Executive, Workplace and Personal Coaching: Fanciful, Faddish or Evidence-based?

Interdisciplinary Center
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Quick Overview

- What is coaching?
- Is coaching a fad?
- Distinguishing coaching
- Evidence-based coaching?
- U.Syd Coaching Research Program
- Overview of studies
- Questions?

- … have nice cup of tea!
What is Coaching?

• “A collaborative systematic solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of goal attainment, life experience, self-directed learning and the personal growth of the coachee.”

• Coaching is about creating changes that help enhance performance and learning

• A methodology for creating purposeful, positive change

• Coaching is a potentially effective tool to help create and maintain change .... It is NOT a panacea ...
Coaching Psychology?

• “The systematic application of behavioural science which is focussed on the enhancement of life experience, work performance and well-being in non-clinical populations without clinically significant mental health problems or abnormal levels of distress.”

• APS / BPS definition 2000
That vision thing

• Discrete discipline of Organisational Coaching and/or Coaching Psychology
• U/Grad units of study (degrees ?)
• University Masters
• PhD’s
• Academic specialist journals
• Substantial connection to Coaching Industry
• Coaching Psychologists
• Psychological Society Accreditation
• Coaches who use Evidence-based approaches and Psychology in their coaching
How do you see the differences?

- Mentoring
- Counselling
- Coaching
- Training
- Consulting
Coach or Couch ?
Typical Answers to “Couch or Coach?”

<table>
<thead>
<tr>
<th>Therapy</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deals with the past / root</td>
<td>Deals with the future / what works</td>
</tr>
<tr>
<td>cause</td>
<td></td>
</tr>
<tr>
<td>Client is low functioning</td>
<td>Clients are emotionally sound</td>
</tr>
<tr>
<td>“Fixes” problems</td>
<td>Creates new opportunities</td>
</tr>
<tr>
<td>Doctor/patient relationship</td>
<td>Partner/collegial relationship</td>
</tr>
<tr>
<td>Focuses on talking</td>
<td>Focuses on action</td>
</tr>
<tr>
<td>Therapist has the answers</td>
<td>Coach helps client discover own answers</td>
</tr>
</tbody>
</table>

Responses gathered by “Google” web search
The “Normal” population

Isn’t coaching about working with the “non-clinical”?
What’s Needed: Coach or Coach?

• **52%** of potential life coaching clients had clinically significant scores on BSI (n = 107): Low SES area

• **25%** of potential life coaching clients had clinically significant scores on BSI (n = 87): High SES area
A more sophisticated understanding?

Low
Mental Health

High
Mental Health

Low Level of
Intentional
Goal Striving

High Level of
Intentional
Goal Striving

A more sophisticated understanding?

Low Mental Health

Acquiescent

"Normal" Functioning

Flourishing

High Mental Health

Low Level of Intentional Goal Striving

Major psychopathology

Languishing

Distressed but functional

High Level of Intentional Goal Striving

The real difference between coaching and therapy?

• It is the focus (or purpose) of the relationship that differentiates coaching from therapy
  – Alleviating distress vs. Goal attainment?

Vs.
Is Coaching a Fad?
What are the public (and or academia’s) perceptions of a “coach”?
Is “coaching” itself to blame for the bad press?

… there’s a LOT of hype in coaching
So many “brands” of coaching

- GROW Coaching
- Evidence-based
- Cognitive Coaching
- Behavioural
- NLP Coaching
- Narrative Coaching
- Solution Focused
- Appreciative
- Brain-based
- Soul-based
- Intuition-based
- Transformative
- Transpersonal
- Interpersonal
- Impersonal
- Non-personal
…fortunately we have some **real breakthrough** coaching technology …

- We can now coach at the **cellular** level …
- “Nano-coaching”
- Based on the latest thinking from our own personal think tank … quantum physics
- We can now get inside your mind and expand it for you …

  … “no effort change”
… Coaching Needs Critical Thinking …
… We Need Rigorous Empirical Evidence

Critical thinking, an understanding of empirical evidence and genuine ethical practice should lie at the core of every self-respecting coach training program.

“The Informed-Practitioner”
Not
The Lone Practitioner
What is the State of Practice Today?

• Coaching is now a mainstream developmental activity in many international organisations… fad no more!
  • Leadership development, workplace performance, sales etc

• In US 25% to 40% companies use external coaches, similar figures in Australia and Europe, and over 50% using internal coaching (ICF 2007)

• Estimated 45,000 business coaches worldwide

• 12,300 in US; 18,000 in Europe; 4,300 in Australia (Bresser, 2009)

Medicine ???
The Coaching Industry's Journey

1: Coaching Industry as Naive Explorer
   – Coaching as a mixed-group on a day-trip
   – All talking and arguing about where to go!

2: Coaching Industry as Emerging Professional Practice
   – Cross-disciplinary occupation
   – Formation of national associations – ICF & others

3: Maturation of the Coaching Industry
   – Increasing sophistication clients / students
   – University-level coach-specific education
   – Foundational coach-specific research
   – Development of Evidence-based coaching
What is Evidence-based Coaching?

- “The conscientious, explicit and judicious use of *current best evidence* in making decisions about how deliver coaching to clients, and how to design and teach coach training programs” (Grant and Stober, 2006)

- EBC – is important if coaching is to develop and not die a death as a fad!

- EBC – is not just about proving coaching is effective

- Evidence-based decision making – critical thinking based on solid evidence – not anecdotes or emotion – “optimistic cynicism!”

The Typical Evidence-based Hierarchy

- Systematic Reviews
- Randomised Controlled
- Between-subject studies
- Within-subject studies
- Case Studies
- Expert Opinion (Peer-reviewed)
- Professional Articles and Reference Texts
- Ideas and Background Information
So, what counts as credible evidence?

• No easy answer!

• Depends on:
  – Question of interest; the context; practical issues; time constraints; stakeholders; assumptions; theory in use

• RCT may not be best for coaching research
  – Access to samples; validity/generalisability issues; “controls” in complex social situation may not be possible or even desirable (outcomes may arise from multiple factors); RCT assume direct linear causality, but need to be able to respond to emergent factors
Evidence-based Coaching?

Professional Coaching

Evidenced-based Coaching

- Behavioural Science
- Adult Education
- Philosophy Thinking Skills
- Economics & Business
- University-level Education
- Coach-specific Research
Is Coaching a Profession?

• **What makes a profession?**
  - Barriers to Entry
  - Formal Entry Qualifications
    - based on University-level education
    - Bachelor’s level at minimum
  - Shared Body of Knowledge
    - rather than proprietary systems
  - Regulatory Bodies
    - with power to admit and discipline members
  - Enforceable Code of Ethics
  - State-sanctioned Practice

• **Research Base – Evidence!**
  - Coaching is not a real profession
  - We may have some professional practice – not a profession

“When I was a graduate student in psychology … about half a century ago, I thought of opening a storefront office in the South Side of Chicago, near the University, where I would advise people who walked in about how to get the most out of their lives. … That dream has now been realised by the sudden growth of the coaching movement – especially its evidence-based branch. I do think serious, empirically-grounded coaching can be very helpful.

The dangers consist as with all good ideas of this kind, in promising too much, in extending beyond the knowledge base, and in becoming rigid and territorial.”

Mihaly Csikszentmihalyi, 2007

Avoid ... “Magic Bullet” Coaching

• Avoid Magic Coaching & Pseudo-science
• “Cynical optimism!”
• Evidence ...
Show me the evidence!
Total Coaching Publications 1937-2010

Total Number of Publications  N = 635 (1937-1st Jan 2010)
Outcome studies 1980-2010

Types of Outcome Study 1980-1st Jan 2010 (N = 179)

- Case Study (n = 114)
- Within Subjects (n = 47)
- Between Subjects (n = 18)

Number of Publications

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<th>Year Period</th>
<th>Case Study</th>
<th>Within Subjects</th>
<th>Between Subjects</th>
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<td>2000-2004</td>
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<tr>
<td>2005-2009</td>
<td>65</td>
<td>26</td>
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</table>

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Is this good? How to compare?

Coaching Studies (1980-2009)
- 36 Within-Subject studies
- 16 Between-Subject studies (RTC/quasi: U.Syd = 6)

Solution-focused Therapy
SFBT Outcome Studies (1985-2006)
- 22 Between-Subject studies (RTC or quasi, incl unpublished work: Kim, 2008)
- 10 Between-Subject studies (RTC or quasi, only used published work; Corcoran & Palillai, 2009)
Aims of the U.Syd Coaching Research Program since 2000

• Further develop evidence-based approaches
• Study the development of the coaching industry
• Examine effectiveness of coaching
  – Range of populations (adult, workplace, schools)
• Use coaching as real-life experimental methodology: “Psycho-Mechanics of Change”
• Develop more sophisticated coaching frameworks
  – Integrate coaching and PP, use of mindfulness, adult developmental frameworks, etc
U.Syd Coaching Research Program

• Eight Outcome Studies:
  – 6 Randomised; 2 Between-subject

• Four Coaching Industry Studies
  – Large scale international survey (ICF) (N =2,500)
  – Australian Life and Executive coaching industry surveys

• Range of Theoretical Papers
  – Coaching Models; Mental Health and Goal Attainment; Commentary papers

• Additional Coaching-related Empirical Work
  – Self-reflection and Insight; Stages of Change; Solution-focused vs. Problem Focused Coaching; Mindfulness and Perspective-taking in Leaders; Over 100 articles and book chapters, reports and > 100 conference presentations
Coaching Frameworks
The Principles of Effective Coaching

1. Collaboration & 2. Accountability

3. Awareness

4. Responsibility

5. Commitment

6. Action

7. Results
Ask-Tell Matrix

Ask  

Why?  How?  

Tell
Generic Model of Self-regulation

- Identify Issue
- Set a Goal
- Develop Action Plan
- Act
  - Modify (if needed)
  - Monitor (requires Self-Reflection)
  - Evaluate (associated with Insight)
  - Success
The Solution-focused Cognitive-Behavioural Model

Goal

Environment ➔ Behaviour

Positive Attentional Focus

Thoughts ➔ Emotions
Models of Change

“What-to-do” Models of Change
• Force-field analysis
• Kotter’s Eight Phases of Change

“What-you-experience” Transition Models
• Elisabeth Kübler-Ross
• William Bridges

“Self-directed” Models of Change
• Intentional Change Theory
Models of Change

“Stage Theories” of Change
• Transtheoretical Model of Change

“Paradoxical Change”
• Advanced Change Theory
• Acceptance and Change
Coaching involves setting goals.

Stretch a goal.

SMART goal.

GAOLS

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If we are not careful though...

...goals can become GAOLS!
Goals not Gaols

- Goals are not just something out there we want to achieve
- They are a way of making sense of our behaviour in the real world
- They are a frame of reference for viewing our behaviour
Goals are the foundation of coaching

- Goals can be defined simply as “internal representations of desired states” (Austin & Vancouver, 1996, p. 388).
Goal Neglect

Values (Higher Order Goals)

Lack of Attention

Goals

Goals

Goals

Functionally Superordinate

Actions

Actions

Actions

Actions

Actions
Understanding goal hierarchies: Work

To be an outstanding lawyer

Work Hard
- Focus
- Mentor/Leadership

Deliver Excellence
- New Clients

Revenue
- Leverage
- Billing hrs

Lack of Attention
Too Much Attention
Functionally Superordinate
Understanding goal hierarchies: Home

To have a happy family

- Kids do well at school
- Mom & Dad happy together

Good Income

- Less TV
- Enjoy Sport
- Don’t argue
- Keep fit
- Work/Life Balance

Lack of Attention
Too Much Attention
Functionally Superordinate
Overview of Integrative Goal-focused Coaching Model

Core of the Goal-attainment Process

A very brief overview!
U.Syd Coaching Research Program

• Further develop evidence-based approaches

• Study the development of the coaching industry

• Examine effectiveness of coaching
  – Range of populations (adult, workplace, schools)
  – Use coaching as real-life experimental methodology

• Develop more sophisticated coaching frameworks
  – Integrate coaching and PP, use of mindfulness, adult developmental frameworks, etc
Measuring Coaching Outcomes

• Goal Attainment Scaling (GAS)
  – Simple scaling; Levels of attainment

• Presence/Absence of Mental Distress
  – DASS: Depression, Anxiety and Stress Scale

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

• Metacognitive Processes
  – SRIS: Schutte EI Scale

• Skills Development
  – Goal-focused Coaching Skill Questionnaire
U.Syd Coaching Research
• Question 1: Does coaching work?
  – Three key studies

• Question 2: Can we extend the theoretical frameworks for coaching
  – Using Mindfulness with health coaching

• Question 3: Can coaching psychology help us develop our understanding of workplace coaching?
  – TTM, coaching skills and workplace well-being

• Question 4: Should we ask ‘how’ or ‘why’?
  – The relative impact of solution-focused vs. problem-focused questions
Question 1: Does Coaching Work?
Generic Model of Self-regulation

1. Identify Issue
2. Set a Goal
3. Develop Action Plan
4. Act
5. Monitor (requires Self-Reflection)
6. Modify (if needed)
7. Evaluate (associated with Insight)
8. Success
Coaching as Applied Positive Psychology

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

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

• **DVs:** Self-Reflection & Insight Scale; Quality of Life; Mental Health; Goal Attainment
  
  (Grant, 2003)
Depression, Anxiety & Stress

![Graph showing changes in Depression, Anxiety, and Stress before and after an intervention. The graph indicates a decrease in all three measures from pre to post.]
Goals and Quality of Life

![Graph showing the relationship between Quality of Life and Goals before and after an intervention. The graph indicates an increase in both measures from pre to post.](c) Anthony Grant 2010
# Self-Reflection & Insight

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

![Graph showing the comparison of Self-Reflection and Insight scores between Pre and Post](image)
## Correlational Relationships

<table>
<thead>
<tr>
<th></th>
<th>Goal Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reflection</td>
<td>$r = -.36$ ($p = .01$)</td>
</tr>
<tr>
<td>Insight</td>
<td>$r = .28$ ($p = .04$)</td>
</tr>
</tbody>
</table>

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

• Positive psychological benefits even though focus of program was on goal attainment

• Self-reflection may not facilitate goal attainment

• It’s HOW we pay attention that counts

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

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

• **Q1b:** Does coaching work when screening/excluding participants for mental health issues?

  – Randomised controlled study; N= 67 (Adults 38.5yrs)
  – Screened for mental health problems – 22 excluded (25%)
  – Intro. evening, 10 wks 45 min weekly individual coaching

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

  (Spence & Grant, 2005)
Goal Attainment

- Coaching Group
- Control Group

Goal Attainment

Pre  Post

1.5  2  2.5  3  3.5  4

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69
Psychological Well-being

![Graph showing the change in Psychological Well-being (PWB: Environmental Mastery) for Coaching Group and Control Group before (Pre) and after (Post) intervention.

- **Coaching Group** shows a significant increase from Pre to Post, reaching a value of 42.
- **Control Group** shows a modest increase from Pre to Post, reaching a value of 38.

The graph illustrates that the Coaching Group experienced a greater improvement in PWB compared to the Control Group. This suggests the effectiveness of the coaching intervention in enhancing psychological well-being.
Life Satisfaction

- Coaching Group
- Control Group

Pre vs Post
Key Points from Study 2

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

1. Coaching not an “infallible” panacea
2. Not all outcomes measures significant
3. Mental Health screening may reduce chance of significant outcome on well-being measures
4. Related problems with measuring “wellness” in non-clinical populations – ceiling effects?
Coaching as Applied Positive Psychology

• **Study 3: Executive coaching during organisation change (RCT)**

• **Q1c: Is executive coaching effective at enhancing workplace well-being?**

  - Solution-focused, Cognitive-behavioural executive coaching with 360 feedback
  - 50 executive and senior managers from large public health service
  - Quantitative and qualitative measures used

(Grant, Curtayne, & Burton, 2009)
Executive Coaching & Well-being

• Half-day leadership development w/shop
• Organisation in major change process
  – 360 feedback (HS-LSI)
  – Goal Attainment Scaling (GAS)
  – Cognitive Hardiness Scale
  – Depression, Anxiety and Stress Scale
  – Workplace Well-being Index

• Four coaching sessions over 8 to 10 wks.
### Executive Coaching & Well-being

<table>
<thead>
<tr>
<th></th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>10 weeks</td>
<td>20 weeks</td>
</tr>
<tr>
<td><strong>Group 1</strong></td>
<td>Training workshop Begin coaching</td>
<td>Complete coaching</td>
<td>No measures taken</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td>Training workshop Begin waitlist</td>
<td>Begin coaching</td>
<td>Complete coaching</td>
</tr>
</tbody>
</table>

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Goal Attainment

Time 1
Time 2
Time 3

Group 1
Group 2
Cognitive Hardiness

The graph shows the change in Cognitive Hardiness over three time points: Time 1, Time 2, and Time 3, for two groups. Group 1 is represented by black triangles and Group 2 by blue triangles. The graph indicates that Group 1 and Group 2 both show an increase in Cognitive Hardiness from Time 1 to Time 3, with Group 2 showing a steeper increase than Group 1.
Depression

![Graph showing depression levels over time for Group 1 and Group 2.](image)

- **Time 1**
- **Time 2**
- **Time 3**

**Group 1**

**Group 2**

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Workplace Well-being

![Graph showing workplace well-being over time for two groups. The graph indicates an increase in workplace well-being from Time 1 to Time 3 for both groups. Group 1 starts at a lower baseline than Group 2 and shows a steady increase. Group 2 starts at a higher baseline and also shows an increase, but less steep than Group 1.](image-url)
Key Points of Study 3

• Short-term executive coaching can be effective
  – 4 sessions over 8 to 10 weeks

• SF-CB executive coaching can help deal with pain of organisational change
  – Open-ended qualitative comments indicated coaching helped participants deal with change stress

• Workplace well-being enhanced through coaching – good potential tool for change
Question 2:
Can we extend theoretical frameworks for coaching?
Coaching as Applied Positive Psychology

• **Study 4: Mindfulness and Coaching**

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

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

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

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

## Study 4 Design

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

• Coaching adds value: Both coaching conditions better than heath info alone
  – Information alone is not enough

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

• Short MT can be effective

• MT in coaching reduces anxiety & stress

Question 3
The “Manager as Coach”

Can coaching psychology help us develop our understanding of workplace coaching?
Study 5
Stages of Change and Coaching Skills

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

![Graph showing stages of change and T scores]

- Contemplation
- Preparation
- Action
- Maintenance

T Scores

Self-efficacy
Coaching Skills
Workplace Coaching
The Manager as Coach

![Graph showing T-Scores for Contemplation, Preparation, Action, and Maintenance stages of change.

- **Pros of Change**
  - Contemplation: 53
  - Preparation: 55
  - Action: 51
  - Maintenance: 49

- **Cons of Change**
  - Contemplation: 59
  - Preparation: 57
  - Action: 55
  - Maintenance: 49

The line graphs illustrate the progression of T-Scores across the stages of change, with Pros of Change generally showing a decrease from Contemplation to Maintenance, while Cons of Change show a more variable trend.]

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### The Manager as Coach

<table>
<thead>
<tr>
<th></th>
<th>Stage of change</th>
<th>Pros of change</th>
<th>Cons of change</th>
<th>Work Satfctn</th>
<th>Self efficacy</th>
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<td>-.19*</td>
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** significant at .001  
* significant at .05
The Manager as Coach

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<td>.30**</td>
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</tbody>
</table>

** significant at .001  * significant at .05
Key Points of Study 5

- Those in favor of workplace coaching may actually be quite dissatisfied at work
- Perceived barriers to workplace coaching decrease over time
- The cons of adopting coaching may be more salient in the early stages of change
- It takes time for people to feel confident about doing workplace coaching
- Managers need initial support in adopting workplace coaching
Question 4
Is Solution-focused or Problem-focused Coaching more effective?
Should you ask “WHY?” or “HOW?”

- Impact on: Positive/Negative Affect; goal approach; self-efficacy; and understanding;
Should you ask “Why?” or “How?”

Experiment 1
Problem-focused Session
N = 39
Identity real-life problem
Complete measures 1
Answer PF questions
Re-take measures

One week

Experiment 2
Solution-focused Session
N = 34
Identity real-life problem
Complete measures 1
Answer SF questions
Re-take measures

Problem Statement

• “Please take five minutes to write about a problem that you have that you would like to solve. It should be one that is frustrating for you and one that you have not, as yet, been able to solve.

• This problem should be real and personal, but something you feel comfortable sharing about.

• It might be a dilemma, that is a situation in which you feel caught between two or more possible courses of action, or a situation that you don’t feel like you have a good deal of insight into.”
Problem-focused Coaching Questions

• “How long has this been a problem? How did it start?”
• “What are your thoughts about this problem?”
• “How do you react when you have those thoughts?”
• “What impact is thinking about this issue having on you?”
Solution-focused Coaching Questions

• “Think about a possible solution to the problem you have just described and imagine it had “magically” come about.
• “Describe some ways you could you start to move towards creating this solution” “What are your thoughts about this solution?” “How do you react when you have these thoughts?”
• “What impact is thinking about this solution having on you?”
Ask “Why?” or “How?”

Change in Pre-Post Scores for solution-focused and problem-focused approach

- Prob-Focus
- Solution-Focused

<table>
<thead>
<tr>
<th>Negative Affect</th>
<th>Confidence in solving problem</th>
<th>Understand the nature of this problem</th>
<th>Positive Affect</th>
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Ask “Why?” or “How?”

Change in Mean Goal Approach Score

- Pre-Post Problem-focused
- Pre-Post Solution-focused

$\text{Sig. difference } p < .001$
So, should you Ask “How?” or “Why?”

- “How” seems to be the “better” coaching question …
  - More positive affect
  - Greater understanding
  - Greater goal approach
Other CPU coaching outcome studies

- **Solution-focused, cognitive-behavioural coaching group program (RTC)**
  - Group coaching effective & effects of coaching maintain over 30 weeks (Green, Oades & Grant, 2006)

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

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

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

- **Personal Life Coaching for Coaches-in-training (WS)**
  - Life coaching enhanced, goal attainment, resilience, insight and deepened learning (Grant, 2008)
Coaching *can* be Evidence-Based
It does not have to be faddish or fanciful!

• **We need**
  – More Randomised Controlled Studies
  – Better qualitative research
  – In depth longitudinal studies
  – Better outcome measures
  – Sophisticated theoretical frameworks
  – Models that integrate P.P. with SF-CB
  – Solid scholar-practitioner training

  – More well-written research papers!!
Coaching is now decidedly mainstream – Fad no more!
Executive, Workplace and Personal Coaching: Fanciful, Faddish or Evidence-based?

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Measures for coaching research that we have found useful

Workplace Well-being Index

Mindfulness Attention Awareness Scale

Self-reflection and Insight Scale

Emotional Intelligence

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


U.Syd studies about coaching & the coaching industry


U.Syd discussion articles about coaching


