Index

ABC existential model 120–122, 124
abstract conception 29–30, 33, 64
abstract reasoning 34
abuse of power 17
AC see Association for Coaching
academic institutions 7, 14, 194–196
acknowledging transport 158–159
action 29–30, 32
action plans 33, 64, 201
action research 165–166
actionable knowledge 60–61
Actor–Activist learners 30–32
actuality 136
adult development theory 35–36
affiliative leadership 66
Agile coaching processes 64–65
AICTP see Association of Integrative Coach-Therapist Professionals
analytical strategy development 57, 58–59
anchoring 106–112, 143, 147–148
anonymity 170
anxiety 120, 123–125, 147
APECS see Association for Professional Executive Coaching and Supervision
appreciation 89
articulation 63
Association for Coaching (AC) 7, 44, 167
Association of Integrative Coach-Therapist Professionals (AICTP) 7
association, principle of 29
Association for Professional Executive Coaching and Supervision (APECS) 7
associations 147
atomistic thinking and doing 61
attitude 136
auditory anchoring 112, 147
authentic leadership 66
authentic self 123–124
autonomy 123–124
awareness 136
awareness of time 120–121
axiomatic knowledge 62
BACP see British Association for Counselling and Psychotherapy
bail-out anchors 147–148
bankruptcy 53, 54
bargaining power 58
benefits 181
bipolar disorder 174–176
Black History Month 170–171
black and minority ethnic (BME) community 162–164, 169–174
BPS see British Psychological Society
British Association for Counselling and Psychotherapy (BACP) 7
British Psychological Society (BPS) 7, 13–14, 47, 191–193, 196, 198
business consultancies 7–8
Index

Universal Integrative Framework 77, 84–97
coaching psychology, definition 47
coaching sessions 139–143
co-creation of meaning 38–39, 40–41
codes of ethics 13–14, 176
cognition
  case studies 162–163
  constructive-developmental theories 34
  personal competence 86
  reflective learning 33
  reflective logs 200
  self-regulation/management 116–119
  signature character strengths 24
cognitive behaviour therapy (CBT)
  evidence-based practice 181–182
  techniques and tools 116–119
  theories, models, techniques and skills 79
cognitive behavioural coaching (CBC) 116–119, 138
cognitive economy 106
  collaborative learning 39
  combination 62
  communication 85, 88
  communities of practice 72–75
  community coaching 161, 169–174
  Community Coaching Café (CCC) 172–174
  competence 13
  see also Universal Integrative Framework
  competent organizations 57, 62–63
  competition and competitiveness 58–59
  concrete experience 29–30, 33, 64
  concrete operations 34
  conditioning 29
  conferences 170
  confidentiality 17, 20, 168, 170
  conflict 122
  conflict resolution 61, 88
  conscientiousness 87
  constructive-developmental theories 21, 34–39
  continuous flow of experience 112–116
  continuous professional development (CPD)
    case studies 161
    ethics 15
    evidence-based practice 183
    practical exercises 137–139
    Register of Coaching Psychologists 192–193
  techniques and tools 99
  Universal Integrative Framework 85
  contracts 44, 45
  control 87
cost-benefit analysis (CBA) 182
cost-effectiveness analysis (CEA) 182
counselling 22, 23, 174–176
courage 24
CPD see continuous professional development
creativity 87
cross-cultural emotional intelligence 90
cultural competence
case studies 162–164, 167–174
definitional ceremony 130–131
narrative coaching 126–131
outsider witness re-telling 130–131
re-authoring 128, 129
re-membering conversation 128–129
techniques and tools 99, 126–131
Universal Integrative Framework 84–86, 88–91
decision making 63
declarative knowledge 62
definitional ceremony 130–131, 169–174
deletion 105, 107, 144
depression 174–176
description
narrative coaching 127, 130, 152–153, 157–158
reflective logs 200
rule of 125, 151
determinism 123
development intention model 91
dictionary knowledge 62
directive leadership 67
directory knowledge 62
discrimination 106
dissociation 147–148
distancing tasks 37
distortion 105, 107–108, 145
diversity 65–66, 89
dynamic coaching–learning model 40–41, 42
e-coaching 161, 167–169
Eastman Kodak 54
effect, law of 29
effectiveness 177–179
EI see emotional intelligence
ELQ tool 68–69
embodying responses 158
EMCC see European Mentoring and Coaching Council
emotional intelligence (EI) 89–91
emotions
case studies 162
monitoring 117–119
personal competence 86, 87, 101–119
practical exercises 147
reflective logs 200
signature character strengths 24
empathy 87, 99, 102
empowerment 87, 132–134
Empsy® Model of Coaching 132–134, 139
enlightenment 88–89, 99, 136
Enron 54
epistempological learning 29
epoche, rule of 125, 151
equality 89
ethics 3–4, 11–20
6Rs 14–15
aims of ethical principles 13
case studies 170, 176
codes of ethics 13–14, 176
core principles 11, 13–15, 20
definitions 12
grounded theory 12–13
learning organizations 53, 54
literature review and questions 16–19
Register of Coaching Psychologists 192
European Mentoring and Coaching Council (EMCC) 7, 44
evaluation and review
case studies 168–169, 174
cognitive behavioural coaching 117
Empsy® Model of Coaching 133–134
evidence-based practice 3, 177–190
GROW model 81
impact evaluation 184–185
large-scale evaluation 177, 180–185
levels of evaluation 178–180
methodology 183–185
narrative coaching 127, 155
process evaluation 183–184
quantitative analysis 185–187
reflective learning 33
reflective logs 201
research methods 187–190
Universal Integrative Framework 86
Evaluator–Reflector learners 30–32
evidence-based practice
effectiveness of coaching practice 177–179
evaluation of coaching practice 3, 177–190
future prospects 193
key debates 2
large-scale evaluation 177, 180–185
levels of evaluation 178–180
quantitative analysis 185–187
research methods 187–190
excess 24
existential coaching 119–126
ABC existential model 120–122, 124
applications 126
applying existential model to coaching
125–126
choice 123–124
practical exercises 150–151
Index

experience requirements 44, 45
experiential learning cycle
  case studies 165
  definition of learning process 46
  learning organizations 63–64
  learning theories 21, 29–30, 33, 40–41
  techniques and tools 113
experimental learning 29
expression (gestalt) 116
expressions (linguistic) 156, 158
externalizing conversation 38, 127–128, 154
feedback
  case studies 166, 169
  evidence-based practice 189–190
  practical exercises 142
  techniques and tools 101, 117, 132–134
Universal Integrative Framework 85
figures of interest 113–114
Five Forces Analysis 58–59
flexibility 87
flow 22, 23
fluidity 84–85
focus 44, 45
formal operations 34
formality 44, 45
free will 123
generalization 106, 108, 146
gestalt psychology
  attitude 136
  learning theories 29
  neurolinguistic programming 102–105
  paradoxical theory of change 112–116
  practical exercises 149–150
  presence 149–150
  techniques 115–116
  theories, models, techniques and skills 79
goals 44, 45, 48
  GROW model 80–82
  learning organizations 61
  techniques and tools 116–117
government regulatory bodies 196–198
grounded theory 12–13
group coaching 88
group level evaluation 178–180
GROW model 3, 77–84
  case studies 165–166
  comparison with UIF 91–92, 97
  evidence-based practice 181, 187
  goals 80–82
  options 82–83
  practical exercises 141
  reality checks 82
  typical coaching session 80–84
way forward 83–84
Guidelines for Professional Practice in Counselling Psychology 14
Hamel’s revolutionary strategy 59–60
HCPC see Health and Care Professions Council
Health & Safety at Work Act 140
Health and Care Professions Council (HCPC) 197–198
Health Professions Council (HPC) 13, 196–198
horizontalization, rule of 125, 151
HPC see Health Professions Council
humanity 24
ICF see International Coach Federation
idealized leadership attributes (ILA) 165–166
ILS see Integrative Learning System
impact evaluation 184–185
independent practitioners 8
individual level evaluation 178–180, 188–189
initial meetings 140–141
input markets 58
inspirational leadership 67
Institute of Directors (IoD) 7
integration 62, 116
integrative continuum 49, 85
Integrative Learning System (ILS) 3, 95–96
  evidence-based practice 187
  practical exercises 137–139
  techniques and tools 99, 135
integrative professional 93–96
integrity 14
internal coaches and mentors 9
internalization 38, 63
International Coach Federation (ICF) 7, 44
International Society for Coaching Psychology (ISCP) 7, 196
interpersonal strengths 24
interpretivism 29
intervention, model of 132
IoD see Institute of Directors
ISCP see International Society for Coaching Psychology
Jungian theory 79
justice 24
katharsis 130
kinaesthetic anchoring 112, 147
Kirkpatrick’s evaluation model 179–180
knowledge
  actionable knowledge 60–61
  knowledge management 61–62
  knowledge transfer matrix 63
  learning organizations 60–65
  naturalistic knowledge engineering 64–65
  network model 63–65
  requirements for coach/mentor 44, 45
  signature character strengths 24
Kolb’s experiential learning cycle 21, 29–30, 33, 40–41

language barriers 171
large-scale evaluation 177, 180–185
leadership
  case studies 161, 162–166
  learning organizations 53–55, 65–67, 68–69
  social competence 88
learning, definition 46
learning cycle see experiential learning cycle
learning foundation 37–38
learning organizations 51–75
  actionable knowledge 60–61
  case studies 53–55
  change management 52–57
  coaching culture development 70–75
  communities of practice 72–75
  competent organizations 57, 62–63
  competition and competitiveness 58–59
  knowledge and knowledge management 61–62
  knowledge transfer matrix 63
  leadership 53–55, 65–67, 68–69
  meaning of change 55
  naturalistic knowledge engineering 64–65
  network model 63–65
  organizational learning 60–61
  performance 65–66
  Porter’s Five Forces Analysis 58–59
  psychology of learning 62–65
  psychometric assessments 67–69
  strategy and strategic planning 57–62
  SWOT and PESTEL analyses 55–57
  values-driven change 53–55
learning process 21
  case studies 161, 164
  definition of learning 46
  evidence-based practice 187
  four stages of the learning cycle 29–30
  learning styles 30–32
  practical exercises 139, 148
  learning strategy development 57, 59
  learning theories 3, 26–42
  anchoring 106–112
applying learning to coaching 26–27
coaching and mentoring framework
  development 40–41
constructive-developmental theories 21, 34–39
dynamic coaching–learning model 40–41, 42
epistemological and experimental approaches 29
Kolb’s experiential learning cycle 21, 29–30, 33, 40–41
learning process 21, 29–32
learning styles 30–32
Levinson’s life structure theory 35–36
model matching 40–41
narrative coaching 37–39
Piaget’s theory of child development 34–35
reflective learning 21, 32–33
social constructive paradigm 36–37
social learning theories 21, 39–40
taxonomy of learning theories 28–29
Vygotsky’s zone of proximal development 36–39, 40–41
Levinson’s life structure theory 35–36
life structure theory 35–36
linguistic abilities 34
logical reasoning 34
management consultancies 7–8
management of others see social skills
MBTI see Myers-Briggs Type Indicator
meaning
  co-creation of 38–39, 40–41
  existential coaching 121–122, 124–125
  narrative coaching 130–131
meditation 79, 149–151
memory 106, 109, 111
mental representations 103–106, 109
mental toughness 68, 69
mentoring, definitions 43–45
mentoring sessions 139–143
meta model 103–108, 143–146
mindfulness exercises
  existential coaching 150–151
  gestalt psychology 79, 149–150
  narrative coaching 152–159
  resistance to change 114–115
Mintzberg’s learning strategy 59
models, definition 78
monitoring 183
motivation 86–87
MTQ48 tool 68, 69
Myers-Briggs Type Indicator (MBTI) 79
narrative coaching 37–39, 126–131
   case studies 169–174
definitional ceremony 130–131, 169–174
description 127, 130, 152–153
externalizing conversation 127–128, 154
group exercise 156–159
outsider witness re-telling 130–131, 156–159
practical exercises 152–159
re-authoring 38, 128, 129, 154–156
relationship mapping 153
re-membering conversation 128–129, 156–157
naturalistic knowledge engineering (NKE) 64–65
needs 180–181
neurolinguistic programming (NLP) 102–112
   anchoring 106–112, 143, 147–148
dissociation 147–148
evidence-based practice 187–188
gestalt psychology 102–105, 112–116
meta model 103–108, 143–146
paradoxical theory of change 112–115
practical exercises 143–148
NKE see naturalistic knowledge engineering
NLP see neurolinguistic programming

objectivism 29
option generation 82–83
organization 102
organization level evaluation 178–179, 180
organizational cultures
   case studies 162–164
cultural competence 88–89
learning organizations 53–55
organizational learning 60–61
   see also learning organizations
output markets 58
outsider witness re-telling 130–131, 156–159

paradoxical theory of change 112–115
partnership 164
Pavlovian conditioning 106, 109–110
people knowledge 62
performance
   cognitive behavioural coaching 117
evidence-based practice 186–187
learning organizations 65–66
neurolinguistic programming 111–112
peak performance/performance potential 22, 46
positive psychology 22
performance enhancing thinking (PET) 117
performance interfering thinking (PIT) 117
personal competence
   anchoring 106–112
cognitive behavioural coaching 116–119
gestalt psychology 102–105, 112–116, 136
meta model 103–108
neurolinguistic programming 102–112
paradoxical theory of change 112–115
techniques and tools 99, 100–119
Universal Integrative Framework 85–87, 90–91
PESTEL analysis 55–57
PET see performance enhancing thinking
Peterborough Racial Equality Council (PREC) 169–174
phobias 110, 147–148
physiological states 111
Piaget’s theory of child development 34–35
PIT see performance interfering thinking
Porter’s Five Forces Analysis 58–59
positive psychology 3, 21–26, 41–42
   implications for coaching 22–26
peak performance 22
signature character strengths 23–26, 41–42
strength-based coaching 23–26, 41–42
post-traumatic stress disorder (PTSD) 110, 147–148
pragmatism 29, 32
PREC see Peterborough Racial Equality Council
preoperational development 34
preparation phase 139–141
presence/presentness 149–159
process evaluation 183–184
process knowledge 62
professional boundaries 193
professional competence 85–86, 89–91, 99
professional institutions 7
professional societies 196
professionalism 2
proximal development 36–39, 40–41
Psychology of Coaching, Mentoring and Learning, The (Law) 1–2
psychometric assessments 67–69, 89
psychotherapy 22, 23
PTSD see post-traumatic stress disorder
Quality Management System 197
quantitative analysis 185–187

reality checks, GROW model 82
re-authoring 38, 128, 129, 154–156
recipe knowledge 62
recognition 15
recognize–act cycle 104
reflection
  case studies 163, 165–166, 170–171, 173
  constructive-developmental theories 37–38
  dynamic coaching–learning model 40–41
ethics 13
learning organizations 63–64
learning process 29–30, 32–33
narrative coaching 131
positive psychology 22
self-reflection 86
reflective learning 21, 32–33
reflective logs
  case studies 161, 164, 166
  practical exercises 138, 142–143, 154
  template 199–202
reflective practice 99
Register of Coaching Psychologists 191–193, 198
regulatory bodies 196–198
reinforcement 132–133
relationships
  ethics 14–15
  existential coaching 125–126
  narrative coaching 127
  positive psychology 26
  professional boundaries 193
  relationship mapping 153
re-membering conversation 128–129, 156–157
repeatability 187
representation 15
resistance to change 114–115
resonances 130
resource anchoring 143, 147
respect 13, 14–15, 89
responsibility 14, 15, 136
return on investment (ROI) 180
review see evaluation and review
revolutionary strategy development 57, 59–60
rights 14–15
risk assessment 181–182
ROAMEF Framework 180–181
ROI see return on investment
role models 169

SBC see strength-based coaching
scatterplots 187
SCS see signature character strengths
self-awareness
  practical exercises 150–159
  tools and techniques 99, 101–116
Universal Integrative Framework 86
self-identity 127–129
self-reflection 86
self-review questionnaires (SRQ) 85
semi-structured interviews 184
sensorimotor development 34
sensory perception 34
sensory registers 109
Sensor–Pragmatist learners 30–32
SGCP see Special Group in Coaching Psychology
signature character strengths (SCS) 23–26, 41–42
situation, model of 132
SMARTER objectives 71, 81, 117, 189
social collaboration 39
social competence
  ABC existential model 120–122, 124
  choice 123–124
  existential coaching 119–126
town techniques and tools 99, 119–126
Universal Integrative Framework 85–86, 87–88, 90–91
social constructive paradigm 36–37
social learning theories 21, 39–40
social skills 87, 88, 99, 102
socialization 62
societal–cultural foundation 37–38
society level evaluation 178–179
Special Group in Coaching Psychology (SGCP)
7, 13–14, 47, 191–193
S–R see stimulus–response
SRQ see self-review questionnaires
statistical analysis 186–187
stopping time 150–151
strategic alliance 164
strategy and strategic planning
  analytical strategy development 57, 58–59
  case studies 164
  learning organizations 57–62
  learning strategy development 57, 59
  revolutionary strategy development 57, 59–60
strength-based coaching (SBC) 23–26, 41–42
structuring sessions 140–141
substitute products 58
supervision 193
suppression 115, 116
sustainable development 65
SWOT analysis 55–57
syntactic patterns 104–108
systemic thinking and doing 61
team coaching 88
temperance 24
Index

theories, definition 78
theorists 32
Thinker–Theorist learners 30–32
time
  awareness of 120–121
  practical exercises 141
  stopping 150–151
training programmes 4
training sessions 139–143
trait emotional intelligence 91
transcendence 24
transformational grammar 105–106
transformational leadership 67, 68–69
trust and trustworthiness 86, 87

UIF see Universal Integrative Framework
understanding 87
Universal Integrative Framework (UIF) 3, 84–97
  ABC existential model 120–122, 124
  anchoring 106–112
  case studies 162
  choice 123–124
  cognitive behavioural coaching 116–119
  communication and feedback mechanisms 85
  comparison with GROW model 91–92, 97
  continuous professional development 85
  critiques and feedback 93–96
  cultural competence 84–86, 88–91, 99, 126–131
  cultural social intelligence 85–86
  definitional ceremony 130–131
  Empsy® Model of Coaching 132–134
  evidence-based practice 187
  existential coaching 119–126
  fluidity of coach/coachee 84–85
  gestalt psychology 102–105, 112–116, 136
  integrative continuum 85
  Integrative Learning System 95–96, 99, 135
  learning objectives 77
  meta model 103–108
  narrative coaching 126–131
  neurolinguistic programming 102–112
  outsider witness re-telling 130–131
  paradoxical theory of change 112–115
  personal competence 85–87, 90–91, 99, 100–119
  professional competence 85–86, 89–91, 99
  proposal for coaching psychology 47–49
  re-authoring 128, 129
  reconfiguration 93–96
  re-membering conversation 128–129
  techniques and tools 99–136
  values-driven change 53–55
  venues 139–140
  vicarious liability 17
  visual anchoring 112, 147
  Vygotsky’s zone of proximal development 36–39, 40–41
  willingness 83–84
  wisdom 24
  workshops 170
  zone of proximal development 36–39, 40–41