## Index

Note: page numbers in *italics* refer to figures; those in **bold** to tables.

<table>
<thead>
<tr>
<th>Term</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstract conception</td>
<td>33, 34</td>
</tr>
<tr>
<td>AC</td>
<td>57, 186-9, 227</td>
</tr>
<tr>
<td>ACT</td>
<td>132-3</td>
</tr>
<tr>
<td>acting out</td>
<td>170, 172-3</td>
</tr>
<tr>
<td>action/action plans</td>
<td>204</td>
</tr>
<tr>
<td>case studies</td>
<td>177-8, 181-2, 187-8, 190-5, 197-8</td>
</tr>
<tr>
<td>CBT</td>
<td>133, 158</td>
</tr>
<tr>
<td>CPD</td>
<td>94</td>
</tr>
<tr>
<td>GROW model</td>
<td>143, 144, 145, 149</td>
</tr>
<tr>
<td>narrative coaching</td>
<td>28, 135-6, 137, 139, 194</td>
</tr>
<tr>
<td>reflective practice</td>
<td>33, 34, 36, 93, 155-6, 157</td>
</tr>
<tr>
<td>Vygotsky’s distancing tasks</td>
<td>41, 134</td>
</tr>
<tr>
<td>adaptive control of thought (ACT) model</td>
<td>43</td>
</tr>
<tr>
<td>Aga, S.</td>
<td>191</td>
</tr>
<tr>
<td>age</td>
<td>39, 213</td>
</tr>
<tr>
<td>agreement/certainty matrix</td>
<td>17-18</td>
</tr>
<tr>
<td>Alli, A.</td>
<td>169, 170, 171</td>
</tr>
<tr>
<td>Anderson, R.C.</td>
<td>43</td>
</tr>
<tr>
<td>appraisal/implementation</td>
<td></td>
</tr>
<tr>
<td>business case for coaching/mentoring</td>
<td>77-8</td>
</tr>
<tr>
<td>programme</td>
<td></td>
</tr>
<tr>
<td>ROAMEF evaluation framework</td>
<td>204, 206-7</td>
</tr>
<tr>
<td>appreciation</td>
<td>109-10</td>
</tr>
<tr>
<td>ARCS model of motivational design</td>
<td>31</td>
</tr>
<tr>
<td>articulation</td>
<td>71, 72</td>
</tr>
<tr>
<td>association, principle of</td>
<td>29</td>
</tr>
<tr>
<td>Association for Coaching (AC)</td>
<td>57</td>
</tr>
<tr>
<td>Athena</td>
<td>53, 54</td>
</tr>
<tr>
<td>Ausbel, D.</td>
<td>43</td>
</tr>
<tr>
<td>automatic thought</td>
<td>130</td>
</tr>
<tr>
<td>axiomatic knowledge</td>
<td>69, 70, 87</td>
</tr>
<tr>
<td>barriers to learning/change</td>
<td></td>
</tr>
<tr>
<td>adapting to the future</td>
<td>47, 49, 51</td>
</tr>
<tr>
<td>CBT</td>
<td>132-3</td>
</tr>
<tr>
<td>in coachee–coach matching</td>
<td>220</td>
</tr>
<tr>
<td>corporate coaching/mentoring programmes</td>
<td>79-80</td>
</tr>
<tr>
<td>identifying/overcoming exercise</td>
<td>156, 157</td>
</tr>
<tr>
<td>input analysis</td>
<td>58</td>
</tr>
<tr>
<td>Kodak</td>
<td>65</td>
</tr>
<tr>
<td>negative experiences</td>
<td>27-8</td>
</tr>
<tr>
<td>self-fulfilling prophecy</td>
<td>31</td>
</tr>
<tr>
<td>Bartlett, F.C.</td>
<td>43</td>
</tr>
<tr>
<td>befriending behaviour</td>
<td>83</td>
</tr>
<tr>
<td>belief-based practice</td>
<td>ix</td>
</tr>
<tr>
<td>Bell, J.</td>
<td>72, 73</td>
</tr>
</tbody>
</table>

---

© 2013 John Wiley & Sons, Ltd. Published 2013 by John Wiley & Sons, Ltd.
BME (black and ethnic minority) leadership project (case study), 176–81, 208–13, 214, 215–16, 217
BPS see British Psychological Society
Bresser, F., 187, 188
British eclectic model, 149
British Psychological Society (BPS), Special Group in Coaching Psychology (SGCP), 2, 11–12, 58, 60, 92, 212, 227, 229
Bruner, J.S., 40
Buddhism, 100, 122
business consultancies, 13–14
campfire (Peterborough case study), 191
case studies
Community Coaching Café, 196–200
Maltese Healthcare leadership coaching programme, 181–6
Peterborough, narrative coaching in communities, 190–6
transatlantic e-coaching, 186–9
UK healthcare system, 176–81, 208–13, 214, 215–16
Cavanagh, M., 17, 18, 19
CBA see cost–benefit analysis
CBT see cognitive behavioural techniques
CEA see cost-effectiveness analysis
certainty/agreement matrix, 17–18
chains of association, 41, 134
change, paradoxical theory of, 124–6
Chartered Institute of Personnel and Development (CIPD), 11, 55
Chartered Management Institute (CMI), 11, 13, 75
child development, 37–8, 40, 83
CIPD see Chartered Institute of Personnel and Development
classic conditioning, 29
clients, ethics/codes of conduct, 229–30, 231, 232
Clutterbuck, D., 20, 149
CMI see Chartered Management Institute
CMSI see cross-cultural coaching/mentoring and social intelligence model
coaching/mentoring
industry/market see industry
skills/competence, 21, 88–9, 156, 201, 212, 214
terminology, 3, 4–5, 7, 53–8, 101
Index
coaching psychology
coming of age, 16–19
defined, 59–60
see also learning theories
codes of conduct/practice, 229–33, 234
cognitive behavioural techniques (CBT), x, 130–4, 143, 144, 150, 157–8, 220
collaborative learning
bridging collective/individual purpose, 147
coach–coachee relationship, 15, 40, 130–1
community of practice, 42, 44, 45, 46, 86–7, 154
group learning defined, 57
narrative coaching, 42, 140–1, 167–9, 189–96
organizational learning, 64, 66, 82, 84–6
reinforcement affect model, 29–30
social support, 83–4
communication
cultural environment, 95, 97–8, 99
feedback mechanism, 92, 113–14
Internet technology, 19, 20–1, 69
in organizations, 19, 66, 69, 70–1, 75, 82, 183, 216
social competence, 61, 108, 111, 185, 213
Community Coaching Café (case study), 196–200
community learning
Community Coaching Café (case study), 196–200
goals in matching matrix, 220
impact of registration requirements, 229
narrative coaching, 140–1, 189–96
of practice, 42, 44, 45, 46, 86–7, 154
social support, 83–4
complaints, 64, 82, 187–8
conclusion and recommendation, 36, 41, 93, 134, 138, 139, 157
see also action/action plans
conditioned stimulus/response, 29
confidence/self-esteem, 83, 105, 133–4, 155, 200, 214, 215
conflict resolution, 69, 108, 128–9, 224, 231–3
Confucius, 53, 54
conscientiousness, 106, 111, 184
consciousness, landscape mapping (narrative coaching), 28, 136–9, 164, 194
see also externalizing conversations
constructive-developmental theories
individual meaning making, 42–4
Levinson’s life structure theory, 38–40
Piaget’s theory of child development, 37–8
Vygotsky’s zone of proximal development, 40–1, 42, 61, 134, 135
consultancies, 13–14
continuous professional development (CPD) cycle, 13, 92–5, 111, 153–5, 178, 228, 229
control model of learning, 32–3
coordinators
attributes, 223
in case studies, 176, 177, 178, 187, 188, 196, 199, 200
as matchmakers, 177, 178, 221–2
to promote evidence-based practice, 225
cost–benefit analysis (CBA), 206
cost-effectiveness analysis (CEA), 206
counselling, 12, 16, 88, 130, 230, 231
CPD see continuous professional development cycle
creativity
management ILA/learning, 184, 185
personal competence, 107, 111, 145, 149, 171
positive psychology, 23, 25
and standardization, 227, 228
cross-cultural coaching/mentoring and social intelligence model (CMSI), 104 see also cultural and social competence self-assessment questionnaire
cross-cultural practice
applicability of Western cultural values, 30, 33, 39–40, 100, 102
ethics, 233–4
experience–competence link, 213
framework for, 22, 91 see also universal integrated framework (UIF)/integrative learning system (ILS)
spirituality, 149
terminology/definitions, 3, 60
see also case studies; diversity
CSC SAQ see cultural and social competence self-assessment questionnaire
Csikszentmihalyi, M., 23, 170, 193
cultural competence
adapting to, 49
allophilia, 224
case studies, 178–80, 186, 212, 213, 217
CPD, 226
cultural-agility development, 145–7, 149, 150
cultural environments, 92, 95–101
intercultural coaching psychology, 60
Levinson’s life structure theory, 39–40
organizational, 15, 77, 81–2, 88, 89, 109, 110, 111
pragmatic model, 103, 111
self-assessment questions, 109–12
sensitivity, 5 see also narrative coaching
spirituality, 149
structuring reflective logs, 156
UIF/development intention model, 113
Western cultural values, 30, 33, 39–40, 100, 102
see also cross-cultural practice
cultural and social competence self-assessment questionnaire
(CSC SAQ), xv, 104–13, 155, 211–13, 224–5, 226
Daloz, L., 54
Davis, S., 16–17
de-centred coaching posture, 142
decision-making, appraising coaching proposals, 18, 76, 206
definitional ceremonies, 140–1, 164, 168–9, 189
description
narrative coaching, 136–7, 138, 139
organizational directory knowledge, 69
reflection, 36, 93, 155, 157
Vygotsky’s distancing tasks, 41, 134
development see constructive-developmental theories
development intention model, 112, 113
dictionary knowledge, 69, 70, 87
directory knowledge, 69, 70, 87
disillusionment story (Peterborough case study), 193
distance learning see e-coaching/mentoring
### Index

- **diversity**
  - champions/social artists, 51, 77, 109, 110, 180
  - coach–coachee matching, 219–20, 221, 223
  - future focus, 235
  - skills/competence, 5, 78, 88, 89, 109, 110, 111
  - threat by standardization, 227, 228
  - top team, 73, 74
  - see also cross-cultural practice
- **double triad**, 231–2
- **Drake, D.**, 18, 19, 41
- **Driscoll, M.**, 58, 59
- **dynamic learning model**, 46–50, 92, 93, 113
- **Ebbinghaus, H.**, 29, 42
- **e-coaching/mentoring**, 14, 19–21, 154, 186–9, 216
- **economic benefits/costs**, 13, 15, 78
- **effect, law of**, 29
- **EI** see **emotional intelligence**
- **electronic mentoring matching**, 222
- **Embedded Figure Test**, 76
- **EMCC** see **European Mentoring and Coaching Council**
- **emotional intelligence (EI)**, 92, 102–3, 104–10, 212, 217, 223–4, 226
- **empathy**, 47, 50, 88, 107, 111, 154
- **employers** see **organizations/employers**
- **empowerment**
  - community, 82, 141, 164, 190, 192
  - management skill, 89, 107–8, 111, 183, 184
- **empty chair technique**, 163–4
- **enactive representation**, 40
- **Enron**, 64, 65
- **epistemological approach to learning**, 28
- **esteem/confidence**, 83, 105, 133–4, 155, 200, 214, 215
- **ethics**, 13, 229–35
- **ethnicity**, 99–100, 110, 114, 211, 213, 214
- **European Mentoring and Coaching Council (EMCC)**, definitions of coaching/mentoring, 54, 55, 56–7, 227
- **evaluation**
  - case studies, 179–81, 185–6, 188–9, 195–6, 198–9, 208–16
  - CBT, 131
  - generic methodology, 203–10
  - goal-based/appreciative, 30
  - re-authoring (narrative coaching), 134, 138–9
  - ROAMEF framework, 207–10
  - UIF/ILS, 93–4, 199, 209, 210–13, 217, 223, 225–6
  - evidence-based practice, ix–x, xi, xiii, 19, 67
- **see also evaluation**
- **executive coaching/leadership training**, 10, 15, 57, 89, 131, 132, 150, 154
- **Malta leadership coaching programme (case study)**, 181–6
- **transatlantic e-coaching project (case study)**, 186–9
- **UK coaching and mentoring programme (case study)**, 176–81, 208–16
- **expectancy valence theory**, 32
- **experimental approach to learning**, 28, 29
- **explication/translation and Gestalt techniques**, 127
- **explicit knowledge**, 68, 71, 73, 87, 88
- **expressive Gestalt techniques**, 126–7, 150
- **externalizing conversations**, 136–7, 140, 142, 144, 150
- **see also re-authoring**
- face-to-face with computer-mediated coaching/mentoring, 20–1
- **family influence**, 96–7, 100, 147
- **feedback mechanism (UIF)**, 93, 113–14, 136, 185, 211
- **field dependence**, 76
- **flexibility**, 105, 106–7, 111
- **fluidity of coach/coachee roles**, 101, 210
- **friendship**, 83
- **Furnham, A.**, 102, 110, 111, 112
- **future work**, 235

- **Gallwey, T.**, 16, 56
- **gender**, 213, 214
- **Gestalt therapy/coaching**
  - approach to change, 124–6
  - background, 121–2
  - dos and don’ts, 129–30
  - focus on being/present, 123–4, 150
  - integration with GROW, 143, 144
  - practical exercises, 158–64, 173
  - techniques/exercises, 126–30, 150, 158–64
theory of learning, 29
global coaching survey (ICF), xi, 10
goal setting
ass as constraint, 30, 148
GROW model revisited, 143–4
organizational, 69, 77, 84, 85
self-efficacy, 35
see also objectives
Goleman, D., 102, 103
Greenberger, D., 130
group coaching, 57, 82, 109, 161–2, 167–9, 170, 171, 172
see also community learning
GROW model, 99, 115, 117, 143–5, 153, 182, 183
Haberman, J., 37
Hall, E.T., 97
Hampden-Turner, C., 98
Handbook of Coaching Psychology, The (Palmer and Whybrow), 16
happiness, 24, 25, 59, 96, 111
Hardiman, R., 72, 73
healthcare systems
Malta leadership coaching programme (case study), 181–6
management challenges, 175–6
National Health Service (NHS), 83, 131, 176–81, 208–16
Hofstede, G.H., 97, 98
Holland, S., 15, 220
human strengths, 25–7
Humphrey, S., 220
ice-skating and ice-hockey story (Peterborough case study), 193
ICF see International Coaching Federation
iconic representation, 40
idealized leadership attributes (ILAs), 181, 183–4
identification/acting Gestalt techniques, 127–8
ILA see idealized leadership attributes
ILS see universal integrated framework (UIF)/integrative learning system (ILS)
impact evaluation, 85, 208, 209–10, 225–6
industry
codes and ethics, 229–35
overview, 9–14
standards, 227–9
insightful learning, 29
inspirational distortions, 79
integration
Gestalt techniques, 128, 150
knowledge transfer matrix, 71
intercultural coaching, 60
see also cross-cultural practice
interdisciplinary overlap, 3, 4, 16–19, 22, 59
International Coaching Federation (ICF), xiv, 10, 56
International Society for Coaching Psychology (ISCP), 12–13
Internet
communities of practice, 86, 87
e-coaching/mentoring, 14, 19–21, 154, 186–9, 216
electronic mentoring matching, 222
self-review online tools, 104, 209
UIF, 91, 118 see also cultural and social competence self-assessment questionnaire
interpretivism, 28
‘Invitation, The’ (Oriah Mountain Dreamer) (poem), 236
Ireland, S., 145
ISCP see International Society for Coaching Psychology
I/you exercises (Gestalt-based coaching), 159–60
Johari window, 113, 113, 136
Johnson, G., 67
journey metaphor, xiv, 15, 21, 33, 55
Jung, C., 201
justification, 134, 138, 139
Kai Sin, xiv
Kandola, P., 24
Kirkpatrick, D., 207
kite mark scheme, 227
knowledge transfer, 67, 69–74, 87–8, 214
see also learning theories
Kodak, 64–5
Kolb, D.A., 33, 34, 35, 73
Kowalski, B., 76
Index

landscape mapping, 28, 135–9, 164, 194
Lane, D., 17, 18, 19, 92, 227
Lave, J., 44, 86
law of effect, 29
leadership
  in changing business environment, 64–5, 66, 175–6
  in a coaching culture/learning organization, 77, 81, 88–9, 184
competence/performance, 74–6, 89, 180, 181, 183–4
executive coaching, 10, 15, 57, 89, 131, 132, 150, 154
Malta leadership coaching programme (case study), 181–6
as mentors/coaches, 14, 132
top team diversity, 73, 74
transatlantic e-coaching project (case study), 186–9
UIF/ILS framework, 102, 108, 111, 114
UK coaching and mentoring programme (case study), 176–81, 208–16
learning organizations
  benefits of coaching/mentoring, 6, 13, 15, 68, 75–6, 213–16
  changing business environment, 6, 64–6, 85, 91
  coaching programmes, 75–82, 88–9, 101–2, 133 see also case studies
  communities of practice, 86–7
  equation with competence/performance, 66–9, 101–2
  knowledge types, 69–70, 87
  leadership styles/competencies, 74–6, 88
  psychology of learning/knowledge flow, 70–4
  social/community application, 82–7
learning theories
  coaching/mentoring frameworks, 14, 15, 21 see also universal integrated framework (UIF)/integrative learning system (ILS)
  constructive-developmental theories, 37–44
  learning context, 27–8
  learning process, 3, 33–7, 51, 58–9, 70–4
  literature review, 28–33
  positive psychology, 9, 16, 21, 22, 23–7, 50, 59
  social learning, 44–6
  Vygotsky’s zone of proximal development, 40–1, 42, 61, 134, 135
Leonard, N.H., 76
Levinson, D.J., 38, 39
life coaches/coaching, 13, 14, 57, 132
life stages, 38–40, 145, 149
life structure theory, 38–40
line-dancing story (Peterborough case study), 192
living in the moment practice, 124, 159, 161
locus of control model of learning, 32–3, 35
Maltese leadership coaching programme (case study), 181–6
market overview, 9–14
marriage brokering, 221
matching coaches/coachees, 79, 80, 177, 178, 198, 219–23, 235
Mayer, J.D., 102
MBTI see Myers-Briggs Types Indicators
McKenna, D., 16–17
meaning
  dynamic learning model, 49, 50
  Ebbinghaus’ principle of association, 29
  individual meaning making, 42–4
  positive psychology, 23, 24, 25, 26
  social interaction, 42, 44–6
  through narrative, 44, 135
  through reflective practice, 34, 36, 37
  using metaphors, 148
meaningful reception learning theory, 43
meditation, 100, 122
men’s life structure, 38–9
mentoring/coaching
  industry/market see industry
  skills/competence, 21, 88–9, 156, 201, 212, 214
  terminology, 3, 4–5, 7, 53–8, 101
meta-models, 92, 112, 119
  see also universal integrated Framework (UIF)/integrative learning system (ILS)
mindfulness, 100, 123, 134, 159
minority group success, 31–2
monitoring (ROAMEF evaluation framework), 207
motivation, 30–1, 105, 105–6, 214, 215–16
  see also self-efficacy
multiculturalism, 22
Index

Myerhoff, B., 45, 134, 139, 189
Myers-Briggs Types Indicators (MBTI), 76, 221

narrative coaching
  coaching attitude/posture, 141–2
  complexity debate, 18
  group situations, 140–1
  landscape mapping, 28, 135–9, 164, 194
narrative psychodrama, 169–73
Peterborough case study, 189–96
remembering conversations, 139–40
storytelling exercises, 164–9
theoretical foundation, 41–2
Vygotsky’s levels of learning, 134–5
narrative psychodrama, physical exercises, 169–73

National Health Service (NHS), 83, 131, 176–81, 208–16
naturalistic knowledge engineering (NKE), 72
nature–nurture debate, 32
negative learning experiences (exercise), 156
niche/speciality coaching, 57
NKE see naturalistic knowledge engineering
nurture–nature debate, 32

objectives
  case studies, 177, 181, 186–7, 190, 197, 208
  coach–coachee matching, 220
codes of practice, 229–30
CPD cycle, 94
evaluation, 203, 204, 205–6, 207, 208, 209–10
learning organizations, 66, 67, 77, 78, 79, 80, 105
motivational, 31, 105
SMARTER, 78, 79, 131, 132, 133, 144
UIF competencies, 105, 108

objectivism, 28
‘off-piste coaching’, 145–9
options (GROW model revisited), 144
organizations/employers
  360-degree feedback, 114
  analysis tools, 66
coaching benefits, 6, 13, 15, 68, 75–6, 213–16
coaching/mentoring market, 9–10, 13–14
communications technology, 19–21
corporate coaching defined, 57
goals in matching matrix, 220
importance of leadership, 65–6
internal coaching/mentoring, 14
see also learning organizations
outsider witness retelling, 140, 141, 164, 167–8

Padesky, C.A., 130
Palmer, S., 12, 16, 59, 130
paradoxical theory of change, 124–6
paratheatre, 169
parenting, 16, 37
peer review, 113–14
people knowledge, 69, 70, 87
Perls, F., 122, 128

personal competence
  case studies, 179, 185, 186, 212, 213, 214, 215, 217
  CPD, 226
  creativity, 107, 111, 145, 149, 171
definition of personal strength, 59
pragmatic model, 103, 111
self-assessment questions, 104–7, 111
self-efficacy, 30–1, 35, 41, 102–3
self-esteem/confidence, 31, 83, 105, 133–4, 155, 200, 214, 215
structuring reflective logs, 155–6
techniques/tools, 120–1, 147, 150 see also
cognitive behavioural techniques;
Gestalt therapy/coaching
UIF/development intention model, 113

Peterborough, narrative coaching in communities (case study), 190–6
Peterson, C., 24, 25, 27
Peterson, D., 16
Petrides, K.V., 102, 110, 111, 112
Piaget, J., 37–8
positive psychology, 9, 16, 21, 22, 23–7, 50, 59
practical exercises
  CBT, 157–8
  Gestalt coaching, 158–64
  narrative psychodrama, 169–73
  storytelling exercises, 164–9
pragmatism, 28
prejudice, 47–8
principle of association, 29
prisons, 83
procedural knowledge (recipe/directory knowledge), 69, 70
process evaluation, 208, 209
professional competence
  case studies, 180, 186, 214–15
  leaders, 74–6, 89, 180, 181, 183–4
  learning organizations, 66–9, 101–2
  narrative coaching, notes for coaches, 164–5, 166–7
  pragmatic model, 103, 111
  self-assessment questions, 112–13
  structuring reflective logs, 156
professional cultures, 100
professionalism (coaching/mentoring)
  coaching psychology debates, 19
  ethics, 13, 229–35
  standards, 227–9
professional organizations, xiii, 10–13
  Association for Coaching (AC), 57, 186–9, 227
  British Psychological Society (BPS), Special Group in Coaching Psychology (SGCP), 2, 11–12, 58, 60, 92, 212, 227, 229
  Chartered Institute of Personnel and Development (CIPD), 11, 55
  Chartered Management Institute (CMI), 11, 13, 75
  European Mentoring and Coaching Council (EMCC), definitions of coaching/mentoring, 54, 55, 56–7, 227
  International Coaching Federation (ICF), 10, 56
  prophecy, 145, 149
  proximal development, Vygotsky’s zones of, 40–1, 42, 61, 134, 135
psychology
  coming of age, 16–19
  definitions, 59–60
  transpersonal, 16, 122, 169
  see also learning theories
  psychometric tests, 76
  psychotherapy, 2, 16–17, 24, 51, 122, 134, 230
public-sector coaching programmes, 15 see also National Health Service
quality
  ethics, 229–35
  standardization, 13, 227–9
rationale, objectives, appraisal, monitoring, evaluation and feedback framework (ROAMEF), 204–10
rationale (ROAMEF evaluation framework), 204–5
Ratner, G., 84
realism, 105
realistic goals, 78, 132, 143, 144
reality, 5, 28, 143, 144
  see also meaning
re-authoring (narrative coaching), 136, 137–9, 164–5
receptiveness to coaching, 153, 156–7
recipe knowledge, 69, 70
reflective practice
  case studies, 178, 183, 199–200
  coaching/mentoring framework, 46–7, 48, 49, 50, 111
  CPD cycle, 92, 93, 94
  decision-making behaviour, 76
  diaries/logs, 36, 39, 130, 155, 157–8
  learning theories, 33, 34, 35–7, 42–4, 47, 48
  logs/accounts, 36, 130, 155, 157–8
  organizational learning, 71, 72, 73
  role of coaching, 18
  Vygotsky’s levels of learning, 41, 134
remembering conversations, 139–40, 164, 165–7
reputation, 84, 87
resilience, 75, 105, 126, 185, 193
resistance to change, 125–6
respect, 110
Rice University e-coaching (case study), 186–9
ROAMEF see rationale, objectives, appraisal, monitoring, evaluation and feedback framework
Rosinski, P., 60, 98, 99, 146
Salovey, P., 102
schema theory, 43–4
Scholes, K., 67
Scholl, R.W., 76
schools, 83–4
self-confidence, 31, 83, 105, 133–4, 155, 200, 214, 215
self-development
  defining coaching/mentoring, 53–4, 55–7, 59–60
  see also personal competence
Index

self-efficacy, 30–1, 35, 41, 102–3
self-fulfilling prophecy, 31
Seligman, M., 23, 24, 25, 27
skills/competence in coaching/mentoring, 21, 88–9, 156, 201, 212, 214
SMARTER objectives, 78, 79, 131, 132, 133, 144
social artists/diversity champions, 51, 77, 109, 110, 111, 180
social competence
  case studies, 179, 185, 212, 213, 217
  mentoring link, 54
  pragmatic model, 103, 111
  self-assessment questions, 107–9, 111
  structuring reflective logs, 156
  tools/techniques, 145, 147, 148, 149, 150
  UIF/development intention model, 113
social learning
  communities of practice, 42, 44, 45, 46, 86–7, 154
  Community Coaching Café (case study), 196–200
  families, 96–7, 100, 147
  knowledge transfer, 71
  locus of control model of learning, 32–3, 35
  narrative-based, 42, 140–1, 167–9, 189–96
  in organizations, 64–6, 82, 84–6
  reinforcement affect model, 29–30
  support, 83–4
speciality/niche coaching, 57
Spinelli, E., 69
spirituality, 25, 26, 122, 149, 169, 224
sports coaching, 16, 34, 55
Stacey, R.D., 17–18, 84
standardization, 13, 227–9
storytelling approach see narrative coaching
strategic management, 66–7, 77–8
styles of coaching, 14, 57–8, 97, 98, 130
supervision, 92–5, 153, 154, 162, 197, 225–6
  suppressive Gestalt techniques, 126, 150
symbolic representation, 40
systems thinking, 17–18
tacit knowledge, 68, 71, 72, 87, 88
targets see goal setting; objectives
  techniques/tools, 17
  adapting the GROW model, 143–5
  ‘coaching off-piste’, 145–9
reflective logs, 36, 130, 155, 157–8
see also cognitive behavioural techniques; Gestalt therapy/coaching; narrative coaching
technology see Internet
temporary states, 145, 147–8
terminology, 3, 4–5, 7, 53–60, 101
tree-chair exercise, 163–4
tools see techniques/tools
top dog–underdog dichotomy, 128–9, 163–4
transatlantic e-coaching project (case study), 186–9
translation/explication Gestalt techniques, 127
transpersonal psychology, 16, 122, 169
Trompenaars, F., 98
trust
  ethical coaching, 235
  online relationships, 20
  self-assessment questions, 105, 106, 107, 111
UIF see universal integrated framework (UIF)/integrative learning system (ILS)
universal integrated framework (UIF)/integrative learning system (ILS), 91
  basis for matching matrix, 220, 221
  CPD/supervision, 92–5, 154–5, 225–6, 228, 235
  cultural/cross-cultural appreciation, 95–103, 224
  dimensions/development areas, 60–1, 104–13
  encouraging creativity, 145, 228
  evaluation, 93–4, 155, 199, 209, 210–13, 217, 223, 225–6
  feedback mechanism, 93, 113–14
  integrative continuum, 101–2
  in practice see case studies
  role flexibility, 101, 210
  standardization/creativity, 228
  structuring a reflective log, 155–6
  tools/techniques, 119, 145–51
  to structure training, 153–4, 155, 173, 185
UIF revisited, 115–17
UIF updated, 5, 17, 118
see also dynamic learning model
van Nieuwerburgh, C., 56
Vroom, V., 32
Vygotsky, L.S. see zone of proximal development

web meetings, 19, 21
Wenger, E., 44–6, 77, 86
Western cultural values, 33, 39–40, 100, 102, 115
White, M., 42, 134, 135, 137, 140, 142
Whitmore, J., 16, 143
Whybrow, A., 16, 17, 130

Index

will (GROW model revisited), 144–5
women’s life structure, 39
Yorkshire-pudding story (Peterborough case study), 192–3
you/I exercises (Gestalt-based coaching), 159–60
you-ness (Gestalt exercise), 160
young people, 83–4, 196

zone of proximal development (Vygotsky), 40–1, 42, 61, 134, 135