Third Edition

The Complete Handbook of
Coaching

Edited by

Elaine Cox | Tatiana Bachkirova | David Clutterbuck

Introduction

Tatiana Bachkirova, Elaine Cox and
David Clutterbuck

Coaching is a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the client and potentially for other stakeholders. The use of coaching is an established practice in many areas of life. Across all economic sectors, an increasing number of organizations are commissioning coaches to support their staff at different stages in their careers, and individuals at various stages in their lives also seek the support of a coach. Coaching is recognized as a powerful vehicle for increasing performance, achieving results and optimizing personal effectiveness (e.g. Grant, 2013).

As the field has developed, models of coaching have begun to be applied in wider contexts, used with diverse client groups and with different media. Coaching practitioners come from a variety of professions and often from multidisciplinary backgrounds. They constantly bring new dimensions to the field via the adaptation of concepts, ideas and practical tools developed in their 'home' traditions. It is possible to meet coaches whose philosophies and practices of coaching would have very little in common, although their aims and purposes may be similar (Bachkirova, Spence, & Drake, 2017).

In this book, we recognize that coaching is an applied field of practice that has intellectual roots in a range of disciplines: social psychology, learning theory, theories of human and organizational development, and existential and phenomenological philosophy, to name just a few. This diversity creates exciting opportunities for meaningful interaction and mutual enrichment but there is also the potential for confusion, particularly for novices in the field and for users of coaching. Questions that may be asked include: What is the difference between existential coaching and solution-focused coaching? What would a performance coach do differently from a developmental coach? Is it possible to compare psychodynamic coaching with life coaching? Could a Gestalt-trained coach be a good choice in career coaching? A comprehensive answer to each of these questions is hard to come by. In this book we address these questions by clarifying not only the differences between the theoretical approaches to coaching, but also the differences and links between these perspectives in relation to the genres and contexts of coaching.

In this introduction there are three sections. The first section discusses coaching in terms of its identity, definitions and its role in organizations. In the second section we discuss important elements of the knowledge base of coaching and identify adult learning theory as a theoretical tradition underpinning coaching. In the third section we explain the matrix structure of the book and conclude with short summaries for each chapter.

I. THE IDENTITY OF COACHING

According to the Online Etymology Dictionary, the word 'coach' derives from a town called 'Kocs' in northern Hungary, where horse-drawn carriages were made. The meaning of coach as an instructor or trainer is purportedly from around 1830, when it was Oxford University slang for a tutor who 'carried' a student through an exam; the term 'coaching' was later applied in the 1800s to improving the performance of athletes.

In the twentieth century, coaching found its way into the workplace, where it was associated with a specific process of education for young recruits. The coach was typically a more experienced employee, often with managerial authority over them. He or she would typically demonstrate a task, instruct them to attempt the same task, observe their performance and provide feedback based either on their own experience or a standardized perception of performance. Coach and client (usually called trainee or apprentice at that time) would then discuss the feedback and plan how the client would approach the task differently next time. This form of coaching has much in common with instruction. Where instruction and coaching clearly differ in this model is the transition from assignment of task and extrinsic observation (by the coach) to self-managed experimentation and intrinsic observation (by the client).

The concept and application of coaching has since mushroomed into a panoply of models and approaches, many of which are more non-directive in nature. The distinction between directive and non-directive approaches is shown in Table 0.1.

Table 0.1   Transitions from traditional coaching

From	To
Coach requires expertise/knowledge of the task	Coach requires expertise/knowledge of the coaching process
Driven by the coach's agenda, or at best an agreed agenda	Driven by the client's agenda
Client performance (doing)	Client self-actualization (becoming)
Skills acquisition (building knowledge of the task)	Capability development (building insight and self-knowledge as stepping stones to more substantive change)
Meeting standards set by others	Meeting standards set by the client

A next step in identifying what coaching is would be to try to provide a definition of it. Coaching books invariably begin with some kind of definition that identifies coaching as a helping strategy, designed to enable people to reach their full potential. It appears, however, that these definitions are not definitive enough to distinguish coaching from its close neighbours – mentoring, counselling and consulting – as these other forms of helping all make similar claims.

Attempts to define coaching usually try to make it distinctive in terms of ultimate purpose (what is it for?), type of clients, often called 'coachees' (who uses this service?), or process (how is it done?), or a combination of these. In relation to an ultimate purpose, coaching is often described as aiming at individual development or 'enhancing well-being and performance' (Grant & Palmer, 2002). These definitions are difficult to dispute but they cannot differentiate coaching from counselling or mentoring, or even training, because essentially their purposes are the same. The initial attempts (Grant, 2000) to define coaching as designed for the 'mentally healthy' clientele group are now seen as unsatisfactory for many practical and ethical reasons. Attempts to define coaching on the basis of a distinct process are similarly problematic. Not only do they include some characteristics that cannot distinguish coaching from other helping professions, they also include characteristics that are so specific or just desirable that they cannot be attributed to all the various forms of coaching (Bachkirova, 2007; Bachkirova & Kauffman, 2009).

We are aware, therefore, that creating a unique identity for coaching is a difficult and potentially unsolvable problem. Nevertheless, we believe that readers should be able to see our position in relation to what coaching is for – the purpose of considering it from multiple theoretical, practical and contextual perspectives. Our working definition is presented in the very first sentence of this introduction. It is not, of course, free from limitations, but we hope the reader will make use of it while reading this book.

Coaching is used in various contexts, some of which are unconnected with the world of work. However, the use of coaching within organizations has given an immense impetus for the development and growth of the field. Therefore, we want to give particular attention to coaching in organizations and suggest the role categorization as a reflection of the pragmatic distinctions that we have observed in organizations:

> *Line manager as a coach*. This is perhaps the most difficult and controversial coaching role. Many commentators express doubt as to whether line managers can ever give priority to the client's agenda and devote enough time and effort to coach at anything more than a basic level (Ferrar, 2006).
>
> *Coaching role model*. Companies such as Kellogg Europe have equipped some of their senior line managers with relatively advanced levels of coaching skills. Their role is to be role models to other line managers for good coaching practice and to champion the cause of coaching within the organization.
>
> *The expert coach*. Many organizations reward experienced employees at all levels for transferring knowledge and skills to others. It is a core part of effective knowledge management. The coaching skills required in this role are arguably too similar to instruction-giving and the agenda of the process is as questionable as it is for coaching by the line manager.

The internal coach. Internal coaches are trained as professional coaches and perform many of the same roles as an external coach. However, they may be constrained by the hierarchical structures within the organization (for example, in confronting more senior executives) and may find it difficult to take an independent perspective.

The performance coach. Performance coaches are typically external professional coaches who specialize in helping the client to focus on and achieve task-specific behavioural change over a relatively short period.

The developmental coach. Developmental coaches are usually external professional coaches who focus on the broader and possibly longer-term changes in the client as a professional, which may include the crystallization of life purpose.

II. THE KNOWLEDGE BASE OF COACHING

Many different disciplines and areas of knowledge contribute to the emerging knowledge base of coaching. These include management, education, social sciences, philosophy and psychology (Bachkirova, 2017; Cox, Bachkirova, & Clutterbuck, 2014). Within each of these established fields of knowledge there are various schools, traditions and approaches. They contain their own set of assumptions about human nature, how people grow and change, and how this process can be facilitated. All of them potentially enrich the knowledge base of coaching. However, their diversity can be confusing, particularly for newcomers to the field. Within psychology, for example, there are significant differences among existential and solution-focused traditions or between psychodynamic and transpersonal approaches.

Coaches who were educated originally in different fields, and so were trained according to different traditions, may disagree profoundly on their philosophy and their practice of coaching. When adapted to coaching, each discipline and school of thought seems to have significantly different assumptions, not just about how to coach, but even about what is worth exploring and what is not. The intention of this book is to reflect the diversity of the field and to illustrate how a multiplicity of approaches can enrich the knowledge base of coaching. We hope this will also help individual coaches to find their way through this diversity towards their own style of coaching.

At the same time, we acknowledge that by introducing such diversity we are taking a risk of appearing over-inclusive, particularly to those who, while valuing their own approach, take a very strong stand and reject other approaches. The following is therefore our attempt to make transparent our philosophy and main assumptions in relation to the knowledge base of coaching. An overview of the current literature and research on coaching increasingly shows that coaching has been described and explored in at least four major dimensions (Figure 0.1):

- 'I' – a first-person perspective on the coaching process by the coach and/or client describing the individual experiences of both parties involved.
- 'We' – a second-person perspective that emphasizes the relationship between the coach and the client, the role of language and the culture in their interaction.
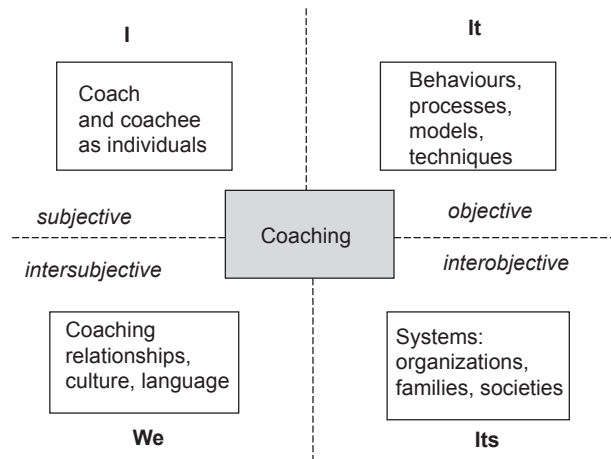
Figure 0.1   Four dimensions of coaching

- 'It' – more tangible elements of the coaching process, which are able to be observed by a third party and even measured if necessary, such as particular interventions and tools of coaching, specific behaviours and models.
- 'Its' – the systems that are present as a background and an influencing force of the coaching process, such as the sponsoring organizations and other social and professional groups.

These dimensions correspond to the four quadrants that Wilber (1996, 2000) describes as essential perspectives that are important to take into account if we want to understand any phenomenon or event that involves human beings. If we look now at various theoretical traditions that are applied to coaching, we can see in what corner of this 'map' they would sit more comfortably and could claim their main influence. Individual coaches may also see where the weight of their coaching approach mainly lies, even if they treat all of these dimensions as being important.

For example, some coaching approaches in the 'It' corner tend to rely on outcome studies of coaching that are based on data that are observable and measurable. They are looking for effective techniques that can be reliably used in coaching interactions. Other approaches lean towards the 'I' corner, focusing on how individuals experience an event or process such as a coaching encounter. They are looking for individuals' feedback on interventions. Within this corner even standpoints such as the transpersonal are valuable as they can deepen understanding of what matters to people in coaching. Approaches that lean towards the 'We' corner emphasize the role of language in the way we interpret events and experiences and the historical and cultural perspectives that have an impact on these interpretations. They, and also those who defend a systemic approach to coaching from the 'Its' corner, are emphasizing the importance of an awareness of the complexity of factors that influence the coaching process. They bring to our

attention the fact that each approach represents a particular cultural and historical perspective and that such a position may differ significantly from country to country and may also change with further development of the coaching field.

Unfortunately, those who position themselves very strongly at some particular standpoint within this structure sometimes reject other perspectives and approaches, thus missing an important angle on the process of coaching. However, we advocate a pragmatic pluralist approach (Philstrom, 2011) that values all dimensions and questions absolutist claims for the exclusivity of any of them. We believe that the approaches discussed in each chapter can illuminate a particular angle on coaching practice, being clear about their strengths and ensuring sufficient criticality at the same time. This should allow readers to explore each approach and decide which, if any, they want to integrate into their own personal model of coaching.

Adult learning theories and their relevance to coaching

In this book, we argue for 'inclusivity' and equality of approaches. However, we want at the same time to emphasize a particular theoretical tradition that in our view underpins coaching practice by providing essential principles at the core of this practice. Adult learning theory is not an approach that can be applied to coaching in the way that, for example, cognitive-behavioural theories or Gestalt principles can. Rather, it underpins all coaching practice. It is for this reason that we discuss adult learning theories in the introduction.

The definition of learning that we use is one of three outlined by Knowles, Holton and Swanson (2015: 11): 'the extension and clarification of meaning of one's experience'. This, it seems to us, is the implicit theme for our clients in any coaching encounter. The concept of change, which is at the heart of coaching, is also inherent in the concept of learning: any discernible change in behaviour or attitude suggests that learning has taken place.

The basic principles of three theories of adult learning are presented here in order to reinforce how they underpin the very nature of coaching. The three theories identified are:

A   Andragogy, the theory of adult learning introduced by Malcolm Knowles in the 1970s
B   Experiential learning as propounded by David Kolb (1984)
C   The transformative learning theory of Jack Mezirow (1990).

A. The assumptions and principles of andragogy

Andragogy is concerned with recognizing the inherent characteristics of adults as learners and using these to guide and support learning. Building on work by Lindeman in the 1920s, together with a variety of other theories from across a range of disciplines, Knowles (1978) devised a set of assumptions about adult learning that would contrast it distinctly with the traditional

pedagogical approach to teaching children. These assumptions or principles have come to under-pin our views about learning and development in adulthood. Knowles (1978; Knowles et al., 2015) identified a number of characteristics of adult learners that impact on the way in which they learn or approach learning. Since the 1970s these principles have been assimilated into the learning culture and are now discernible in coaching (Cox, 2006) as the following six main principles:

1 *Adults need to know*. Working with adults as collaborative partners for learning satisfies their need to know what they will be learning, as well as appealing to their self-concept as independent learners. Therefore, in coaching the agenda should belong to the client, or carefully negotiated so that ownership is theirs and they know the course of the learning.

2 *Adults are self-directed*. As people mature, they become more self-directed, autonomous human beings (Knowles et al., 2015). However, it is recognized that not all adults have full personal autonomy in every situation: learners still exhibit different capabilities and preferences. Nevertheless, adult learning tends to be facilitated rather than directed: adults want to be treated as equals and shown respect both for what they know and how they prefer to learn.

3 *Adults have a wealth of prior experience*. A mature person accumulates a growing reservoir of experience that becomes an increasing resource for learning and coaches recognize that adults' experiences have a very important impact on their learning. However, as well as being a source of new learning, experience can also act as a gate-keeper, reinforcing mental models and schemas. Therefore, the unlearning process is as important as the learning process. The coach is very well placed to challenge clients' existing assumptions in relation to new learning or new experiences, thus encouraging both learning and unlearning (Cox, 2013).

4 *Adults learn when they have a need to learn*. Adults generally become ready to learn when their life situation creates a need to know or understand, for example when they need to cope with a life situation or perform a task. The more the coach can understand the interaction between the client's life situation and their readiness for coaching, the more effective their role in coaching will be.

5 *Adults are relevancy-oriented*. Instead of being interested in knowledge for its own sake, adults frequently seek immediate application of what they learn and are oriented to problem-solving. They learn best when there is a need to address an issue of importance. For the coach, this suggests that the client may need to work on immediate problems as well as longer-term, developmental issues.

6 *Adults are internally motivated*. Adults are generally more motivated towards learning that helps them to solve problems as they see them, or that results in 'internal payoffs' (Knowles et al., 2015: 202). This does not mean that external influences, such as requests or encouragement from the line manager, do not have relevance, but rather internal needs and values are more effective drivers for action. The coach's role, then, is to help clients to identify deeper needs and values that can reinforce desired change.

B. Experiential learning

The second learning theory that we identify as underpinning all coaching practice is the theory of experiential learning, first articulated in the philosophy of John Dewey (1910) and later operationalized by David Kolb (1984). Like coaching, experiential learning can be viewed as being concerned with technique and process, rather than with content. In experiential learning theory, an immediate concrete experience is the basis for observation and reflection. The reflec-tions are then assimilated into a 'theory' from which the implications for future action are

deduced. The process can take place incidentally or intentionally. According to Kolb, experiential learning is best viewed as a process and should not be seen in terms of outcomes. It is a constructivist theory that suggests that 'ideas are not fixed and immutable elements of thought but are formed and re-formed through experience' (Kolb, 1984: 26). Learning is seen as a dialectic process that integrates experience, concepts and observations, in order to give direction to impulse. This would seem to us to be very much in tune with coaching as a process.

C. Transformative learning

Transformative learning involves a deep, fundamental revision to our beliefs, principles and feelings: it implies a shift of perception that has the potential to alter our understanding of ourselves and others, and our sense of possibilities (Mezirow, 1990). Transformative learning, as Mezirow (2000: 7) explains, refers to the process by which we transform our 'taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action'. Meaning perspectives are notoriously difficult to change, but do need to be challenged if deep learning is to occur. Sometimes such a challenge occurs spontaneously through life events and is the focus of the client's opening agenda, but often, significant challenge is offered by the coach, in order to promote the required learning. The challenge, however generated, results in a 'disorienting dilemma'.

This dilemma is then followed by discussions of long-held beliefs and values. This is one of the most important stages in a transformative coaching situation and involves critical reflection on the nature and origin of the dilemma. Critical reflection, Mezirow argues, necessitates the suspension of judgement about the truth or falsity of ideas, until a better determination can be made (2000: 13). The final stage in the transformative process, following self-examination, is some kind of reorientation that results in deep learning and revised action.

These three adult learning theories provide examples of what we consider to be foundational theories for coaching practice. They are at the heart of all adult learning and development and consequently are at the heart of coaching practices.

III. DESIGN AND STRUCTURE OF THE BOOK

The book consists of three main sections. The chapters of the first two sections are presented in the matrix below (Table 0.2). The left-hand vertical column of the matrix represents theory-based approaches to coaching. The top horizontal line represents a variety of genres and contexts of coaching. The matrix illustrates the relationships between the theoretical traditions that coaches might adopt and the genres and contexts of coaching in which these theoretical traditions may be applied. For example, coaches who consider their approach to be

Table 0.2 The matrix

Section 1 Theoretical traditions of coaching	Section II: Genres and contexts of coaching											
	Skills & performance	Developmental coaching	Transformational coaching	Executive & leadership	The manager as coach	Team m coaching	Internal coaching	Peer coaching	Life coaching	Health & wellness coaching	Career coaching	Cross-cultural coaching
The psychodynamic approach to coaching	*	**		**		*						**
Cognitive-behavioural coaching	*	**		**	**	**	*	*	**	**	**	**
The solution-focused approach to coaching	**	**		*	*	*	**	*	*			*
The person-centred approach to coaching	**	**	*	*	*	*	*	*	**		**	
The Gestalt approach to coaching	*	**		*	*	*						*
Existential coaching		**		**					*		*	*
Ontological coaching			*							**		*
Narrative coaching	*	**				*					*	*
Psychological development in adulthood & coaching	*	**				**						*
The transpersonal approach to coaching	*	**		*					*		*	*
Positive psychology approach to coaching	**			*		*	*		**	**	*	*
Transactional analysis and coaching				*	*	*	*					*
The NLP approach to coaching	*			*	*	*					*	*

cognitive-behavioural may practise as skills and performance coaches or deliver team coaching; a coach with a distinct person-centred orientation may work as a life coach or career coach. In the same way, a transformational coach may be informed by the approach based on theories of psychological development in adulthood, or an executive coach can be trained in a Gestalt tradition or as an existential coach.

One intention of the book is to make explicit the possible links between the theoretical traditions and the range of genres and contexts of coaching, in order to encourage thinking about how a tradition is used in practice. Each star in the matrix indicates that an explicit link is made, whether by the authors of a theory-based chapter (vertical) or by the authors of a 'genres and context' chapter (horizontal). If in a particular junction there are two stars, this means that the authors of both the theory-based chapter and the context and genres chapter described their link to each other. The absence of the stars in other junctions does not mean that this particular combination is not possible – only that the authors were not explicit about it. In fact, we suggest that readers use the matrix to identify their own combinations or begin to question any links advocated.

Section I: Theoretical perspectives

Coaching is no longer seen as an atheoretical enterprise that relies only on common sense and an eclectic combination of tools. A number of theory-based approaches in this section describe a coherent explanation of how learning and developmental change can take place and how these theories can be adapted for coaching. Elaborate theories usually include essential elements: main concepts and assumptions about human nature, core distinctive features, such as processes of change and methods and techniques of influencing. This structure was followed in each chapter for readers to be able to discern the most important elements and to compare theoretical approaches. It should be noted that the list of chapters in this section (Chapters 1–13) is not exhaustive in terms of all the theoretical traditions in coaching; however, most well-known and influential ones are included.

1. The psychodynamic approach to coaching

Graham Lee opens this section with a chapter on the psychodynamic approach to coaching. He describes how this rich, influential body of ideas can inform coaches in their pursuit of deepening their practice by contributing to an awareness of the workings of the unconscious. He explains the origin of such terminology as defence mechanisms, transference and counter-transference, with which coaches are now more familiar, but often without knowing the background and nature of such phenomena. This chapter suggests that there is a significant layer in our coaching interactions which is mainly beyond our conscious grasp but may influence individual behaviour, teamwork or organizational dynamics.

2. Cognitive behavioural coaching

Helen Williams, *Stephen Palmer* and *Nick Edgerton* describe an approach to coaching that aims at enhancing the quality of a client's thinking with the help of skilful interventions by the coach in collaboration with the client. The approach emphasizes the importance of identifying realistic goals and facilitates self-awareness of underlying cognitive and emotional barriers to goal attainment. It aims to equip the client with more effective thinking and behavioural skills. The chapter illustrates the use of various methods in health coaching, in addition to other genres and contexts included in this *Handbook*.

3. The solution-focused approach to coaching

Anthony Grant and *Michael Cavanagh* describe an approach that is based on the premise that knowing how a problem arose does not necessarily tell one how to fix it. As a very different course of action, it aims to assist the client to define a desired future state and to construct a pathway in both thinking and action that assists the client in achieving that state. The chapter describes how solutions can emerge through useful questions framed by the coach, questions that arise as the result of collaborative thinking and the coach's expertise in the coaching process.

4. The person-centred approach to coaching

Stephen Joseph presents a person-centred approach as the one that is based on the most important assumption: the actualizing tendency – a tendency of people to develop in a positive and constructive way when the appropriate conditions are present. He emphasizes that it is a biological tendency and not a moral imperative, and describes a number of conditions that the coach needs to provide for coaching to be person-centred. It is possible that many coaches who describe their coaching as person-centred may not fully appreciate the depth of the philosophical underpinnings of this approach.

5. The Gestalt approach to coaching

Peter Bluckert argues that the main principles of Gestalt, such as creative adjustment to a changing environment and a paradoxical theory of change, bring a significant contribution to the understanding and practice of coaching. When applied to the coaching process, this approach emphasizes the need for clients' moment-to-moment awareness in relation to their experience, external world and blocks to awareness. The chapter explains why Gestalt practitioners aim to be more faithful to honouring clients' own words, meanings and subjective experiences and use their own subjective experience, when appropriate, as part of an authentic dialogue.

6. Existential coaching

Ernesto Spinelli introduces the reader to his version of existential coaching, based on three principles describing the human condition: relatedness, uncertainty and existential anxiety. He identifies the issue of traditional coaching, which may be mainly aiming at the speedy alteration, reduction or removal of those clients' concerns that bring them to coaching. Instead, the focus of existential coaching is primarily on a descriptive exploration of the clients' worldview from the context of their presenting concerns.

7. Ontological coaching

Alan Sieler describes ontological coaching as a way of working with individuals in their engagement in three interrelated spheres of human existence. These three spheres are language, emotions and physiology (body posture). The coach attempts to be a catalyst for change by triggering a shift in the client's 'way of being' to enable him or her to develop perceptions and behaviours that were previously unavailable.

8. Narrative coaching

David Drake makes a convincing case for an approach to coaching in which clients are seen as *narrators* and the coach helps them to identify new connections between their stories, their identities and their behaviours, using the narrative material in the session. Narrative coaches invite people to see their stories from different perspectives. Working experientially, contextually and transpersonally, the coach enables clients to generate new options and to create new stories of their lives in action.

9. Psychological development in adulthood and coaching

Tatiana Bachkirova invites the reader to explore an approach that is based on extensive research and the theories of psychological development in adulthood. These theories suggest that developmental changes in meaning-making, worldviews and engagement in action occur in a logical sequence of stages throughout the life of the individual. She argues that learning about developmental trajectories allows coaches to be better equipped to understand the diverse needs of their clients.

10. The transpersonal approach to coaching

John Rowan gives an introduction to the transpersonal approach, which recognizes dimensions beyond the personal. He starts from clarifying the notion of the transpersonal by considering what it is usually confused with, such as religion, spirituality, New Age ideas, and so on.

Coaching from the transpersonal perspective is said to enhance awareness of the transpersonal dimension of life and to facilitate the experience of being connected to others in a way that provides feelings of completeness and joy. The chapter suggests several ways of engaging with various manifestations of the transpersonal, such as creativity.

11. The positive psychology approach to coaching

Ilona Boniwell and *Carol Kauffman* describe an approach to coaching based on the discipline of positive psychology. The distinct feature of this approach is a consistent shifting of attention away from problems and weaknesses to opportunities and strengths. Coaches who are interested in this orientation will find good ground in this chapter for being selective about what to focus their attention on, in order to energize and pull people forward.

12. Transactional analysis and coaching

Rosemary Napper and *Trudi Newton* describe this interactional approach to coaching as one that is based on several notions, such as the ego states, life-scripts and interactional patterns. The chapter suggests several ways in which Transactional Analysis (TA) can inform coaching practice by providing a thinking framework and by offering accessible language that can be shared with clients for a greater understanding of the motivations, interactions and coaching goals.

13. The NLP approach to coaching

Bruce Grimley presents this approach to coaching as one that assists clients in exploring their reality, which may both enable and hinder them. The Neuro-linguistic Programming (NLP) approach attempts to identify patterns that represent the way individuals construct their realities in order to control their inner experiences in various environmental contexts. The chapter gives an overview of a wide range of the NLP techniques that can be useful for coaches, such as matching and pacing, working with well-formed outcomes and anchoring.

Section II: Genres and contexts

Applied contexts, forms or types of coaching are referred to in this *Handbook* as genres and contexts. Genres are forms of coaching that identify the purpose of the coaching in their title, such as performance coaching, developmental coaching or transformational coaching, whereas contexts refer to the settings or subject matter of the coaching, such as in 'manager as coach' or 'life coaching'. Each genre and context draws on many additional cross-disciplinary theories that are applied in specific contexts, for example management, learning, career development and team building.

Section II (Chapters 14–26) of the *Handbook* examines the most common genres and contexts of coaching. All chapters set out the history and specific features of each context or genre and discuss the role of the coach and the relationship with the client. Each chapter also includes discussion on the relationship of the type of coaching with theoretical traditions and evaluates its strengths and weaknesses.

14. Skills and performance coaching

Bob Tschannen-Moran describes the goals and tasks of skills and performance coaching (SPC), suggesting that the agenda for SPC is often determined through external, often organizational, requirements. The focus is on meeting a skills or performance need that may have been identified by the organization rather than the client/coachee. Even so, as Bob makes clear, there is a vital need to link the learning need with the client's internal desires and ambitions. He argues that there can be no mastery of skills or performance without giving attention to listening, noticing, exploring, experimenting and enjoying the process of discovery.

15. Developmental coaching

The integral theme introduced by Bob Tschannen-Moran is continued in Chapter 15, where *Peter Jackson* and *Elaine Cox* explore developmental coaching. In this chapter, it is explicitly suggested that many of the different kinds of coaching (from either the theoretical or the genres/contexts dimensions) work towards helping the client to develop in some way – there is an element of client development and progress-making in all forms of coaching. However, developmental coaching is built on a range of often unarticulated assumptions about individual development and the holistic nature of change that may affect clients. The chapter discusses these assumptions as being central to the coaching process and the role of the developmental coach.

16. Transformational coaching

Nick Smith and *Peter Hawkins* explain their conceptualization of transformational coaching, where the aim is to help clients to make significant change in their life or work and to make that change speedily. Ideally, they say, this change can be discerned even before a client leaves the coaching room. The authors present the CLEAR process model for facilitating such change. Transformational coaching has applications across coaching contexts, particularly where the need for a meaningful change is pressing.

17. Executive and leadership coaching

Jon Stokes and *Richard Jolly* present an overview of the coaching provided at senior levels in organizations. They explain the challenges that face the executive or leader in relation to

developing a strategic perspective, enabling others and balancing the competing forces and interests within the organization.

18. The manager as coach

Andrea D. Ellinger, *Rona S. Beattie* and *Robert G. Hamlin* look at the particular issues facing the manager who also acts as coach. They identify the need to clarify beliefs about managerial roles and capabilities and about learning processes and learners. In addition, the manager needs to have an awareness of where the opportunities for coaching lie in their everyday managerial work and also what constitute effective and ineffective coaching behaviours in this context. The authors draw on their own considerable research in this area to pull together the issues.

19. Team coaching

David Clutterbuck examines the issues surrounding team coaching. He describes his own definition of team coaching as 'a learning intervention designed to increase collective capability and performance of a group or team, through application of the coaching principles of assisted reflection, analysis and motivation for change'. The contrast in theoretical approach here is between short-term performance orientation and the concept of the team as a learning organism.

20. Internal coaching

In this chapter, *Katharine St John-Brooks* explains how internal coaching works and describes the benefits and challenges. She explores the growth of this genre of coaching and considers the strategies used by organizations to support their internal coaches. The chapter discusses the complexity of being an internal coach and highlights how the ethical aspects of the work need particular focus and recognition.

21. Peer coaching

Richard Ladyshewsky describes peer coaching, where the emphasis is on reciprocal relationships between colleagues with similar experience and responsibility. The focus is generally on expanding or refining work-based skills and competencies. Richard pulls out a number of important issues that have a particular resonance in this context, including non-evaluative feedback, trust and confidentiality.

22. Life coaching

Anthony Grant and *Michael Cavanagh* introduce life coaching as a way of enhancing wellbeing in a whole-life context, rather than as a strategy to increase functionality in the workplace.

They describe it as a 'personal, values-based, holistic approach to personal change and development', but note that, despite its popularity and potential to individuals and society, there is a comparative paucity of research into life coaching, which sometimes reflects on its status within the coaching community.

23. Health and wellness coaching

Margaret Moore and *Erika Jackson* focus on how coaching can be used to help people take better care of their health. They explain the different range of health and wellness issues that can benefit from coaching, contrasting the medical expert approach with the coaching approach. They introduce some coaching mechanisms that can be used to enable sustained cognitive and behavioural change.

24. Career coaching

Bruce Hazen and *Nicole Steckler* describe the particular features and processes of coaching that are specifically designed to enhance career development. Career coaches, they explain, help with the establishment of a 'satisfying marriage of work and current identity where work fits the character, competencies, values and experiences of the client'. At the same time, career coaches also seek to gently disturb the current identity, then design and guide a range of experiments to try to refine or develop that identity to its next stage of actualization.

25. Cross-cultural coaching: A paradoxical perspective

Geoffrey Abbott discusses the nature and purpose of cross-cultural coaching, suggesting that the successful management of the differences that occur in cross-cultural contexts consists of managing paradox. Abbott argues that cross-cultural coaching can encourage clients towards synergistic, inclusive approaches to conflicting and confusing challenges and should help them to find clarity and commonality, despite the complexity of their situations. Cross-cultural coaching should not marginalize culture and give attention to the 'problem' of cultural differences; rather, as Abbott argues, it should support a homogeneous quest for the identification of similarities.

26. Mentoring in a coaching world

In the final chapter of this section, *Bob Garvey* talks about mentoring. He explains how mentoring has a longer tradition than coaching, but that both activities share many of the same practices, applications and values. He suggests that ultimately it depends on our choice of terminology and the meaning associated with that terminology: mentoring and coaching will

mean different things to different people in different contexts. Bob suggests that mentoring is likely to be closely aligned with coaching: the choice of terminology is often based on sector or organizational preference, rather than a distinct divergence in the goals or tasks of practice.

Section III: Professional practice issues

Despite the expansion of coaching as a practice, the concept of coaching as a profession is still relatively new. Since 2000, a variety of bodies have been established that link coaches together and provide access to focused developmental opportunities. They embrace a number of important functions, such as creating standards, which although not enforced are indicators of good practice for coaches and other stakeholders. Collaborations between these bodies in Europe, for example, have created an emphasis on coaching supervision and it is now becoming increasingly difficult to practise at a senior level in employer organizations without evidence of both supervision and appropriate coaching qualifications. However, there seems to be a long way to go in establishing coaching as a profession. Section III (Chapters 27–33) attempts to pull together the main strands of activity and the concerns that have to be addressed in the wider discussion on the professionalization of coaching.

27. The future of coaching as a profession

David Lane, *Reinhard Stelter* and *Sunny Stout-Rostron* examine the prerequisites for an occupation to become a profession and assess where coaching fits within these. They explore the question of whether coaching needs to be a profession and/or whether its being an occupation might suffice, offering a more pragmatic solution to the breadth of coaching philosophy and practice. They also draw a useful distinction between being a profession and acting professionally.

28. Coaching supervision

Peter Hawkins presents an overview of the issues concerning coaching supervision, arguing that coaching without supervision is unethical in that it exposes clients to potential dangers of which the coach may not be aware. As supervision is also an essential element of the coach's continuing professional development, an absence of supervision can impoverish the quality of reflection-on-practice.

29. Coaching and mental health

Michael Cavanagh and *Andrew Buckley* reinforce the issue of client safety by reviewing the relationship between coaching and mental health. The coach with a wide portfolio of clients

will inevitably meet some clients whose needs extend into the psychotherapeutical. Recognizing these needs and responding appropriately is essential from several perspectives, including the wellbeing of the client, the reputation of the coach and the reputation of the coaching profession.

30. Coach education, training and development

In this chapter *Judie Gannon* and *Adrian Myers* uncover the options that are available to coaches who are keen to develop their knowledge, expertise and skill. They identify some of the key debates surrounding coaching education, training and development, and unpick the confusion generated by competing training and qualification providers.

31. Evidence, measurement and evaluation in coaching

In this chapter, *Almuth McDowall* and *Yi-Ling Lai* ask how we can know if evidence on coaching is good and reliable. They are concerned with finding out how we can determine that coaching works, asking questions such as: how do we ascertain if coaching is 'better' or 'worse' than say a training programme and does it work differently or more effectively in some contexts rather than in others? Most importantly, they ask what knowledge, skills and attitudes are needed to conduct coaching evaluations and obtain robust and convincing measurements.

32. Ethics in coaching

Diane Brennan and *Leni Wildflower* address the issue of ethics in the light of both the establishment of ethical codes within all the professional bodies and the increasing collaboration between bodies aimed at harmonizing those codes. Fortunately, the codes are for the most part remarkably similar in concept, even though the precise wording varies.

33. Research in coaching

In the final chapter of this section *Annette Fillery-Travis* and *Elaine Cox* discuss the developing evidence base for coaching. However, they uncover significant gaps in the research on coaching. This chapter considers those gaps and also explains how, as an applied field, coaching might eschew the researcher/practitioner dichotomy that is often created in professions when research begins to thrive. The chapter proposes that practitioners and researchers alike adopt a pragmatic approach. Pragmatists insist that truths be 'tested' against practice or action and ask that the evidence from application be 'mapped' back to relevant theoretical origins.

SUGGESTIONS FOR THE READER

This book can be engaged with in different ways. Readers can begin with the chapters on theoretical approaches (Section I) and from there move linearly through the text. Alternatively, they may want to pinpoint their particular theoretical or practical approach and so choose to read a chapter from either Section I or Section II. Then they can pick up links from that first chapter in relation to which theory, genre or context to focus on next. Another way is to use the matrix as a guide (Table 0.2) and to begin by reading chapters where the starred squares next to their approach are in alignment. Readers who approach the book in this way may find that there are links and associations with theories or practical applications that they had not previously considered.

The following questions may be useful to keep in mind while reading each chapter:

• How do you feel when you read the chapter? What resonates with you?
• What sort of evidence is most persuasive for you?
• What does your intuition tell you about why you align with the tradition/approach?
• What is your personal philosophy of change, development and coaching? What helps to formulate it in a better way?
• How has this personal philosophy been enriched or challenged by what you have read?

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