



Leadership Coaching Digest

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DO YOU KNOW:

THE MOST POWERFUL INGREDIENT IN COACHING?

Leading to effectiveness: Comparing dyadic coaching and group coaching.

SCIENCE TO PRACTICE: DATA SHOWS HOW WE ARE THE ACTIVE INGREDIENT

HOW THE DIGITAL WORLD REQUIRES A NEW COACH APPROACH?

A pluralistic approach to coaching.

SCIENCE TO PRACTICE: A BIG STEP UP IN CO-CREATING A COACHING RELATIONSHIP

THE PATHWAYS FROM TEAM EMPOWERMENT TO PERFORMANCE?

Leading empowered teams: An examination of the role of external team leaders and team coaches.

SCIENCE TO PRACTICE: TEAM COACHES WERE MORE EFFECTIVE THAN EXTERNAL MANAGERS

Science to Practice: Carol Kauffman PhD, Founder/Executive Director IOC
Research selection: Irina Todorova PhD, Director of Research IOC

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LEADERSHIP COACHING DIGEST**EXECUTIVE SUMMARIES: ARE YOU UP TO DATE?****Leading to effectiveness: Comparing dyadic coaching and group coaching.****SCIENCE TO PRACTICE: WE ARE THE ACTIVE INGREDIENT**

In the search for the “active ingredient” that leads to effective coaching, these researchers found that the coach’s leadership behaviors were the key to greater effectiveness.

Both transactional leadership (clear expectations) and transformational leadership (individualized, respectful) were found to be central to effectiveness. The “who” of the coach is as important as what we do. Therefore, we need to focus on our personal leadership growth as much as our professional development.

The study examined the impact of 3 interventions: 1) Goal setting only; 2) Goal setting in one to one coaching; or 3) group coaching. While dyadic coaching was more effective than group coaching, these differences were insignificant compared to coach leadership behavior.

A pluralistic approach to coaching.**SCIENCE TO PRACTICE: A BIG STEP UP IN CO-CREATING A COACHING RELATIONSHIP**

Our world has become more complex and emergent. A digitized culture of horizontal vs. vertical knowledge sharing has become the norm. As business relational dynamics change, coaching dynamics may need to follow and become even more collaborative and diverse. Co-authorship of knowledge is common, and co-ownership of coaching may become the new paradigm.

The traditional coaching model is for the client to lead the “what” e.g. the content covered, and for the coaches lead the “how,” or the process, framework and models. In the new model, coaches invite the client deeper into the process to help choose the approach and the processes. To coach more effectively in a complex business environment, coaches need to practice higher levels of collaboration and develop greater cognitive agility to harness multiple approaches.

Leading empowered teams: An examination of the role of external team leaders and team coaches.**SCIENCE TO PRACTICE: TEAM COACHES WERE MORE EFFECTIVE THAN EXTERNAL MANAGERS**

In response to today’s environment, empowered teams that shift leadership to the team members rather than a team leader is the new normal. Leadership now requires a step into a facilitation mode to help the team “lead itself” and develop the team’s motivation.

Who seems to do this better? When comparing external team leaders and team coaches, the coaching led to greater outcomes. Why? It is harder for the external managers to adopt a coach approach. Two conclusions follow: team coaching is effective AND there is a clear clarion call to train managers in coach approaches.

IOC FELLOWS: write info@InstituteofCoaching.org for complete articles.

Leading to effectiveness: Comparing dyadic coaching and group coaching. *Journal of Applied Behavioral Science*, 51(2), 198-230 Mühlberger, M.D & Traut-Mattausch, E (2015).

A pluralistic approach to coaching. *The Coaching Psychologist*, 11(1), 46-52. Utry, Z A, Palmer, S, McLeod, J & Cooper, M (2015)

Leading empowered teams: An examination of the role of external team leaders and team coaches. *The Leadership*

Quarterly, 27(1), 109-123 Rapp, T. L., Gilson, L. L., Mathieu, J. E., & Ruddy, T. (2016).

LEADERSHIP COACHING DIGEST

THE DEEP DIVE: PUT THE SCIENCE TO WORK FOR YOUR PRACTICE AND BUSINESS

Journal of
Applied
Behavioral
Science
2015

Leading to effectiveness: Comparing dyadic coaching and group coaching. Mühlberger, M. D., & Traut-Mattusch, E. (2015) *Journal of Applied Behavioral Science*, 51(2), 198-230.

AUTHORS ABSTRACT

Although numerous studies have shown that coaching works, the search for the “active ingredients” of successful coaching is ongoing. The authors argue that the coach’s transactional and transformational leadership behavior contributes to coaching effectiveness.

In an experimental study on reducing procrastination, participants ($N = 108$) defined individual goals related to procrastination. They were then randomly assigned to a dyadic coaching session, a group coaching session, or a control group (who identified two “SMART” goals). Procrastination was reduced in all conditions, but participants in the two coaching sessions were better at attaining their individual goals.

Furthermore, compared with participants who received group coaching, participants in the dyadic coaching had a higher increase in goal commitment and showed more goal reflection and higher intrinsic goal motivation.

Mediation analyses further revealed that the differences between dyadic and group coaching were explained by the coach’s transformational and transactional leadership behavior.

Advanced Coach Development

The Coaching
Psychologist
2015

A pluralistic approach to coaching. (2015) Utry, Z. A., Palmer, S., McLeod, J., & Cooper, M. *The Coaching Psychologist*, 11(1), 46-52.

AUTHORS ABSTRACT

A pluralistic approach to coaching and coaching psychology is proposed, based on Cooper and McLeod’s (2011) pluralistic counseling and psychotherapy. Since we live in increasing complexity, it can be assumed that there are many right ways to coach.

The pluralistic approach suggests that instead of leaving the coach responsible

for choosing the right interventions for their clients, it might be better not just to trust the client with the content, but to actively encourage the client to co-determine the process.

Setting up a feedback culture, and regular meta-communication, may make it more likely that high quality decision-making will be realized in practice. Such an approach also helps to develop the client's collaborative capacity, which is in high demand in work and business. A pluralistic coaching approach resonates with the current zeitgeist's values: of desiring both autonomy and belonging.

Team and Group Coaching

The Leadership
Quarterly
2016

Leading empowered teams: An examination of the role of external team leaders and team coaches. Rapp, T. L., Gilson, L. L., Mathieu, J. E., & Ruddy, T. (2016). *The Leadership Quarterly*, 27(1), 109-123. (Full text is available to members)

AUTHORS ABSTRACT

We examine the influence of two sources of team leadership – formally assigned external team leaders and team coaches, along with organizational and team-based human resource (HR) supports – on team empowerment, processes, and performance.

Using survey measures and temporally lagged objective performance indices from 70 service teams and applying structural equation modeling, the results indicate that coaches significantly influence team empowerment, and thereby team processes and performance whereas external team leaders do not.

Findings also indicate that HR and organizational supports relate positively to team empowerment and that the effect of coaches on empowerment is beyond the effects of HR and organizational supports, team interdependence, and external team leaders. Directions for future research and application are discussed in terms of using team coaches in addition to traditional leaders for teams adopting new work arrangements. 2015 Elsevier Inc. All rights reserved.

References

Research Digest

Mühlberger, M. D., & Traut-Mattausch, E. (2015). Leading to effectiveness: Comparing dyadic coaching and group coaching. *Journal of Applied Behavioral Science*, 51(2), 198-230.

Rapp, T. L., Gilson, L. L., Mathieu, J. E., & Ruddy, T. (2016). Leading empowered teams: An examination of the role of external team leaders and team coaches. *The Leadership Quarterly*, 27(1), 109-123.

Utry, Z. A., Palmer, S., McLeod, J., & Cooper, M. (2015). A pluralistic approach to coaching. *The Coaching Psychologist*, 11(1), 46-52.



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