova et al., 2015; etc.) and provides a perhaps tiny but solid stepping stone for future development of the practice, industry and research, through the introduction of the ‘*coaching continuum*’ in the literature.

Word Count: 6,914

Word Count: 7,249 (incl. tables)

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REFLECTIVE LEARNING

This research project is my first statistical exploration of a real-life problem area within the organisational psychology field. It has been an invaluable experience in terms of both the practical skills and theoretical knowledge I gained in the process.

On one side, the learning curve in regards to the use of SPSS and data manipulation has enabled me to experience first-hand the existing frames and limitations, respectively leading me to the understanding of the scale of importance that data collection methodology and planning have.

On the other, conducting the study in a real-life context, gave me a taste of the vast array of theories, variables and influencing factors that could either play a meaningful role or create statistical noise depending on the researcher's ability to maintain a clear direction. Designing appropriate hypothesis and stepping on solid literature in order to isolate unwanted factors was a challenge and a great opportunity for me to practice this skill.

Through the dissertation I also gained a true perspective on what a holistic effort any research undertaking is. Perhaps naively, my initial assumption was that the successful completion of a study relied predominantly on my efforts. After having engaged four departments (HR, Legal, Data Protection and Cluster Leads), reached out to hundreds of employees and relied on the support of my supervisor, colleagues and family members, to name a few, in order to operationalise what seems a small-scale research project, I fully appreciated the requirement of effective planning and communication as well as the development of a good engagement strategy.

The most challenging aspect of the project for me was to successfully translate the value of conducting a statistical research in an organisation with no previous experience in such external initiatives. In other words, getting the right level of support and ensuring participation in a traditional corporate environment, without being able to offer immediate incentives or results, proved to be one of the biggest barriers to the study.

Further, what's seems a short-term project in academic terms is a long-term commitment from an organisational perspective, making it even more difficult to maintain the level of engagement required. These realisations taught me that in any future research planning, I will incorporate regular points of feedback with stakeholders beyond the HR department that traditionally is leading such efforts.

Finally, the word limit is considered a constraining factor by many students in the programme. However, I found it a useful frame that kept my focus on the research topic. There was such vast variety of directions, nuances and variables that could have been explored at length as part of this study with so many academic resources available, that it was useful to keep a constant look on the word-count.

It has been an extremely interesting piece of work and I hope that the end result will be deemed as having academic merit even if severely constrained and limited.

APPENDIX A

ETHICAL APPROVAL

Section A:

Name(s) of Investigator:	Valentina Dolmova
Date of application:	15/04/2019
Proposed start date:	22/04/2019
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Supervisor (name and email) (if applicable):	Almuth McDowall a.mcdowall@bbk.ac.uk
Funding source (if applicable)	Not Applicable / Any potential costs are self-funded
Project Title (15 words max)	Exploring the “coaching continuum” in the workplace: A comparison of two ends.
Are any committees other than this one evaluating whether your proposed research is ethical? - NO If yes, include the proposal you made to them and (if available) their decision	

CHECKLIST:

Will the participants be required to experience unpleasant stimuli or unpleasant situations? (this also include unpleasant experiences that may result from deprivation or restriction, e.g. Food, water, sleep deprivation)	NO
Will any information about the nature, process or outcome of the experiment or study be withheld from participants? (if information is withheld, the participants will need to be debriefed after the data collection. In addition, a second informed consent to use the data should be obtained after debriefing the participants)	NO
Will participants be actively misled or deceived as to the purpose of the study? (if the participants are actively mislead or deceived, they need to be debriefed after the data collection. In addition, a second informed consent to use the data should be obtained after debriefing the participants)	NO
Will participants receive any inducement or payment to take part in the study?	NO
Does the research involve identifiable participants or the possibility that anonymised individuals may become identifiable?	NO

Will any participants be unable to provide informed consent? (e.g. minors, people who may lack capacity to do so, people in an unequal relationship forced to participate, etc.)	NO
Might the study carry a risk of being harmful to the physical or mental well-being of the researcher in carrying out the study? (any risk above the normal risk expected in everyday life should be reported here)	NO
Might the study carry a risk of being harmful to the physical or mental well-being of participants? (any risk above the normal risk expected in everyday life should be reported here)	NO
Might the study carry a risk of being harmful to the College in any way? (e.g. reputation damage, security sensitive research such as military research or on extremist or terrorist groups, research requiring illegal/extreme/dangerous materials)	NO
Will the research involve any conflict of interest? (e.g. between your role at work and your role as a researcher? will you want to use data/colleagues that you have access/contact with in your job but as a researcher they would not normally be available to you)	NO
Is there any possibility of a participant disclosing any issues of concern? (e.g. legal, emotional, psychological, health or educational.)	YES
Is there any possibility of the researcher identifying any issues of concern?	NO
Are there any other ethical concerns that you are aware of?	NO

Is there any possibility of a participant disclosing any issues of concern? YES

The coaching sessions will be focused on the work aspirations and career progress of coachees only with very low chance of issues of concern being shared. However, as it is an open and honest conversation between two parties, the study cannot eliminate the possibility of participants (coachees) sharing confidential information with their coaches during the sessions.

For example, they can share they struggle with depression or the employment with the company is causing them high levels of stress.

CONFIRMATION FROM SUPERVISOR:

<i>Please confirm each of the statements below by placing an 'X' in the appropriate space</i>	
I certify that to the best of my knowledge the information given above, together with accompanying information, is complete and correct.	X
I accept the responsibility for the conduct of the procedures set out in the attached application.	X
I have attempted to identify all risks related to the research that may arise in conducting the project.	X
I understand that no research work involving human participants or data can commence until ethical approval has been given.	X
Suggested Classification of project by the applicant (please highlight):	

	SENSITIVE / EXTREMELY SENSITIVE / ROUTINE		
Signed by the applicant:	SENSITIVE	Date:	15/04/19
Valentina Dolmova			
<p><i>If you have answered with “Yes” or “Don’t know” to any of the questions in Section C, your project should be classified as either “Sensitive” or “Extremely Sensitive”. However note that your project may be “Sensitive” or “Extremely Sensitive” even if you have responded with “No” to all section C questions.</i></p>			
Section F: Classification			
FOR USE BY SUPERVISORS OR THE DEPARTMENTAL RESEARCH OFFICER			
Classification of project (please highlight):			
	SENSITIVE / EXTREMELY SENSITIVE / <u>ROUTINE</u>		
Signed by the Supervisor (if applicable)	McDowall	Date	15 th April 2019
Signed by the Departmental Research Ethics Officer		Date	

APPENDIX B

INFORMATION SHEET – *Coaching Group (Coachees)*

1. You will be participating in a study conducted as part of a research project in Organisational Psychology at Birkbeck University.
2. As part of this study you have been selected as a successful candidate to obtain three free of charge coaching sessions with a professionally qualified coach in the space of 3 months (depending on your availability and that of your allocated coach).
3. After completing your 3 sessions, you will be asked to anonymously evaluate your experience via online surveys.
4. The coaching sessions will be provided by a professionally qualified coach from the “Coaching Academy UK” with a minimum of 64hrs professional work with clients and accredited by the International Coach Federation (ICF).
5. The coaching sessions will be following a G-R-O-W framework, enabling you to set goals, explore your current reality and options ahead and supporting you in creating a personal plan forward.
6. The qualified coaches will give no directive advice to the participant and will be using open-ended questions to create the necessary space for personal and professional growth and improvement.
7. The coaching sessions will focus on the participants’ careers, job progression and development.
8. The coaching sessions are NOT considered a psychological help such as CBT intervention or mechanism for dealing with depression and participants are considered mentally healthy and stable employees.
9. All information that the participants choose to share in the coaching sessions will NOT be used as part of the analysis NOR will it be disclosed to anyone else.
10. Full confidentiality is outlined in the consent form provided to all participants.
11. Full anonymity in regards to questionnaire data being analysed for the purposes of the research study is outlined in the consent form provided to all participants.
12. The participation in the research will also be kept confidential.
13. Any decisions that the participants reach during the sessions (including potential decision to change their job) is their own personal responsibility and it will remain subject to the confidentiality agreement, not shared with line managers or HR.
14. You have the right to withdraw from this study at any point during the period.

INFORMATION SHEET – *Control Group* (Coachees)

1. You will be participating in a study conducted as part of a research project in Organisational Psychology at Birkbeck University.
2. As part of this study you have the opportunity to anonymously evaluate the coaching experience via online survey, after three months of normal ongoing meetings with your coach.
3. You and your coach are expected to have a minimum of 3 coaching interactions during this period.
4. The coaching sessions will focus on the participants' careers, job progression and development.
5. The coaching sessions are NOT considered a psychological help such as CBT intervention or mechanism for dealing with depression and participants are considered mentally healthy and stable employees.
6. All information that the participants choose to share in the coaching interactions will NOT be used as part of the analysis NOR will it be disclosed to anyone else.
7. Full confidentiality is outlined in the consent form provided to all participants in this study.
8. Full anonymity in regards to questionnaire data being analysed for the purposes of the research study is outlined in the consent form provided to all participants.
9. The participation in the research will also be kept confidential.
10. Any decisions that the participants reaches during the sessions (including potential decision to change their job) is their own personal responsibility and it will remain subject to the confidentiality agreement, not shared with line managers or HR.
11. You have the right to withdraw from this study at any point during the period.

INFORMATION SHEET – Control Group (*Internal Manager-Coach*)

1. You will be participating in a study conducted as part of a research project in Organisational Psychology at Birkbeck University.
2. As part of this study you have the opportunity to focus on your coaching experiences and evaluate your personal performance based on a questionnaire using the “Coaching Academy Excellence Model”, ultimately allowing us to draw conclusions on what’s needed in the training process at .
3. You are expected to have 3 usual coaching meetings with a participating protégée and simply evaluate your experience at the end of the interaction via an anonymised short survey of 9 questions.
4. The coaching sessions will focus on the participants’ careers, job progression and development.
5. The coaching sessions are NOT considered a psychological help such as CBT intervention or mechanism for dealing with depression and participants are considered mentally healthy and stable employees.
6. All information that you or the coachee/ protégée choose to share in the coaching interactions will NOT be required as part of the research study.
7. Full confidentiality is outlined in the consent form provided to all participants in this study.
8. Full anonymity in regards to questionnaire data being analysed for the purposes of the research study is outlined in the consent form provided to all participants.
9. The participation in the research will also be kept confidential.
10. Any decisions that the participants reaches during the sessions (including potential decision to change their job) is their own personal responsibility and it will remain subject to the confidentiality agreement, not shared with line managers or HR unless the coachee specifically asks you to do so.
11. You have the right to withdraw from this study at any point during the period.

INFORMATION SHEET – Coaching Group (*Qualified Coaches*)

1. You will be participating in a study conducted as part of a research project in Organisational Psychology at Birkbeck University.
2. As part of this study you have the opportunity to focus on your coaching experiences and evaluate your personal performance based on a questionnaire using the “Coaching Academy Excellence Model”.
3. You are expected to have no more than 3 usual coaching meetings with a participating protégée and simply evaluate your experience at the end of the interaction via an anonymised short survey of 9 questions.
4. The coaching sessions will focus on the participants’ careers, job progression and development but coachees have the right to select their discussion topic.
5. The coaching sessions are NOT considered a psychological help such as CBT intervention or mechanism for dealing with depression and participants are considered mentally healthy and stable employees.
6. All information that you or the coachee/ protégée choose to share in the coaching interactions will NOT be used as part of the research study.
7. Full confidentiality is outlined in the consent form provided to all participants in this study.
8. Full anonymity in regards to questionnaire data being analysed for the purposes of the research study is outlined in the consent form provided to all participants.
9. The participation in the research will also be kept confidential.
10. Any decisions that the participants reaches during the sessions (including potential decision to change their job) is their own personal responsibility and it will remain subject to the confidentiality agreement, not shared with line managers or HR unless the coachee specifically asks you to do so.

CONSENT FORM

Please read carefully the following before participating in this research and coaching sessions:

- I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.
- I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions during the coaching sessions.
- I agree to provide information to the researcher(s) on the understanding that my name will not be used without my permission. (The information will be used only for this research and publications arising from this research project.)
- I agree/do not agree to notes being taken during the coaching sessions.
- I agree/do not agree to the coaching sessions being taped.
- If sessions are taped, I understand that I have the right to ask for the audio/video tape to be turned off at any time during the coaching.
- I agree to participate in this study under the conditions set out in the Information Sheet

Signed by:

The researcher:

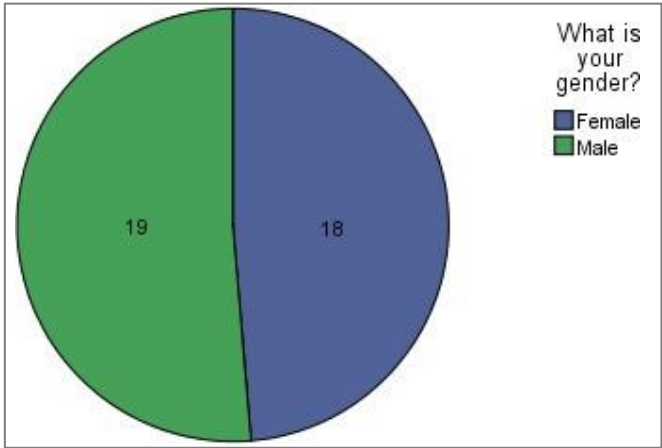
The participant:

Date:

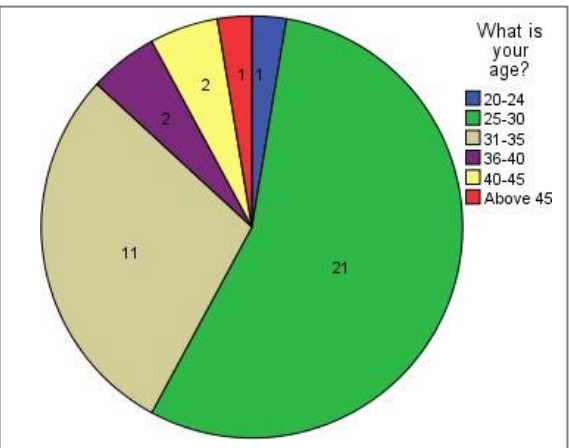
APPENDIX C
DEMOGRAPHICS

Control Group (Coachees):

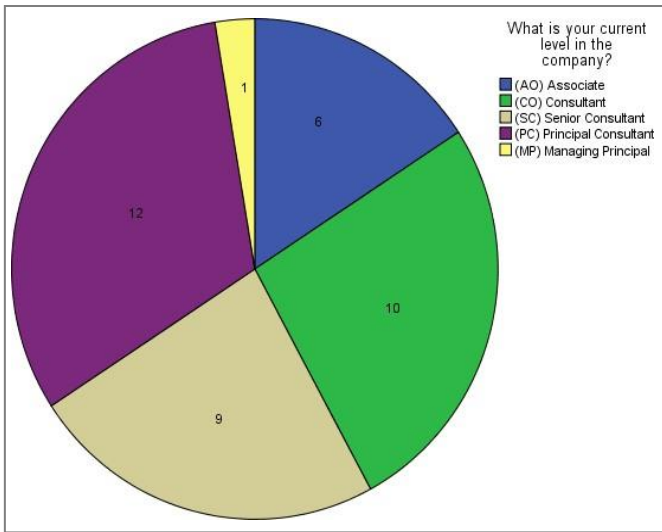
Coachees' Gender Distribution



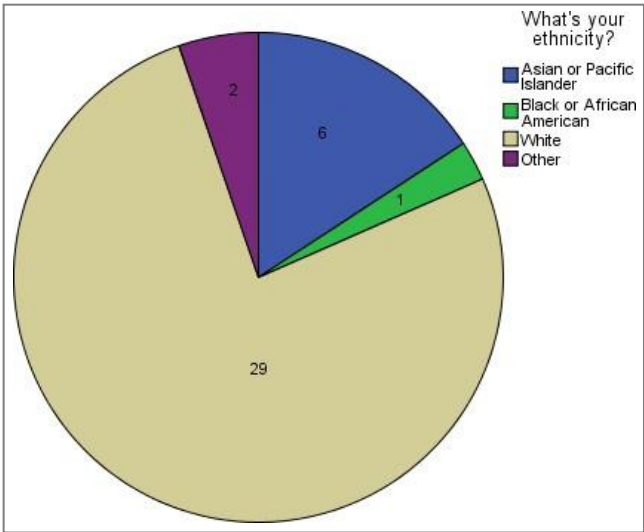
Coachees' Age Distribution:



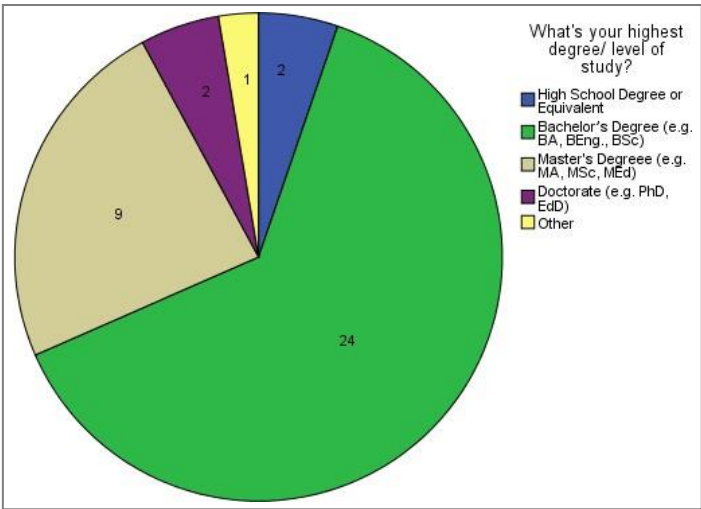
Coachees' Level in the Company



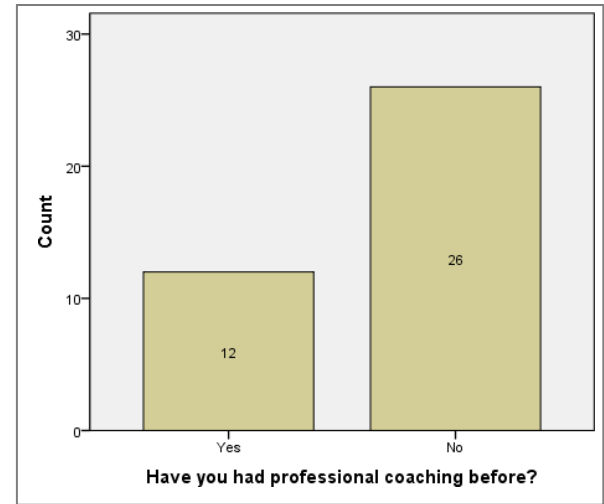
Coachees' Ethnicity



Coachees' Education Level

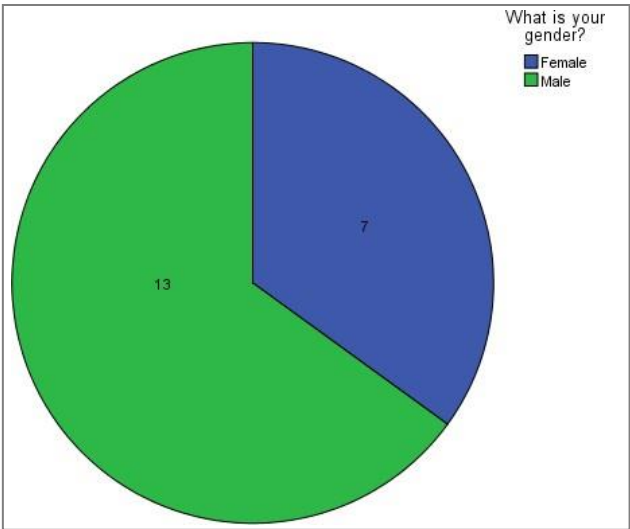


Coachees' Coaching Experience

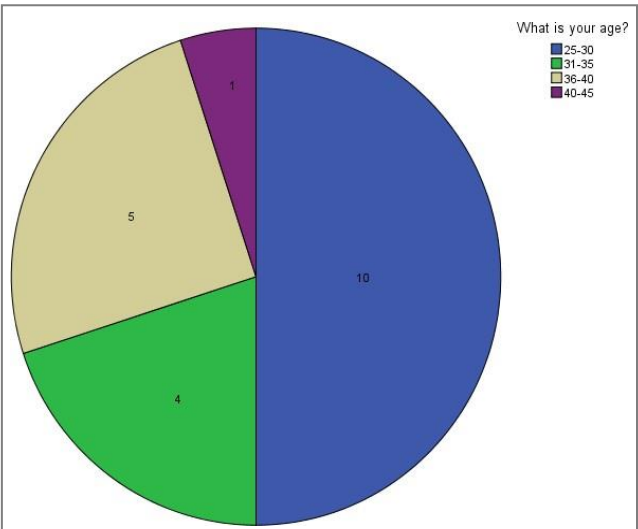


Demographics - Coaching Group (Coachees):

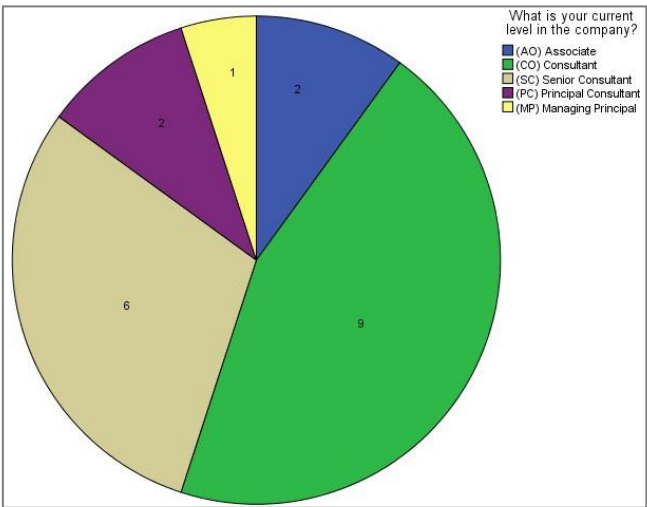
Coachees' Gender Distribution



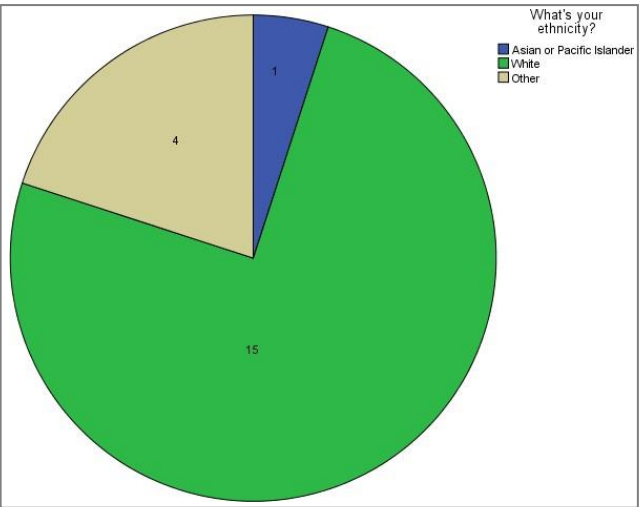
Coachees' Age Distribution:



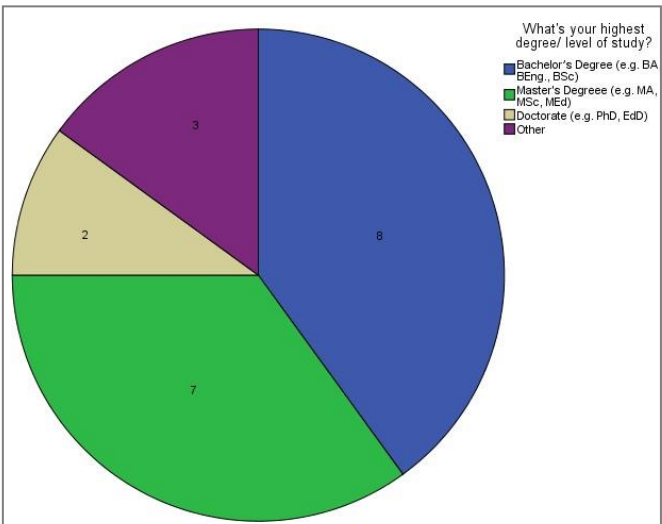
Coachees' Level in the Company



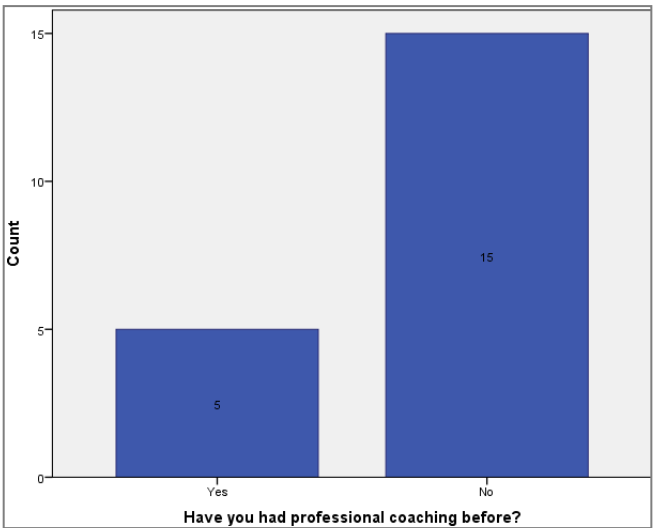
Coachees' Ethnicity



Coachees' Education Level



Coachees' Coaching Experience



APPENDIX D

QUESTIONNAIRES

I. The Coaching Academy's Coaching Model of Excellence

On a scale of 1 to 7 coaches are to respond to the following set of questions after each session.

The explanations below each question are added for the purposes of discussing the ethical form submission and are taken from the Coaching Academy textbooks on the Coaching Model of Excellence

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

1. How effective was I in building a sense of responsibility in my client?
Telling or instructing your client to take a course of action will be demotivating by taking away the ownership of the actions that will lead them towards achieving their goal(s).
2. Was I effective in using open-ended questions?
Creating a sense of responsibility relies on using effective, open-ended questions in each stage of the framework being used in a coaching session.
3. How effective was I in listening during the session?
A high level of self-awareness will enable you to listen to your client with a clarity of mind and perception that will inspire you to lead the client to a greater level of awareness and understanding as the coaching session progresses.
4. How effective was I in understanding what the coachee meant?
Using re-framing questions and checking with the coachee is essential when trying to establish if you've 'heard' the message being spoken. It also gives the client the chance to agree/disagree or to tighten up on their expectations so there is no misunderstanding. Failure to check your understanding as a coach could mean some of the sessions are wasted and damages the coaching relationship.
5. How effective was I in creating a feedback loop and honest rapport?
Teasing out facts with what, where, when and who questions will enable the coach to increase the self-awareness of the client. With continuous reframing and feedback loop to the client, the coach can create a phase of honesty and exploration of the current situation of the coachee.
6. How effective was I in keeping the coachee on track in regards to their goal?
Coachees may want to go off tangent and it is important to always keep their goal in mind and continuously bring them back to the initial target they set themselves. It is however, important to let them answer open – ended questions which serve as a reminder. It is their goal, not yours! If you do the reminding and reinforcement of the goal, it may appear as chastising the coachee for losing sight of the goal and reduce their engagement.

7. How effective was I in enabling the coachee to create an action plan in regards to their goal?
8. How effective was I in enabling the coachee to create positive associations with the actions they chose to undertake?
9. How effective was I in enabling my client to pin down specific timetable?

II. Demographics & Working Alliance Questionnaire

What is your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

What is your age?

- ☐ Below 20
- ☐ 20-24
- ☐ 25-30
- ☐ 31-35
- ☐ 36-40
- ☐ 40-45
- ☐ Above 45

What is your level in the company?

- ☐ (AO) Analyst
- ☐ (CO) Consultant
- ☐ (SC) Senior Consultant
- ☐ (PC) Principal Consultant
- ☐ (MP) Managing Partner
- ☐ Partner

What is your ethnicity?

- ☐ Asian or Pacific Islander
- ☐ Hispanic or Latino
- ☐ Black or African American
- ☐ White
- ☐ Native American or American Indian
- ☐ Other

What is the highest degree/ level of study you've completed?

- ☐ High School Degree or Equivalent
- ☐ Bachelor's Degree (e.g. BA, BEng., BSc)
- ☐ Master's Degree (e.g. MA, MEd, MSc)
- ☐ Doctorate (e.g. PhD, EdD)
- ☐ Other

Have you had professional coaching* before?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

(if Yes) Please specify how long ago....

WAI QUESTIONS FOR COACHEES IN COACHING GROUP

<p style="text-align: center;">Working Alliance Inventory</p> <p style="text-align: center;">Form C</p> <p style="text-align: center;">Instructions</p> <p>On the following pages there are sentences that describe some of the different ways you might have thought or felt about your therapist . As you read the sentences mentally insert the name of your therapist in place of _____ in the text.</p> <p style="text-align: center;">Below each statement inside there is a seven point scale:</p> <table style="width: 100%; text-align: center;"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>Never</td><td>Rarely</td><td>Occasionally</td><td>Sometimes</td><td>Often</td><td>Very Often</td><td>Always</td></tr></table> <p>If the statement describes the way you <i>always</i> felt (or thought) circle the number 7; if it <i>never</i> applied to you circle the number 1. Use the numbers in between to describe the variations between these extremes.</p> <p style="text-align: center;"><u>This questionnaire is CONFIDENTIAL; only the research team will see your answers.</u></p> <p style="text-align: center;">Work fast, your first impressions are the ones we would like to see. (PLEASE DON'T FORGET TO RESPOND TO <i>EVERY</i> ITEM.)</p> <p style="text-align: center;">Thank you for your cooperation.</p> <p style="text-align: center;">© A. O. Horvath, 1981, 1984, 1992.</p>	1	2	3	4	5	6	7	Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always
1	2	3	4	5	6	7								
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always								

1. I feel uncomfortable with _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
2. _____ and I agree about the steps to be taken to improve his/her situation.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
3. I have some concerns about the outcome of these sessions.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
4. My client and I both feel confident about the usefulness of our current activity in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
5. I feel I really understand _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
6. _____ and I have a common perception of her/his goals..	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
7. _____ finds what we are doing in therapy confusing.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
8. I believe _____ likes me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
9. I sense a need to clarify the purpose of our session(s) for _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
10. I have some disagreements with _____ about the goals of these sessions.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
11. I believe the time _____ and I are spending together is not spent efficiently.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

12. I have doubts about what we are trying to accomplish in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
13. I am clear and explicit about what _____'s responsibilities are in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
14. The current goals of these sessions are important for _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
15. I find what _____ and I are doing in therapy is unrelated to her/his current concerns.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
16. I feel confident that the things we do in therapy will help _____ to accomplish the changes that he/she desires.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
17. I am genuinely concerned for _____'s welfare.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
18. I am clear as to what I expect _____ to do in these sessions.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
19. _____ and I respect each other.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
20. I feel that I am not totally honest about my feelings toward _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
21. I am confident in my ability to help _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
22. We are working towards mutually agreed upon goals.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

23. I appreciate _____ as a person.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
24. We agree on what is important for _____ to work on.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
25. As a result of these sessions _____ is clearer as to how she/he might be able to change.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
26. _____ and I have built a mutual trust.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
27. _____ and I have different ideas on what his/her real problems are.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
28. Our relationship is important to _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
29. _____ has some fears that if she/he says or does the wrong things, I will stop working with him/her.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
30. _____ and I have collaborated in setting goals for these session(s).	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
31. _____ is frustrated by what I am asking her/him to do in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
32. We have established a good understanding between us of the kind of changes that would be good for _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
33. The things that we are doing in therapy don't make much sense to _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

34. _____ doesn't know what to expect as the result of therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
35. _____ believes the way we are working with her/his problem is correct.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
36. I respect _____ even when he/she does things that I do not approve of.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

QUESTIONS FOR COACHEES IN CONTROL GROUP

1. I felt uncomfortable with _____.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
2. _____ and I agreed about the things I will need to do in therapy to help improve my situation.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
3. I was worried about the outcome of the sessions.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
4. What I was doing in therapy gave me new ways of looking at my problem.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
5. _____ and I understood each other.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
6. _____ perceived accurately what my goals were.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
7. I find what I was doing in therapy confusing.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
8. I believe _____ liked me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
9. I wish _____ and I could have clarified the purpose of our sessions.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
10. I disagreed with _____ about what I ought to get out of therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
11. I believe the time _____ and I were spending together was not spent efficiently.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
12. _____ did not understand what I was trying to accomplish in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
13. I was clear on what my responsibilities were in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
14. The goals of the sessions were important for me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
15. I find what _____ and I were doing in therapy was unrelated to my concerns.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
16. I feel that the things I did in therapy helped me to accomplish the changes that I wanted.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
17. I believe _____ was genuinely concerned for my welfare.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
18. I was clear as to what _____ wanted me to do in those sessions.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
19. _____ and I respected each other.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
20. I feel that _____ was not totally honest about his/her feelings toward me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
21. I was confident in _____'s ability to help me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
22. _____ and I were working towards mutually agreed upon goals.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

23. I feel that _____ appreciated me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
24. We agreed on what was important for me to work on.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
25. As a result of the therapy I became clearer as to how I might be able to change.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
26. _____ and I trusted one another.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
27. _____ and I had different ideas on what my problems were.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
28. My relationship with _____ was very important to me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
29. I had the feeling that if I said or did the wrong things, _____ would stop working with me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
30. _____ and I collaborated on setting goals for my therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
31. I was frustrated by the things I was doing in therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
32. We had a good understanding of the kind of changes that would be good for me.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
33. The things that _____ was asking me to do did not make sense.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

34. I did not know what to expect as the result of my therapy.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
35. I believe the way we were working with my problem was correct.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
36. I feel _____ cared about me even when I did things that he/she did not approve of.	1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

SCORING OF THE WAI QUESTIONNAIRE – REVERSED LOGIC:

(Revised Version T & C forms)												
Note: Items with negative (-) polarity should be reverse scored.												
TASK scale:	2,	4,	7,	11,	13,	15,	16,	18,	24,	31,	33,	35.
Polarity	+	+	-	-	+	-	+	+	+	-	-	+
BOND scale:	1,	5,	8,	17,	19,	20,	21,	23,	26,	28,	29,	36
Polarity	-	+	+	+	+	-	+	+	+	+	-	+
GOAL scale:	3,	6,	9,	10,	12,	14,	22,	25,	27,	30,	32,	34.
Polarity	-	+	-	-	-	+	+	+	-	+	+	-

III. KIRKPATRICK'S 4-LEVEL EVALUATION QUESTIONNAIRE

LEVEL 1: REACTION

Question 1: Did you like and enjoy the coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 2: Did you consider the coaching relevant to your needs and context?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 3: Were the coaching sessions a good use of your time?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 4: Did you like the set-up, style and timing (i.e. logistical arrangements) of the coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 5: Did you feel engaged and actively participating during your coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 6: Was it comfortable and easy for you to attend the coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 7: Did you feel it requires a lot of effort to make the coaching session useful?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 8: Did the sessions equip you with practical and applicable to real life content?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

LEVEL 2: LEARNING

Question 9: Did you reach greater clarity on your goals and next steps during your coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 10: Did you feel more motivated as a result of and after your coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 11: Did you feel more inspired as a result of and after your coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 13: Did you feel you progressed (personally and/or professionally) from the start of the coaching sessions until the end of the coaching interaction?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 14: Do you feel able to independently take forward action towards your dreams and goals as a result of and after your coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 15: Do you feel you've learned valuable insights from your coaching sessions?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

Question 16: Do you think the coaching sessions resulted in defining useful strategies for growth and/or better performance?

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

LEVEL 3: BEHAVIOUR

Question 17: Have you been applying any of the learning and/or skills from the coaching sessions into your day to day work and/or personal life?

Question 18: Have you been using any of the findings and new understandings about yourself, your goals and/or your environment to your benefit after coaching sessions?

1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 19: Have you felt more focused on and/or committed to achieving your goals, dreams and aspirations after the coaching sessions?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 20: Have you noticed improved personal performance in your role?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 21: Do you feel you are able to sustain your motivation after the coaching sessions?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 22: Have you considered it beneficial to share your learning and experience from the coaching sessions with others?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

Question 23: Do you received feedback on your performance that you think is positively affected by the changes in your behaviour as a result of the coaching sessions?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 24: Do you reduce the time spent on less meaningful to you activities?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 25: Did you achieve a particular goal/ target as a result of the coaching sessions?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 26: Did you achieved or are you on track of achieving the goals discussed during your coaching sessions?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

Question 27: Did your personal confidence in the chances of achieving your goals increased as a result of the coaching sessions?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always
Question 28: Has the quality of your work and/or of significant work relationships improved?						
1 Never	2 Rarely	3 Occasionally	4 Sometimes	5 Often	6 Very Often	7 Always

APPENDIX E:

ANOVA Results

Between-Subjects Factors

	Value Label	N
GroupCode	1	31
	2	51
	1	58
	2	24

Levene's Test of Equality of Error Variances^a

Dependent Variable: Mean

F	df1	df2	Sig.
7.788	3	78	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + GroupCode + Time + GroupCode * Time

Descriptive Statistics

Dependent Variable: Mean

GroupCode	Time	Mean	Std. Deviation	N
Coaching	1	4.3616	1.13205	20
	2	6.0842	.58319	11
	Total	4.9729	1.27553	31
Control	1	5.1000	.74681	38
	2	4.1770	1.12903	13
	Total	4.8647	.94004	51
Total	1	4.8454	.95632	58
	2	5.0512	1.32486	24
	Total	4.9056	1.07277	82

4. GroupCode ^ Time

Dependent Variable: Mean

GroupCode	Time	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Coaching	1	4.362	.202	3.959	4.764
	2	6.084	.272	5.542	6.627
Control	1	5.100	.147	4.808	5.392
	2	4.177	.251	3.678	4.676

HYSTOGRAM

where 'mean' refers to the average score produced on the WAI questionnaire.

