CoachHub

# Coaching Research Bulletin

2022 issue no. 1

# Evidence-based coaching

Let me welcome you to this new quarterly newsletter about coaching research: CoachHub's Coaching Research Bulletin. In this newsletter, we aim to share with you the latest research on workplace coaching. The aim of the bulletin is to save you the time and trouble of searching through thousands of journals or reading scores of papers each month. Instead we will search the field and track down the latest science and provide you with short summaries from each paper, helping you enhance your practice as an evidence-based CoachHub coach or as a CoachHub partner.

This is just one way we aim to support you in deepening your understanding of the science of coaching as a tool for improving performance and supporting wellbeing at work.

We believe that Open Science is for the benefit of all. We already do this in a variety of ways as the leading provider of evidence-based digital coaching through our science publications, books, conference presentations and research. Over the past three years we have become one of the biggest sponsors of knowledge-sharing events and the leading publishers of evidence-based research.

At CoachHub not only do we believe in Open Science, we also believe in collaboration. We have created a truly global Science Council, with diverse voices from across the globe, from Indonesia to Israel and from USA to South Africa, with thought leaders such as Marshall Goldsmith and researchers including Prof Richard Boyatzis and Dr Gil Bozer. We work with the professional bodies, universities and other institutions in our research projects. Finally we support other events through sponsorship, examples include the Gold Sponsorship of the Coaching Ethics Conference in March 2022 and our Gold Sponsorship of the EMCC Global Conference in June 2022. Our aim in this work is to further the science of evidence-based coaching.

You will find some great insights for your business In this issue of the *Coaching Research Bulletin 2022*. For example, Budhiraja (2022) investigates whether employees would exhibit greater task and contextual performance when organizational learning is blended with a specific coaching behaviour of their manager. The findings showed that both inspiration-based coaching behaviour and facilitation-based coaching behaviour help to improve the task performance of the employees. But managers should prefer facilitation-based coaching style rather than inspiration-based coaching in order to generate higher contextual performance of employees.

Prof Jonathan Passmore
Senior VP Coaching, CoachHub


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In this issue, we include journal papers, theses and books published from January to March in 2022 in the workplace coaching field. We also highlight **(in bold)** the most important implications that might be insightful for coach communities.

# Journal papers

### 1. Obsessive–compulsive personality and creative performance: The moderating effect of manager coaching behavior

Abukhait, R., Shamsudin, F. Mohd., Bani-Melhem, S., & Al-Hawari, M. A. (2022). Obsessive–compulsive personality and creative performance: The moderating effect of manager coaching behavior. *Review of Managerial Science.* https://doi.org/10.1007/s11846-022-00528-6

The study draws upon trait activation theory and interactionist perspective of personality theory to propose that obsessive–compulsive personality is negatively related to employees' creative performance. The study also posits that supervisor coaching behaviour is a contextual factor that mitigates the negative impact of obsessive–compulsive personality on employee creative performance. The model was tested on a sample of 252 frontline employee-supervisor dyads recruited from different hospitality organizations. **The results suggest that obsessive compulsive personality influences frontline employees' creative performance, and this effect was found to be mitigated when coaching behavior was used.**

### 2. Mentoring as a pathway to labour market integration: Evidence from a Belgian programme

Bagnoli, L., Estache, A., & Fourati, M. (2022). Mentoring as a pathway to labour market integration: Evidence from a Belgian programme. I*nternational Journal of Evidence Based Coaching and Mentoring,* 20(1), 3–19. https://doi.org/10.24384/sxrr-ec22

In this paper, the authors provide evidence on mentoring as a way to ease the labour market integration of youth with a migration background. To do so, the authors designed a survey and collected information from mentees of a Belgian mentoring programme (DUO for a JOB) including a diverse range of activities such as coaching in interview. **The results indicate that the mentoring programme covers different topics. Some topics, such as gaining self-confidence, serve nearly all mentees, while the preference for other topics depends on specific mentee characteristics.** Overall, every youth with a migration background can benefit from the mentoring programme, irrespective of their education or migration background.


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## 3. Continuous learning and employee performance: A moderated examination of managers' coaching behavior in India

Budhiraja, S. (2022), "Continuous learning and employee performance: a moderated examination of managers' coaching behavior in India", *Personnel Review*, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/PR-04-2020-0272

In this paper the authors integrated organizational support theory (OST) and social cognitive theory to investigate types of managers' coaching behaviour as experienced by the employees. The study examined whether employees would exhibit greater task and contextual performance when organizational learning is blended with a specific coaching behaviour of their manager. The study involved 298 software engineers working in select information technology companies across India and examined continuous learning and employees' task performance (CL-TP) and continuous learning and employees' contextual performance (CL-CP). **The managerial implication for all learning organizations is that both kinds of coaching behaviours (inspiration- and facilitation-based) help improve the task performance of the employees, but managers should prefer facilitation-based coaching style in order to generate higher contextual performance of employees.**

## 4. Exploring the role of self-awareness in coach development: A grounded theory study

Carden, J., Passmore, J., & Jones, R. (2022). Exploring the role of self-awareness in coach development: A grounded theory study. *International Journal of Training and Development.* https://centaur.reading.ac.uk/102238/

The paper aims to make a theoretical contribution to the literature supporting workplace coaching and in particular coach development by developing theoretical principles to underpin those providing coach development. **The findings indicate that self-awareness is an important competency for coaches to develop as it provides the backbone to developing deep and meaningful connections both for the coach in terms of self-acceptance and confidence, and for the client in terms of the depth of the relationship, thereby creating an environment in which challenging work can be carried out.**

## 5. Examining Workplace Diversity, Equity and Inclusion (DEI) With The COMMIT Inclusive Behavior Framework

Harris, L. (2022). Examining Workplace Diversity, Equity and Inclusion (DEI) With The COMMIT Inclusive Behavior Framework. *Organizational Dynamics Working Papers.* https://repository.upenn.edu/od_working_papers/29


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The primary focus of this research concerned corporate employees and corporate workplaces. Although causation was not determined, the findings suggest a correlation between use of positive DEI mechanisms such as the COMMIT Inclusive Behavior Framework and climates of equity and inclusion within organizations. Based on this study's results, inclusion coaching should concentrate on areas of negative correlation. In contrast, there were several areas of positive correlation that should be reinforced in the workplace. **The significance and social change implication is that organizational leaders and corporate executives could use the results of this study to expand DEI policies and programs that leverage full range inclusion among minority and marginalized employees to address the new reality of supporting the increasingly global workforce.**

## 6. Leadership coaching as a transformative process in the military

Hinck, J. M. (2022). Leadership coaching as a transformative process in the military. *International Journal of Evidence Based Coaching and Mentoring*, 20(1), 20–34. https://doi.org/10.24384/6cf9-v073

This paper examines the nature and impact of a leadership coaching program – a key component of a leader development course for the United States Air Force. To assess coaching training methods and understand participant voices, a three-phased qualitative convergent approach was used that analysed student survey data and instructor interviews via manual coding and NVivo software. The author proposed six foundational components for the leadership development of their instructors as leadership coaches and also suggested that the training should encompass the following seven elements. **The findings and answers to the research questions help frame leadership coaching as a transformative process that is values-based and best used in holistic/developmental ways for increasing leadership capacity in military leaders.**

## 7. Workplace Training for Employees with Autism Spectrum Disorder

Johnson, K. R., & Williams, K. (2022). Workplace Training for Employees with Autism Spectrum Disorder. In C. M. Giannantonio & A. E. Hurley-Hanson (Eds.), Generation A (pp. 7–18). Emerald Publishing Limited. https://doi.org/10.1108/978-1-80071-256-020211001

In the next decade, it is estimated that a large percentage of individuals with autism spectrum disorder (ASD) will become of working age. With this projection, there is an urgent need to expand employment opportunities and to find ways to support individuals with ASD on the job. However, very minimal research investigates organizational practices needed to integrate individuals with autism in the workplace successfully. Training


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is one company practice that can significantly impact the behavior and work outcomes of individuals with ASD. Despite the importance of training interventions, research focused on relevant training techniques for individuals with ASD is lacking and fragmented. **This paper summarizes the types of training that are appropriate and most often used to foster skill development and aid employment outcomes for Generation A. The author also discusses that mentoring and coaching can be used to facilitate training and development interventions. Having a successful mentoring or coaching relationship can yield a sense of satisfaction and motivation and increase performance outcomes.**

## 8. A gratitude-based positive psychology coaching case study

Itaire, H. O., O'Sullivan, D., & Hammond, S. (2022). A gratitude-based positive psychology coaching case study. Coaching: *An International Journal of Theory, Research and Practice.* Advance online publication. https://doi.org/10.1080/17521882.2022.2030379

The case study report illustrates how gratitude can be integrated into a series of coaching sessions. In this case study an undergraduate student ('Janet'), wanted to feel happier, and cultivating gratitude has been shown to increase well-being. She completed: the Subjective Happiness Scale (SHS), the Gratitude Questionnaire (GQ-6) and a Wheel of Life (WoL) pre- and post- the four-week coaching encounter. Using the WoL as a goal setting tool, the gratitude exercises were selected to complement the Janet's weekly goals. After sessions, her SHS score increased by 50%, whereas her GQ6 score increased by 33%. There were also changes in her WoL ratings, particularly in the area of family and friends, as well as personal growth. **This case study outlines a process of how to integrate a positive psychology intervention into a coaching encounter and may act as a template for this type of work**.

## 9. Entrepreneur Coachability

Marvel, M. R. (2022). Entrepreneur Coachability. *In Oxford Research Encyclopedia of Business and Management.* https://doi.org/10.1093/acrefore/9780190224851.013.355

Entrepreneur coachability is the degree to which an entrepreneur seeks, carefully considers and integrates feedback to improve a venture's performance. To identify progress to date, promising research gaps and paths for future exploration, the literature on entrepreneur coachability is critically reviewed. To consider the future development of entrepreneur coachability scholarship, a research agenda is organized by the antecedents of entrepreneurship coachability, outcomes of entrepreneur coachability and how entrepreneur–coach fit affects learning and development. Future scholarship is needed to more fully explore the antecedents, mechanisms, and/or consequences of entrepreneur coachability. **The pursuit and development of this**


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**research stream represent fertile ground for meaningful contributions to entrepreneurship theory and practice.**

## 10. Coaching in a higher education institution in the Middle East: Reflections on the obstacles and the way forward

Mathew, P., & Hakrob, A. N. (2022). Coaching in a higher education institution in the Middle East: Reflections on the obstacles and the way forward. *International Journal of Evidence Based Coaching and Mentoring*, 20(1), 66–82. https://doi.org/10.24384/6zcb-sc80

Coaching is widely adopted by various types of organizations in order to facilitate the achievement of personal, professional and organisational goals. This case study of a coaching programme in a private higher education institution (HEI) in Oman aims to evaluate the effectiveness of the programme, identify the challenges encountered by the participants and provide recommendations to design coaching programmes that are sensitive to participants' contexts. Participants were senior and mid-level leaders in academic and professional services departments in the institution. Focus group discussions involving coaches and written feedback from coachees informed the evaluation process. **The participants affirmed the effectiveness of the coaching programme in building professional capacity but also drew attention to a number of barriers such as cultural aspects and trust issues.**

## 11. 'Saying yes when you need to and no when you need to': An interpretative phenomenological analysis on coaches' well-being

McEwen, D., & Rowson, T. (2022). 'Saying yes when you need to and no when you need to': An interpretative phenomenological analysis on coaches' well-being. Coaching: *An International Journal of Theory, Research and Practice*, 0(0), 1–13. https://doi.org/10.1080/17521882.2022.2030380

How coaches both experience and lead their own well-being has an important role to play in coaching. However, coaches' individual well-being has gained less attention in training, discourse or research to date. This paper intends to amend this deficit and provides an understanding and conceptual model of the dynamics in a coach's individual well-being at work. Semi-structured interviews were carried out with 18 coaches and the findings illustrate that coaches' well-being is not a static state. **There are job demands of coaching that can impact a coach's well-being and there is a need for coaches to balance their resources with a high level of agility. There are also deeper underlying dynamics to a coach's well-being that are interrelated with each other; energy currents, self-regulation, and levels of well-being.** The way in which coaches optimise their resources and energy and active management of self will help or


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hinder a coach's well-being at work, which may be more difficult for novice coaches.

## 12. Organisational development programmes and employees' career development: The moderating role of gender

Pinnington, A., Aldabbas, H., Mirshahi, F., & Pirie, T. (2022). Organisational development programmes and employees' career development: The moderating role of gender. *Journal of Workplace Learning,* ahead-of-print(ahead-of-print). https://doi.org/10.1108/JWL-08-2021-0103

This study aims to investigate the relationship between different organisational development programmes and employees' career development. The implications of the moderating effects of gender on the relationships between these eight organisational programmes and career development are assessed. The data collected are based on a survey sample of employees (n = 322) working in Scotland. Two main findings arose from this empirical study. **First, there are significant direct relationships between seven out of the eight organisational development programmes and their influences on employees' career development. Second, gender is a significant moderator for four of the programmes' relationship with career development (coaching, web-based career information, continuous professional development and external education provision).** However, gender failed to moderate the four other programmes' (i.e. 360-degree feedback, job assignment, employee assistance programmes and on-the-job training) relationship with career development. This paper concludes **that closer attention should be given to the organisational design of these development programmes and consideration of potential gender differences in employees' perception of their importance for career development in their organisation.**

## 13. Improving self-awareness and engagement through group coaching

Sutton, A., & Crobach, C. (2022). Improving self-awareness and engagement through group coaching. *International Journal of Evidence Based Coaching & Mentoring*, 20(1). https://doi.org/10.24384/DQTF-9X16

Group coaching has potential to enhance individual and organisational outcomes but demonstrating its effectiveness remains difficult. Practitioners are often caught between trying to demonstrate ROI and knowing that many of the benefits to clients are not captured by this bottom-line. In this paper, the researchers evaluate a group coaching programme by assessing its impact on self-awareness development and work engagement. Using a pre- and post-test design, their data indicates **that group coaching improves self-awareness outcomes (reflective self-development, acceptance of self and others, proactivity at work) and**


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**employee engagement. Further, coaching sessions provide a supportive environment in which to explore the sometimes-challenging emotions associated with increased self-awareness.**

## 14. Towards building theory on coachee readiness

van Coller-Peter, S., & de Vries, D. J. A. (2022). Towards building theory on coachee readiness. *International Journal of Evidence Based Coaching and Mentoring*, 20(1), 50–65. https://doi.org/10.24384/HDS1-2J35

Lack of coachee readiness impacts negatively on the effectiveness of coaching. Despite the general awareness of the phenomena that influence coachee readiness, this concept needs better description in the coaching literature. This article reports on a Critical Interpretive Synthesis (CIS) study of the factors that influence coachee readiness and consider ways to overcome this. **This article seeks to contribute to the formulation of a theory on the concept of coachee readiness by developing a theoretical framework with the aim of guiding stakeholders at the pre-contemplation, contemplation, and preparation phases of a coaching assignment.**

## 15. Coaching to prepare students for their school-to-work transition: Conceptualizing core coaching competences

van der Baan, N., Gast, I., Gijselaers, W., & Beausaert, S. (2022). Coaching to prepare students for their school-to-work transition: Conceptualizing core coaching competences. *Education + Training*, ahead-of-print(ahead-of-print). https://doi.org/10.1108/ET-11-2020-0341

The present study proposes coaching as a pedagogical intervention to prepare students for transitioning to the labour market. Taking a competence-based approach, the proposed coaching practice aims to enhance students' employability competences to facilitate a smoother school-to-work transition. The present study adopted a qualitative design to map the core competences of a transition coach. Data were collected from two focus groups, consisting of coaches in higher education and in the workplace. Results show that, to create the necessary support conditions, a coach creates a safe coaching environment and supports students in setting goals, guides them in the activities they undertake to attain these goals, and asks reflective questions. Moreover, the coach stimulates students' ownership by putting the student in the centre of the decision-making process. Furthermore, the results emphasize the importance of the coach's professional attitude and knowledge about the transition process and the labour market. The article concludes with practical implications for novice transition coaches and teachers in higher education. **The present study adds to the agenda of graduate work readiness by proposing a coaching practice aimed at preparing students for their transition to the labour market.**


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## 16. Effects of managerial coaching on employees' creative performance: Cross-level moderating role of a climate for innovation

Zheng, L., Wang, Y., Guo, Z. and Zhu, Y. (2022), "Effects of managerial coaching on employees' creative performance: cross-level moderating role of a climate for innovation", *Leadership & Organization Development Journal,* Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/LODJ-03-2021-0132

The purpose of this paper is to examine the impact of managerial coaching (MC) on employee creative performance (CP) based on the knowledge transfer theory and the roles of creative process engagement (CPE) and climate for innovation (IC) in the relationship between MC and CP. A moderated mediation model was developed and tested on a dyadic sample of 74 leaders and 292 employees working in South China firms. The results show that CPE mediates the relationship between MC and CP and IC amplifies the indirect relationship between MC and CP via CPE. **This research contributes to the MC and innovation literature by clarifying the linking role of engagement in transferring MC into employees' CP from a knowledge transfer perspective and identifies the critical role of IC in effectuating the impact of MC on CP.**

# Thesis

## Entrepreneurial Coaching: How processes vary to reach entrepreneur's and investors' goals in SMEs

Kroeze, G. (2022). *Entrepreneurial Coaching: How processes vary to reach entrepreneur's and investors' goals in SMEs* [Info:eu-repo/semantics/masterThesis]. University of Twente. http://essay.utwente.nl/89287/

In this thesis, the authors aim to extend the research on Entrepreneurial Coaching by studying the relationship between learning outcomes and coaching functions, the effect of the entrepreneurs' and coaches' background and the influence of an investor on EC. First, they find that specific learning outcomes of entrepreneurs are related to specific coaching functions of coaches, strongly depending on whether the coach is an investor and that these develop over time. **The authors find that a trusting personal relationship has to be established between a coach and entrepreneur before the entrepreneur can open up on personal-related issues. Second, they find that various characteristics of Entrepreneurial Coaching such as those of entrepreneurs, coaches, the process itself and especially the personal relationship between the coach and entrepreneur, influence the process and outcomes. Third, for investors, the coachability of an entrepreneur is one of the most crucial conditions in the investment decision and often entrepreneurs that are not coachable will likely not receive an investment.**


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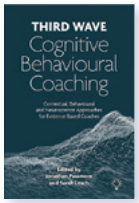
# Books

## 1. Breakthrough Conversations for Coaches, Consultants and Leaders

Lee, J. (2022) *Breakthrough Conversations for Coaches, Consultants and Leaders.* (n.d.). Routledge & CRC Press.

This book provides a map of Breakthrough Conversations together with a practical toolkit for enhancing awareness, emotional resilience and creativity. This book, and the approach it outlines, will be essential reading for coaches, consultants, leaders and all professionals seeking to choreograph more insightful conversations.




## 2. Third Wave Cognitive Behavioural Coaching: Contextual, Behavioural and Neuroscience Approaches for Evidence Based Coaches

Passmore, J. & Leach, S. (2022). *Third Wave Cognitive Behavioural Coaching: Contextual, Behavioural and Neuroscience Approaches for Evidence Based Coaches.*Shoreham on Sea: Pavilion

The book is aimed at coaching practitioners, especially those looking to work in evidence-based ways and to add flexibility and rigour to their coaching practice. The book is also suitable for those on postgraduate and/or accredited coaching courses progressing beyond introductory models towards more advanced practice.

## 3. A Guidebook of Coaching High-performance Team

Patary, C. L. (2022). A Guidebook of Coaching High-performance Team. *Notion Press.*

This guidebook is for all team members who choose to transform their teams. It emphasizes the practical challenges a team member will face and how he/she can develop all these aspects to thrive to build High-performance team.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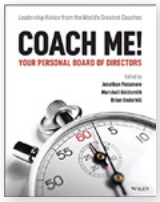


## 4. Coach Me! Your Personal Board of Directors: Leadership Advice from the World's Greatest Coaches

Underhill, B., Passmore, J., & Goldsmith, M. (Eds.). (2022). *Coach Me! Your Personal Board of Directors: Leadership Advice from the World's Greatest Coaches*. John Wiley & Sons.

In this book, a team of world-renowned executive coaches and leadership experts delivers a revolutionary collection of contributions from 52 of the globe's leading management thinkers. Each curated piece explores a critical issue in leadership, covering topics like self-awareness, communication, interpersonal relationships, emotional intelligence, delegation, coaching, change management, transition management, execution, and career development.


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## About CoachHub

CoachHub is the leading global talent development platform that enables organisations to create a personalised, measurable and scalable coaching programme for the entire workforce, regardless of department and seniority level. By doing so, organisations are able to reap a multitude of benefits, including increased employee engagement, higher levels of productivity, improved job performance and increased retention.

CoachHub's global pool of coaches is comprised of over 3000 certified business coaches in 70 countries across six continents with coaching sessions available in over 60 languages, to serve more than 500 clients. Our programs are based on advanced R&D from our Coaching Lab, led by Prof. Jonathan Passmore and our Scientific Board. CoachHub is backed by leading tech investors, including Draper Esprit, Holtzbrinck Ventures, Partech, RTP Global, Signals Venture Capital and Speedinvest. In September 2021, CoachHub acquired French digital coaching pioneer MoovOne to build a global champion focused on jointly democratizing coaching.

For more information, visit
www.coachhub.com