

# POSITIVE PSYCHOLOGY COACHING: AN ANNOTATED BIBLIOGRAPHY FROM SCHOLARLY AND PRACTICE-BASED LITERATURE

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## ABSTRACT

This annotated bibliography is part of a PhD-project on positive psychology coaching. The project's main research focus is on how research, theories and interventions from positive psychology are used in coaching practice by experienced practitioners. A wealth of literature has been written on the subject over the last couple of years.

**Objective:** The objective of this annotated bibliography is to give the reader an overview of the literature on positive psychology coaching.

**Design:** The literature was primarily identified through searches in PsycINFO, handsearching and by requesting information from experts in the field.

**Methods:** This annotated bibliography primarily focuses on literature that explicitly uses the terms positive psychology and coaching. To get the fullest understanding of how positive psychology coaching is delivered, several types of material were included such as: articles, dissertations, master theses, capstones, posters, papers, presentations, masterclass materials, workshop materials, manuals, books, chapters, annotated bibliographies, book reviews and editorials. The

original abstracts are included and the material is coded for type, publication, peer review and empirical content. The references are sorted by chronological order.

**Results:** In total, 202 references from 1998 to December 31 2010 met the selection criteria. Literature on positive psychology coaching began appearing in 2001, however, being scarce up until 2007. In contrast, 2007-2010 has seen the burgeoning of relevant literature with a stable production of around 41-48 references per year.

**Conclusion:** All attempts have been made to ensure that this document is as accurate as possible. Due to the complexity of cataloguing and categorizing the materials, some literature may have been overlooked in the review process. If you have suggestions for additions, please contact the author.

## SELECTION CRITERIA

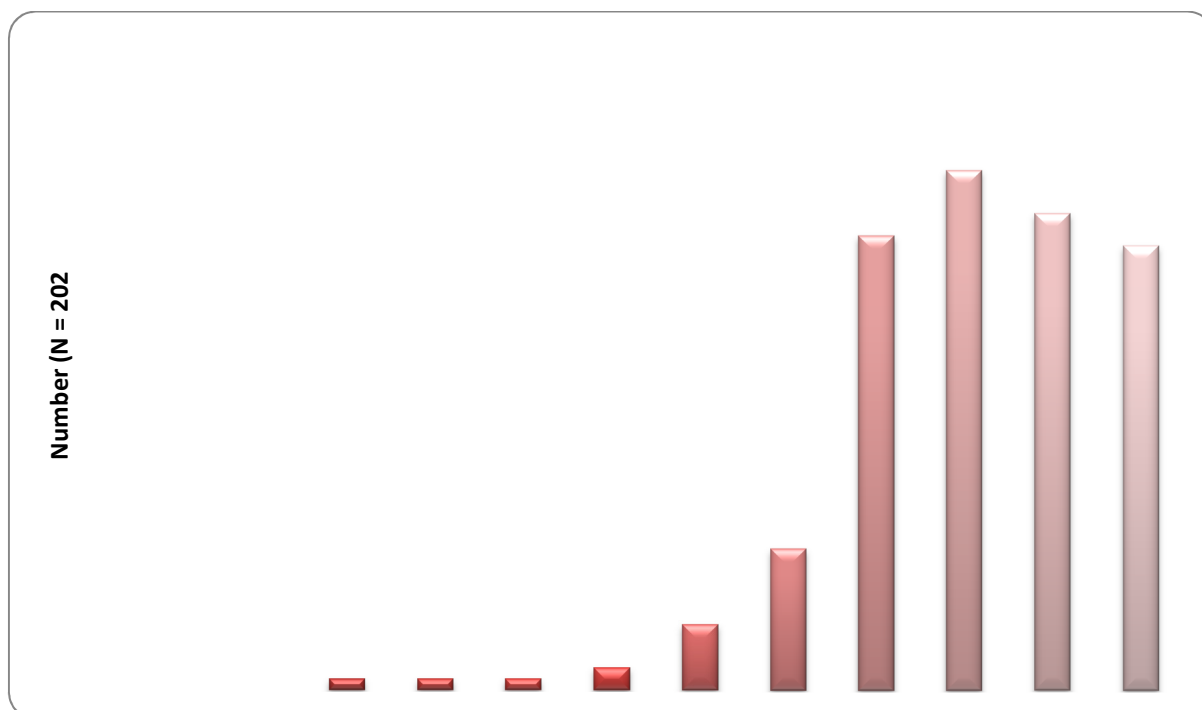
Literature that incorporate the following criteria were included:

- Positive psychology coach\* in title, abstract, key concepts, and/or all fields
- Positive psychology AND coach\* in title, abstract, key concepts, and/or subtitles
- Literature that mention coaching and positive psychology constructs, and/or positive interventions written by an author who has used the words positive psychology and coach\* in other references already on the list
- Literature published in a coaching journal or presented at a coaching conference that mention positive psychology several times
- Literature published in a positive psychology journal or presented at a positive psychology conference that mention coaching several times
- Coaching research that other authors in the field consider relevant to positive psychology
- Articles in Positive Psychology News Daily under the category of coaching that mention coaching several times
- Literature that describes how to apply positive psychology in counselling

Literature that incorporates the following criteria were excluded:

- Positive psychology coach\* in all fields, where the term only appears on the list of references
- Coaching literature that mentions positive psychology, but primarily focuses on deficits
- Literature that mentions positive psychology and coaching without elaborating on the topic
- Literature from before 1998, when positive psychology officially started

## REFERENCES PER YEAR



## REFERENCES

1998-2001

n = 1

Grant, Anthony M. (2001). Towards a psychology of coaching: The impact of coaching on metacognition, mental health and goal attainment. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 63(12), 6094.

A series of studies developed a framework for a psychology of coaching. Coaching was defined as a collaborative, solution-focused, result-orientated systematic process, used with normal, non-clinical populations, in which the coach facilitates the self-directed learning, personal growth and goal attainment of the coachee. A review of the peer reviewed psychological literature found some measure of support for the effectiveness of coaching, but noted that coaching research is still in its infancy. A solution-focused cognitive-behavioural (SF/CB) framework was developed, which the following studies explored. The Transtheoretical Model of Change (TTM) was identified as a model of change with applicability to coaching and empirical support was found for its use in coaching. Three studies then explored the effects of cognitive only, behavioural only, and combined cognitive and behavioural coaching, on trainee accountants' grade point average, study skills, self-

regulation, mental health, private self-consciousness and self-concept. The cognitive only program increased deep and achieving approaches to learning, academic self-concepts, reduced test anxiety and nonstudy-related anxiety and depression. Academic performance declined relative to controls. The behavioural only coaching program decreased test anxiety and increased academic performance. The combined cognitive and behavioural program increased academic performance, deep and achieving approaches to learning, academic self-concepts, and reduced test anxiety. No program had a significant impact on private self-consciousness, self-reflection or insight. On follow-up, one semester later, academic performance increases were maintained only for combined cognitive and behavioural program participants. A theoretical discussion then outlines the role of psychological mindedness, self-reflection and insight in coaching, and the construction and validation of the Self-reflection and Insight Scale (SRIS) is reported. In the final study 20 adults completed a life coaching program, focusing on attaining goals that had alluded them for an average of 23.5 months. Participation was associated with enhanced mental health, quality of life and increased goal attainment. Levels of self-reflection decreased but insight increased. It is concluded that SF/CB coaching appears to be an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved purposeful change in normal adult populations.

**Dissertation, published, not peer reviewed, empirical content.**

2002

n = 1

Bricklin, Seth M. (2002). The rapport program: A model for improving the emotional intelligence of executive coaching clients. Dissertation Abstracts International: Section B: the Sciences & Engineering 62(11-B), 5363.

Emotional intelligence—defined by Goleman (1998) as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317)—has received a considerable amount of attention in recent years. While the competencies associated with emotional intelligence were once dismissed by the business community as "soft skills," the leaders of many organizations have come to recognize that improving these "soft skills" can increase the hard numbers. The higher up one moves in an organization, the more important emotional competencies become. In fact, a lack of emotional intelligence is frequently the reason executives fail. Given the expense of hiring and training people for executive positions, programs designed to improve the emotional intelligence of executives are of considerable value to organizations. Guidelines for improving emotional intelligence within organizations have been developed and models of executive coaching exist that can be used to improve the emotional intelligence of executives. However, an executive coaching program that explicitly includes methods for facilitating the adherence to the guidelines has not, until now, been developed. Furthermore, past programs have not adequately addressed assessment issues or the methods for obtaining the necessary constituent validity. The goal of this dissertation is to synthesize existing knowledge in order to develop an executive coaching program that offers

techniques for implementing the guidelines, providing a comprehensive method for assessment, and incorporating a model for obtaining constituent validity.

**Dissertation, published, not peer reviewed, empirical content.**

2003

n = 1

Grant, Anthony M. (2003). The impact of life coaching on goal attainment, metacognition and mental health. *Social Behaviour and Personality*, 31(3), 253-264.

Despite its high media profile and growing popularity there have been no empirical investigations of the impact of life coaching on goal attainment, metacognition or mental health. This exploratory study used life coaching as a means of exploring key metacognitive factors involved as individuals move towards goal attainment. In a within-subjects design, twenty adults completed a life coaching program. Participation in the program was associated with enhanced mental health, quality of life and goal attainment. In terms of metacognition, levels of self-reflection decreased and levels of insight increased. Life coaching has promise as an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved in purposeful change in normal, nonclinical populations.

**Article, published, peer reviewed, empirical content.**

2004

n = 2

Kauffman, Carol; & Scoular, Anne (2004). Toward a positive psychology of executive coaching. In P. Alex Linley & Stephen Joseph (Eds.), *Positive psychology in practice*, 287-302. Hoboken, New Jersey, US: John Wiley & Sons Inc.

As positive psychology is becoming more accepted by the mainstream, it's potential contribution to clinical, consulting, and coaching psychology is becoming evident. Until now, the underlying assumptions of executive coaching have been steeped in the medical model. Inherent in this orientation is a hierarchical relationship between a "well" coach and a presumably skilled, but "less well" client who receives individualized skill development training by the coach. The strength-based and positive psychology perspectives pull from an entirely different model, one where the client is already "whole" and skilled. From this standpoint, the coach functions as a catalyst to help the client access and develop his or her inherent strengths. In this chapter, we describe some of the current theoretical orientations of coaching and examine how these might be related to applications of positive psychology. We then make more explicit what a positive psychology model of coaching might entail. In addition, we explore how the field of coaching can be enriched by drawing upon the rigorous research and theoretical solidity provided by the traditions of scientific inquiry.

**Chapter, published, edited book, theoretical.**

Truscott, Diane M.; & Truscott, Stephen D. (2004). A Professional Development Model for the Positive Practice of School-Based Reading Consultation. *Psychology in the Schools*, 41(1), 51-65.

This paper reports on two years of a multiyear consultation/professional development project based on socioconstructivist principles (situated cognition, social context, and scaffolded instruction) that are consistent with key elements of positive psychology. The consultation model used a case analysis framework to engage 12 elementary school teachers (10 3rd-5th grade teachers and 2 special education teachers) in workshops, demonstration lessons, ad hoc inquiry groups, and coaching. Interview, questionnaire, and field note data from the participants identified "control and choice," "focus on student needs," "applicability to classroom practices," "direct instruction of skills," and "consultant feedback" as key elements of the model. Changes in classroom practices were reported by 78% of the participants with changes in confidence noted from pre- to posttests. Better learning for students was mentioned by 89% of the teachers. Discussion focuses on critical theoretical elements associated with positive psychology.

**Article, published, peer reviewed, empirical content.**

2005

n = 6

David, Susan A. (2005). Integrating an emotional intelligence framework into evidence-based coaching. In Michael Cavanagh, Anthony Grant & Travis Kemp, (Eds.), *Evidence-based Coaching: Theory, Research and Practice from the Behavioural Sciences*, 57-68. Australian Academic Press, Bowen Hills.

For coaching to continue to establish itself as a profession, coaches will need to learn what they can from the existing theory of, and research into, psychological development and change. They will also need to apply innovative, theoretically driven and empirically validated interventions. To this end, coaches may benefit from applying a framework of emotional intelligence as a heuristic tool within their practice. This framework encourages the coach and coachee to recognize, understand and assess the impact of emotions on coaching goals, and encourages a solution-oriented appreciation of how these emotions can be managed to bring about the outcomes desired. First, this chapter will discuss recent conceptualizations of emotion and the importance of an appreciation of the role of emotions in interventions. It will then describe the Mayer-Salovey model of emotional intelligence. This model's four areas enable exploring emotions and strategizing about them and is a useful heuristic framework to integrate into coaching (Caruso & Wolfe, 2002; David, 2003). The last section reviews literature that suggests that it is essential for the coach to progress through all four areas of the model to facilitate movement from self-reflection to insight, and to assist the pursuit of goals and change.

**Chapter, published, edited book, theoretical.**

Ellis, Ross; & Ryan, Joan A. (2005). Emotional Intelligence and Positive Psychology: Therapist Tools for Training/Coaching Clients to Move Beyond Emotional Relief. *Annals of the American Psychotherapy Association*, 8(3), 42-43.

Research in emotional intelligence and positive psychology are now providing hope to many that they can move beyond "normal" and be successful and happy in their professional and personal life experiences if they develop the skills necessary to manage their attitudes and their effectiveness in relationships. By introducing positive psychology models we can modify some of our clients' attitudes toward the perceptions of their limitations. Together, emotional intelligence training and positive psychology psychotherapy may provide a solid foundation for providing a client with the skills and attitudes needed for developing and maintaining positive mental health.

**Article, published, peer reviewed, theoretical.**

Fronczak, Daniel B. (2005). Coaching men at midlife. Dissertation Abstracts International: Section B: The Sciences and Engineering, 66.

Midlife can be a difficult and challenging period of adult development. Historically men struggling with midlife challenges sought support from family and friends. Over the last four decades some have men have found help from psychotherapy. Unfortunately, many men have sought no help at all. Over the last two decades men have increasingly sought the assistance of personal coaches to support them during midlife. This study is intended to assist coaches, whether psychotherapists or laymen, by providing a context for better understanding the developmental issues facing men at midlife. The study also overviews the field of positive psychology and suggests areas where it may enhance and inform coaching. The adult development theories of Carl Jung, Erik Erikson, and Daniel Levinson each posit specific developmental tasks for men at midlife. The ideal resolution of the midlife transition requires a shift toward generativity and a re-engagement in the individuation process to achieve personal integration, greater self-knowledge, and a more meaningful life. The emerging field of positive psychology offers several methods to support men with their developmental tasks of midlife. Positive psychology seeks to increase subjective well-being and help people to flourish. There are three suggested routes to increasing happiness; bodily and emotional pleasures, gratifications from engaging activity, and engagements that provide meaning. Identifying signature strengths and integrating them into coaching interventions may contribute to a more authentic quality of happiness and facilitate the pursuit of a meaningful life. Positive psychology may help men build the necessary resources and resiliency to buffer against midlife's inevitable challenges. Enhancing positive emotions increases one's thought-action repertoire and coping strategies. The integration of positive psychology and coaching may produce the necessary resources to prevent a midlife transition from developing into a midlife crisis. Based upon a review and synthesis of the relevant literature on midlife development, positive psychology, and coaching, several interventions are presented to provide an idea of how to develop techniques in line with the integrated theory proposed in this dissertation. This study suggests midlife interventions intended to help coaches normalize the midlife transition; increase positive emotions; facilitate personal integration; enhance self-understanding; and nurture the pursuit of a meaningful life.

**Dissertation, published, not peer reviewed, empirical content.**

Harada, Coreen M. (2005). Review of How Full is Your Bucket?: Positive Strategies for Work and Life. International Journal of Sport and Exercise Psychology, 3(1), 109-111.

When we think about the applications of positive psychology in the field of sport psychology, we envision peak performances, flow experiences, or self-determination. Focusing on the strengths of our clients, students, and peers, our families and ourselves allows us to examine positive

attributes, rather than seeing only dysfunction or weakness. Tom Rath and Don Clifton, a grandfather-grandson team, have created a unique perspective on human capital investment through the implementation of positive psychology. As a psychologist and later a pioneer in the field of survey research as head of the Gallup Organization, Clifton--until his death in 2003--had successfully applied his theory of the dipper and the bucket in over 5,000 organizations, with more than a million people. While *How Full Is Your Bucket?: Positive Strategies for Work and Life* (2004) is not written specifically for the field of sport psychology, the theory provides sport psychology practitioners with a new opportunity to apply positive psychology to interactions with athletes and coaches alike, following a human resources model that has been met with a great deal of success. Throughout the reading of this book, one becomes attuned to reevaluating the role of our relationships with others in the fulfillment of our own goals and dreams. In terms of applying this to our own practice in sport psychology, it becomes clear that this sort of feedback mechanism in the sport organizations we work in would have a profound impact on individual athletes, teams, and coaching staffs, especially as they work together and with us to define and reach personal and organizational excellence. If nothing else, this book should remind us that our research and practice should continue to integrate unique points of view, and that improving our work is only a few simple strategies away.

**Book review, published, peer reviewed, theoretical.**

Linley, P. Alex; & Harrington, Susan (2005). Coaching psychology and positive psychology: A reply to John Rowan. *The Coaching Psychologist*, 1(2), 22-24.

**Article, published, peer reviewed, theoretical.**

Linley, P. Alex; & Harrington, Susan (2005). Positive psychology and coaching psychology: Perspectives on integration. *The Coaching Psychologist*, 1(1), 13-14.

**Article, published, peer reviewed, theoretical.**

2006

n = 13

Boniwell, Ilona (2006). Putting it into practice. I *Positive Psychology in a Nutshell*, 99-105. London: Personal Well-Being Centre.

When you hear the words 'positive psychology' or 'science of well-being', do you wonder what it's all about? Discover the latest research findings and thinking on the topics of happiness, flow, optimism, motivation, character strengths, love and more. The book provides a breadth of information about positive psychology with a pinch of critical commentary. It is written in an accessible and engaging style with light-hearted illustrations.

**Chapter, published, not peer reviewed, theoretical.**

Bowles, Stephen V.; & Picano, James J. (2006). Dimensions of Coaching Related to Productivity and Quality of Life. *Consulting Psychology Journal: Practice and Research*, 58(4), 232-239.



This article examines the impact of coaching 19 recruiting first sergeants (district managers) over six months. The relationships between coaching dimensions (intensity of coaching and involvement in coaching) and measures of goal attainment, stress, life satisfaction, quality of life, and work productivity were examined. A self-reported negative relationship between goal achievement and the quality of recruitment productivity among personnel was found. Additionally, managers who more frequently applied coaching advice reported more work satisfaction and a tendency toward more life satisfaction. These findings provide some direction in exploring goal achievement and adherence in coaching.

**Article, published, peer reviewed, empirical content.**

Chapman, Margaret; & Linley, P. Alex (2006). The positive psychology of emotional intelligence and coaching. *Competency and Emotional Intelligence*, 13(2), 43-46.

**Article, published, not peer reviewed?, theoretical.**

Foster, Sandra (2006, September). The role of positive emotions in coaching psychology. Presentation at the Positive Psychology in Coaching Psychology One Day Conference. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Grant, Anthony M. (2006, April). Prepare for take-off. *People Management*, 46-47.

**Article, published, edited magazine, theoretical.**

Green, Suzy; Oades, Lindsay; & Grant, Anthony (2006). Cognitive-behavioural, solution-focused life coaching: Enhancing goal striving, well-being, and hope. *The Journal of Positive Psychology*, 1(3), 142-149.

Research is in its infancy in the newly emerging field of coaching psychology. This study examined the effects of a 10-week cognitive-behavioral, solution-focused life coaching group programme. Participants were randomly allocated to a life coaching group programme ( $n=28$ ) or a waitlist control group ( $n=28$ ). Participation in the life coaching group programme was associated with significant increases in goal striving, well-being and hope, with gains maintained up to 30 weeks later on some variables. Hope theory may explain such positive outcomes. Life coaching programmes that utilize evidence-based techniques may provide a framework for further research on psychological processes that occur in non-clinical populations who wish to make purposeful change and enhance their positive psychological functioning.

**Article, published, peer reviewed, empirical content.**

Kauffman, Carol (2006). Positive Psychology: The Science at the Heart of Coaching. In Dianne R. Stober & Anthony M. Grant (Eds.), *Evidence based coaching handbook: Putting best practices to work for your clients*, 219-253. Hoboken, New Jersey, US: John Wiley & Sons Inc.

What you will understand by the end of this chapter is how the new field of positive psychology provides a robust theoretical and empirical base for the artful practice of life and executive coaching. But first, what exactly is positive psychology, and how is it different from business as usual? Through the years, traditional psychology has focused on ways to help make ill people better by finding clinically valid and empirically supported methods to help fix things that are wrong with them. The mission of positive psychology is to develop sound theories of optimal functioning

and to find empirically supported ways to improve the lives of ordinary and extraordinary people. In this chapter the author will present a number of emerging trends in positive psychology theory and research and explore their applications to coaching. I'll walk you through studies of positive emotion, flow (accessing the zone), hope therapy, and classification of strengths. Each set of studies offers a rich resource of knowledge that can be mined for potential coaching interventions. The chapter is not an overarching perspective on the coaching process, as this is described in other chapters in this volume. Instead the focus is more narrow as we examine primary and secondary source material in positive psychology and invite coach practitioners to integrate what they learn into their ongoing professional practices. One model of applied positive psychology, Authentic Happiness Coaching (AHC), developed by the former president of the American Psychological Association and the father of positive psychology, Dr. Martin Seligman, will be described in detail. A process-coaching application of AHC with two clients follows. Test used in Authentic Happiness Coaching are appended.

**Chapter, published, edited book, empirical content.**

Libri, Vincenzo; & Kemp, Travis (2006). Assessing the efficacy of a cognitive behavioral executive coaching programme. *International Coaching Psychology Review*, 1(2), 9-20.

Objectives: Cognitive behavioural techniques have been the mainstay of psychological treatment for many psychologists in clinical practice. However, there is little known in relation to the efficacy of cognitive behavioural techniques for performance enhancement within a non-clinical setting, such as those found in organisational environments. The present study examined the effects of a cognitive behavioural based executive coaching intervention for a finance sales executive. Design: A within subject, ABAB single case design was utilised in this study. Methods: The participant was a 30-year-old Australian male, employed as a full-time finance sales executive. Each phase of the single case design had a duration of three weeks. Follow-up measures were taken at six months (week 36) and at 18 months (week 88) after the conclusion of the intervention. Results: It was shown that a cognitive behavioural executive coaching programme enhanced a 30-year-old Australian male finance executive's sales performance, core self-evaluation, and global self-ratings of performance following his participation in an executive coaching intervention. Conclusions: The present study suggests that executive coaches should consider incorporating cognitive behavioural techniques into their coaching programmes. Further research into executive coaching models, approaches and outcomes, is needed, particularly by academics within the field of organizational psychology.

**Article, published, peer reviewed, empirical content.**

Linley, P. Alex (2006, September). Positive psychology and coaching psychology: From strengths to well-being. Presentation at the Positive Psychology in Coaching Psychology One Day Conference. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Linley, P. Alex (2006, December). Coaching Psychology and Positive Psychology: Points of Convergence and New Perspectives. Presentation at the 1st International Coaching Psychology Conference. Unpublished manuscript.

Coaching psychology and positive psychology have emerged from the same socio-cultural-historical epoch, and appear to share many other convergences, including their focus on optimal performance and well-being, their emphasis on strengths and success, and the resulting questions that they pose for our fundamental assumptions about human nature. In this address, I will review what I see as these key points of convergence between coaching psychology and positive psychology, and explore the implications of this convergence for both coaching psychologists and positive psychologists. Second, I will examine how coaching psychology and positive psychology, through their focus on optimal performance and well-being, have raised questions about our fundamental assumptions about human nature, and I will explore the ramifications of these assumptions for our practice and how we understand and work with people. Finally, I will introduce some emerging findings from positive psychology research that have potential applied value for coaching psychologists, and will use these to explore how the positive psychology research endeavour can inform the work of coaching psychologists, and similarly, how coaching psychologists can contribute to the development of meaningful research questions for positive psychology, in our ongoing quest of bridge-building between science and practice.

**Presentation, unpublished, not peer reviewed, theoretical.**

Linley, P. Alex (2006, December). Strengths and the Coaching Psychology Engagement. Masterclass at the 1st International Coaching Psychology Conference. Unpublished manuscript.

The new focus on and understanding of psychological strengths is perhaps the most exciting area of research and application to have emerged from positive psychology. In this one-day masterclass, I have three objectives for participants. First, I aim for you to achieve a solid grounding in the positive psychology of strengths, including a good knowledge of different strengths measures and approaches. Second, you will experience the key indicators that emerge when people are talking about using their strengths, and through your experience in the masterclass, you will learn how to listen for strengths. Third, you will have the opportunity to explore questioning approaches that are likely to reveal strengths, and to use different coaching questions that give insight into strengths. You will learn how strengths can be harnessed to achieve goals, and the positive implications that this has for the coaching psychology engagement. As a masterclass participant, you will also be given two CAPP Pathfinder Papers, one covering Strengths Assessments and one addressing Listening for Strengths.

**Masterclass, unpublished, not peer reviewed, theoretical.**

Linley, P. Alex; & Harrington, Susan (2006). Strengths coaching: A potential-guided approach to coaching psychology. *International Coaching Psychology Review*, 1(1), 37-45.

As unlikely as it might seem, strengths have been a much neglected topic in psychology until relatively recently. In this article, we provide an historical context for the study of psychological strengths before going on to consider three approaches to understanding strengths. We locate a psychological understanding of strengths in the context of an assumption about human nature that is characterised by a constructive developmental tendency within people, showing how this assumption is consistent with theory and research about psychological strengths, and how it is consistent with the theoretical approach of coaching psychology. We then begin to examine what strengths coaching might look like in practice, together with considering some caveats and future research directions for the strengths coaching approach.

**Article, published, peer reviewed, theoretical.**

Stober, Dianne R., & Grant, Anthony M. (Eds.) (2006). Evidence-Based Coaching Handbook: Putting best practices to work for your clients. New York: Wiley.

The Evidence Based Coaching Handbook applies recent behavioral science research to executive and personal coaching, bringing multiple disciplines to bear on why and how coaching works. A groundbreaking resource for this burgeoning profession, this text presents several different coaching approaches along with the empirical and theoretical knowledge base supporting each. Recognizing the special character of coaching--that the coaching process is nonmedical, collaborative, and highly contextual--the authors lay out an evidence-based coaching model that allows practitioners to integrate their own expertise and the needs of their individual clients with the best current knowledge. This gives coaches the ability to better understand and optimize their own coaching interventions, while not having to conform to a single, rigidly defined practice standard. The Evidence Based Coaching Handbook looks at various approaches and applies each to the same two case studies, demonstrating through this practical comparison the methods, assumptions, and concepts at work in the different approaches. The coverage includes: An overview: a contextual model of coaching approaches; The humanistic perspective; Adult development theory; Psychoanalytically informed coaching; An adult learning approach; Culture and coaching; Systems and complexity theory; The behavioral perspective; Cognitive coaching; An integrative, goal-focused approach; Positive psychology; and, An adventure-based framework.

**Book, published, edited book, empirical content.**

2007

n = 42

Abbott, Geoffrey; & Rosinski, Philippe (2007). Global coaching and evidence based coaching: Multiple perspectives operating in a process of pragmatic humanism. International Journal of Evidence Based Coaching and Mentoring, 5(1), 58-77.

This article highlights relationships between the emerging practice of global coaching, described in Rosinski (2003a, 2006) and six leading 'evidence based' approaches to coaching (Stober & Grant, 2006). Attention is given to global coaching in the international business environment, positioning the treatment within an executive coaching framework. These connections clarify the concept of global coaching; and generate new insights, fresh angles, and empirical evidence to clarify and enhance the concept and practice of global coaching. The article emphasises themes and patterns essential for effective global coaching such as: openness, curiosity about other systems, comfort with complexity and interdependence, thriving on paradoxes, search for meaning, multiple perspectives, engagement with culture at multiple levels, and innovation at the edge of chaos. The article covers how global coaching and the cultural perspective interconnect with the following coaching perspectives; (1) Cognitive-behavioural, (2) Psychoanalytic, (3) Adult development, (4) Action learning, (5) Systemic, and (6) Positive psychology. A case study of an Australian-Guatemalan expatriate manager in Central America, drawn from a recent doctoral action research study (Abbott, 2006) is used to illustrate how the different perspectives intersect in

practice and concludes that global coaching, which is both pragmatic and humanistic, may be an effective catalyst for bringing individual and organizational success as well as for promoting corporate citizenship.

**Article, published, peer reviewed, empirical content.**

Arakawa, Dana; & Greenberg, Margaret (2007). Optimistic managers and their influence on productivity and employee engagement in a technology organisation: Implications for coaching psychologists. *International Coaching Psychology Review*, 2(1), 78-89.

Objectives: Executive coaches are often involved in working with executive managers. The objective of this study is to investigate whether teams are more engaged and productive when led by an optimistic manager. Furthermore, we hypothesise that optimistic managers embody positive leadership--employing a strengths-based approach, maintaining a positive perspective, and frequently providing recognition and encouragement--which increases the engagement and productivity of their employees. Design: The study used a cross-sectional survey design at two time points. Method: The researchers developed a survey to measure this concept of positive leadership. In addition, two measures were used: the Life Orientation Test Revised (LOT-R) to measure optimism and the Gallup Organisation's Q<sup>12</sup> to measure engagement. Results: In a cross-sectional study of 86 employees and 17 managers in an Information Technology (IT) organisation, positive leadership correlated with employee optimism, engagement, and project performance. When we looked at a subset of this data prospectively, with 39 employees and 14 managers, manager optimism predicted project performance. Conclusions: Our data support the claim that positive leadership is correlated with employee engagement and performance, and further extends the importance of optimism in the workplace. Coaching implications are also discussed, in terms of exploring how coaching psychologists can work with executives to develop their managerial style.

**Article, published, peer reviewed, empirical content.**

Biswas-Diener, Robert; & Dean, Ben (2007). *Positive psychology coaching: Putting the science of happiness to work for your clients*. Hoboken, New Jersey, US: John Wiley & Sons Inc.

Finding the best in people and inspiring them to focus on their strengths and live out their potential is one of the fundamental principles behind positive psychology. Written by respected researcher Robert Biswas-Diener and renowned coach Ben Dean--both established experts in positive psychology--*Positive psychology coaching* is an accessible new guide designed to help you learn how to put positive psychology into practice to motivate, manage, and empower others to set and meet their personal goals, and to live happier, more meaningful lives. This empirically based book draws on the science and relevant psychological research behind positive psychology and teaches you how to assess, develop, and utilize clients' individual character strengths. Part One presents a foundation of positive psychology coaching: the definition, cultivation, maintenance, and benefits of happiness. Part Two covers an additional pillar of positive psychology--the development and use of character strengths and virtues. Finally, Part Three applies positive psychology to the workplace, and discusses ways to use positive psychology to build your practice. With the authors' firsthand experiences informing the practical advice and wisdom within its pages, *Positive psychology coaching* is a visionary work that guides both the new and seasoned professional in helping clients lead happier, goal-oriented, and ultimately more fulfilling lives.

**Book, published, authored book, empirical content.**

Burke, Daniel; & Linley, P. Alex (2007). Enhancing goal self-concordance through coaching. *International Coaching Psychology Review*, 2(1), 62-69.

Objectives: Research shows that self-concordant goals are more readily pursued, better achieved, and their attainment can lead to increases in well-being. This study assesses whether executive coaching in turn affects self-concordance. Design: We hypothesised that the heightened awareness produced by coaching leads to changes in self-concordance (type of motivation) and commitment (a measure of the amount of motivation). A single group design with repeated measures was used. Method: 26 participants--all senior managers in business--identified three goals and then received a one-to-one coaching session focused on one goal, but received no coaching on the remaining goals. Results: The hypothesis was supported, with significant changes (increases) in self-concordance and commitment for the coached goal. There were also significant increases in self-concordance and commitment for some of the other non-coached goals. Conclusion: These results are discussed with reference to the goal attainment and coaching literature, and suggestions made for further research.

**Article, published, peer reviewed, empirical content.**

Cavanagh, Michael; & Palmer, Stephen (2007). Special issue: Positive psychology. *International Coaching Psychology Review*, 2(1), 3.

This special issue deals with the interface between coaching psychology and positive psychology. Coaching psychology and positive psychology are both committed to helping people lead more productive and fulfilling lives, and both seek to nurture the development of strengths, and are committed to the development of theory and practice in ways which extend beyond the remediation of deficit.

**Editorial, published, peer reviewed, theoretical.**

Choong, Sulynn; & Britton, Kathryn (2007). Character strengths and type: Exploration of covariation. *International Coaching Psychology Review*, 2(1), 9-23.

Objective: To explore covariation between character strengths and psychological types as per the MBTI. Design: Using a survey design, the study collected data on the Values in Action Inventory of Strengths and the MBTI. Method: 98 adult volunteers participated in this exploratory study of potential links between psychological type as determined by the Myers-Briggs Type Indicator and signature strengths as identified by the Values in Action Inventory of Strengths. Results: The results show significant covariations between nine signature strengths and single type dimensions namely, creativity (intuition), open-mindedness (thinking), love of learning (introversion), integrity (sensing and thinking), persistence (judging), vitality (extroversion), love (extroversion and feeling), fairness (sensing), and gratitude (extroversion). Love, integrity, and gratitude also covary with multiple paired type combinations. Curiosity covaries only with a single paired type combination (introverted intuition). Conclusion: There is meaningful covariation between psychological type and character strengths. The discussion addresses the applicability of the results to coaching psychology.

**Article, published, peer reviewed, empirical content.**

Foster, Sandra L.; & Lloyd, Paul J. (2007). Positive psychology principles applied to consulting psychology at the individual and group level. *Consulting Psychology Journal: Practice, & Research*, 59(1), 30-40.

This article describes the application, at the team and individual level, of findings from the positive psychology research. An overview of this research is presented focusing on several areas generally included in the positive psychology domain: flow, appreciative inquiry, the broaden and build theory, and other strategies for increasing the experience of positive emotions and the identification and deployment of strengths. The authors propose that these applications show promise in consulting psychology engagements and may have merit when utilized by practitioners themselves.

**Article, published, peer reviewed, theoretical.**

Garman, Karen A. (2007). Positive Formative Feedback: Using Positive Formative Feedback to Broaden and Build Medical Students' Clinical Performance. Master of Applied Positive Psychology (MAPP), unpublished Capstone. University of Pennsylvania, Philadelphia, Pennsylvania, US.

Objective: This paper describes the introduction of positive formative feedback into a primary care clerkship in a third-year medical school curriculum, and evaluates how those students who experienced higher ratios of positive formative feedback performed clinically compared to students who experienced lower ratios of positive to negative feedback. Method: Students' positive affect was measured throughout the year-long clerkship using the PANAS validated survey. In addition, the students were randomly assigned to coaching groups of four to five students and provided Appreciative Inquiry formative feedback by faculty viewing the students' videotaped performances with standardized patients. All the faculty-coaching sessions were audio recorded. Eight weeks later, the students' primary care clinical performance was assessed in a four-case summative clinical performance exam (SCPA). Results: The only time throughout the clerkship that the students' positive affect was significantly higher was before the formative feedback sessions ( $p < .003$ ). The student groups that scored one standard deviation above the SCPA class mean experienced an average 3.8 positive formative feedback statements for every 1 negative statement in their groups, while those student groups that scored one standard deviation below the SCPA class mean experienced an average of 1.2 positive formative feedback statements for every 1 negative statement. Conclusions: While more rigorous experimental research is needed to establish whether positive formative feedback truly impacts summative clinical performance of medical students, it is clear that such feedback in this applied research project did broaden and build the students' experiences in congruence with Frederickson and Losada's research on human flourishing. These preliminary results have convinced the faculty to continue to use positive formative feedback in the medical school curricula.

**Capstone, unpublished, not peer reviewed, empirical content.**

Giffen, Debra; & Zhivotovskaya, Emiliya (2007). Positive Psychology Toolkit for Coaches: Book Proposal. Master of Applied Positive Psychology (MAPP), Capstone. University of Pennsylvania, Philadelphia, Pennsylvania, US. Retrieved November 24, 2010, from [http://repository.upenn.edu/cgi/viewcontent.cgi?article=1001&context=mapp\\_Capstone](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1001&context=mapp_Capstone).

This capstone project for the University of Pennsylvania Masters in Applied Positive Psychology program begins with a book prospectus that briefly describes the book's proposed content, target

audience, market potential, competitive works and author's experience. This is followed by an annotated table of contents that gives a detailed outline of the entire work. Finally, there are two sample chapters that can also serve as stand-alone tools for coaches as they apply the positive psychology principles in their coaching practices. The sample chapters include Gratitude and Visualization. The framework for each chapter includes 9 sections: Definitions and Descriptions, Research, Coaching Rationale, Live Cases, Dealing with Resistance, Assessments, Activities and Exercises, Resources, and References.

**Capstone, published, not peer reviewed, theoretical.**

Govindji, Reena; & Linley, P. Alex (2007). Going from strength to strength. *Coaching at Work*, 2(2), 44-47.

**Article, published, edited magazine, empirical content.**

Govindji, Reena; & Linley, P. Alex (2007). Strengths use, self-concordance and well-being: Implications for strengths coaching and coaching psychologists. *International Coaching Psychology Review*, 2(2), 143-153.

An emphasis of the coaching psychology and positive psychology movements has been strengths and wellbeing. This study examined two generic aspects of strengths--strengths knowledge and strengths use, together with organismic valuing, and their relations with subjective well-being, psychological well-being, and subjective vitality. Theory suggests that people who know their strengths, use their strengths, and follow the directions that are right for them (i.e. organismically valuing) will be happier. Participants (N = 214) completed measures of these variables, as well as measures of self-esteem and self-efficacy. Analyses showed that strengths knowledge, strengths use, and organismic valuing were all significantly associated with wellbeing and vitality. Regression analyses showed that self-esteem, organismic valuing, and strengths use all predicted unique variance in subjective well-being and psychological well-being, but only self-esteem significantly predicted unique variance in subjective vitality. The discussion locates the findings in relation to strengths coaching, and suggests directions for future research and coaching psychology applications.

**Article, published, peer reviewed, empirical content.**

Grant, Anthony M. (2007). A languishing-flourishing model of goal striving and mental health for coaching populations. *International Coaching Psychology Review*, 2(3), 250-264.

Coaching focuses both on facilitating goal attainment and enhancing well-being. Yet there has been little work on developing models that integrate mental health/illness issues with goal striving. This is important because many distinctions between coaching and therapy have been based on the supposed differing levels of psychopathology in clinical, counselling and coaching populations. However, research suggests that some coaching clients have high levels of depression, anxiety or stress, and there is recent evidence that coaching clients who voluntarily seek life coaching tend to have higher levels of psychopathology than individuals who undertake coaching as part of a workplace coaching program. These findings underscore the importance of coaches having a sophisticated understanding of the issues related to coaching and mental health. Drawing on recent languishing-flourishing work in the area of positive psychology this paper presents a new provisional model of goal striving and mental health/mental illness with two key dimensions: (i)



mental health-illness; and (ii) intentional goal striving (high or low). The languishing section of the model represents individuals who have low levels of psychological or subjective well-being but do not have elevated levels of depression, anxiety or stress. The acquiescent section is where individuals have good levels of mental health and but have low levels of intentional goal striving. The flourishing section is where individuals have high levels of mental health and are actively engaging in high levels of intentional goal striving. The model also delineates a distressed but functional client group who have high levels of intentional goal striving, but significant levels of psychopathology, and distinguishes those from clients with major psychopathology but very low levels of intentional goal striving. Recommendations are made for future coaching research and practice.

**Article, published, peer reviewed, theoretical.**

Grant, Anthony M. (2007). Enhancing coaching skills and emotional intelligence through training. *Industrial and Commercial Training*, 39(5), 257–266.

**Purpose** – The purpose of this paper is to compare the impact of a long-term (13-week, spaced learning) with a short-term (two-day, block intensive) coaching skills training programme on participants' coaching skills and emotional intelligence. **Design/methodology/approach** – In the study 23 participants completed a 13-week coaching skills training course which consisted of weekly 2.5-hour workshops and action learning. In comparison, 20 participants completed a two-day “Manager as Coach” training programme, with a three-week action learning break between day one and day two. Both training programmes used the same coaching frameworks, with the two-day programme being more condensed. **Findings** – Participation in the 13-week training course was associated with increases in both goal-focused coaching skills and emotional intelligence, whereas the two-day block intensive training was associated with increased goal-focused coaching skills, but not emotional intelligence. Further, the magnitude of the increase in goal-focused coaching skills was less for the two-day programme than for the 13-week programme. **Research limitations/implications** – These studies used a quasi-experimental pre-post design, and the long-term effects were not measured. Future research should use control groups and random assignment to short- or long-term training. **Practical implications** – The main implications of these findings are that, while short, intensive programmes may improve participants' goal-focused coaching skills, organisations seeking to deepen the impact of “Manager as Coach” training programmes and improve the underlying emotional intelligence of participants should use a spaced learning approach over a number of weeks. **Originality/value** – This is the first study to examine the impact of different approaches to coaching skills training and their impact on emotional intelligence.

**Article, published, peer reviewed, empirical content.**

Grant, Anthony M. (2007, December). Coaching: Science or Pseudoscience, Languishing or Flourishing? Presentation at the 3rd National Coaching Psychology Conference. Unpublished manuscript.

Coaching and coaching psychology offer a potential platform for an applied positive psychology and for facilitating individual, organizational and social change. But how is well coaching psychology doing, are we languishing or flourishing? Where's the science; where's the pseudoscience; is coaching developing a distinct and solid knowledge base, or simply

regurgitating past ideas and practices? A languishing-flourishing model of coaching psychology is described which distinguishes between science, protoscience and pseudoscience. With a total of a total of 69 outcome studies between 1980 and July 2007 (23 case studies, 34 within-subject studies and 12 between-subject studies, and only 8 randomised controlled studies to date), coaching psychology is still in the early stages of development, and can be understood as an emerging or protoscientific psychological discipline. To flourish, coaching psychology needs to avoid becoming a regurgitating science whilst at the same time being clearly differentiated from the frequently sensationalistic and pseudoscientific facets of the personal development industry. In order to continue to build coaching, we need coaching-specific frameworks including integrative models of psychopathology, well-being and goal attainment. Extending past work from the positive psychology this session presents such a model.

**Presentation, published, not peer reviewed, theoretical.**

Grant, Anthony M.; & Cavanagh; Michael J. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist*, 42(4), 239-254.

Coaching and coaching psychology offer a potential platform for an applied positive psychology and for facilitating individual, organisational and social change. Experts from around the world were invited to comment on the emerging discipline of coaching psychology and the commercial coaching industry. Several key themes emerged including the potential of coaching to contribute to health promotion, social change and organisational development. There was unequivocal consensus for the need for an evidence-based approach to coaching. A review of the psychological coaching outcome literature found there have been a total of 69 outcome studies between 1980 and July 2007: 23 case studies, 34 within-subject studies and 12 between-subject studies. Only eight randomised controlled studies have been conducted. This indicates that coaching psychology is still in the early stages of development, and can be understood as an emerging or protoscientific psychological discipline. A languishing - flourishing model of coaching is described. To flourish, coaching psychology needs to remain clearly differentiated from the frequently sensationalistic and pseudoscientific facets of the personal development industry while at the same time engaging in the development of the wider coaching industry.

**Article, published, peer reviewed, empirical content.**

Grant, Anthony M.; Green, L. Suzy; & Rynsaardt, Josephine (2007, July). A randomized controlled study of 360 degree feedback-based workplace coaching with high school teachers. Paper presented at the Third Australian Evidence-Based Coaching Conference: Wellbeing and Coaching: How Well Is Coaching Really Doing? Unpublished manuscript.

Recent research has shown that evidence-based coaching can be effective in a range of populations including community samples, high school students and in the workplace with executives and managers. This study is the first randomized controlled-trial of 360 degree feedback-based workplace coaching for teachers. Participants were fifty high school teachers who were randomly allocated to the workplace coaching group (n = 25) or to a wait-list control group (n = 25). Participants received ten coaching sessions provided by qualified coaching psychologists. Participants were required to set both a professional goal and personal goal to pursue through the coaching program. This presentation will present initial findings from this study including the impact on goal striving, psychological and workplace well-being, hope and mental health.

**Paper, unpublished, not peer reviewed, empirical content.**

Gravel, Thomas Mathew (2007). Principal time commitment and job satisfaction before and after an executive coaching workshop. Dissertation Abstracts International Section A: Humanities and Social Sciences, 68(4-A), 1247.

The purpose of this study was to investigate time commitment and job satisfaction of principals before and after an executive coaching workshop. Principals on average work 50-70 hours per week and the demands being placed on principals is ever increasing. The result has been fewer qualified individuals applying for principal positions across the country and the burnout of those who are in the position. Data were collected from K-12 principals by surveying those who attended one of four workshops titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The workshops were presented in four locations: St. Paul, Minnesota, August 15 & 16, 2005; Fergus Falls, Minnesota, August 18 & 19, 2005; Monrovia, California, August 22 & 23, 2005; and Pittsfield, Massachusetts, August 25 & 26, 2005. Approximately twelve weeks after the workshop a second survey was sent to each participant asking the same questions on time commitment to administrative tasks and overall job satisfaction and what, if any, change occurred. Based on the data collected the following results are suggested: Time commitments to administrative tasks performed were reduced following the attendance at the workshop and principals were able to increase their time in classrooms. Principals reported that as a result of doing less clerical work and being able to spend more time with students and staff, their overall job satisfaction increased. Principals also reported an increase in the amount of energy they had left at the end of the average workweek, and the amount of time devoted to family, friends, and personal hobbies increased.

**Dissertation, published, not peer reviewed, empirical content.**

Green, Suzy; & Macnaught, Jill (2007, July). Accentuate the positive: Embracing the science of positive psychology to enhance your coaching practice & your overall conference experience! Workshop presented at the Third Australian Evidence-Based Coaching Conference: Wellbeing and Coaching: How Well Is Coaching Really Doing? On Anthony M. Grant & Michael J. Cavanagh (Eds.), Evidence-based Coaching Volume Two: Resources from the 2003-2007 Sydney University Conferences [CD-ROM], Sydney AU, CPU Press.

The science of positive psychology has enormous application potential for evidence-based coaching practice. Coaching Psychology and Positive Psychology have similar aims in terms of enhancing optimal functioning. Positive psychology draws on the theories of humanistic psychology including Roger's concept of the "fully functioning person" and Maslow's "selfactualisation". Positive psychology also highlights the importance of enhancing positive emotions to aid in the enhancement of creativity and the identification of solutions, both being integral to coaching practice. The participants of this workshop will discover that positive psychology goes far beyond being simply a "happiology" and includes a broad range of topics relevant to the practitioner of evidence-based coaching. Suzy and Jill, as scientist-practitioners, will draw on current research and allow practitioners to immerse themselves in positive psychology activities aimed at boosting positive emotions and enhancing their overall conference experience.

**Workshop, unpublished, not peer reviewed, theoretical.**

Green, Suzy; Grant, Anthony; & Rynsaardt, Jo (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. *International Coaching Psychology Review*, 2(1), 24-32.

Objective: To extend the knowledge base on the use of life coaching as an applied positive psychology. Studies to date have utilised community samples with participants of varying ages and most research has used adult community samples. The present study is unusual in that it examined the efficacy of an evidence-based (cognitive-behavioural, solution-focused) life coaching programme in enhancing cognitive hardiness and hope in senior female high school students. Design: In a randomised controlled experimental design, 56 female senior high school students (mean age 16 years) were randomly allocated to an individual life coach (N = 28) or to a wait-list control group (N = 28). Method: 10 teachers were trained in theories and techniques of coaching psychology through a manualised 'Teacher as Coach' workshop. Participants were randomly allocated to a Teacher-Coach with whom they met individually for 10 sessions over two school terms. Results: Life coaching was associated with significant increases in levels of cognitive hardiness and hope, and significant decreases in levels of depression. Conclusions: Life coaching may be an effective intervention for high school students.

**Article, published, peer reviewed, empirical content.**

Greenberg, Margaret (2007). What Coaches Must Do, Know & Be. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/margaret-greenberg/20070514226>.

**Article, published, not peer reviewed, empirical content.**

Harris, Alex H. S.; Thorensen, Carl E.; & Lopez, Shane J. (2007). Integrating positive psychology into counseling: Why and (when appropriate) How. *Journal of Counseling & Development*, 85(1), 3-13.

Counseling psychology has a historical commitment to enhancing human strengths, a focus that has enjoyed broader interest with the recent emergence of positive psychology. However, theory and evidence linking strength enhancement to counseling goals are still relatively nascent. The authors outline rationales and practical strategies for integrating strength promotion into counseling practice. Forgiveness and spirituality are used as examples illustrating the opportunities, limitations, and challenges of making strength promotion practical (and reimbursable) in counseling.

**Article, published, peer reviewed, theoretical.**

Holland, Audrey L. (2007). Counseling families and adults with speech and language disorders: The view from a wellness perspective. In Martin J. Ball & Jack S. Damico (Eds.), *Clinical Aphasiology Future Directions: A Festschrift for Chris Code*. UK: Psychology Press.

The scope of Chris Code's contributions to neurolinguistics, and especially aphasiology, has been vast. Both as a scientist and as an enabler, through the journal *Aphasiology*, he has enhanced what we know about both right and left hemisphere language processing, and how to influence it through treatment. He has also been very open to the importance of the so called "softer sides," that is our understanding of discourse and pragmatics and, finally, the psychosocial issues that surround negative changes in normal language functioning. This chapter has been written to honor that part of his enormous influence on the field. According to the American Speech-Language-Hearing Association Scope of practice (2001) counseling families of children with speech, language, and hearing disorders, as well as adults who have such disorders, is an integral part of

clinical responsibility. Counseling is perhaps the most important way we have to help our clients, yet it is likely to be that aspect of practice that most Speech-Language Pathologists and Audiologists feel most uncomfortable about, and are most likely to avoid. Much of what is written in this chapter stems from my conviction that a more appropriate model for our counseling lies elsewhere; not in what we know about illness and psychopathology, but rather in models that are grounded in wellness. The recent explosion of information and interest in Positive Psychology provides the best example, particularly as it is illuminated by the work of Seligman and his colleagues. In fact, although I have used the word "counseling" in this chapter, I believe the notion of "coaching" as is reflected in the growth of contemporary interest in the phenomenon of Life Coaching, is probably a more appropriate description of our counseling activities.

**Chapter, published, edited book, theoretical.**

Judge, Emma (2007). Positive Psychology Coaching (Biswas-Diener & Dean) - Book Review. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/emma-judge/20070816371>.

**Book review, published, not peer reviewed, theoretical.**

Kauffman, Carol (2007, December). Four Steps to Putting Positive Psychology into your Coaching Psychology Practice. Presentation at the 3rd National Coaching Psychology Conference. Unpublished manuscript.

While many know the basic content of Positive Psychology fewer know how to effectively harness this information in one's coaching practice. Dr. Kauffman will provide a pragmatic-driven overview of what positive psychology research can offer the practicing coaching psychologist. If one thinks of the information being poured into a funnel, how can it be best titrated to be of use to the person standing beneath? The four steps are helping clients to: 1. Reverse their focus. Cognitive studies indicate it is more "natural" to focus on the negative. We'll examine the ramifications of this tendency and methods to reverse it. Research supports the theory that positive focus increases creativity and performance. It also suggests there is an optimal positive ratio – being too positive is bad for performance. 2. Learn the language of strengths and how to harness this information for higher performance. We will introduce the ART of Deployment, a strengths coaching perspective based on the Values in Action Signature Strengths Survey, (in preparation, one can take this test for free at [authentichappiness.org](http://authentichappiness.org)). 3. Examining ways to increase well-being. Numerous well-being interventions are receiving empirical support. We will explore some of these in light of how they can be adapted to executive and personal coaching. 4. Accessing peak performance through hope psychology and flow states. Hope psychology, a cognitive theory of positive expectations is based on a sense of personal agency and pathways thinking (multiple paths to a goal). We will examine evidence of hope coaching, and integrate these with the conditions of flow states. We'll look at how an ideal balance between one's subjective and objective skills and the level of challenge can be coached, based on these theories.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2007, December). Performance Under Pressure: Five Power Tools for Coaches and Coaching Psychologists. Masterclass at the 3rd National Coaching Psychology Conference. Unpublished manuscript.

Performing under pressure is at the heart of success in the workplace and in life. The workshop pulls from cognitive psychology, emotion focused coaching, positive psychology and relational cultural theory to offer five sets of powerful tools for coaches. We'll examine five aspects of peak performance. For each of these we'll look at the underlying theory and empirical support, but focus primarily on how to translate these into practical interventions. Participants will then break into dyads or triads to obtain immediate experience using these techniques. We'll explore: Optimal Focus: - anti-distraction techniques, matching focus style with specific challenge "hawk v. hummingbird" exercises and more. Optimal Thinking: - cognitive positive psychology coaching techniques: rapid fire disputing, building pathways thinking, etc. Optimal Interactions: - identifying the five signs of an optimal coaching relationship and learning how to correct course when necessary, knowing your impact on others, 'smart' listening, Optimal Emotions: - The real purpose of emotions, the surprising power of positive emotion and how to access and harness it in coaching. Optimal Performance: -Using cognitive theory of hope, efficacy and the conditions of flow to facilitate peak performance. Finally, we'll look at a new technology of facilitating performing under pressure: a biofeedback stress sensor embedded into a computer mouse. Executives get to see for themselves how well they can manage challenge and stress -- while working. Participants will leave the workshop with. 1) Practical coaching interventions based on solid coaching psychology theories. 2) Increased knowledge of theory and research on five aspects of coaching for performance. 3) Practice using the techniques in each of the five areas.

**Masterclass, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol; & Linley, P. Alex (2007). A pragmatic perspective: Putting positive coaching psychology into action. *International Coaching Psychology Review*, 2(1), 97-102.

We hope the articles contained in this special Positive Psychology issue of the *International Coaching Psychology Review* will help broaden your theory base, expand your coaching toolbox, and enhance your coaching skills. We hope that the intertwining of fields continues, with Positive Psychology providing more theory and research to ground our work in science. Coaching Psychology, as it has evolved and distinguished itself from clinical psychology, has shifted the way practitioners and clients work together and connect with one another. Many coaches now believe that clients are whole; and that clients will attempt to co-create an optimal working relationship, identify tangible or intangible goals, and use their strengths to overcome obstacles. These foundations of coaching are highly concordant with the foundations of Positive Psychology.

**Article, published, peer reviewed, theoretical.**

Kauffman, Carol; & Linley, P. Alex (2007). The meeting of the minds: Positive psychology and coaching psychology. *International Coaching Psychology Review*, 2(1), 90-96.

As part of this special issue of the *International Coaching Psychology Review*, Carol Kauffman and Alex Linley sought the views of some leading figures in positive psychology about how they saw a positive coaching psychology. These views are presented in this article.

**Article, published, peer reviewed, theoretical.**

Laske, Otto (2007). Contributions of evidence-based developmental coaching to coaching psychology and practice. *International Coaching Psychology Review*, 2(2), 202-212.

In this article, some of the major contributions to coaching psychology made by evidence-based developmental coaching, a form of coaching based on research in adult development, are outlined. 'Coaching Psychology' is seen as a behavioural discipline (Stober & Grant, 2006). Therefore, the emphasis is put, not on the developmental paradigm per se, but on how it relates to working with behavioural data in coaching practice. This amounts to shedding light on the limits of a strictly behavioural coaching paradigm, however evidence-based it may be. Positively speaking, it entails pointing to the enrichment of coaching psychology by way of acknowledging and integrating developmental research methods and findings about coaches as well as clients, and thus their interaction. There is a common thematic denominator of disciplines using a developmental paradigm in Piaget's central notion of increasing loss of ego-centricity over the life span. This notion straightforwardly extends to behaviour, in the sense of Freud's 'what Id is shall Ego become,' in that Freud's Ego is exactly where egocentricity imposed by Id is being lost. If, as happens in developmental coaching, behaviour is seen, as well as measured, in terms of a person's level of ego-centricity in its many forms, new perspectives on 'helping' and 'consultation' including coaching arise that are unknown in a behavioural universe of discourse.

**Article, published, peer reviewed, theoretical.**

Linley, P. Alex; & Carter, Dominic (2007). From stress to strengths. *Training Journal*, 30-34.

**Article, published, peer reviewed, theoretical.**

Linley, P. Alex; & Harrington, Susan (2007). Integrating positive psychology and coaching psychology: Shared assumptions and aspirations? In Stephen Palmer & Alison Whybrow (Eds.), *Handbook of coaching psychology: A guide for practitioners*, 40-56. London: Routledge.

The authors consider that positive psychology and coaching psychology are natural partners with shared aspirations in their endeavours to enhance wellbeing and performance, and one might even argue that coaching psychology provides a core delivery means for the applications of positive psychology. The fact that both 'psychologies' have arisen around the same time, and thus in a similar socio-historical-cultural context, suggests that the *Zeitgeist*, that is, the 'spirit of the times', is right for them both. In this chapter the authors go on to provide a more formal introduction to positive psychology, with a brief consideration of its remit, historical development, and likely future directions. The authors then examine the fundamental assumptions that might be taken to characterise positive psychology, and explore the implications of them for coaching psychology, before moving on to consider the foundations, practices and aspirations of research within coaching psychology and positive psychology. These considerations lead the authors to adopt a more holistic view of human nature than is typically taken within modern psychology, but one which can be traced back to the work of Karen Horney and Carl Rogers. The final section of the chapter then examines what this view means for the agenda of coaching psychology research and practice, and demonstrates that it is yet another example of the shared assumptions and aspirations of positive psychology and coaching psychology.

**Chapter, published, edited book, theoretical.**

Linley, P. Alex; & Kauffman, Carol (2007). Positive coaching psychology: Integrating the science of positive psychology with the practice of coaching psychology. *International Coaching Psychology Review*, 2(1), 5-8.

Positive psychology and coaching psychology are often recognised as complementary bedfellows, but to date there have not been many systematic attempts to explore how each can inform the other. This special issue of the International Coaching Psychology Review was conceptualised as a way of beginning this integrative process, and seeks to provide coaching psychologists with some perspectives from empirical and theoretical work at the intersection of these areas. Additionally the special issue includes interviews from leading positive psychologists, and four positive psychology book reviews, the intention of which are to introduce some of the breadth and excitement of this field to the coaching psychologist who may not be familiar with it. Our aim for this special issue of the International Coaching Psychology Review was to collate a series of contributions that speak to the positive psychology-coaching psychology interface, and thereby to provide coaching psychologists with a first foray into the different ways in which positive psychology can be applied in coaching psychology practice. We hope that the special issue inspires you with the possibilities that positive psychology research and practice offers for coaching psychology, as well as enthusing you as coaching psychologists to engage with academics in positive psychology and more broadly to shape the research agenda so that the research being conducted is more aligned with, and supportive of the directions for our practice, both now and into the future.

**Article, published, peer reviewed, empirical content.**

Maymin, Senia (2007). Using Your Strengths in the Job Search. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/senia-maymin/20070712337>.

**Article, published, not peer reviewed, theoretical.**

O'Neil, Dennis P. (2007). Predicting leader effectiveness: Personality traits and character strengths. Dissertation Abstracts International: Section B: The Sciences and Engineering, 68.

Personality traits have been used extensively over the past forty years in assessing leadership potential, with varying degrees of success. A major limitation of this research has been the measures of personality. Another important limitation has been the availability of quantifiable measures of leader effectiveness. A third limitation is the lack of longitudinal studies. Because of these limitations, researchers have had difficulty determining the strength of personality traits as predictors of leadership effectiveness over time. Recent studies have used the Five Factor Model of personality to predict leadership effectiveness (e.g., Hogan, Curphy, & Hogan, 1994; Judge, Bono, Ilies, & Gerhardt, 2002; McCormack & Mellor, 2002); and researchers in positive psychology (e.g., Seligman, Steen, Park, & Peterson, 2005; Seligman & Csikszentmihalyi, 2000) have suggested that character strength and virtues (i.e., courage, temperance, and transcendence) might also offer an approach useful in predicting leadership success. This research builds on these approaches and examined two trait-based instruments, the Big Five instrument (NEO-PI-R) and the Values in Action Inventory of Strength (VIA-IS) instrument as they relate to leader effectiveness. Using undergraduates at the United States Military Academy as participants, the research examines the relationship and efficacy of the NEO-PI-R and the VIA-IS in predicting leadership effectiveness over a two and a half year study. Regression analysis demonstrated that conscientiousness was the most significant predictor of leadership effectiveness. However, latent growth curve analysis suggests that there are three distinct patterns of leadership effectiveness. Using mixture modeling, these trajectories are best explained by the personality factors and virtue variables of extraversion, agreeableness, conscientiousness and



temperance. The findings of this study have broad implications for emergent leader selection, leader development programs, and executive coaching in organizations.

**Dissertation, published, not peer reviewed, empirical content.**

Orem, Sara L.; Binkert, Jacqueline; & Clancy, Ann L. (2007). *Appreciative Coaching: A Positive Process for Change*. San Francisco, California: Jossey-Bass.

Appreciative Coaching describes an approach to coaching that is rooted in Appreciative Inquiry. At its core the Appreciative Coaching method shows individuals how to tap into (or rediscover) their own sense of wonder and excitement about their present life and future possibilities. Rather than focusing on individuals in limited or problem-oriented ways, Appreciate Coaching guides clients through four stages—Discovery, Dream, Design, and Destiny—that inspire them to an appreciative and empowering view of themselves and their future.

**Book, published, not peer reviewed, theoretical.**

Passmore, Jonathan; & Marianetti, Oberdan (2007). The role of mindfulness in coaching. *The Coaching Psychologist*, 3(3), 130-136.

In this article we explore the concept of mindfulness as a tool for helping both coaches and coachees. We argue that the coaching practice of the coach can be enhanced through using mindfulness as a preparation tool. We highlight research evidence on the impact of mindfulness in managing stress and contributing towards improved performance. We argue that coachees too can benefit when the coach shares these techniques with the coachee.

**Article, published, peer reviewed, theoretical.**

Rolo, Cristina; & Gould, Daniel (2007). An intervention for fostering hope, athletic and academic performance in university student-athletes. *International Coaching Psychology Review*, 2(1), 44-61.

Objective: To examine the effectiveness of an intervention programme in fostering hope (Snyder, 1994), athletic and academic performance in university student-athletes participating in a mandatory structured study. Design: A two-group (hope facilitation intervention vs. no intervention control) pre- vs. post-test design was employed. Between pre-test and post-test the intervention group was exposed to a six-week (12 session) intervention to foster hope. Method: Division I NCAA-member institution University varsity athletic team members were administered measures on the key dependent variables (dispositional and state hope, academic and athletic domain hope, and perceived athletic and academic performance). Using stratified random sampling, 44 student-athletes were selected. Intervention and control groups were each composed of 22 student-athletes (nine female, 13 male; 10 female, 12 male, respectively), with a mean age of 19 years. Results: Repeated measures ANOVA results showed that the intervention programme participants did not differ significantly from the control participants at Time 1 on hope (dispositional, state, athletic and academic), athletic and academic performance. However, after taking part in the six-week hope building programme the intervention group student-athletes' state hope total scores significantly increased. Conclusions: The study hypothesis was partially supported; the intervention programme was effective in fostering university student-athletes' state hope. Support was not found for the effectiveness of the intervention programme in fostering dispositional hope, academic and athletic domain hope or perceptions of athletic and academic performance.

**Article, published, peer reviewed, empirical content.**

Seligman, Martin E. P. (2007). Coaching and positive psychology. *Australian Psychologist*, 42(4), 266-267.

Coaching is a practice without limits on its scope, lacking theoretical foundations and meaningful accreditation, one that has yet to develop a significant empirical base. The discipline of positive psychology can provide coaching with an evidence-based framework and a defined scope of practice. Further, positive psychology can provide a range of valid measures, evidence-based interventions and a reference point from which to develop meaningful training and accreditation processes that will help set the boundaries of responsible coaching practice.

**Article, published, peer reviewed, empirical content.**

Silberman, Jordan (2007). Positive intervention self-selection: Developing models of what works for whom. *International Coaching Psychology Review*, 2, 70-77.

Objective: To determine if self-selection is an effective way to match positive interventions to individuals. Design: Each time a participant in the choice group selected one of four positive interventions, a depression-matched yoked control participant was assigned the same intervention. Method: Positive interventions and surveys were administered online. Happiness and depression were assessed at baseline, one week, and two weeks. Results: If participants could identify the positive intervention that was most suitable for them, then interventions should have been more effective for the choice group than for the yoked control group. This was not observed. Both groups experienced significantly increased happiness and decreased depression, but the magnitudes of these changes did not significantly differ between groups. Conclusions: These data suggest that self-selection may not be a good way to identify well-suited positive interventions, and that other selection approaches should be investigated.

**Article, published, peer reviewed, empirical content.**

Spence, Gordon B.; & Grant, Anthony M. (2007). Professional and peer life coaching and the enhancement of goal striving and well-being: An exploratory study. *The Journal of Positive Psychology*, 2(3), 185-194.

Few studies have investigated the impact of life coaching on self-regulated behavior and well-being. A limitation of past studies has been their reliance on peer rather than professional coaches. The present randomized controlled study compared peer with professional life coaching over a 10-week period with 63 participants. Results indicated that, compared to peer coachees and controls, coachees of professional coaches were more engaged in the coaching process, had greater goal commitment and progression, and greater well-being in terms of environmental mastery; other facets of well-being did not change. The results suggest that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving and highlight the importance of expertise in coaching. Recommendations are made for future research and for using life coaching as a methodology for applied positive psychology.

**Article, published, peer reviewed, empirical content.**

Wall, David G.; & Wall, Jacqueline Remondet (2007). Strengthening those who lead: A compendium of approaches. *PsycCRITIQUES*, 52.

Reviews the book, *The wisdom of coaching: Essential papers in consulting psychology for a world of change* edited by Richard R. Kilburg and Richard C. Diedrich (see record 2007-00039-000). The wisdom of coaching is an accumulation of 39 articles that originally appeared in the APA Division 13 (Society of Consulting Psychology) journal, *Consulting Psychology Journal: Practice and Research*. The volume is divided into four parts, starting with a conceptual introduction to coaching that also offers information on the history and development of this practice. The second section discusses the various conceptual models that seem to guide the practice of coaching. The third part offers a detailed discussion of methods, standards of practice, and challenges of coaching. The volume concludes with a section providing case studies to illustrate some of the different methods and approaches previously presented. The reviewer examines specific topics in each of these sections, including (1) executive coaching; (2) cognitive-behavioral approaches to coaching; (3) positive psychology and coaching; and (4) the use of coaching in industrial and organizational psychology.

**Book review, published, not peer reviewed, theoretical.**

Wesson, Karen; & Boniwell, Ilona (2007). Flow theory: Its application to coaching psychology. *International Coaching Psychology Review*, 2(1), 33-43.

Purpose: Being 'in flow' or 'in the zone' enables individuals to focus on tasks more fully and to maximise performance. As this phenomenon results in pleasure being experienced whilst mastery is gained, it can be a natural aid to goal-oriented activities such as coaching. This paper explores the applications of flow theory to coaching psychology. Method: Various conditions are thought to influence the acquisition and maintenance of psychological flow. These are reviewed and linked to the work of coaches and coaching psychologists. Results: The literature and models reviewed indicate that flow theory has a number of applications to coaching psychology, and that it can provide a useful framework for coaching psychology practice. Conclusions: This paper suggests how these factors may be captured by coaching methodology thereby: (i) helping the client and coach to find focus and fulfillment during sessions; and (ii) encouraging the client to remain 'on task' whilst engaging in goal actioning activities afterwards.

**Article, published, peer reviewed, theoretical.**

Wood, Alex; Joseph, Stephen; & Linley, P. Alex (2007). Gratitude - Parent of all virtues. *The Psychologist*, 20(1), 18-21.

Empirical evidence is fast accumulating that gratitude is involved in various social processes, and is an important part of mental health and well-being. Such evidence is fully consistent with traditional treatments of gratitude by theologians and philosophers. Gratitude seems poised for a 'second wave' of research; focus will increasingly turn to the processes behind these relationships, investigations into questions of causality, and to developing a strong evidential and theoretical basis for applying this research in diverse settings. Ideally this will occur with input and collaborations from people across psychology and from other disciplines. Research discussed in this article has come from experts in personality, cognition and emotion, clinical, health, coaching, and positive psychology. Collaborations between these professionals can only strengthen gratitude research, and it is hoped that this article will aid such a process of integration.

**Article, published, peer reviewed, empirical content.**

2008

n = 48

Alloro, Louis (2008). Who Doesn't Need a Coach? Report from Evidence-Based Coaching Conference. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/louis-alloro/200809291053>.

**Article, published, not peer reviewed, theoretical.**

Baker, Sarah (2008, December). Consumer behaviour and Orientations to Happiness: Positive Psychology Coaching After the Credit Crunch. Poster at the 1st European Coaching Psychology Conference. Unpublished manuscript.

Objectives: To investigate whether individuals perceive consumerism and material gains as the primary means of achieving happiness. Design: Multiple regression analysis was used to investigate the effect of Core Values, Material Values, Consumer Behaviour, and Subjective Happiness and on Orientations to Happiness. Additionally correlational analysis was used to examine the relationships between Consumer Behaviour and Core Values, Material Values and Orientations to Happiness. Method: Undergraduate students, aged between 18-25 years, from the University of Bedfordshire (n = 109) completed a questionnaire to self-report Consumer Behaviour, Material Values, Core Values, Subjective Happiness and Orientations to Happiness. The questionnaire requested demographic information and additionally utilised the Orientations to Happiness Scale (Peterson, Park & Seligman, 2005), the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999), Material Values Scale (Richens & Dawson, 1992), the List of Values (Kahle & Kennedy, 1989) and a Consumer Behaviour Measure that compiled and piloted for the research. Results: Multiple regression analysis revealed that, although Material Values were not indicated, both Consumer Behaviour and Subjective Happiness are significant predictors of Orientations to Happiness. Further, correlational analysis indicated that the materialistic Big Spender consumer was only positively correlated to 'pleasure' sub-scale of Orientations to Happiness, whereas the Experiences consumer was significantly correlated to 'meaning', 'engagement' and 'pleasure'. Conclusions: Findings from the study can be used to inform the process of coaching that aims to help people re-evaluate their consumer behaviour and financial management in the aftermath of the global credit crunch.

**Poster, unpublished, not peer reviewed, empirical content.**

Ben-Shahrar, Tal (2008, September). Positive Leadership Coaching. Presentation at Harvard Medical School: Coaching: A New Horizon: Theory, Emerging Evidence, & Practice. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Biswas-Diener, Robert (2008). Invitation to Positive Psychology: Research and Tools for the Professional. A 6-week Course. Milwaukee: Positive Psychology Services, LLC.

Get a skills-based overview of the new science of Positive Psychology. Learn how both negative and positive emotions work for you, how to use a positive portfolio to enhance your happiness, and how to increase your hope. • Week One: What, and why, is positive psychology? • Week

Two: The power of positive emotion. • Week Three: Empirically tested interventions. • Week Four: A strengths focus. • Week Five: A case for hope and optimism. • Week Six: Putting it all together.  
**Workshop, unpublished, not peer reviewed, theoretical.**

Biswas-Diener, Robert (2008, September). Positive Psychology Coaching - An Advanced Training in Using Positive Psychology Coaching med Robert Biswas-Diener. Training course for Selskab for Evidensbaseret Coaching under Dansk Psykolog Forening. Unpublished manuscript.

You will learn: About new assessments and how to use them with your clients. How to develop and use strengths to motivate your clients. How to tap resources you and your clients are currently overlooking. How to use the new concept of positive diagnosis to guide your work. Take your coaching to the next level with this 2 day intensive training. Robert Biswas-Diener introduces you to cutting edge assessments, interventions, and research from the new field of positive psychology. His discussion of strengths and positivity will be grounded in practical tools you can use with your clients. This training includes: A Strengths master class. A Happiness master class. Positive Diagnosis. Practical coaching demonstrations.

**Presentation, unpublished, not peer reviewed, theoretical.**

Biswas-Diener, Robert (2008, September). Positive Psychology Coaching – Theoretical foundations and application. Presentation at Institut for Idræt, Københavns Universitet. Unpublished manuscript.

In recent years the profession of coaching has gained widespread acceptance, in part due to calls for an increased empirical foundation for interventions and assessments. The new science of positive psychology offers additional tools for those working to enhance performance. Rigorous investigations of positive emotion, strengths, optimism, and other areas of human flourishing have led to many new insights that can be used to promote individual and organizational excellence. This talk will describe current trends in positive psychology research and their application in coaching.

**Presentation, unpublished, not peer reviewed, theoretical.**

Boniwell, Ilona (2008, December). Applying the Evidence from Positive Psychology: How to make Coaching Even More Positive. Masterclass at the 1st European Coaching Psychology Conference. Unpublished manuscript.

Evidence based practice is increasingly recognised as important for the growth and credibility of the coaching psychology profession. This Master Class offers you the opportunity to learn more about the theory on which positive psychology is based, and to discover how to apply well grounded methods from positive psychology in your coaching practice. Positive psychology is a scientific study of optimal human functioning that aims to discover and understand the factors that enable happiness, well-being and flourishing. The Masterclass will focus on how to integrate ideas from the Broaden-and-Build theory of positive emotions into your coaching practice, how to explore and capitalise on your client's strengths and how our knowledge of happiness, well-being and flow states can be utilised during the sessions. Moreover, a number of specific; evidence-based techniques and interventions, such as reflected best self exercise, hope and writing interventions, will be explored in depth. The Master Class also aims to outline and discuss how various positive psychology assessment tools can be used by practicing coaches. The session will

be interactive; offering the chance to practice the techniques, and to discuss your and others' experiences of how to integrate these methods into different coaching contexts.

**Masterclass, unpublished, peer reviewed, theoretical.**

Britton, Kathryn (2008). Increasing job satisfaction: Coaching with evidence-based interventions. *Coaching: An International Journal of Theory, Research and Practice*, 1(2), 176-185.

Positive psychology offers a number of tools that coaches can use with groups and individuals to raise job satisfaction and engagement. This article describes ways to apply five empirically validated positive interventions: searching for the positive core; intentionally increasing positive emotion; establishing conditions for flow; handling negatives more resiliently; and celebrating positives more effectively. Explanation of each intervention includes its theoretical background, practical ways to adapt it to specific workplace settings, and illustrations from real experience.

**Article, published, peer reviewed, empirical content.**

Cavanagh, Michael (2008, April). Creating flourishing leadership through developmental coaching. Presentation at The First Australian Positive Psychology and Well-being Conference 2008. Retrieved April 12, 2008, from <http://www.psych.usyd.edu.au/coach/appa/presentations2008/>.

Leadership is often presented as a complex set of behavioural competencies or skills. Development of leadership skills is thought to be simply a matter of developing these competencies. But is leadership development simply a matter of learning how? What differentiates average leaders from good leaders, and good leaders from great leaders? What guides great leaders' behaviour. This keynote address will discuss a new model of leadership which is being tested in a large Australian Research Council grant. This new model incorporates insights from positive psychology, developmental psychology and complexity theory. We will also explore developmental processes which may enable leaders to increase their ability to create the conditions for human flourishing amongst those they lead.

**Presentation, published, not peer reviewed, theoretical.**

Chance, Karen S. (2008). *Positive Psychology: A Scholar-Practitioner Approach to Evidence Based Coaching*. Master of Science in Organizational Dynamics, Theses. University of Pennsylvania, Philadelphia, Pennsylvania, US. Retrieved November 24, 2010, from [http://repository.upenn.edu/cgi/viewcontent.cgi?article=1014&context=od\\_theses\\_msod](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1014&context=od_theses_msod).

In this thesis, I assert positive psychology is the science at the heart of coaching and argue it is an evidence-based coaching model. I provide a background of positive psychology and briefly discuss its history, evolution, psychological influences and current challenges. I discuss the nature of coaching, varying definitions and common themes. Critical questions surrounding Evidence Based Practice (EBP) and how can it be applied to coaching are also addressed. Examples of single, integrative and cross-disciplinary theoretical approaches to coaching are also explored. In my final chapter, I review and answer my thesis question of whether positive psychology is an evidence based approach to coaching, including an example from a recent client engagement. Coaching considerations for using positive psychology are explored as is the future of positive psychology coaching and research areas.

**Theses, published, not peer reviewed, empirical content.**

Chin, Eleanor (2008). Becoming Our Own Visionaries. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/eleanor-chin/200811041126>.

**Article, published, not peer reviewed, theoretical.**

De Lichtenberg, Jacob; & Blinkenberg, Rasmus (2008). Glæd dig til positiv psykologi. *Psykologi*, 3, 16-20.

**Article, published, not peer reviewed, theoretical.**

Fisher, Sherri (2008). Practice Does Make Perfect: The Value of Deliberate Practice. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/sherri-fisher/20080205614>.

**Article, published, not peer reviewed, theoretical.**

Fisher, Sherri (2008). The Rider, the Elephant, and the Send Button. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/sherri-fisher/20080705824>.

**Article, published, not peer reviewed, theoretical.**

Foster, Sandra (2008, December). From Good to Great - Applying Positive Psychology Theory and Methods in Coaching. Masterclass at the 1st European Coaching Psychology Conference. Unpublished manuscript.

As coaching psychologists, we can appreciate the importance of empirically based methods as we serve our clients. As practitioners, we welcome the opportunity to explore and utilize theories and methods that add value to our existing coaching repertoires. This Master Class offers you an overview of the theoretical basis from the rapidly expanding field of positive psychology and a host of applications that can enhance your coaching practice. Come discover, learn and practice these coaching techniques with your colleagues in a highly interactive format. Come away with immediately usable techniques and tips that can be integrated into both business and life coaching. Sandra is an experienced seminar presenter who blends scholarship with pragmatic approaches to create an engaging and enjoyable learning environment. The Master Class includes:

- The empirical basis for positive psychology applications and how to present their value to clients and corporate purchasers of coaching.
- The link between positive emotions and enhanced creativity and productivity and the mitigation of the deleterious effects of adverse events and negative emotions.
- Applying the “broaden and build” model of Barbara Fredrickson – shifting from shame and anxiety to courage, confidence and self-management.
- Applying simple but empirically robust techniques for increasing positive emotions.
- Creating internal resources for resilience and sustaining focus.

**Masterclass, unpublished, not peer reviewed, theoretical.**

Gale, Janette; & Densley, Lisa (2008, April). Health Coaching: Applying Positive Psychology to Chronic Disease Prevention & Self-Management in Health & Medical Settings. Presentation at The First Australian Positive Psychology and Well-being Conference 2008. Retrieved April 12, 2008, from <http://www.psych.usyd.edu.au/coach/appa/presentations2008/>.

The presentation describes a chronic condition prevention and self-management (CCPSM) practice model that draws from positive psychology principles and assimilates them with well established psychological and behaviour change theories to promote health management and

improvement. In particular the model provides practitioners with the tools to address the problem of adherence to medical and lifestyle change recommendations. The model is currently being used by numerous public and private health organisations either as a stand alone intervention or in conjunction with the Flinders and Stanford models of CCPSM. It includes a strong focus on building hope, promoting self-efficacy, and developing the client's strengths to become active participants in overcoming their barriers to health management. It contrasts sharply from the traditional medical model of education and directive advice, which can inadvertently foster passivity or resistance in clients.

**Presentation, published, peer reviewed, theoretical.**

Grant, Anthony M. (2008). Enhancing coaching skills and emotional intelligence through coaching skills training. In R. S. Wawge (Ed), Executive Coaching and Mentoring, 163-178. Hyderabad, India: Icifai University Press.

**Chapter, published, edited book, empirical content.**

Grant, Anthony M. (2008, April). Evidence-based Coaching as an Applied Positive Psychology? Presentation at The First Australian Positive Psychology and Well-being Conference 2008. Retrieved April 12, 2008, from <http://www.psych.usyd.edu.au/coach/appa/presentations2008/>.

Coaching is often associated with the sensationalistic and pseudoscientific facets of the personal development industry. However, an evidence-based approach to coaching offers an important platform for an applied positive psychology. Evidence-based coaching has the potential for enhancing both goal attainment and well being, and as such should sit at the heart of the applied positive psychology enterprise. Yet there has been little research examining the effectiveness of coaching as an applied positive psychology, and little work on developing models for coaching that integrate both goal striving and well being dimensions. The Coaching Psychology Unit (CPU) at the University of Sydney has been developing evidence-based approaches to coaching and conducting coaching outcome studies since 2000. A range of studies are presented as an example of the research conducted at the CPU, with specific emphasis on the practical implications of these findings in relation to goal attainment, well-being, insight and mindfulness. An aggregated overview of these coaching interventions indicates that coaching can indeed be a useful methodology for initiating individual and organisational change and for exploring the psycho-mechanics central to purposeful positive change in real life situations.

**Presentation, published, not peer reviewed, empirical content.**

Grant, Anthony M. (2008, September). Evidence-Based Coaching as Applied Positive Psychology. Presentation at Harvard Medical School: Coaching: A New Horizon: Theory, Emerging Evidence, & Practice. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Green, Suzy; & Spence, Gordon (2008, April). Coaching Psychology & Positive Psychology: Perfect Partners at Work. Presentation at The First Australian Positive Psychology and Well-being Conference 2008. Retrieved April 12, 2008, from <http://www.psych.usyd.edu.au/coach/appa/presentations2008/>.

It has become increasingly clear that Coaching Psychology and Positive Psychology are perfect partners with similar aims and objectives. This presentation will outline these objectives and



suggest that for such a partnership to survive and thrive in the workplace, a greater integration of positive psychological research into coaching practice is required, rather than a "tool-kit" approach. There is also enormous scope to extend both Coaching Psychology and Positive Psychology into the workplace beyond the higher echelons of senior management. Workplace programs for all employees that focus on utilising strengths, optimising performance, enhancing happiness and well-being and living the good life may provide a strong platform for increasing engagement and retention in the larger organisation and creating employers of choice. This presentation will stimulate thinking and provide practical examples of putting positive psychology to work at work.

**Presentation, published, not peer reviewed, theoretical.**

Greenberg, Margaret (2008). Sort Your Life into Place! The Strengths Card Sort. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/margaret-greenberg/20080614798>.

**Article, published, not peer reviewed, theoretical.**

Greenberg, Margaret (2008). Using the "L" Word in Business. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/margaret-greenberg/20080214618>.

**Article, published, not peer reviewed, theoretical.**

Kauffman, Carol (2008). Coaching top performers with strengths based approaches. Workshop for the European fleet of executive coaches for a global consulting corporation. Unpublished manuscript.

**Workshop, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2008). Integrating Positive Psychology into Assessment and Practice in Both Clinical and Coaching Settings. Presentation at the Annual Meeting of the American Psychological Association. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2008). Positive Psychology and Coaching – Applying theory to practice. Paper presented at the Annual Meeting of the American Psychological Association.

**Paper, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2008). Spinning Straw into Gold: Turning the research of positive psychology into artful coaching practice. Presentation at the International Coaching Federation Annual Meeting. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2008). The A.R.T of Deploying Strengths: Coaching with the VIA. Unpublished manual.

**Manual, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2008, March). Evidence and Practice of Positive Psychology Coaching: A close up look at interventions. Presentation at Institut for Idræt, Københavns Universitet. Retrieved February 1, 2011, from

[http://www.ifi.ku.dk/formidling/arrangementer/coachingforedrag/tidligere/coaching\\_formidling/carol\\_kauffmann.pdf/](http://www.ifi.ku.dk/formidling/arrangementer/coachingforedrag/tidligere/coaching_formidling/carol_kauffmann.pdf/).

What are some of the evidence based methods to assess and foster well-being? First we'll look at aspects of positive assessments: routes to happiness and measures of strengths and well-being. Then an overview of Corey Keye's work on the components of Complete Mental Health which give a good picture and also suggest potential avenues to optimal functioning. The main positive psychology interventions will be explored as part of coaching practice. These can be used as specific interventions, or can be used to inform more process-developmental approaches where information is integrated into one's own coaching style.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2008, March). Four Steps to Putting Positive Psychology into your Coaching Psychology Practice. Masterclass for Selskab for Evidensbaseret Coaching under Dansk Psykolog Forening. Unpublished manuscript.

Coaching Excellence is a goal we all strive for, but it is a moving target. Today's coaches need to ensure they have a superior set of tools and techniques that will empower them to raise their coaching skills to the next level of performance. But what are these based upon? I believe that positive psychology provides coaches with a sound theoretical and research foundation – the legs upon which the coaching profession can firmly stand. Coaching Excellence will be a highly interactive workshop where we will go through a 4 step program to learn how to integrate positive psychology principles into your coaching practice. Material derived from hundreds of studies and dozens of theories are organized into a coherent 4 step model that funnels this wide body of research into bite-sized pieces. This master class has a pragmatic perspective – to practically examine the key contributions positive psychology offers to coaching and to immediately provide opportunities for the coaches to practice integrating this information through hands-on exercises. Each module will examine the theory and research supporting the material and then engage in coaching exercises and depth discussion. The goal is to leave the two day session with an increase in the depth and breadth of evidence based coaching skills. Coaching Challenge: Coaches are encouraged to pick an area of self-development and choose one real and powerful goal from their professional or personal lives to be coached on by peers during the course of the day. Having one focus for the day can tie the material together in a compelling way that best prepares coaches to integrate positive psychology into practice. This is not required if it does not feel like your best way to learn. Intro to Positive Psychology. Coaches will be introduced to Positive Psychology – the scientifically based study of what is right with us, and what makes life worth living. 1. Reverse the Focus. Coaches learn the scientific data behind the importance of reversing the focus from what is wrong to what is right. We build on Csikszentmihalyi's work of cognitive bandwidth examining the question, what is the impact of what we "Pay" attention to? We explore the practical applications of the Zeigarnik Effect and Baumeister research on how negative information is more easily and vividly processed than positive information. Therefore being "negative" is normal, and evolutionarily optimal, but results in lowered well being and lower performance. Coaches develop attentional techniques to help clients reverse focus at will (using metaphor of the Rubin Vase) and hone skills to use positive affect priming, appreciative inquiry and the Pygmalion Effect in coaching engagement. Also focus on what coaches are already doing to reverse client focus and support this practice by examining some coaching research in this area.

Reversal to positive leads to increased performance, well-being, lower burnout and decreased depression. We will engage in a few coaching exercises to put this material into practice, and then debrief. 2. Focus on Strengths: Coaching using the Values in Action Inventory of Strengths. Coaches learn how to assess and coach for strengths using the VIA Inventory of Strengths. This instrument has been tested on over 750 thousand people, and has been used in numerous research studies. Learning to use one's strengths in new ways increases well-being and opens access to flow and peak performance states. A model of strengths coaching: the A.R.T. Of Deployment (Assess, Review, Train for strength & Deploy strengths in action) is presented. We explore how strengths coaching can be used to help coaches and coachees harness strengths to improve performance, work engagement and develop signature presence. Coaching exercises and self reflection exercises will be woven throughout this module. 3. Focus on Building Positive States. Meta-analysis of over 350 research studies indicates that positive emotion is not simply a temporary experience. Building positivity is a resource that enhances cognitive, affective and physical resilience and broadens one's repertoire of behavior. We explore Fredrickson's research on the evolutionary purposes of positive affect and her research on teams accessing ideal positivity/negativity ratio of 3:1 show highest performance, profitability and customer satisfaction ratings. We also explore how accessing positive states enhances creativity and big picture thinking. Methods to trigger positive states are examined. We will also explore the coaching relationship in light of the principles of positive psychology, examining active constructive responding as well as positive challenging. We will practice a number of coaching exercises based on Authentic Happiness Coaching (AHC). 4. Strategies to Build Hope and Optimum Performance. The cognitive theory of hope developed by CR Snyder has two components: Agency and Pathways thinking. Dozens of studies show that increasing hope leads to increased effectiveness and performance across the lifespan. High hope traits also predict ability to withstand adversity and one's capacity to rise to a challenge. Building on the basis of efficacy and goal flexibility, coaches examine practical applications of Csikszentmihalyi's extensive research on the conditions that lead to flow and high performance states. One condition we examine is achieving perfect balance of one's specific challenge/task and skill level. A series of coaching interventions to maximize optimal performance are taught and then used to integrate using all 4 steps of how to put positive psychology into coaching practice. Conclusions. Group debriefs with continued discussion of how to apply the 4 steps for their own optimal performance as coaches as well as using these techniques with coaching clients. We explore how to integrate these methods into their practices and how they can create their own unique techniques and applications based on a blend of what they have learned and what they already do well.

**Masterclass, unpublished, not peer reviewed, empirical content.**

Kauffman, Carol (2008, March). The Coaching Relationship: Examining Theory & Practice. Presentation at the Copenhagen Coaching Center. Unpublished manuscript.

We will explore factors in how to establish, leverage, repair and optimize the coaching relationship. The goal is to co-create a relationship that heightens awareness, stretches skills, strengthens efficacy and feels energizing and growth promoting for the client and the coach. To do this coaches need to access high levels of relational competence and an understanding of how to re-ignite the connection when things go awry. There are clear signs when a relationship is optimal, and relational tools available for us to maximize the possibilities in a connection. These are based

on an integrated model of coaching and positive psychology and go far beyond listening and communication skills. We'll explore ways to tweak interpersonal style and see how flexible we are in adjusting our levels of being: neutral/warm, supporting/challenging, calm/excited, disciplined/spontaneous. We'll also examine how the relationship changes within the arc of the coaching engagement. Why does this matter? In psychotherapy research clients attribute success to relationship factors, while the therapists think it has to do with techniques. We will probably find similar patterns in coaching as well! We hope that increasing awareness and flexibility will help coaches and clients access their best selves and optimal performance states.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol; Silberman, Jordan; & Sharpley, David (2008). Coaching for strengths using VIA. In Jonathan Passmore (Ed.), *Psychometrics in coaching: Using psychological and psychometric tools for development*, 239-253. Kogan Page.

Positive psychology has been defined as the 'scientific study of what goes right in life, from birth to death and at all stops in between' (Peterson, 2006a: 4). It is a young and burgeoning movement that scientifically explores the things that make life worth living. This chapter will provide a brief introduction to the Values in Action Institute Inventory of Strengths (IS) (Peterson and Seligman, 2004), the most ambitious project undertaken within the positive psychology (PP) movement. The IS is a well-validated survey that assesses individuals' strengths of character (eg leadership, kindness, creativity). After providing a brief orientation to the instrument, we discuss how it can be used to enhance a strengths-based approach to coaching. We then describe how coaches can identify and apply their own strengths of character, and how they can use the IS to help coachees overcome challenges and enhance psychological well-being.

**Chapter, published, edited book, theoretical.**

Larsen, Jens Boris (2008, December). Coaching for a positive future: hope theory in evidence-based life and business coaching. Presentation at the 1st European Coaching Psychology Conference.

Unpublished manuscript.

Coaching is a collaborative, solutions-focused and goal-oriented approach for personal and professional development, the improvement of performance and increasing life satisfaction (Grant (2006). Kauffman (2006)). Coaching is thus a great way to help other people reach important goals, experience more meaning in their lives, helping people to use more of their skills and talents, and increase their levels of happiness and well-being. To this end, one of the key success parameters of any coaching engagement seems to be the cultivation of positive emotions about the future - to see the challenges we face, the future we desire and the paths we need to walk through the lenses of optimism and higher hope. The focus in this session is how hope and effective coaching are related. Drawing on the prolific hope research within positive psychology, I will argue that development of hope is a theme that all coaching psychology approaches share, whether they be cognitive-behavioural, positive psychological, solutions-focused, existential etc. The processes of finding ways to more meaning, more happiness, developing new skills or having more success in one's business life, research shows, are all supported by increased levels of hope. Within positive psychology, studies involving thousands of participants show how higher levels of hope correlate significantly with higher levels of happiness, well-being and goal-attainment. People of high hope see many pathways to overcome obstacles and have high levels of energy and motivation available

for goal pursuit, show more resilience when encountering setbacks, and have more flexibility when meeting insurmountable obstacles (for an overview of important research findings, see Snyder, Rand & Sigmon (2005)). According to positive psychologist researchers into hope, hope consists of three related factors: goal-setting, pathway ability ("waypower") and agency thinking ("willpower") (Snyder, Rand & Sigmon 2005, Snyder 2000, 1994). In coaching, then, coach and coachee work collaboratively to formulate and agree upon stretching and engaging goals, foster development of the coachee's waypower to generate sufficient pathways to reach the goals; and to facilitate the development of coachee's willpower, so that he or she can draw upon physical and emotional energy necessary to sustain motivation until the goals are reached. Hope theory as applied to coaching has great importance for understanding critical success factors in the coaching relationship. It can serve as an important contribution to a meta-theory of coaching, as well as provide tools for both coach and coachee to increase hope, increase the probability of goal-attainment, and find more possibilities for deeper meaning and engagement in our lives. In this session, I will demonstrate the relationship between hope theory and evidence-based coaching; locate hope within contemporary solutions-focused and existential coaching approaches; give examples on coaching tools, hope tests and lots of inspiration to those who would like to study this fascinating subject further. I will also touch upon the emerging frontiers of hope - collective hope, and hope at the level of identity and beyond.

**Presentation, unpublished, not peer reviewed, theoretical.**

Larsen, Jens Boris (2008, December). Towards a Full Life: Using the Golden Five in Coaching for Life Satisfaction. Masterclass at the 1st European Coaching Psychology Conference. Unpublished manuscript.

When coaching moves below the surface, the deeper unfolding of life begins. The question then becomes how coach and coachee can work together collaboratively in assisting the coachee in living a more fulfilling and meaningful life. Evidence-based coaching and coaching psychology offers many theoretical and practical approaches that coaches can apply to the coaching engagement to explore what a fulfilling life is to the coachee and find the will, the ways, and the resources to get there. Effective coaches know how to look for resources and strengths in their coachees, but, according to positive psychology coach Robert Biswas-Diener and Ben Dean, coaches do not always have a systematic way of doing so (Biswas-Diener & Dean 2007). Positive psychology coaching is one such approach as it is the systematic study of what makes individuals, groups and communities thrive and prosper. Of its many branches, the focus on the relationship between the development and actualization of resourceful character is of particular relevance to the question of how this can be accomplished. Using positive psychology, coaches can focus on the individual's and communities' strengths, such as leadership, creativity, curiosity and love. Research shows that once strengths are acknowledged and actualized, it then leads in the direction of the good life. As such it is a systematic way to tap into our greatest strengths towards more engagement, more pleasure and more meaning in work, love and play. Research by Nansook Park, Chris Peterson and Martin Seligman (Park, Peterson & Seligman 2004) shows that of the twenty four character strengths currently incorporated in the canon, the strengths most robustly correlated with life satisfaction are the strengths of hope, gratitude, curiosity, zest and love, known collectively as "The Golden Five". Cultivating one or more of the Golden Five can thus lead towards a more hopeful and grateful living, with more openness to the world around us,

feeling vibrantly alive and experiencing abundant love. In this Master Class, participants will learn how to incorporate positive psychology at four distinct levels of resourcing (from powerful resource states to character strengths and beyond) with respect to the Golden Five for interventions to increase life satisfaction in the coachee's life. Following an introduction to positive psychology coaching and character strengths, focus will shift to how coaches regardless of their current coaching orientation can make the cultivation of The Golden Five and strengths coaching part of their coaching practice. The five golden strengths will be explored in turn with research, tools, hands-on experience and ways of how to apply them in the coaching engagement. It will be useful if participants bring their Strengths Profile to the Master Class. The VIA Signature Strengths Questionnaire can be found here: <http://www.authentic happiness.org/>.

**Masterclass, unpublished, not peer reviewed, theoretical.**

Linley, P. Alex (2008, December). Strengthspotting in Coaching. Presentation at the 1st European Coaching Psychology Conference. Unpublished manuscript.

As a coaching psychologist, do you know how best to identify the strengths of your clients, and how to help them realise those strengths better to achieve their goals? In this keynote presentation, Alex Linley introduces the concept of strengthspotting, which is about learning how to pay attention to the telltale signs of a strength in order to identify and harness them more effectively in the coaching relationship. The presentation will cover the fundamentals of the strengths approach, focusing on the identification of strengths and realising strengths for goal attainment. Strengthspotting of course is in no way unique to coaching psychology, and delegates will also have the opportunity to pick up many tips and techniques that they will be able to apply across many different areas of their lives.

**Presentation, published, not peer reviewed, theoretical.**

Liston-Smith, Jennifer (2008). Appreciative inquiry and solution-focused coaching: Applications of positive psychology in the practice of coaching. *The Coaching Psychologist*, 4(2), 102-105.

Appreciative Inquiry presents a refreshingly enabling way of relating to 'what is' and 'what could be'. Solution-focused coaching takes us miraculously straight to a perfectly resolved future; which might be more possible than we think. These two approaches, underpinned by theory and years of experience, give structure to some applications of positive psychology in coaching. This events reports draws on ideas and materials from the following events hosted by the British Psychological Society Special Group in Coaching Psychology: An introduction to using Appreciative Enquiry in Coaching Psychology by Indrani Choudhury and Solution-Focused Coaching in Coaching Psychology: A method for applying positive psychology in the workplace by Carey Glass. In Appreciative Inquiry Coaching and Solution Focused Coaching, the focus on strengths and possibilities builds positive emotions while the questions of the coach further serve to expand the thought-action repertoires.

**Article, published, peer reviewed, theoretical.**

Myszak, Anders (2008). Coachingspsykologi og positiv psykologi. In Anders Myszak & Simon Nørby (Eds.), *Positiv psykologi – en introduktion til videnskaben om velvære og optimale processer*, 287-314. Hans Reitzels Forlag.

Endelig beskæftiger Anders Myszak sig i antologiens næstsidste kapitel med hvordan positiv psykologi kan bidrage til at styrke coaching og i særdeleshed coachingpsykologisk praksis ved at der inden for disse to områder introduceres mere videnskabeligt forankrede interaktionsformer og strategier. Der argumenteres for at coachingpsykologi og positiv psykologi har et fælles videnskabsfilosofisk og ontologisk grundlag. Dog indtages der en kritisk holdning til tendenser inden for både coaching og anvendt positiv psykologi, herunder bl.a. den i visse tilfælde blinde tro på at al udvikling inden for disse felter er konstruktiv og driver dem fremad. Det fælles grundlag der præsenteres i begyndelsen af kapitlet, udgør basis for en fire-trins positiv-coachingpsykologisk model som udvikles og beskrives senere i kapitlet. Modellen er baseret på vores nuværende viden om sammenhængen mellem succes, lykke og højere nydelse. Kapitlet understreger et centralt og noget paradoksalt aspekt ved denne og andre coachingmodeller som tager udgangspunkt i positiv psykologi, nemlig at de skal kunne støtte klientens eget arbejde med at få øje på og arbejde hen imod de mål som klienten selv værdsætter, samtidig med at dette arbejde ikke må blive alt for instrumentelt orienteret.

**Chapter, published, edited book, theoretical.**

Palmer, Stephen (2008). A coaching psychology perspective. *Psychology Teaching Review*, 14(2), 40-42.

Comments on an article by J. Radford (see record 2008-06776-006). The author's paper is timely. He considers 'what is or should be the 'place' of Psychology in education, more particularly Higher Education'. Coaching psychology as an applied area of psychology underpinned by a body of theory and research could have a positive impact upon individuals, organizations and society. He states, 'In the Higher Education context itself, Psychology continues to be in demand'. There is no refuting this statement, the facts speak for themselves. It is the third most popular discipline to be studied in higher education. Psychology has been unintentionally promoted by the media on television, radio, internet and the press. Also television 'forensic psychologists' appear to have exciting careers yet mixed up lives, but of course, it is only fiction. Positive psychology which focuses on strengths could be an asset for the future. Perhaps including coaching psychology theory and practice as a module in a psychology degree could assist in these diverse careers as well as subsequent postgraduate psychology training for the small percentage that want to become professional psychologists.

**Article, published, peer reviewed, theoretical.**

Ryan, Lucy (2008, December). Coaching with positive psychology - an ongoing exploration! Masterclass at the 1st European Coaching Psychology Conference. Unpublished manuscript.

Evidence based practice is increasingly recognised as important for the growth and credibility of the coaching psychology profession. This Master Class offers you the opportunity to learn more about the theory on which positive psychology is based, and to discover how to apply well grounded methods from positive psychology in your coaching practice. The session will be interactive; offering the chance to practice the techniques, and to discuss your and others' experiences of how to integrate these methods into different coaching contexts.

**Masterclass, unpublished, not peer reviewed, empirical content.**

Schade, Ulla (2008). Guldet under bundlinjen. Human Consult.

**Article, published, not peer reviewed, theoretical.**

Sonne, Nickie Victoria (2008). Gør det, du er bedst til! Dansk Kommunikationsforening. Retrieved November 22, 2010, from

<http://www.kommunikationsforening.dk/Menu/Fagligt+nyt/Artikler/%e2%80%99G%c3%b8r+det%2c+du+er+bedst+til!%e2%80%99>.

**Article, published, not peer reviewed, theoretical.**

Spence, Gordon B.; Cavanagh, Michael J.; & Grant, Anthony M. (2008). The integration of mindfulness training and health coaching: an exploratory study. *Coaching: An International Journal of Theory, Research and Practice* 1(2), 145-163.

Coaching has attracted much attention from health professionals interested in collaborative, person-centred approaches to motivating behaviour change. Whilst initial research supports the efficacy of coaching in health contexts, more theoretical and empirical work is needed. Based on recent work demonstrating the important role that mindfulness plays in self-regulation, it was hypothesised that the efficacy of health coaching could be enhanced through the inclusion of Mindfulness Training (MT). To test this, 45 adult were randomly assigned to three health programmes for eight weeks. Using a crossover design, two groups received an alternative delivery of MT and cognitive-behavioural, solution-focused (CB-SF) coaching, whilst the third group participated in a series of health education seminars. Results showed that goal attainment was significantly greater in the facilitative/coaching format than the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions suggesting that the delivery sequence had little bearing on outcomes. After reviewing the results, the implications for health professionals are discussed.

**Article, published, peer reviewed, empirical content.**

Stewart, Lorna J.; Palmer, Stephen; Wilkin, Helen; & Kerrin, Maire (2008). The influence of character: Does personality impact coaching success? *International Journal of Evidence Based Coaching and Mentoring*, 6(1), 32-42.

Using the Five Factor Model of personality and the construct general self efficacy this study explores the relationship between coaching clients' personality and a self-report measure of the transfer of learning from coaching to the workplace. Positive correlations are found between the application of coaching development and conscientiousness, openness to experience, emotional stability and general self-efficacy. Conscientiousness is also found to be associated with generalisation and maintenance of outcomes. Personality measures may have value as a means for identifying coaching clients who require support in order to make manifest the changes experienced in coaching.

**Article, published, peer reviewed, empirical content.**

Tan, Yee-Ming (2008). Might as well use them if you've got them! Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/yee-ming-tan/200809231033>.

**Article, published, not peer reviewed, theoretical.**



Thelwell, Richard C.; Lane, Andrew. M.; Weston, Neil J.; & Greenless, Iain A. (2008). Examining relationships between emotional intelligence and coaching efficacy (Tech. Rep. No. 6). West Virginia University, Sports and Exercise Science Program.

The study examined the relationship between emotional intelligence and coaching efficacy. Ninety-nine coaches completed the Emotional Intelligence Scale and the Coaching Efficacy Scale with the results of the canonical correlation suggesting significant relationships between the two sets of variables. Regression analyses suggested motivation efficacy to be significantly associated with the regulation of emotions and social skills, whereas character-building efficacy was associated with optimism. Teaching technique efficacy was significantly associated with appraisal of own emotions with no significant predictors for game strategy efficacy. When viewed collectively, results provide an insight to how emotional intelligence relates to coaching efficacy and gives an indication to where applied work with coaches may be directed. Future research suggestions are also provided in reference to coach-related psychology.

**Article, published, peer reviewed, empirical content.**

Yeager, John M. (2008). Introducing Social-Emotional Leadership - A Framework for Institutional Flourishing. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/john-yeager/20080811931>.

**Article, published, not peer reviewed, theoretical.**

Yu, Nickolas; Collins, Catherine G; Cavanagh, Michael; White, Kate; & Fairbrother, Greg (2008). Positive coaching with frontline managers: Enhancing their effectiveness and understanding why. *International Coaching Psychology Review*. Vol.3(2), 110-122.

Coaching is increasingly being used in the health sector, with staff and patients. Despite this increase there is only a small body of empirical evidence that demonstrates the effectiveness of coaching in health care settings. Objectives: This study evaluated the effectiveness of a workplace coaching programme (WCP) aimed at enhancing the work behaviours and well-being of 17 managers in a large Australian teaching hospital. Design: A within-group, pre-post test study design was used. Methods: The WCP consisted of needs-based workshops and group and individual coaching over a six-month period. Positive social science provided the theoretical underpinning for the WCP, and this was applied through an integrated solution-focused, cognitive-behavioural methodology. A questionnaire was used to collect data at two time points. Data was analysed using the Wilcoxon Sign Rank Test. Results: Participation in coaching was associated with significantly enhanced proactivity, core performance, goal-attainment, self-insight, motivation, positive affect, and autonomy. Significant effects on self-reflection, negative affect and psychological well-being were not found. Conclusion: The study provides preliminary evidence in favour of workplace coaching as an effective approach for facilitating work effectiveness. Further research utilising larger sample sizes and controlled study designs is warranted.

**Article, published, peer reviewed, empirical content.**

Zhivotovskaya, Emiliya (2008). Read this book! Review of "Creating Your Best Life". Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/emiliya-zhivotovskaya/200812101263>.

**Book review, published, not peer reviewed, theoretical.**

2009

n = 44

Anstiss, Tim (2009). Was the Buddha a Life Coach? Presentation at the 2nd Applied Positive Psychology Conference. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Biswas-Diener, Robert (2009). Personal coaching as a positive intervention. *Journal of Clinical Psychology*, 65(5), 544-553.

Personal coaching is a relatively new and unlicensed profession aimed at helping functioning individuals set and achieve goals, overcome obstacles, and maintain motivation. Coaching is increasingly merging with psychology as evidenced by new journals, academic programs, and research symposia. Although coaching has traditionally been used with non-clinical populations, it can be highly relevant to psychotherapy. Clinicians who develop a hybrid psychotherapy-coaching practice might be better protected from occupational stress and burnout. In addition, a number of coaching interventions and assessments might translate well to therapy and help clinicians innovate their practice. The synergy between personal coaching and psychotherapy are illustrated with a case example.

**Article, published, peer reviewed, empirical content.**

Boniwell, Ilona (2009, December). Positive Psychology Coaching – New Lessons from the Science of Flourishing. Presentation at the 2nd European Coaching Psychology Conference. Unpublished manuscript.

Positive Psychology, defined as the science of happiness and well-being, is often seen as a "complimentary bedfellow" to the science and practice of coaching psychology (Linley & Kauffman, 2007). Many coaching psychologists are familiar nowadays with some introductory positive psychology concepts, including positive emotions, utilisation of one's strengths, hope, learning of an optimistic explanatory style and positive interventions. As useful as these concepts might be, they represent a very limited perspective on the state of positive psychology today and thus provide an incomplete picture of how positive psychology theories can be usefully integrated into one's coaching psychology practice. This presentation intends to introduce a "beyond happiness" angle on positive psychology, drawing on research in the areas of time perspective, eudaimonic well-being, wisdom and positive development over a life course. Contrary to the more traditional happiness-based or hedonic perspective on positive psychology, these concepts are united by the process view of human flourishing. Given scientific findings that an active developmental process often results in decreased rather than increased happiness in the short-term, it is argued that a deeper understanding of experiences and orientations that exist to help regulate the change and growth processes is essential for coaches and coaching psychologists. The presentation will conclude by discussing the practical implications of adopting a more integrated perspective on flourishing.

**Presentation, unpublished, not peer reviewed, theoretical.**

Clifton, Jenny (2009, May). Moving towards evidence-based life coaching: What is the role of coaching for tertiary students? Presentation at the First Australian Positive Psychology in Education Symposium. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/downloads2009.htm>.

This presentation looks at coaching as an application of positive psychology: what is the role for a group-based life-coaching program for tertiary students? Jenny has successfully run groupcoaching programs for university students at Deakin University in Melbourne as well as more recently at Monash University with some good qualitative feedback. She is keen to further research the efficacy of the coaching model for young people in educational settings. Does life coaching have a role within a tertiary setting? How can students successfully juggle and excel at both their studies and life demands? Is there any evidence that supports these challenges? These are just some of the questions that Jenny successfully explored whilst developing and running a group coaching approach for University students at Deakin and Monash Universities. This is a session likely to be of interest to people assessing the value of life coaching to the tertiary sector as well as people considering adapting life coaching to an entirely new setting.

**Presentation, published, not peer reviewed, empirical content.**

Corrie, Sarah (2009). *The Art of Inspired Living: Coach Yourself with Positive Psychology*. Karnac Books.

This book is about learning to live your life more fully. It doesn't promise you abundant joy, the relationship of your dreams, untold riches or miracle cures. But what it does promise you is a comprehensive programme of personal development, change and growth that is highly effective. This coaching programme has been developed with two audiences in mind. The first is those who wish to coach themselves to success and who are confident about achieving positive results once they know the basic framework. The second audience is those who work as coaches and who are looking for new ideas and frameworks that they can build into their existing practice. Whatever has drawn you to this book - whether it is because you feel you have reached a crossroads in your life, because you have a very specific goal in mind, or because you are a coach looking for some fresh ideas - there is something here for you.

**Book, published, not peer reviewed, theoretical.**

Côté, Jean; & Gilbert, Wade (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323.

The purpose of the current paper is to present an integrative definition of coaching effectiveness and expertise that is both specific and conceptually grounded in the coaching, teaching, positive psychology, and athletes' development literature. The article is organized into six sections. The first section is used to situate the proposed definition in the predominant conceptual models of coaching. The second, third, and fourth sections provide detailed discussion about each of the three components of the proposed definition of coaching effectiveness: (a) coaches' knowledge, (b) athletes' outcomes, and (c) coaching contexts. The proposed definition is presented in the fifth section along with a clarification of common terminology and guiding postulates. The final section includes implications for practice and research.

**Article, published, peer reviewed, theoretical.**

Cronlund, Kirsten (2009). Mindfulness, Part II: A Basis for Coaching. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/kirsten-cronlund/200903161653>.

**Article, published, not peer reviewed, theoretical.**

Cronlund, Kirsten (2009). Mindfulness: The Best Bang for Your Buck, Part I. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/kirsten-cronlund/200903151652>.

**Article, published, not peer reviewed, theoretical.**

Grant, Anthony M. (2009). Evidence-based Coaching as an Applied Positive Psychology. Presentation at the First World Congress on Positive Psychology. Retrieved August 4, 2009, from <http://www.ippanetwork.org/IPPANETWORK/IPPANETWORK/Community/Resources/LibraryDocuments/Default.aspx?LibraryKey=dc871ae3-a991-49ad-8a43-b0cb6bc94da7>.

Coaching and Positive Psychology share many common aims, particularly in relation to the enhancement of goal attainment and the improvement of well-being. Positive Psychology has now developed considerable currency in both the applied and academic spheres. In contrast, although “coaching” has significant currency in applied settings, within academia it is still sometimes perceived of as hyperbolic, pseudoscientific, faddish and more of a commercial marketing opportunity than a rigorous change methodology. However, an evidence-based approach to coaching, one which explicitly draws on and extends existing psychological frameworks as a foundation for coaching research and practice, has the very real potential to make significant contributions to the broader humanistic and psychological enterprise. Indeed, coaching is central to the research and practice of applied positive psychology, and the research basis for coaching has significantly grown over the past five years. This session gives an overview of the current state of play in evidence-based coaching and asks can coaching help positive psychology to flourish? Is it developing a solid knowledge base, or is it simply regurgitating past ideas and practices? In addressing these issues I present a languishing/flourishing model of well-being and goal attainment for use in coaching research and practice, and discuss key research from the Coaching Psychology Unit at the University of Sydney.

**Presentation, published, not peer reviewed, empirical content.**

Grant, Anthony M. (2009). Review of Positive psychology coaching: Putting the science of happiness to work for your clients. *The Journal of Positive Psychology*, 4(5), 426-429.

Reviews the book, *Positive psychology coaching: Putting the science of happiness to work for your clients* by R. Biswas-Diener and B. Dean (see record 2007-01698-000). Coaching and positive psychology appear to be a perfect fit. Positive psychology coaching is the first complete book to systematically present the major findings of positive psychology explicitly for use in coaching practice. The book is presented in three key sections. The first section addresses foundational concepts of happiness and positivity. The second section of the book centers on character strengths and virtues, and is predominately focused on the work of Peterson and Seligman (2004). The third section of the book presents a short overview of special topics in positive psychology, including its application to jobs, careers and organizations, and a discussion on the future of positive psychology. The sustained development of positive psychology coaching requires that coaches become informed about the science of positive psychology, and conversely, that positive psychologists become knowledgeable about evidenced-based coaching

methodologies. This book is a welcome addition to the coaching and positive psychology literature.

**Book review, published, peer reviewed, theoretical.**

Grant, Anthony M. (2009, September). The Evidence for Coaching. Presentation at Harvard Medical School: Coaching in Medicine and Leadership Conference 2009. Retrieved November 22, 2010, from <http://www.instituteofcoaching.org/images/pdfs/Grant-Evidence-for-Coaching.pdf>.

**Presentation, published, not peer reviewed, empirical content.**

Grant, Anthony M.; Curtayne, Linley; & Burton, Geraldine (2009). Executive Coaching Enhances Goal Attainment, Resilience and Workplace Well-being: A Randomised Controlled Study. *Journal of Positive Psychology*, 4(5), 396-407.

In a randomised controlled study, 41 executives in a public health agency received 360-degree feedback, a half-day leadership workshop, and four individual coaching sessions over 10 weeks. The coaching used a cognitive-behavioural solution-focused approach. Quantitative and qualitative measures were taken. This is the first published randomised controlled study in which coaching was conducted by professional executive coaches external to the organisation. Compared to controls, coaching enhanced goal attainment, increased resilience and workplace well-being and reduced depression and stress. Qualitative responses indicated participants found coaching helped increase self-confidence and personal insight, build management skills and helped participants deal with organisational change. Findings indicate that short-term coaching can be effective, and that evidence-based executive coaching can be valuable as an applied positive psychology in helping people deal with the uncertainty and challenges inherent in organisational change. Practical implications are discussed and recommendations are made for the effective measurement of coaching outcomes.

**Article, published, peer reviewed, empirical content.**

Greenberg, Margaret; & Maymin, Senia (2009). Changing the Questions at Work. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/margaret-greenberg-and-senia-maymin/200901141429>.

**Article, published, not peer reviewed, theoretical.**

Grenville-Cleave, Bridget (2009). The Serious Business of Emotions at Work. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/bridget-grenville-cleave/200903261740>.

**Article, published, not peer reviewed, theoretical.**

Haddon, Peter F. (2009). Positive Psychology Applications to Executive, Business and Life Coaching. Workshop at the 2nd Applied Positive Psychology Conference. Unpublished manuscript.

**Workshop, unpublished, not peer reviewed, theoretical.**

Hartung, John (2009). Enhancing positive emotion and performance with EMDR. In Marilyn Luber (Ed.), *Eye Movement Desensitization and Reprocessing (EMDR) Scripted Protocols: Basics and Special Situations*, 339-376. New York, US: Springer.

The scripts included in this chapter exemplify how an EMDR therapist might talk with a client when the focus is on positive psychology and performance enhancement: reaching for a goal not yet realized, looking for a way to strengthen a positive quality, or hoping to fine-tune existing skills. The scripts accompany a model that has been taught in a number of countries to therapists, coaches, and human resource advisors. The model combines elements of coaching and psychotherapy. Coaches attend to a client's skills and deficits, look for solutions that are behavioral and strategic, and focus on the present and future while downplaying the past. Psychotherapists, on the other hand, attend to the client's internal experience: emotions, self-talk, beliefs, and other not-so-observable factors. The focus is largely on the past and present. It follows that the model will be most useful to persons who practice both coaching and psychotherapy. As a coach, the practitioner is familiar with the situation in which the client seeks to perform, whether the client hopes to run faster, lead more effectively, parent better, or study smarter. Competency issues for coaches have been detailed by Hays. As a psychotherapist, the practitioner--it will be assumed--will be comfortable using EMDR in the treatment of traumatic memories and other matters that interfere with the client's personal growth. This chapter provides appropriate scripts.

**Chapter, published, edited book, theoretical.**

Kauffman, Carol; Boniwell, Ilona; & Silberman, Jordan (2009). The Positive Psychology Approach to Coaching. In Elaine Cox, Tatiana Bachkirova & David A. Clutterbuck (Eds.), *The Complete Handbook of Coaching*, 158-171. Sage Publications Ltd.

**Chapter, published, edited book, theoretical.**

Kemp, Travis J. (2009). Coaching and leadership: Practice, perspectives and directions from the field. *International Coaching Psychology Review*, 4(1), 6-8.

Introduces the 2009 special issue of the *International Coaching Psychology Review* exploring Leadership and Coaching. The style and 'feel' of this special issue deviates slightly from the normal ICPR style. An effort has been made to capture the diversity of thought, practice and perspective in order to highlight the space between the two very broad fields of leadership and coaching. In attempting this, the authors' styles and preferences have been maintained. This issue includes papers on the dysfunctional behavioural patterns or 'Dark Side' of leadership personality, the 'coal face' application and phenomenon of the leadership coaching relationship, application of coaching and positive psychology approaches to the significant challenges within mental health systems, strengths-based methods with leaders, the challenge of developing coaching capability within leaders themselves, the application of attachment theory to narrative coaching models, the application of psychodynamic approaches and philosophies to leadership development, the coaching skills development programme embedded in the MBA curriculum at the University of Western Australia, and a theoretical framework that acts as a guide to developing and growing the leadership/coaching alliance.

**Article, published, peer reviewed, theoretical.**

Lavendt, Ebbe (2009). Positiv psykologi - en introduktion til videnskaben om optimal menneskelig funktion. *Erhvervspsykologi*, 7(4), 22-43.

The purpose of this article is to give the reader an overview of positive psychology. The four pillars of positive psychology – positive emotions, engagement, meaning and positive relationships – are

presented in the form of examples of some of the key concepts of the field. The article discusses ideas for how to use principles and interventions from positive psychology in leadership, consultancy and coaching. It also tries to predict what the future of positive psychology might look like, and gives advice on how the reader can learn more about the subject.

**Article, published, peer reviewed, theoretical.**

Lendl, Jennifer; & Foster, Sandra (2009). EMDR performance enhancement psychology protocol. In Marilyn Luber (Ed.), *Eye Movement Desensitization and Reprocessing (EMDR) Scripted Protocols: Basics and Special Situations*, 377-396. New York, US: Springer.

The EMDR Performance Enhancement Psychology Protocol (EMDR-PEP) addresses performance anxiety, self-defeating beliefs, behavioral inhibition, posttraumatic stress, and psychological recovery from injury for creative and performing artists, workplace employees, and athletes. The EMDR-PEP can be very useful with everyday nonpathological complaints such as procrastination, fear of failure, setbacks, and life transitions. Note: Clinicians, working with athletes require rigorous training in Sport Psychology and Sociology of Professional Sport. The EMDR-PEP encompasses a full spectrum viewpoint (body, mind, and spirit) regarding optimal functioning at work and in life. This perspective inspires clients to identify their strengths as well as areas to improve and to prioritize their work accordingly. The EMDR-PEP approach draws upon Maslow's (1971) Human Potential Movement and Positive Psychology (Amen, 2002; Buss, 2000; Csikzentmihalyi, 1990; Seligman, 1998; Taylor, Kemeny, Reed, Bower, & Gruenwald, 2000), as well as Sport Psychology Research and Principles (Ivleva & Orlick, 1991; Kohl, Ellis, & Roenkner, 1992; Mamassis & Doganis, 2004; Martin, Moritz, & Hall, 1999; Nideffer, 1976; Short & Short, 2005; Simons, 2000; Unestahl, 1982), and Health Psychology (Graham, 1995; Levine, 1991; Simonton & Creighton, 1982; Whiting & den Brinker, 1982). The first single subject series (Foster & Lendl, 1996) reported promising findings with four diverse work-related situations and was republished in APA's seminal coaching papers in *Consulting Psychology, The Wisdom of Coaching* (Foster & Lendl, 2007). Reduced anxiety and increased self-confidence were reported for mature performing artists launching an existing repertoire into a new arena (Foster, 2000) and in a controlled study of master swimmers (Linebarger, 2005). Note: The Linebarger study included the Brief Intervention Focusing Protocol; the paper does not include inner advisor and mental room. Special attention is given to performance elements such as ability, focus, and motivation. The EMDR Performance Enhancement Psychology protocol Forms and Script are included.

**Chapter, published, edited book, theoretical.**

Linley, P. Alex; Joseph, Stephen; Maltby, John; Harrington, Susan; & Wood, Alex M. (2009). Positive psychology applications. In C. Richard Snyder & Shane J. Lopez (Eds.), *Handbook of positive psychology*, 35-47. New York: Oxford University Press.

Applied positive psychology is concerned with facilitating good lives and enabling people to be at their best. It is as much an approach as a particular domain of inquiry. As shown throughout this chapter, positive psychology has applications that span almost every area of applied psychology and beyond. In clinical psychology, counseling and psychotherapy, applied positive psychology builds on the traditions of humanistic psychology and Carl Rogers' client-centered therapy. It challenges the dominant assumptions of the medical model and promotes a dimensional, rather

than dichotomous, understanding of mental health and mental illness. Beyond the alleviation of psychopathology, applied positive psychology has also seen the development of specific happiness-increase interventions, including counting one's blessings, using signature strengths, and paying a gratitude visit. In education, applied positive psychology has been used to promote flow in the classroom, as well as harnessing children's strengths to aid their learning and development. Forensic applications of positive psychology are represented by the good lives model of offender management, which focuses on the adaptive satisfaction of human needs. In Industrial Organizational (I/O) psychology, positive psychology applications are represented throughout work on transformational leadership, employee engagement, positive organizational scholarship, positive organizational behavior, appreciative inquiry, and strengths-based organization. In society, more broadly, applied positive psychology is shown to influence the development of life coaching and the practice of executive coaching, while population approaches are being explored in relation to epidemiology and the promotion of social well-being. Having reviewed these diverse areas, the chapter then goes on to consider the theoretical basis for applied positive psychology; the questions of who should apply positive psychology, as well as where and how; and whether positive psychology applications could be universally relevant. The chapter concludes by considering what the future of applied positive psychology may hold and suggesting that the discipline has the potential to impact positively on people throughout the world.

**Chapter, published, edited book, theoretical.**

Linley, P. Alex; Woolston, Linda; & Biswas-Diener, Robert (2009). Strengths coaching with leaders. *International Coaching Psychology Review*, 4(1), 37-47.

Positive psychology and coaching psychology share a number of common themes and fundamental assumptions. Blending positive psychology, strengths approaches and coaching psychology, our work in strengths coaching with leaders enhances both leadership and organisational capability. In this article, we explore the role of leaders as climate engineers and provide a brief history of strengths approaches, together with definitions of what we mean by strengths and strengths coaching, and how we use these in practice. We introduce the integrative Realise2 model of strengths and weaknesses which distinguishes between the six areas of realised strengths, unrealised strengths, regular learned behaviours, infrequent learned behaviours, exposed weaknesses, and unexposed weaknesses, before going on to demonstrate how leaders can make weaknesses irrelevant through role shaping complementary partnering, strengths-based team-working or personal development. We examine the golden mean of strengths use, looking at strengths both overplayed and underplayed, before concluding with a view on the benefits of strengths coaching for both leadership and organisational capability. The Appendix provides 10 summary points in a strengths coaching checklist for leaders.

**Article, published, peer reviewed, theoretical.**

Magyar-Moe, Jeana L. (2009). *Therapist's Guide to Positive Psychological Interventions*. UK: Elsevier Science & Technology.

Positive psychology - essentially the scientific study of the strengths that enable individuals and communities to thrive - is a relatively new discipline that has experienced substantial growth in the last 5-10 years. Research suggests that the principles and theories from this area of study are highly relevant to the practice of counseling and psychotherapy, and positive psychology presents



clinicians and patients with a much needed balance to the more traditional focus on pathology and the disease model of mental health. This book provides a comprehensive introduction to the best-researched positive psychological interventions. It emphasizes clinical application, providing a detailed view of how the research can be applied to patients. Covering the broaden-and-build theory, strengths-based therapy, mentoring modalities and more, the volume will provide numerous assessment tools, exercises and worksheets for use throughout the counseling and psychotherapy process. It summarizes the applications of research from positive psychology to the practice of counseling and psychotherapy. It provides clinician a variety of assessments, worksheets, handouts, and take home and in-session exercises to utilize in the process of conducting therapy from a positive psychological perspective. It also provides general treatment planning guidelines for the appropriate use of such assessments, worksheets, handouts, and exercises. Bibliography of positive psychology references to compliment the information provided in this book.

**Book, published, not peer reviewed, theoretical.**

Miller, Caroline Adam; & Frisch, Michael (2009). *Creating Your Best Life: The Ultimate Life List Guide*. Berkshire, UK: Sterling Publishers.

This groundbreaking book is the first to explain how the new science of Positive Psychology intersects with goal-setting research to help people set and achieve life list goals. Happy people have a strong sense of personal agency, and they tend to set harder and more challenging goals, which gets them more of what they want in life. Learn how to develop your own sense of self-efficacy, create powerful mastery experiences, and use your environment to work for you and not against you.

**Book, published, not peer reviewed, theoretical.**

Norrish, Jacolyn M.; Vella-Brodrick, Dianne A. (2009). Positive psychology and adolescents: Where are we now? Where to from here? *Australian Psychologist*, 44(4), 270-278.

The purpose of this paper was to integrate literature on positive psychology and adolescent well-being to provide a cohesive platform for future research and discussion. It is aimed at researchers, and mental health and educational professionals who are interested in the empirical evidence behind using positive psychology interventions with adolescents. The positive psychology concepts reviewed are: the authentic happiness theory, flow, hope, coaching, gratitude, kindness, and strengths-based interventions. Although positive psychology is only in its infancy, and more research in adolescent populations is needed, support for positive psychology interventions in fostering adolescent mental health is steadily accumulating.

**Article, published, peer reviewed, empirical content.**

Oades, Lindsay; Crowe, Trevor; & Nguyen, Melanie (2009). Leadership coaching transforming mental health systems from the inside out: The Collaborative Recovery Model as person-centred strengths based coaching psychology. *International Coaching Psychology Review*, 4(1), 25-36.

Mental health service provision is being transformed by a call for 'recovery oriented care'. Rather than the traditional medical meaning of cure, the term 'recovery' refers to the personal and transformational process of patients living with mental illness, moving towards a preferred identity and a life of meaning--a framework where growth is possible, and the fixed mindsets around

diagnoses such as schizophrenia are challenged. At an organisational level, however, organisations and their service providers have typically operated on a framework that is fixed in terms of the potentialities of the mental health patients. This paper describes the ongoing transformation of a large tertiary inpatient mental health unit in Ontario, Canada, through a parallel staff and patient implementation of a person-centred strengths based coaching framework, known as the Collaborative Recovery Model (CRM). Consistent with developments in positive psychology, the model focuses on strengths and values, goals and actions, within a coaching framework, with an emphasis on the alliance between staff and patient, and the growth potential of the patient. By using the principles of coaching psychology, mental health staff members are leading change in the organisation by personal use of the principles and practices that they are also using to coach patients. The leadership and organisational change challenges are described and future directions are discussed.

**Article, published, peer reviewed, theoretical.**

Parashar, Fiona (2009). When the Dog Bites, When the Bee Stings...My Favorite Things. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/fiona-parashar/200903101638>.

**Article, published, not peer reviewed, theoretical.**

Pileggi, Suzie (2009). Featured Topic: Evidence-based Coaching. IPPA Newsletter May. Retrieved November 22, 2010, from [http://www.ippanetwork.org/IPPANETWORK/IPPANETWORK/Community/Resources/ViewDocument/Default.aspx?DocumentKey=558e44b6-ba41-40d0-bcb7-4fac984f97cd.javascript:\\_\\_doPostBack\('ctl00\\$ActiveCopy\\$CTo\\_view\\_videos\\_please\\_click\\_on\\_the\\_gray\\_arrow\\_near\\_the\\_video\\_file\\_to\\_download\\_it\\_to\\_your\\_computer1\\$rptDocument\\$ctl00\\$DocumentFileList1\\$rptDocumentFile\\$ctl00\\$DocumentFileDownload1\\$lnkDownloadBtn',''\)](http://www.ippanetwork.org/IPPANETWORK/IPPANETWORK/Community/Resources/ViewDocument/Default.aspx?DocumentKey=558e44b6-ba41-40d0-bcb7-4fac984f97cd.javascript:__doPostBack('ctl00$ActiveCopy$CTo_view_videos_please_click_on_the_gray_arrow_near_the_video_file_to_download_it_to_your_computer1$rptDocument$ctl00$DocumentFileList1$rptDocumentFile$ctl00$DocumentFileDownload1$lnkDownloadBtn','')).

**Article, published, not peer reviewed, theoretical.**

Rashid, Tayyab (2009). Positive interventions in clinical practice. *Journal of Clinical Psychology*, 65(5), 461-466.

Mainstream psychotherapy has made huge strides in treating symptoms and disorders, but it has largely overlooked happiness as a therapeutic goal despite frequently hearing from clients, "Doctor, I want to be happy." This issue of *Journal of Clinical Psychology: In Session* describes a number of positive interventions for specific clinical problems, such as depression, anxiety, schizophrenia, loss, grief, and relationship distress. Although the name may suggest it, positive interventions do not imply that rest of psychotherapies are negative. Neither are negatives denied nor minimized. Distinct from self-help recipes proffering instant changes, positive psychology interventions refer to systematic approaches to overcome challenges by using clients' strengths and assets. A hybrid psychotherapy-coaching model and strength-based assessment can ask a client "What is right with you?" All articles are supplemented with rich case illustrations.

**Article, published, peer reviewed, theoretical.**

Reivich, Karen (2009, February). Your Best Coach. Worksheet at the Master of Applied Positive Psychology, University of Pennsylvania. Unpublished worksheet.

**Worksheet, unpublished, not peer reviewed, theoretical.**

Reivich, Karen; & Saltzberg, Judy (2009, February). Positive Psychology and Individuals. Presentation at the Master of Applied Positive Psychology, University of Pennsylvania. Unpublished PowerPoint presentation.

**Presentation, unpublished, not peer reviewed, theoretical**

Ryan, Lucy (2009). Opportunities and Obstacles - Incorporating Positive Psychology into Business Coaching. MSc Applied Positive Psychology, Dissertation. University of East London, London, Storbritannien. Retrieved November 24, 2010, from <http://www.positiveinsights.co.uk/articles/DISSERTATION.pdf>.

Despite extensive empirical evidence supporting the field of positive psychology, minimal research has taken place that examines the reality of translating academic theory into practical business application. Therefore, this research study examines the tangible reality for experienced business coaches when integrating positive psychology into their portfolio. It was conducted over a period of six months through a qualitative study within the interpretivist paradigm using Action Research as a methodology. Nine experienced business coaches introduced a variety of positive psychology interventions with their clients, yielding a total of 102 coaching sessions. Analysis of these sessions, through reflective diaries, dialogue from action learning sets and interviews, reveals three broad themes: firstly, considerable confusion surrounds the 'branding' of positive psychology in the business world, with both the apparent simplicity of the interventions belying their positive effect and the perceived emotional language at odds with the business environment. The study also demonstrates that, in order to avoid 'invisible barriers' and achieve the coaches stated desire of authenticity, credibility and confidence, interventions needed to be practised by oneself first and applied gradually over a considerable period of time. Lastly, despite some hurdles, the study presents encouraging results achieved with clients highlighting the relevance of positive psychology for business. This outcome, together with the development of a rich 'toolkit' of practical interventions, gives business coaches wishing to incorporate positive psychology into their practice considerable grounds for optimism.

**Dissertation, published, not peer reviewed, empirical content.**

Ryan, Lucy (2009, October). Opportunities and Obstacles: Coaching with Positive Psychology. Masterclass for Selskab for Evidensbaseret Coaching under Dansk Psykolog Forening. Unpublished manuscript.

Despite coaching being hailed as 'the natural home for positive psychology' (Seligman, 2003) minimal practical research has taken place that examines the reality for an executive coach of integrating positive psychology into their practice. Following on from completion of an MSc in Applied Positive Psychology in the UK, this workshop will illustrate the results of a unique 8-month action research project, where nine coaches introduced a variety of positive psychology interventions with their clients, yielding a total of 102 coaching sessions. Analysis of these sessions revealed both exciting opportunities, yet some clear pitfalls, for coaches wishing to assimilate positive psychology into their portfolio and this highly interactive workshop will highlight the experience, learnings and potential solutions. By the end of this two day masterclass, participants will understand: What 'positive psychology' is and where it fits in the coaching arena. How to 'brand' positive psychology and make it relevant to your clients, particularly in the business climate

of 2009. An introduction to the six coaching ‘labs’ and the scientific assessments and interventions. The effectiveness of the assessments and interventions. Making your positive psychology coaching measurable and impactful. A. Positive Psychology and the Coaching Arena. This brief first session will introduce positive psychology, its contribution to coaching and positioning within the coaching arena. We will explore the fine line between coaching and counselling and where positive psychology throws up some questions about boundary setting. B. The ‘Branding’ of Positive Psychology. Considerable confusion surrounds the ‘branding’ of positive psychology, with both the apparent simplicity of the interventions belying their positive effect and the perceived emotional language at odds with many environments (particularly business). This second session will demonstrate how to ‘translate’ positive psychology into acceptable ‘speak’ for different clients; market your positive psychology portfolio and ensure it is relevant for the different situations your clients may be facing in 2009. C. The Six Coaching Labs, Assessment and Interventions. Positive Psychology is often described as an ‘umbrella’ field. That is, literally hundreds of different psychological topics fall under its umbrella, making it somewhat bewildering for anyone wishing to understand and apply the learnings. In order to encapsulate the science from this broad field, I created six coaching ‘labs’ together with a rich toolkit of scientific assessments and evidence based interventions. In this main participative session, we will explore together the content of the labs; the science; the effectiveness of the interventions and how to run the exercises with your clients: Lab 1: Understanding Positive Foundations (the three routes and four barriers to happiness). Lab 2: Developing Strengths (including an introduction to StrengthsREADer™, a new methodology for strengths-based coaching). Lab 3: Enriching Positive Emotions (putting a language to positive emotions and strengthening our emotional ‘muscles’). Lab 4: Building Resilience (how to develop a ‘resilience bank’; use STAR™ resilience and handle negative situations). Lab 5: Investing in Relationships (the 10 strategies for enhancing your relationships). Lab 6: Finding a Positive Direction (an introduction to the GVM Triangle™ and the science behind goals; flow and motivation). D. The effectiveness of Positive Psychology. Clients commonly demand a return on their coaching investment and in this ‘wrap up’ session we will explore the four specific outcomes of the coaching for clients and how this translated, in many cases, into a measurable, positive impact on the business.

**Masterclass, unpublished, not peer reviewed, theoretical.**

Ryan, Lucy; & Boniwell, Ilona (2009, December). Positive Psychology – “Hands On”. Workshop at the 2nd European Coaching Psychology Conference. Unpublished manuscript.

In what way can coaching psychologists and coaches usefully incorporate positive psychology into their practice? • How can a business coach frame the validated positive psychology interventions in a context that is appropriate for a business client? • What is new in positive psychology for the experienced coach? In recent years, a highly successful partnership was formed between coaching psychology, coaching and positive psychology. Both coaching and positive psychology are natural allies in sharing an explicit concern with the enhancement of optimal functioning and well-being, challenging traditional assumptions about human nature and arguing for a strengths rather than deficiency-based approach to performance improvement. Both claim that attention should be redirected from ‘fixing’ the client, or looking for signs of pathology (which, supposedly, is a job of therapists), to finding what is right with the person and working on enhancing it. Judging by the number of papers in coaching journals and keynotes in coaching

conferences, positive psychology has become an essential fixture in the coaching world. Frequently seen as a theoretical panacea on which a convincing explanation for coaching effectiveness can be based upon, positive psychology has indeed offered a number of theories and empirical studies considered useful by coaching professionals. However, despite these apparent successes, few practical positive psychology tools and models have been integrated into coaching psychology and coaching practice. We believe that there are two reasons for it. First of all, apart from eighteen validated interventions, few attempts have been made to “practicalise” positive psychology concepts. Secondly, some of the positive psychology interventions (e.g. “three blessings”, “gratitude visit”, etc) can be perceived by coaches as inappropriate for their business clients. The workshop aims to address the above reservations by discussing context appropriate ways to utilize existing positive psychology interventions, as well as introducing and practicing new positive psychology based tools and models developed specifically for coaching practice. Based on an action research study carried out by the first presenter in 2008-2009, the workshop will offer coaching practitioners a tangible ‘toolkit’ that enables them to translate concept to action in a ‘nuts and bolts’ way. Who Should Attend? • Coaches and coaching psychologists who are looking to expand and develop their current practice through positive psychology; • Positive psychologists interested in moving into coaching. Why Attend? This workshop will enable you to: • Understand the principles of positive psychology application to coaching; • Develop a method for integrating these theories into your existing coaching approach; • Learn and practice existing validated positive psychology interventions; • Learn and test new positive psychology interventions and tools developed for coaching practice.

**Workshop, unpublished, not peer reviewed, empirical content.**

Salmon, G. Lee; & Terrell, James Bradford (2009). Integrating appreciative inquiry and emotional intelligence for optimal coaching results. In Marcia Hughes, Henry L. Thompson & James Bradford Terrell (Eds.), *The Handbook for Developing Emotional and Social Intelligence: Best Practices, Case Studies, and Strategies*, 283-299. Jossey Bass.

In companies, teams, and governmental organizations around the world, the reality remodeling strategy known as Appreciative Inquiry is proving itself to be an exceptionally useful method for improving personal and group performance through helping individuals more effectively implement their emotional intelligence. In order to increase their own and their clients' emotional and social effectiveness, coaches are now implementing the principles of Appreciative Inquiry, positive psychology, strength-based change, somatic awareness, and emotional intelligence in order to expand and enhance the effectiveness of their practices. This innovation and creativity influences a number of practices and approaches in ways that complement and transcend many of the current coaching models. In this chapter we present a number of the methods consultants and coaches are using to help clients develop emotionally effective behavior in their organizations through building relationship skills that give their clients more influence and power. We also seek to provide a better understanding of the many areas of intersection, as well as the distinctions between appreciative inquiry and the topics more typically associated with emotional intelligence.

**Chapter, published, edited book, theoretical.**

Schade, Ulla (2009). Positiv psykologisk coaching: Drivkraft mod nye mål. *CoachMagasinet*, 4, 36-38.

**Article, published, not peer reviewed, theoretical.**

Schade, Ulla; & Lavendt, Ebbe (2009). Fra klinik til arbejdsplads. Psykolog Nyt, 12, 22-23.

**Article, published, not peer reviewed, theoretical.**

Schade, Ulla; & Lavendt, Ebbe (2009). Positiv psykologi styrker modstandskraft i arbejdslivet. Psykolog Nyt, 23, 12-13.

**Article, published, not peer reviewed, theoretical.**

Seitz, Kimberley A. (2009). A grounded theory investigation of the relationship between positive psychology coaching and thriving. Dissertation Abstracts International Section A: Humanities and Social Sciences, 71(1-A), 250.

The purpose of this qualitative, grounded theory study was to understand the relationship between positive psychology coaching and thriving in the workplace. Thriving was defined as a marked sense of learning, vitality, energy, and connectivity to others and the work, and positive psychology coaches included coaches who are trained in strengths-based, appreciative, co-active, and positive psychology coaching methods. Twenty people who had participated in positive psychology coaching as a method for achieving change in attitudes, behaviors, or skills were interviewed to understand the key activities of the coaching process that contribute to thriving as well as to understand the individual outcomes of thriving and how they contribute to emotional well-being and vitality. Data analysis indicated a need to revise the definition of thriving since coachees did not distinguish between states of vitality and energy and thriving is more temporal than originally predicted. Other findings revealed that positive psychology coaches utilized strengths-based assessments and activities to help coachees learn how to identify, use, and regulate their strengths, the results of which led to three types of transformation. Coachees experienced personal transformation in their connectivity to others and their work by making personal changes in themselves and how they interacted with others. Physical transformation occurred as coachees learned to recognize changes in their bodies, energy levels, and state of flow. Emotional transformation occurred as coachees changed their self-perception, self-worth, and self-efficacy. As they changed their self-concepts, coachees were able to reframe their attitudes and thinking, become more resilient, and change their careers to align their work with their values and strengths. This study is unique in that it is the first to investigate positive psychology coaching and thriving, and it did so from the coachees' perspective, which is seldom investigated. Understanding how coachees transform, the processes that enable transformation to occur, and the outcomes that are possible is important since organizations are investing significant resources in coaching and human development processes. Finally, positive psychology coaching is a change methodology coachees can use to create sustainable change that enhances their well-being, relationships, and careers--all factors that can lead to personal fulfillment.

**Dissertation, published, not peer reviewed, empirical content.**

So, Timothy (2009). Positive Psychology Coaching Compared to Other Coaching. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/timothy-so/200909185407>.

**Article, published, not peer reviewed, theoretical.**

Tan, Yee-Ming (2009). Create Your Own Luck. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/yee-ming-tan/200903231702>.

**Article, published, not peer reviewed, theoretical.**

Winters, Bernie; & Gorman, Alex (2009, May). Coaching psychology pilot program at Saint Ignatius' College Riverview. Presentation at the First Australian Positive Psychology in Education Symposium. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/downloads2009.htm>.

Helping students to achieve academically, personally and spiritually is a challenge for staff and parents in the 21st century education environment. A two-day inservice program written by Mr Winters and Ms Gorman was held at Saint Ignatius' College, Riverview, in Term 2 2008 to train teachers and counsellors from this and other interested schools in the science of positive psychology. The feedback was that this was an important tool, which could assist in many areas of education. Following this, the Riverview staff were invited to participate in a pilot program to act as coaches for a small number of Year 11 and 12 students. These boys selected were involved in six to eight face-to-face coaching sessions. The coach assisted the student in achieving one personal goal, one academic/study based goal and a spiritual goal. Staff were supported and mentored by Ms Gorman and Mr Winters. This was a new initiative of the College, which will be repeated again in Term 3, 2009. Ms Gorman and Mr Winters will share their insights into the inservice program and the pilot coaching program including the impact on both staff and students.

**Presentation, published, not peer reviewed, empirical content.**

Wong, Paul T. P. (2009). The need for a balanced approach to positive psychotherapy and traditional masculinity. *PsycCRITIQUES*, 54.

Reviews the video, Positive psychology with male clients, with Mark S. Kiselica (2008). Although Kiselica does not explicitly claim that he is practicing positive psychotherapy, the content of the DVD and the promotional material in the DVD packet make it clear that he indeed practices a strength-focused positive psychotherapy. On the surface, positive psychotherapy seems a misnomer, a contradiction in terms. How could a psychology devoted to only positive experiences be applied to psychopathology? At the present stage of development of positive psychotherapy, the consensus is that positive interventions can be used effectively as a supplement to standard clinical practices. The format of this video, consisting of an interview with the therapist, a counseling session with an actual client, and an in-depth discussion with the therapist about a few selected segments, is a plus. This format allows an overview of the basic tenets and skills of a particular approach of psychotherapy in a single sitting. The host, Jon Carlson, comes across as supportive and affable. Mark Kiselica is also very likable. Both Kiselica and Carlson possess the important qualities of empathy and compassion. However, in an interview situation, one can be guilty of overusing empathy skills. On several occasions, Carlson appears too agreeable, to the point of patronizing. By the same token, Kiselica's frequent self-disclosure may also sound patronizing. Also, Kiselica seems more interested in traditional gender roles than in the client's uniqueness. Trying to steer the client toward the traditional masculine role may have the adverse effect of stereotyping and limiting personal development. As far as psychotherapy videos go, Kiselica does offer a helpful positive orientation in working with male clients. The reviewer recommends his video for counseling students as an example of strength-focused counseling or coaching, but not as the best example of positive psychotherapy.

**Review, published, not peer reviewed, theoretical.**

Wood, Barbara; & Sandy, Gordon (2009). Linking MBS learning and leadership coaching. *International Coaching Psychology Review*, 4(1), 87-104.

This paper describes a five-day intensive leadership coaching course that was recently introduced as an Advanced Topic in Management within the Master of Business Administration (MBA) program offered by The University of Western Australia (UWA) Business School. The unit was designed specifically for those students nearing the completion of their MBA studies and curious about coaching and its ability to bring about individual and organisational transformation. In addition to summarising the course outline, including learning outcomes, teaching and learning strategies, unit delivery and means of assessment, both qualitative and quantitative course evaluation feedback data from students enrolled in 2007 (N=40) and 2008 (N=40) are presented. Results indicated that leadership coaching students expressed a strengthened belief in their coaching skills in response to taking the unit.

**Article, published, peer reviewed, empirical content.**

2010

n = 41

Allsopp, Johanna B.; Oades, Lindsay G.; Caputi, Peter; & Gould, Grahame (2010, February). A preliminary evaluation of a Positive Psychology Coaching Program delivered as an outdoor tourist experience. Poster at the 2nd Australian Positive Psychology and Well-Being Conference. Unpublished poster.

This study undertook a preliminary investigation into the effects of a positive psychology coaching program, delivered in an experiential, outdoor tourism context. The intervention was a three day residential program led by two coaches and conducted around various tourist sites in the Illawarra region. Positive psychological principles incorporated into the program included gratitude, mindfulness, flow, valued directions, signature strengths and optimism. A physical health component included exercise each day upon sunrise, based on the principles of light therapy. The innovative combination of the program's content (positive psychology), context (outdoor adventure and tourism) and delivery (evidence-based life coaching and experiential learning) was designed to create an openness to experience in order to facilitate a state of flourishing in individuals. Fifteen individuals from business in the local area participated in the research. Qualitative interview data from these participants on psychological changes experienced during and after the program, across cognitive, affective and behavioural domains were collected. The effect of learning positive psychological concepts while visiting tourist locations was also explored in the interviews. Themes generated through Interpretive Phenomenological Analysis of participant experiences included Influence of the Environment, Authenticity, Time Out, Positive Affect, Change of Attitude/Perspective, Confidence/Self-Efficacy, Motivation to Change, and Reflection Values Clarification. It was found that, during the program, participants commonly engaged in reflective processes which increased their awareness of their values and whether they were living in accordance with them. This process prompted participants to evaluate different aspects of their life



and consider what, if any, changes were needed to increase the experience of a valued life, and to reinforce areas of their life where their valued directions were already being pursued. Psychological concepts that were personally salient to participants often provided motivation to modify aspects of their life in order to increase well-being and reorient them towards their valued directions. The experiential nature of the program increased positive affect and also participant's confidence in implementing concepts into their lives. The exploration of psychological concepts at tourist-type locations also appeared to have a significant impact on participants. The novelty of such learning environments, the authenticity of presenters, locations and activities, and the removal from their normal day-to-day environment increased the attention participants paid to the material and the salience of what was being learnt. Implications and directions for future research and practice are discussed.

**Poster, unpublished, not peer reviewed, empirical content.**

Biswas-Diener, Robert (2010). A Positive Way of Addressing Negatives: Using Strengths-Based Interventions in Coaching and Therapy. In George W. Burns (Ed.), *Happiness, Healing, Enhancement: your casebook collection for applying positive psychology in therapy*, 291-302. Hoboken, New Jersey: Wiley & Sons, Inc.

In this chapter, I present a single area of positive psychology theory and research: strengths. I describe background theory of strengths development and recent research on strengths assessment and intervention. I use a case study to illustrate working with strengths in a professional relationship and, in a larger sense, highlight the promise of positive psychology itself. I focus on advanced issues related to using a strengths focus; specifically, on dealing with client deflection of strengths interventions. Finally, I discuss some of the limitations and future directions of strengths-based interventions.

**Chapter, published, edited book, empirical content.**

Biswas-Diener, Robert (2010). *Practicing Positive Psychology Coaching: Assessment, Diagnosis, and Intervention*. Hoboken, New Jersey: Wiley & Sons, Inc.

*Practicing Positive Psychology Coaching* updates readers on cutting edge science and provides new assessment tools coaches can use to evaluate client resources, goals and values. \* Introduces findings from new research on goal commitment strategies, motivation, growth-mindset theory and goal revision.

**Book, published, not peer reviewed, theoretical.**

Burns, George W. (2010). *Happiness, Healing, Enhancement: your casebook collection for applying positive psychology in therapy*. Hoboken, New Jersey: Wiley & Sons, Inc.

Edited by internationally recognized psychologist, author, and therapist trainer George Burns, *Happiness, Healing, Enhancement: Your Casebook Collection for Applying Positive Psychology in Therapy* provides thought-provoking yet realistic and practical contributions from practitioners of positive psychology from around the world who share how they have translated solid, positive psychology research into sound clinical practice. Organized to make searching for a particular diagnostic category or therapeutic outcome fast and easy, this guide features: Contributions from some of the world's foremost positive psychology clinicians, researchers, and teachers, including P. Alex Linley, Betty Alice Erickson, Robert Weis, Antonella Delle Fave, Richard G. Tedeschi,

Robert Biswas-Diener, Michael D. Yapko, and Bill O'Hanlon; and, Examples and strategies including a "Putting It into Practice" feature that illustrates how readers can immediately apply the therapeutic applications covered in each chapter. Building on the proven benefits of the positive psychology movement. Happiness, Healing, Enhancement will teach you new skills that will strengthen your practice of therapy and equip your clients with the pathways to overcome challenging problems and live a full, satisfying life. (from the introduction) The title, and corresponding three sections, of this book, Happiness, Healing, Enhancement represents three core processes and outcomes in the application of positive psychology into psychotherapy, counseling, and coaching practice. Part One, Happiness, moves beyond traditional therapy's aim of eliminating dysfunctional symptoms. Happiness here refers to more than hedonic pleasure. It is perceived in a eudaemonic sense, including Seligman's concepts of pleasure, engagement, and meaning. Subsections discuss how to assess your clients positively and orient them toward happiness, how to instill hope, and how to access and use client resources. Part Two, Healing, offers ways to assist your clients to make the transition from unhealthy psychological, physical, or psychophysiological states to the attainment of health and well-being. Its subsections provide samples and strategies for how to move from depression to happiness, how to build mindfulness and acceptance, and how to transform trauma and pain into well-being. Part Three, Enhancement, explores the means to help clients discover better ways of being, enjoying life, and flourishing. The subsections cover novel approaches in ecotherapy, neuroscience, and play therapy, finding beneficial tools and techniques, and effectively communicating positive therapeutic messages. At the end of each chapter, the contributors and I have worked collaboratively to add a text box titled "Putting It into Practice." This box takes the main therapeutic applications presented in the chapter and presents them in a point form for practitioners to follow easily and replicate quickly. Another feature of the book is two Quick Reference Guides at the beginning. If you wish to quickly access information about dealing with a particular clinical problem or use a specific intervention, this section directs you to the relevant chapters.

**Book, published, edited book, empirical content.**

Carthen, Jason D. (2010). A phenomenological inquiry of the psychological antecedents of preferred leadership behavior in a sports context. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(10-A), 3945.

Sport is a microcosm of society; and it is able to transcend economic, cultural, and racial boundaries. A review of the literature suggests a dearth of research exists that explores the preferred leadership style of elite athletes in a competitive sport setting. This research endeavor postulates that if leaders are able to harness the tremendous influence enjoyed by those upon the platform of athletics, they will have an entree into much deeper and larger philosophical discussions concerning integrity, values, virtue, and what the ancient historical writers called "Arete" or the discipline of optimal behavior in all things. The exploratory research question for this study is as follows: How do elite competitive athletes perceive, experience, and respond to positive psychological capacities demonstrated by their coaches? These sorts and types of leadership inquiries will inform future generations of leaders and followers which will lead to a greater understanding of not only elite competitive athletes but organizational citizens who are the lifeblood of the bottom line of many organizations. The key is identifying the same positive psychological motivators that occur on the playing field and implementing them in an organizational context. This

inquiry utilized three focus groups with 10 elite professional football players under contract with the Cleveland Browns football franchise. Throughout the progression of the three focus groups, support for four positive psychology themes began to emerge: (a) hope, (b) optimism, (c) resilience, and (d) self-efficacy. These themes proved significant because of the athletes' positive perceptions, experiences, and subsequent performance as a result of their coach's espoused and enacted leadership style. Focus group participants revealed that coaches who demonstrate or enact positive psychological behaviors actually cause a follower to embrace and emulate the very ethos of that coach. Furthermore, the coach's enactment was shown to create a greater proclivity for the players to realize optimal functioning both on and off the field through the attainment of biopsychospiritual homeostasis (BH). The result is greater organizational productivity and a greater return on investment achieved through better overall organizational health derived from motivated and fully engaged followers.

**Article, published, not peer reviewed, empirical content.**

Cavanagh, Michael; MacBean, Campbell; & Atkins, Paul (2010, February). ARC Leadership in High Stress Workplaces Project Coaching for development and the development of the coach: The impact of coaching to developmental and positive psychology goals on coaching practice. Presentation at the 2nd Australian Positive Psychology and Well-Being Conference. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/conference2010.htm>.

This paper presents the results of a qualitative study that examined the ways in which constructive-developmental theory, mindfulness and build theory influenced the coaching practice of seven experienced executive coaches. The coaches were engaged to coach participants in a three-year study into leadership development in high-stress workplaces. Participants were members of a large national law firm and a grouping of five Sydney Hospitals. The coaches came from different backgrounds and had differing approaches to coaching. While coaching methodology was not prescribed, Kegan's Constructive Developmental Theory, Fredrikson's Broaden and Build Theory, and Mindfulness were used as foundation for understanding the development of meaning making, perspective taking and positivity in leadership. Coaches engaged in a reflective process with their peers throughout the project aimed at identifying and enhancing the developmental opportunities in the coaching engagement. We describe how the above theories informed and changed the coaches' intentions, practices and measures of success in coaching.

**Presentation, published, not peer reviewed, empirical content.**

Elsner, Jan; & Heilemann, Barbara (2010, February). Appreciating Strengths - working with the VIA and Appreciative Inquiry. Workshop at the 2nd Australian Positive Psychology and Well-Being Conference. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/conference2010.htm>.

The workshop will showcase the application of the VIA as a management and coaching tool in combination with appreciative questions. The VIA Signature Strengths is the tool and Appreciative Inquiry is the approach. Participants will learn the process in a hands-on workshop, which uses our VIA Signature Strengths Cards, and a list of appreciative questions adapted to identifying and showcasing strengths. The VIA Signature Strengths Cards provide an easy card sort to enable people to look at their strengths profile, and easily gain much deeper insight than is available in the VIA results report. Each strength has a card that describes the strength and also when someone with that strength is both 'at their best' and 'thwarted'. The card material is derived from the

original scientific work and the comprehensive work by Peterson and Seligman: Character Strengths and Virtues: A Handbook and Classification (2004). Appreciative Inquiry began as a whole organisational participative process (all levels) that discovers where things are really working well and develops strategies based on the aspiration of having more of what is already working and imagining what is possible if that benefit is maximised. It enables sharing and dissemination of real positive stories for the purpose of inspiration, adaptation and replication. It is not imagining the absence of a problem. It is imagining more of what is great as the foundation of transformational change. This process also has benefits with smaller groups and in a coaching process as positive stories reside in the experiences of individuals. The workshop will begin with an overview of Appreciative Inquiry and its range of applications; from large scale interventions to one-on-one coaching. The approach is to show how to ask the right strength based question. This application, the combination of the VIA strengths and Appreciative questions, forms part of a range of techniques Positive Leadership has developed for its one-on-one and group coaching clients. The majority of our work is done with Executive Women in the Financial Services Industry in a Leadership Development program. The approach is however not gender specific. Participants will be able to apply the techniques from the workshop immediately to their coaching practices and research methods.

**Workshop, unpublished, not peer reviewed, theoretical.**

Garman, Karen A. (2010, October). Broadening and Building Medical Students Clinical Performance. Poster at the Third Annual University of Pennsylvania Master of Applied Positive Psychology Summit. Unpublished poster.

This action research study analyzed: 1) The positive affect of third-year medical students as they progress through a year-long primary care clinical training course. 2) The introduction of positive formative coaching into a medical school curriculum. 3) How students who experienced higher ratios of positive formative feedback performed clinically compared to students who experienced lower ratios of positive to negative feedback.

**Poster, unpublished, not peer reviewed, empirical content.**

Grant, Anthony M. (2010). Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science and Business Literature. Coaching Psychology Unit, School of Psychology, University of Sydney, NSW, Australia.

The use of coaching in order to enhance performance, professional or personal development, psychological and subjective well-being, and general life experience is increasing in popularity. This annotated bibliography draws only on scholarly papers from the behavioural science literature as presented in PsycINFO, Business Source Premier and Dissertation Abstracts International (DAI), and covers the peer reviewed behavioural science literature on executive, workplace and life coaching. Published peer reviewed research has significantly escalated since 1995. The first published peer reviewed paper on coaching was published in 1937. Between 1937 and 1st Jan 2010 there were a total of 634 published papers. In the 62 years between 1937 and 1999 there were only a total of 93 articles, PhDs and empirical studies published. In contrast, between 2000 and 1st Jan 2010 there were a total of 542 articles, PhDs and empirical studies published. There have been 179 outcome studies published since 2000; 114 case studies, 47 within-subject studies and 18 between-subject studies. Of the 18 between-subject studies, 13 were randomised studies

(see Table 1 in appendix). The knowledge base underpinning coaching appears to be growing at a substantial rate.

**Annotated bibliography, published, not peer reviewed, empirical content.**

Grant, Anthony M. (2010, February). Evidence-based coaching as a vital tool in the applied positive psychology toolbox: Research, theory, and practice. Presentation at the 2nd Australian Positive Psychology and Well-Being Conference. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/conference2010.htm>.

Positive Psychology has literally flourished globally since its formal articulation in 2000. There has been a considerable amount of research which has sought to bring a Positive Psychology lens to the exploration of the human condition. Most of this research has been correlational or descriptive in nature, and the validated applied positive psychology interventions most discussed in the literature tend to be 'one-size-fits-all' techniques rather than client-centred interventions and strategies. It is here that an evidence-based approach to coaching has much to offer the applied Positive Psychology enterprise and evidence-based approaches to coaching can provide an important goal-focused methodology for enacting purposeful positive change. Indeed, an evidence-based approach to coaching, which explicitly draws on and extends existing psychological frameworks, has the very real potential to make significant contributions to the broader humanistic and psychological enterprise at individual, group and societal levels. In this session, I review the current state of play in coaching and give an overview of the existing and emerging research and highlight implications for those involved in applied positive psychology. How does Positive Psychology inform coaching? What are the emerging areas of research and practice? How can coaching be used to help apply Positive Psychology principles to a wide range of populations? Where will coaching and positive psychology intersect in the future? Case studies and research from the Coaching Psychology Unit will be used to illustrate to key point.

**Presentation, published, not peer reviewed, empirical content.**

Grant, Anthony M.; & Spence, Gordon B. (2010). Using coaching and positive psychology to promote a flourishing workforce: A model of goal-striving and mental health. In P. Alex Linley, Susan Harrington & Nicola Garcea (Eds.), *Oxford handbook of positive psychology and work*, 175-188. New York, NY, US: Oxford University Press.

Coaching is widely used in the workplace to facilitate goal attainment and behavior change. Where coaching intervention are primarily used to enhance goal attainment, positive psychology interventions are primarily used as a means of enhancing well-being. However, despite the clear synergies between coaching and positive psychology there has been little work done on developing models that integrate these two separate but highly complementary change methodologies. This chapter outlines a range of coaching applications that are frequently used in the workplace and discusses differences between internal and external coaching and distinguishes executive from workplace coaching. Drawing on the concepts of languishing and flourishing, this chapter presents a dimensional model of goal striving and mental health/ mental illness with two key dimensions: (1) mental health-illness and (2) intentional goal striving (high or low). A case study of the use of these positive psychology concepts in coaching is used to illustrate key points.

**Chapter, published, edited book, empirical content.**

Grant, Anthony M.; Green, L. Suzy; & Rynsaardt, Josephine (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal: Practice and Research*, 62(3), 151-168.

Teachers are in a very real sense the embodiment of leadership, providing direction, guidance, and feedback to their students in addition to acting as role models. Teachers may well thus benefit from developmental coaching that draws on theories of leadership. This study was both an experimental (randomly assigned conditions) and a quasi-experimental (pre-post) study. A randomized controlled design was used to explore the impact of coaching on goal attainment, mental health, workplace well-being, and resilience, and a quasi-experimental (pre-post) design was used to explore the impact of coaching on leadership styles. Forty-four high school teachers were randomly assigned to either coaching or a waitlist control group. The coaching used a cognitive-behavioral, solution-focused approach and was informed by theories of self-leadership and transformational leadership. Participants in the coaching group received multirater feedback on their leadership style and undertook 10 coaching sessions conducted by professional coaches over a 20-week period. Compared with randomly allocated controls, participation in coaching was associated with increased goal attainment, reduced stress, and enhanced workplace well-being and resilience. Pre-post analyses for the coaching group indicated that coaching enhanced self-reported achievement and humanistic-encouraging components of constructive leadership styles and reduced self-reported aggressive/defensive and passive/defensive leadership styles. Findings suggest that coaching, as a professional development methodology, has great potential to contribute to the development and well-being of society beyond the corporate and organizational settings with which leadership coaching and executive coaching are normally associated.

**Article, published, peer reviewed, empirical content.**

Grant, Anthony M.; Passmore, Jonathan; Cavanagh, Michael; & Parker, Helen (2010). The state of play in coaching. *International Review of Industrial & Organizational Psychology*, 25, 125–168.

In this review, we draw on our past scholarship in this area (Grant & Cavanagh, 2007; Grant & Cavanagh, in press; Passmore & Gibbes, 2007) to provide an extensive overview of the state of play in relation to coaching research and practice. We review the professional status of coaching and the various bodies that seek to accredit and organise coaches and the coaching industry. We highlight the development of coaching psychology as an up-and-coming psychological sub-discipline, including a review of the research into the efficacy of coaching, and presentation of ideas for a future research agenda. The links between I/O psychology, positive psychology and Positive Organizational Scholarship (POS) are discussed in relation to organizational coaching, and we present a model that can guide organizational coaching practice by integrating workplace engagement and well-being. In conclusion, we outline some potential lines of inquiry for future work in this emerging and exciting sub-field of psychological research and practice.

**Article, published, peer reviewed, theoretical.**

Green, Suzy (2010, February). Perfect Partners in Positive Education: Positive psychology and coaching psychology as perfect partners for the optimal functioning of students, teachers, and schools. Presentation at the 2nd Australian Positive Psychology and Well-Being Conference. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/conference2010.htm>.

Positive Psychology is defined as the science of optimal functioning. Similarly, Coaching Psychology aims to enhance well-being and performance. Whilst there have been calls for these two complementary sciences to be further integrated, there is still room for improvement in regard to the transfer of positive psychology training to ensure retention of knowledge and skills and maintenance of positive outcomes. Within Australia and globally, there is growing interest in applied positive psychology within the educational sector. Much of this interest has been driven by the inspirational work of Professor Martin Seligman who was engaged by Geelong Grammar, for the purposes of developing a Positive Education program at the school. The 'First Australian Positive Psychology in Education Symposium' hosted by the Coaching Psychology Unit, University of Sydney early in 2009, also highlighted the interest in applying positive psychology in the classroom and schoolyard. This presentation will highlight the benefits of drawing on the theories and techniques of Coaching Psychology to enhance the outcomes of any targeted positive psychology intervention. Specific examples of schools utilising the research base of positive psychology and the methodologies of coaching psychology will also be utilised to illustrate how a scientist-practitioner approach to optimal functioning in education can be taken.

**Presentation, published, not peer reviewed, theoretical.**

Gregerson, Mary Banks (2010). *The cinematic mirror for psychology and life coaching*. New York, US: Springer.

Cinema both reflects life and contours life--that is its psychological power. And for decades, clinicians and educators have recognized the value of this power, using it to respectively heal in therapy and educate in the classroom. This book mines the illustrative value of cinema, offering therapists and life coaches access to ideas that can motivate and enlighten clients. Although many movie guides exist, this volume complements the available literature by adding positive psychology, mental health, and wellness perspectives to the clinical/educational/coaching mix. The serious intent to cull from cinema its underlying psychological value has motivated noted clinicians, life coaches, and cultural critics to offer science-based analysis and intervention strategies. Readers may add their own movie insights and professional expertise to this rich foundation. The volume covers international as well as domestic cinema in a variety of genres, providing a range of film choices relevant to clients' lives. Beyond this, it expands on universal concepts of strengths, capabilities, and coping methods. Chapters in *The Cinematic Mirror*: (1) Analyze how movies can create and relieve trauma; (2) Challenge Hollywood's portrayal of the American family; (3) Overview the use of movies to examine relationships in therapy; (4) Explore the acclaimed *Up* television cinema verite series as studies in personal growth and social change; (5) Reinterpret images of disability in terms of positive psychology; (6) Examine models, or the lack thereof, for the American adolescent rite of passage; and (7) Trace the history of mental illness stereotypes in film. The collective wisdom found in this book will bring professionals involved in healing, coaching, counseling, education, and mentoring not only new applications but new appreciation for the transformative power of film. That power already exists. Readers just have to "SEE" it.

**Book, published, edited book, theoretical.**

Howard, Anita Rogers (2010). *An exploratory examination of positive and negative emotional attractors' impact on coaching intentional change*. Dissertation Abstracts International Section A: Humanities and Social Sciences, 70(8-A), 3213.

Few research studies have tested hypotheses from an integrated, multilevel theoretical model on coaching intentional change. Drawing on Intentional Change Theory (ICT) and supporting cognitive emotion and social complexity perspectives on positive and negative affect, this dissertation presents the first empirical investigation on the differential impact of inducing positive emotion vs. negative emotion in real time executive coaching sessions. Nineteen coaching recipients were randomly assigned to two coaching conditions. In the PEA condition the coachee's own hopes, strengths, desired future (the Positive Emotional Attractor) was the anchoring framework of a one-time, hour-long coaching session. In the NEA condition the coachee's own perceived improvement needs, weaknesses, present reality (the Negative Emotional Attractor) was the anchoring framework. Two central ICT propositions were tested. Hypothesis1 predicted that PEA participants would show higher levels of positive emotion during appraisal of 360-degree feedback results and discussion of change goals than NEA participants. Hypothesis2 predicted that PEA participants would show lower levels of stress immediately after the coaching session than NEA participants. Regression analyses found that the PEA group showed significantly lower levels of negative emotions ( $p = .05$ ) and anger ( $p = .02$ ) and focused more on personal interests and passions ( $p = .01$ ) as compared to the NEA group. These findings lend preliminary support to the proposition that framing a coaching session around a coachee's PEA elicits positive emotions that broaden a person's momentary thought-action repertoire, whereas framing a session in the NEA elicits negative emotions that narrow this array. Further, demonstrated time series changes in expressed sadness or depression (.01) and future (.04) offer preliminary support to the ICT proposition that recurrent PEA-NEA arousal, and associated interplay of positive and negative emotion, characterize intentional change. The prediction on post-coaching level of stress was not supported.

**Dissertation, published, not peer reviewed, empirical content.**

Jewel, Louisa (2010, November). Positive Psychology and Coaching. Presentation at the ICF-GTA Fall Conference 2010. Unpublished manuscript.

Positive Psychology is the study of well-being which focuses on strengths, optimal functioning and flourishing. It allows for a scientific understanding of what is right with people and effective interventions that will build thriving in individuals, families, and communities. In this session Louisa Jewell will present a brief overview of positive psychology and how positive psychology coaching differs from other approaches in coaching. She will discuss how positive psychology can support your coaching practice and some of the best resources to stay abreast of the latest research. She will also touch on new developments in the field and some tools you can use with your coaching clients.

**Presentation, unpublished, not peer reviewed, theoretical.**

Jewell, Louisa (2010). Practicing Positive Psychology Coaching by Robert Biswas-Diener (Book Review). Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/louisa-jewell/2010091313509>.

**Book review, published, not peer reviewed, theoretical.**



Joyella, Mark (2010). Coaching with Compassion: Better Results and Better Leaders. Retrieved December 10, 2010, from <http://coachingcommons.org/featured/coaching-with-compassion-better-results-and-better-leaders/>.

**Article, published, not peer reviewed, empirical content.**

Kauffman, Carol (2010). Positive Leadership Coaching. Presentation at the Henley Business School. Unpublished manuscript.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2010). Positive Psychology and the Practice of Coaching. Paper at the Consulting Psychology Conference, Scottsdale, Arizona. Unpublished paper.

**Presentation, unpublished, not peer reviewed, theoretical.**

Kauffman, Carol (2010). The last word: How to move from good to great coaching by drawing on the full range of what you know. *Coaching: An International Journal of Theory, Research and Practice*, 3(2), 87-98.

Through the years we have all attended numerous training events and have many interventions in our toolkits. To our coachees, the nimble way we can leap to an alternative perspective may look like intuition. To the informed coach, however, it's simply a surfacing of the stored knowledge base we have accrued that's been percolating, waiting for the moment it can be applied. There are now multiple models of coaching that pull from neuroscience and medical or systems theory. Other approaches tap into social psychology, attribution theory and cultural relational theory. On another level there are the areas of emotion regulation and intelligence, cognitive theory, constructive development, psychoanalytic theory, self-determination theory and positive psychology. These are but a few of the knowledge bases out there that coaches are tapping into and translating into effective interventions. The current state of knowledge does not yet allow us to fully integrate and synthesizes our multiple theories and practices. We have no perfect overarching or unifying theory to address the contradictions inherent various approaches.

**Article, published, peer reviewed, theoretical.**

Lavendt, Ebbe (2010, June). Positive Psychology Coaching - Using Research in Coaching Practice. Workshop at the 5th European Conference on Positive Psychology. Retrieved November 22, 2010, from [www.positivepsychology.dk/ecpp.html](http://www.positivepsychology.dk/ecpp.html).

Only a few empirical studies have been published on positive psychology coaching. The same is true for randomized controlled trials on coaching in general. Thus, coaching practitioners have a very limited evidence base for doing positive psychology coaching. None the less many theoretical principles and interventions from positive psychology lend themselves well to coaching. This workshop consists of three elements: a presentation on positive psychology coaching, a coaching exercise, and a small group discussion. More specifically the workshop is going to cover the following topics: 1) Empirical research: research on positive psychology coaching, evidence-based coaching, and positive interventions. 2) Theory and models: theoretical principles from positive psychology and evidence-based coaching. 3) Methods: how to use theoretical principles and interventions from positive psychology in evidence-informed coaching. 4) Practice: exercise in

positive psychology coaching. 5) Transfer of learning: small group discussions on how you can use what you have learned in your work and/or in your private life.

**Workshop, published, not peer reviewed, theoretical.**

Lavendt, Ebbe (2010, December). Positive Psychology Coaching - Using Research in Coaching Practice. Presentation at the 1st International Congress of Coaching Psychology 2010 – 2011. Retrieved December 15, 2010, from [www.positivepsychology.dk/iccp.html](http://www.positivepsychology.dk/iccp.html).

Many theoretical principles and interventions from positive psychology lend themselves well to coaching. Several theoretical articles have been published on the subject, but only a few empirical studies have been conducted. This paper is based on a review of the literature on positive psychology coaching, and is part of a PhD project on the use of theoretical principles and interventions from positive psychology in evidence-based coaching. Objective: The objective of this paper is to give the participants an overview of the literature on positive psychology coaching. Design: The literature is identified through searches in PsycINFO and handsearching. Literature that explicitly uses the terms positive psychology and coaching is included. Methods: The literature is analysed using content analysis. Results: Preliminary results will be presented focusing on empirical findings, key concepts discussed in the literature, patterns, recommendations, and disagreements. Conclusion: The paper will conclude with a few guidelines for how to apply theoretical principles and interventions from positive psychology in coaching psychology practice.

**Presentation, published, not peer reviewed, empirical content.**

Linley, P. Alex (2010, December). Looking Forward, Looking Back: A Decade of Coaching Psychology and Positive Psychology. Presentation at the 1st International Congress of Coaching Psychology 2010 – 2011. Retrieved February 22, 2011 from <http://www.coachingpsychologycongress.org/WEBPROTECT-ukpresentations.htm>.

Coaching psychology and positive psychology emerged at around the same time, just over a decade ago. Both have developed and contributed much in that time, but notably doing so in a time of relative prosperity for many in Britain and the developed world. Our context has now changed, as we confront the reality of the Big Squeeze. On a human level, this leads to increased stress, insecurity, and overwork – but also to game-changing opportunities for those who can best navigate their way ahead, or can help others to do so. What might this mean for coaching psychology and positive psychology? To deliver on their promise, the disciplines have to remain current in a world that is changing ever more rapidly and with ever more dislocation. These are the real opportunities for coaching psychology and positive psychology as we look ahead. My presentation will explore how we can grasp these opportunities and in doing so deliver our potential as agents of positive human, organisational and social change.

**Presentation, published, not peer reviewed, empirical content.**

Linley, P. Alex (2010, December). The Secrets of Strengths in Goal Setting, Goal Progress, and Goal Attainment. Masterclass at the 1st International Congress of Coaching Psychology 2010 – 2011. Retrieved February 22, 2011 from <http://www.coachingpsychologycongress.org/WEBPROTECT-ukpresentations.htm>.

In this masterclass, I will introduce participants to some of the secrets of strengths in relation to goals. Participants will be introduced to the core strengths theory that underpins the Realise2 model, including the tri-dimensional assessment of energy, performance, and use in the identification of strengths. The combination of these three dimensions lead to different recommendations for what we should do to achieve our goals, and so to individually-tailored solutions for goal attainment. Participants will learn how to use an individual's strengths profile to determine which types of goals will be important to them. They will deepen their understanding of how to align strengths to different goals. They will appreciate some of the derailers that may exist, as well as the potential for turbo-charging performance and goal attainment through harnessing and maximising strengths. Overall, the masterclass is designed to provide participants with state-of-the-science practical knowledge and applications about how to use the secrets of strengths in helping clients to achieve their goals.

**Masterclass, published, not peer reviewed, theoretical.**

Linley, P. Alex; & Burns, George, W. (2010). Strengthspotting: Finding and Developing Client Resources in the Management of Intense Anger. In George W. Burns (Ed.), Happiness, Healing, Enhancement: your casebook collection for applying positive psychology in therapy, 3-14. Hoboken, New Jersey: Wiley & Sons, Inc.

**Chapter, published, edited book, empirical content.**

Linley, P. Alex; Harrington, Susan; & Garcea, Nicola (Eds.) (2010). Oxford handbook of positive psychology and work. New York, NY, US: Oxford University Press.

This handbook synthesizes the ways that people can find meaning and purpose in work settings. In editing this volume, we have sought to navigate the intersection of four worlds: research and practice, and positive psychology and work. Positive psychology offers an organizing principle for how we view both organizations and the people within them. It also informs, therefore, how we go about seeking to engage with these organizations, their processes, their procedures, their policies, their practices. Positive psychology gives us a framework for approaching organizational issues that is focused on discovering the best of what is and creating the conditions that will enable that "best" to flourish. It provides a means of looking at the people in organizations that is grounded in the strengths that enable those people to succeed in what they do, the well-being that they achieve through doing so, and the meaning and fulfillment that gives coherence and direction to their activities along the way. Positive psychology also allows a different perspective on the management and development of people, one which is grounded in looking at their inherent potential for growth and development, their desire to contribute and make a difference, and the realization that when these factors are aligned with an organization's strategy, great things will result. The lessons of positive psychology contained within this volume should be in the hands of every CEO, every manager, every practitioner of Human Resources and Organization Development, and every consultant and coach who works to support them.

**Book, published, edited book, empirical content.**

Linley, P. Alex; Nielsen, Karina M.; Gillett, Raphael; & Biswas-Diener, Robert (2010). Using signature strengths in pursuit of goals: Effects on goal progress, need satisfaction, and well-being, and implications for coaching psychologists. *International Coaching Psychology Review*, 5(1), 6-15.

Objective: In recent years there has been a growing interest in research related to the use of strengths. Although results from past research have consistently suggested that the use of strengths is associated with higher performance and greater well-being there is, as yet, no clear theory describing how using strengths might contribute to greater well-being or goal progress. The objective of the current research was to test a model of how strengths use may support performance and well-being through an extension of the self-concordance model of healthy goal attainment. Design: We test a repeated measures cross-sectional model in which using signature strengths is associated with goal progress, which is in turn associated with the fulfillment of psychological needs, and in turn wellbeing. Method: Participants were 240 college students who completed measures of psychological strengths, need satisfaction, well-being, goal progress and goal attainment at three time points over a three-month period. Results: Our results demonstrate that strengths use is associated with better goal progress, which is in turn associated with psychological need fulfillment and enhanced well-being. Conclusions: Strengths use provides a key support in the attainment of goals, and leads to greater need satisfaction and well-being, providing an extension of the self-concordance model of healthy goal attainment. Implications for practice and future research are discussed.

**Article, published, peer reviewed, empirical content.**

Lutterbie, Simon (2010, December). Happiness in the time of recession: Coaching happiness helps employees weather difficult times. Paper at the 1st International Congress of Coaching Psychology 2010 – 2011. Retrieved February 22, 2011 from <http://www.coachingpsychologycongress.org/WEBPROTECT-ukpresentations.htm>.

Objectives: The ongoing global economic downturn has presented employees with a number of challenges. "Happiness at work", a mental state in which an individual feels confident, capable, and engaged in their work, has been linked to multiple positive work outcomes. We aimed to determine whether or not those employees who reported greater happiness would report greater workplace resilience in response to the downturn. Design: Multiple regression was to assess the relationship between employee happiness, as measured by the iOpener People and Performance Questionnaire (iPPQ) and the Subjective Well-Being Scale, and a number of work outcome variables. This model was chosen to allow for the examination of trends in participants' responses over the last few years.

Method: Paper-based and on-line survey methodologies were used to collect responses from multiple participant groups (data collection ongoing, N > 3,000). The iPPQ and Subjective Well-Being Scale were used to assess employee happiness, while a number of self-report measures were used to assess work outcomes. Multiple regression was used to determine the effect of happiness at work on work outcomes as the downturn progressed. Results: Ongoing analysis has so far confirmed the hypothesis that happiness scores predict a number of positive outcome variables, including productivity, engagement, and interest in one's work. Conclusion: The global downturn has had significant impacts on almost all employees; however, happier employees exhibited less negative effects on their work as a result. We conclude that fostering happiness among coachees will increase their ability to thrive in difficult work conditions.

**Presentation, published, not peer reviewed, empirical content.**

Nabke-Hatton, Claire (2010, February). Coaching the clinician: A Pilot program for mental health clinical team leaders. Poster at the 2nd Australian Positive Psychology and Well-Being Conference. Retrieved November 22, 2010, from <http://www.positivepsychologyaustralia.org/conference2010.htm>.

Leadership coaching for health professionals leading clinical teams in our public health system has been identified as a viable form of work-based professional development and an attractive form of support. A pilot leadership coaching program was developed as an alternative to a formal leadership program which can be time intensive. In a NSW Area Health Mental Health Drug and Alcohol Service clinical team leaders from various professional disciplines were offered work-based monthly coaching sessions to focus on a personally chosen leadership development goal. Seven participants were selected by their Service Directors, as well as five team leaders who had previously been through the CEC Statewide Clinical Leadership Program. It was emphasized that this was a strengths-based development program, not a remedial program, and that coachees were expected to set their own leadership development goal to work on over the three to five months of the program. The brief was to assist in the leadership development of the coachees and provide confidential support to them in dealing with issues arising in the day-to-day work of managing and leading their teams, and to demonstrate the effectiveness of the coaching. Well-being was chosen as a major focus as it was postulated that a coaching approach which included a focus on well-being may be both attractive to coachees and beneficial to the organisation in terms of performance, retention, prevention of burnout and improved psychological functioning during times of stress. The Workplace Wellbeing Index (Page, 2005) and the Outcome Rating Scale (Miller and Duncan 2000) were used as summative and formative evaluation measures of different aspects of well-being and satisfaction. Other measures included The Hope Scale (Snyder et al, 1991) which includes subscales of Agency and Pathways to goals, and the Session Rating Scale 3.0 (Johnson, Miller and Duncan, 2000) which provides sessional ratings of the coaching process including level of engagement. Data will be available from January 2010.

**Poster, published, not peer reviewed, empirical content.**

O'Brien, Eleaine (2010). Positive Professors: Margarita Tarragona of Universidad Iberoamericana, Mexico. MAPP Alumni News – March 2010, 7-8.

**Article, published, not peer reviewed, theoretical.**

Palermo, Josephine; Jez, Michael; & Van De Berg, Robert (2010, December). What motivates coachees? The role of autonomy support and self determination in the coaching process. Masterclass at the 1st International Congress of Coaching Psychology 2010 – 2011. Unpublished manuscript.

Objectives: Research suggests that autonomy support, need fulfillment, and self determined motivation are thought to predict optimal work performance. Needs are innate psychological elements that are essential for ongoing psychological growth and well being. Self Determination Theory (SDT) suggests that satisfaction of particular needs (autonomy, competence and relatedness) leads to increased internalisation of behaviour and enhanced intrinsic motivation. This study aimed to investigate the impact of autonomy support on coaching outcomes. Design: An experimental longitudinal design was used. Methods: This repeated measures experimental study aimed to determine whether there were any significant differences between coachee groups. 55 participants were randomly allocated to three different coaching conditions (autonomy supportive, standards supportive and self coaching), with coaching enabled via 17 coaches specifically trained

in autonomy supportive and standards supportive coaching techniques. All coaching was conducted for leadership development goals to maintain homogeneity across the groups in relation to type of goal. Coaching occurred over 5 to 10 sessions with coachees completing standard scales at pre-test, time 1, time 4 and time 10 sessions (post-test). Measures comprised a motivation, goal attainment survey, and coaching effectiveness measures. Results and conclusions: Results related to differences between groups in self determination and needs satisfaction will be discussed in the context of coaching practice and implications for coaching psychology.

**Presentation, published, not peer reviewed, empirical content.**

Sharp, Timothy (2010). Using the primacy of positivity in coaching. Presentation at the Fourth Australian Evidence-Based Coaching Conference. Retrieved November 22, 2010, from <http://sydney.edu.au/science/psychology/coach/conferences/coaching2010/index.htm>.

**Presentation, published, not peer reviewed, theoretical.**

So, Timothy T. C.; & Kauffman, Carol (2010). Positive Psychology Interventions: An Annotated bibliography from the Behavioral Science Literature. Institute of Coaching, Harvard University. Unpublished paper.

Positive psychology intervention refers to treatment methods or intentional activities that aim to cultivate positive feelings, behaviours, or cognitions. Since less than 20% adults in the United States (Keyes, 2002) and less than 15% adults in the Europe (Huppert & So, 2009) report that they are flourishing, positive interventions as a tool to enhance wellbeing and flourishing as well as relieve suffering has drawn more and more public attention. This annotated bibliography draws scholarly peer review papers from the behavioral science literature as presented in PsycINFO and Dissertation Abstracts International (DAI) published between 1975 and 2010. Furthermore, references for review paper by Rashid (2009) and meta-analysis Sin & Lyubomirsky (2009) were gathered. The use of positive psychology intervention has become more common and hence it receives growing attention in research. The number of papers has increased sharply from 2 between 1975 and 1980 to 36 between 2006 and 2010. Despite a mounting body of knowledge in the field, more systematic research is yet necessary in validating the effectiveness of positive intervention as well as the underlying mechanism for both individual and group therapy, as positive interventions represent systematic approaches to overcome challenges by using individuals' strengths and resources.

**Annotated bibliography, unpublished, not peer reviewed, empirical content.**

So, Timothy T. C.; & Kauffman, Carol (2010). Strengths and Coaching: An Annotated bibliography from the Behavioral Science Literature. Institute of Coaching, Harvard University. Unpublished paper.

Coaching is increasingly recognized for its use for enhancing work performance and professional development, as well as facilitating goal attainment and behavioral change in life. Complementary to coaching psychology is positive psychology, as they share many assumptions about the potential of people's flourishing and both aspire to enhance wellbeing and performance. (Linley, Woolston & Biswas-Diener, 2009) Among various focuses within positive psychology, strength is particularly relevant to coaching psychology. Strengths refer to one's advantageous psychological traits that render him more capable of identifying, implementing and accomplishing meaningful

goals. A rich understanding of the intersection of coaching and strengths is conducive to the development of both scholarly studies and practical applications of positive psychology. (Kauffman & Linley, 2007) However, the complaint that there have not been adequate studies to understand how coaching psychology and strengths can inform each other is still valid. Expectably, studies more specifically pertaining to the relationship between coaching and strength are even rarer. There remains encouragingly large room for both empirical and theoretical investigation in this regard. The purpose of this annotated bibliography is to provide a summary of studies related to the relationship between coaching and strength.

**Annotated bibliography, unpublished, not peer reviewed, empirical material.**

Spence, Gordon (2010). There is nothing as practical as a good theory: Coaching with self-determination in mind. Presentation at the Fourth Australian Evidence-Based Coaching Conference. Retrieved November 22, 2010, from <http://sydney.edu.au/science/psychology/coach/conferences/coaching2010/index.htm>.

**Presentation, published, not peer reviewed, theoretical.**

Vella, Stewart A.; Oades, Lindsay G.; & Crowe, Trevor (2010, February). Positive leadership and sports coaching. Poster at the 2nd Australian Positive Psychology and Well-Being Conference. Unpublished poster.

Given that the sports coach has the greatest influence over the athlete and the team, affecting important behavioural, developmental and psychological outcomes, it is unsurprising that leadership skills are proposed as the sine qua non of effective coaching. Despite recent attempts to impose numerous leadership frameworks upon sports coaching, including transformational, transactional, servant, and altruistic leadership, the application of leadership theories to sports coaching has received too little scientific attention to justify such conclusions. The fundamental leadership roles and responsibilities of the coach are not understood, and given the power of the coach to facilitate positive developmental and athletic outcomes in both young and adult athletes, more scientific attention is justified. This paper will report on data obtained using a two-step process. Firstly, a systematic review of coach leadership was used to articulate the leadership roles of the coach. Secondly, these roles were compared to data collected during semi-structured interviews with a sample of coaches and athletes designed for maximum variation, and thematically analysed using grounded theory. Preliminary data suggests that the primary leadership responsibilities of the sports coach are (i) to establish a positive group climate, and (ii) to develop athletes inside and outside of the sporting domain. These preliminary results confirm positive leadership theories which propose that leaders are 'climate engineers' responsible for establishing a 'condition where positive emotions predominate over negative emotions' (Cameron, 2008; Linley, 2009). Further, these results also confirm the suggestion that the primary outcome of sports participation should be positive personal development (Fraser-Thomas et al, 2005). Fittingly, the leadership role of the sports coach may best be summarised by Coleman's (2000) notion of 'coaching' as a leadership style. Coleman proposes that coaching is a style of leadership that is focused on the development of people to improve performance and develop strengths, and thus culminating in a positive impact on group climate. Further results will be discussed in detail.

**Poster, unpublished, not peer reviewed, empirical content.**

Worrall, Linda; Brown, Kyla; Cruice, Madeline; Davidson, Bronwyn; Hersh, Deborah; Howe, Tami; & Sherratt, Sue (2010). The evidence for a life-coaching approach to aphasia. *Aphasiology*, 24(4), 497-514.

**Background:** A life-coaching and positive psychology approach to aphasia has recently been advocated by Audrey Holland, to whom this issue is dedicated. **Aims:** This paper reviews our recent research which informs the three basic assumptions behind a life-coaching approach to aphasia: (1) learning to live successfully with aphasia takes time; (2) aphasia is a family problem; and (3) the goal is to help people with aphasia fit it into their lives. **Methods & Procedures:** We assimilate results from three independent qualitative data sets: (1) a project that sought the perspective of 50 people with aphasia, their families, and their treating speech-language pathologist about their goals over time; (2) a project that seeks the views of 25 people with aphasia, their family, and speech-language pathologists about what it means to live successfully with aphasia; and (3) a qualitative structured interview on quality of life with 30 people with aphasia. **Outcomes & Results:** The three basic assumptions of the life-coaching approach to aphasia are supported and extended by the data. Participants with aphasia in our studies report how their goals change over time to reflect how they are learning to live with aphasia, but the journey is different for each person. The stories from families elucidate how aphasia is indeed a family concern and requires family involvement. Finally, not only did participants in our studies fit aphasia into their lives, but they also fitted it into a new lifestyle after their stroke. **Conclusions:** The assumptions behind the life-coaching approach are well supported by the narratives of people living with aphasia. Even if the life-coaching approach is not adopted wholeheartedly by the profession, the principles of positive psychology and the life goal perspective appear highly relevant to living successfully with aphasia.

**Article, published, peer reviewed, empirical content.**

Yeager, John M. (2010). The Coach as Servant Leader – Success on the Athletic Field. Retrieved November 22, 2010, from <http://positivepsychologynews.com/news/john-yeager/201001117209>.

**Article, published, not peer reviewed, theoretical.**

Yu, Nickolas; Collins, Catherine; & White, Kate (2010). Impact of coaching on work proficiency, work proactivity, and employee wellbeing. Presentation at the Fourth Australian Evidence-Based Coaching Conference. Retrieved November 22, 2010, from <http://sydney.edu.au/science/psychology/coach/conferences/coaching2010/index.htm>.

**Presentation, published, not peer reviewed, empirical material**

## IN PRESS

n = 3

Grant, Anthony M.; & Cavanagh, Michael (in press). Coaching and Positive Psychology. In Ken M. Sheldon, Todd B. Kashdan & Michael F. Steger (Eds.), *Designing the Future of Positive Psychology*. Oxford: Oxford University Press.

**Chapter, unpublished, not peer reviewed, theoretical.**



Grant, Anthony M.; Frith, L.; & Burton, Geraldine (in press). Executive Coaching Enhances Goal Attainment, Resilience and Workplace Well-being: A Randomised Controlled Study. *Journal of Positive Psychology*.

**Article, unpublished, not peer reviewed, empirical content.**

Kauffman, Carol (in press). Positive Psychology Coaching: Moving from Theory to Practice. In T. Freire (Ed.), *Understanding Positive Life: Research and Practice on Positive Psychology*. Lisbon: Climepsi Editore.

The article explains the root and development of Positive Psychology and explores how to use the theory in a coaching setting. The author gives several examples of positive psychology-based techniques and how they can be woven into the ongoing coaching process to serve the client's agenda. Techniques to reverse the client's focus (The Good Things' Exercise), positive introductions, developing a language for strengths and other techniques are described and explored. But most important is having a genuine belief in the client's potential and having meaningful interactions between coach and client.

**Chapter, unpublished, edited book, theoretical.**

Kauffman, Carol; & Peterson, David (in press). *The Coaching Relationship: Guide to Optimal Growth*. Hoboken, New Jersey: John Wiley.

**Book, unpublished, edited book, theoretical.**