What progress has been made in coaching research in relation to 16 ICRF focus areas from 2008 to 2012?

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What progress has been made in coaching research in relation to 16 ICRF focus areas from 2008 to 2012?

L. Stern\textsuperscript{a} and S. Stout-Rostron\textsuperscript{b}

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This article explores the extent to which the research focus areas of the 100 proposals generated by the International Coaching Research Forum (ICRF) in 2008 have been addressed in substantive, primary and evidence-based research. Abstracts of English-language, peer-reviewed research on coaching published from January 2008 to June 2012 were compiled and reviewed and key trends in relation to coverage of research focus areas suggested by the ICRF proposals are summarised. Major gaps remaining in coaching research are identified and priorities for the coaching topics to be studied are recommended, based on the 2008 ICRF proposals.

Keywords: coaching; research; evidence-based; peer reviewed; abstracts; trends; ICRF

Building the knowledge base for coaching worldwide

The worldwide demand for high-quality coaching has motivated practitioners, academic researchers and educators to clarify what coaching is, to measure and study its effectiveness and to identify what roles practitioners, academics and other stakeholders have to play in building the knowledge base for coaching.

The Global Convention on Coaching (GCC) began with a meeting of interested stakeholders in New York in July 2007. This initiated a process of debate leading to presentation and discussion of white papers on the advancement of the discipline at a convention in Dublin in July 2008. The original role of the GCC was to research the profession of coaching worldwide and to begin to build an international community who could share issues, concerns and ideas. What emerged was a prototype of a global coaching community, which stated the need through the \textit{Dublin Declaration on Coaching} to develop the knowledge base for coaching via research and the critical reflective practice of dedicated coach practitioners through global collaborative effort (Global Coaching Community [GCC], 2008).

In September 2008, the International Coaching Research Forum (ICRF), consisting of internationally recognised researchers and coaching professionals, met at Harvard University to produce 100 coaching research proposals which could be accessed by stakeholders worldwide to advance coaching as an evidence-based discipline (Kauffman, Russell, & Bush, 2008). These proposals are available online at www.instituteofcoaching.org.

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There have been calls for further research in coaching other than those proposed by the ICRF. We chose the ICRF proposals as a point of reference from which to review the progress made in coaching research, based on the fact that they were generated through an open, multi-disciplinary forum of experts in coaching which represented many international regions, disciplines, roles in coaching and diverse perspectives. The purpose of this article is to explore what evidence-based research has been produced since 2008, reviewing abstracts of peer-reviewed journal articles published to date in our global and collaborative effort to share ideas, expertise and advance a more disciplined and rigorous field. It is important to note that our compilation of abstracts, while wide-ranging, is not a definitive ‘global’ anthology. It is based on the available English-language, peer-reviewed journal articles found on the web, from journals published primarily in the USA, the UK, Australia, Canada and South Africa.

We have reviewed the 100 coaching research proposals produced by the ICRF and prepared a list of the 16 main focus areas in which they recommended research. We have identified these 16 areas, based on a categorical aggregate of themes emerging from each of the proposals and by reviewing the frequency of questions and topics within the 100 proposals.

We found that the great majority of proposals fit within the 16 areas, based on this frequency count. Our major objective is to explore what research has been conducted in the past four and a half years (January 2008 to June 2012), determining which of these 16 focus areas have and have not been studied and to what degree. We have strived to identify the future need for research in each of these 16 focus areas, given the evolution of coaching research conducted over this specific period, as well as identifying new themes which have emerged outside of these areas.

Our questions relate to: where are we in mid-2012 compared to where we were in 2008? Since then, what progress has been made and what needs still to be done? The 16 broad focus areas which we identified within the research proposals recommended by the ICRF in 2008 are listed in Table 1.

**How have we chosen our list of articles from 2008 to 2012?**

Our criteria for including journal articles within the scope of our study are as follows:

- English-language, peer-reviewed journal articles focusing on coaching research, published from 1 January 2008 to 30 June 2012.
- Primary research or research whose purpose is to identify best practices available to coaches without restriction to proprietary techniques; research to identify the who, what, where, when or how of coaching through empirical or qualitative studies; original research or an attempt to replicate previous research; testing hypotheses or null hypotheses; or an attempt to answer questions about the practice of coaching related to who does the coaching, who is coached, under what circumstances, using what approaches or processes, with what results, primarily regarding coaching and research conducted using recognised standards and scientific methods.
- Research on sports coaching is not included.
- Any articles in which the authors simply express opinions, comments or promotional expositions have not been included.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Aspects covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coach education and training</td>
<td>Self-directed, classroom, practice and supervision.</td>
</tr>
<tr>
<td>2</td>
<td>Coaching relationship</td>
<td>Chemistry, matching factors, gender same/different, style, background, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Coaching outcomes</td>
<td>Relationship with satisfaction, emotional, social, functioning, effectiveness, well-being, sustainable leadership, self-understanding, lifestyle and outcomes of health coaching (for different diagnoses, age groups, etc.)</td>
</tr>
<tr>
<td>4</td>
<td>Coaching in organisations</td>
<td>Who, why, outcomes, internal systems for support, impact of coaching on organisations (ethics, productivity, etc.)</td>
</tr>
<tr>
<td>5</td>
<td>Coaches</td>
<td>Competencies, characteristics and practices, compassion, good to great, theoretical awareness and application and impact of experience level of coaches on outcomes.</td>
</tr>
<tr>
<td>6</td>
<td>Coaching process</td>
<td>What is being done, directive vs. non-directive, use of questions, assignments, feedback, espoused theories vs. coaching practices, and the impact of these practices, coaching approaches and impact (strengths-based, gap-based, etc.), coaching methods and results for different types of coaching (sports, teachers, parents, etc.), coaching failures and related factors (process, coachee, coach, organisation, support, etc.).</td>
</tr>
<tr>
<td>7</td>
<td>Research methods and findings in coaching</td>
<td>Random samples, control groups, outcome measures, goal-attainment measures, measurement instruments, baseline of coaching research findings and what coaches want/need from research.</td>
</tr>
<tr>
<td>8</td>
<td>Supervision practices</td>
<td>How contracted and conducted, the impact on coach accountability and visible behavioural change and how learning is recognised and coach competence brought into awareness.</td>
</tr>
<tr>
<td>9</td>
<td>The business of coaching</td>
<td>Professionalisation of coaching (policy, ethics and governance), intervention processes in organisations/ institutions and their evaluation (business trends, pricing and contractual arrangements).</td>
</tr>
<tr>
<td>10</td>
<td>Coaching vs. other helping practices</td>
<td>When should coaching be used vs. something else, and what differentiates coaching?</td>
</tr>
<tr>
<td>11</td>
<td>How coaching differs by geographic region internationally</td>
<td>Activities, theories, assumptions, processes, impact of language, contracting, goals, models, approaches, interactive effects – coachee characteristics, readiness, states of mind and emotion, developmental stages, coaching methods and outcomes.</td>
</tr>
<tr>
<td>12</td>
<td>Peer coaching</td>
<td>Peer coaching in coach education and development programmes, businesses, friends and elsewhere.</td>
</tr>
<tr>
<td>13</td>
<td>Contracting</td>
<td>The formal and informal agreements between coaches, coachees, client organisations, guidelines for confidentiality, communication, support, etc.</td>
</tr>
<tr>
<td>14</td>
<td>Coaching readiness by the coachee</td>
<td>Criteria to evaluate, evaluation, decision-making, is the coachee encouraged positively or coerced negatively into coaching?</td>
</tr>
</tbody>
</table>
The details of over 450 journal articles were located, of which approximately 190 were excluded because they did not meet the above criteria, leaving 263 journal articles. Those articles we have excluded do not meet one or more of the criteria, especially where they only express the author’s beliefs, theories, assumptions, opinion, comments or only review other research.

Coaching research conducted in the 16 focus areas during 2008–2012

While searching, it soon became clear that Anthony Grant’s bibliography (Grant 2011) was the most comprehensive source of abstracts to date. We believe it provides the broadest feasible coverage of abstracts for the period January 2008 to December 2010. From Grant’s (2011) bibliography, we selected only abstracts of peer-reviewed journal articles which represented primary research, excluding those which represented opinion, comment or promotion. We also searched the official listings of the peer-reviewed journal articles themselves and utilised a wide range of search engines to fulfil our criteria. The number of journal articles published within each disciplinary field in each year is detailed in Table 2.

It became clear during our overall search that not all the journals cited for the years 2008 to June 2012 are in fact peer reviewed. We have located the websites of all 130 journals for the abstracts we found, and carefully looked at their instructions for authors to check whether they apply peer review to articles on research. As a result, we have listed only the journals which are peer-reviewed, together with the number of articles from each journal. This is important, because it gives us a firmer idea of which are really peer-reviewed journal articles. In addition, we have eliminated the few articles that were clearly editorial introductions, opinion pieces, or not specifically coaching (such as those that focused exclusively on mentoring). Many of the articles, particularly in the medical fields, don’t seem to define ‘coaching’ in the best-practice sense, but in the sense of mentoring.

Naturally, the disciplinary fields in which the journals are published do not correspond exactly to the identified 16 focus areas covered by the 2008 ICRF Forum research proposals (e.g. coaching outcomes, process and relationship). Nor do the disciplinary fields of the journals correspond to the emergent areas of research in recent studies (such as leadership coaching, business/executive coaching, gender coaching, team/group coaching, youth coaching and coaching supervision).
Table 3 breaks down the total numbers of journal articles by focus area and year, giving an overview of the relative weight of coaching research in each area.

In reading through the abstracts, the following categories emerge in their own right frequently as new categories. In some instances, they may be specific categories within some of the broader-based focus areas.

- Existential coaching
- Family business coaching
- Gender coaching
- Stress management coaching
- Team/group coaching
- Teenage/adolescent/youth coaching

Table 4 shows which focus areas in coaching research have seen the most journal articles published within particular disciplinary fields. The greatest numbers of studies were conducted regarding ‘coaching process’, with the largest number of those published in coaching psychology journals. The other three focus areas where the most research has been published over this period are outcomes, coaching in organisations, coaches and coaching vs. other helping practices.

Gaps in coaching research in relation to the 16 ICRF focus areas

In our review of the 263 journal articles, we have identified gaps in focus areas studied and detailed sub-topics which have been studied. By reviewing the figures in Table 3 above, it is evident that each of the following focus areas had little research...
conducted during this time period (less than a total of 20 studies conducted in each area during the four-and-a-half-year period):

1. Coach education and training
2. Coaching relationship
5. Coaches
7. Research methods and findings in coaching
8. Supervision practices
9. The business of coaching
10. Coaching vs. other helping practices
11. How coaching differs by geographic region
12. Peer coaching
14. Coaching readiness by the coachee
15. Use of assessment in coaching
16. Impact of coaching on society

It is also clear that several of the focus areas which received more attention at the beginning of this period dropped off in their focus in the last two years (e.g. coaching process, outcomes and coaching readiness by the coachee).

In addition to the broader 16 focus areas, we have identified 89 more specific research themes which were studied in the 263 selected peer-reviewed journal articles (see Table 5). Most of these 89 detailed research themes fall under one or more of the broader 16 focus areas covered in the original ICRF’s 100 proposals. In addition, many of the studies we have listed address two or more of the 16 focus areas.

Table 3. Number of peer-reviewed journal articles on coaching research by focus area and year.

<table>
<thead>
<tr>
<th>Coaching focus area</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Coaching process</td>
<td>15</td>
<td>26</td>
<td>24</td>
<td>14</td>
<td>9</td>
<td>88</td>
</tr>
<tr>
<td>3. Outcomes</td>
<td>5</td>
<td>11</td>
<td>18</td>
<td>7</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>4. Coaching in organisations</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>5. Coaches</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>10. Coaching vs. other helping practices</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>1. Coach education and training</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>9. The business of coaching</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>–</td>
<td>–</td>
<td>12</td>
</tr>
<tr>
<td>14. Coaching readiness by the coachee</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>–</td>
<td>12</td>
</tr>
<tr>
<td>2. Coaching relationship</td>
<td>–</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>–</td>
<td>11</td>
</tr>
<tr>
<td>15. Use of assessment in coaching</td>
<td>–</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>7. Research methods and findings in coaching</td>
<td>–</td>
<td>5</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>7</td>
</tr>
<tr>
<td>8. Supervision practices</td>
<td>–</td>
<td>4</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>5</td>
</tr>
<tr>
<td>12. Peer coaching</td>
<td>–</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11. How coaching differs by geographic region</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>16. Impact of coaching on society</td>
<td>–</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td>13. Contracting</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>83</td>
<td>72</td>
<td>42</td>
<td>25</td>
<td>263</td>
</tr>
</tbody>
</table>

*January to June.
Table 4. Number of peer-reviewed journal articles on coaching research by coaching focus area and journal discipline.

<table>
<thead>
<tr>
<th>Coaching focus area</th>
<th>Coaching psychology</th>
<th>Other psychology</th>
<th>Medicine</th>
<th>Business</th>
<th>HR</th>
<th>Education/ training</th>
<th>Finance/ economics</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Coaching process</td>
<td>18</td>
<td>24</td>
<td>20</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>3. Outcomes</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>4. Coaching in organisations</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>10. Coaching vs. other helping practices</td>
<td>5</td>
<td>–</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>9. The business of coaching</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>5. Coaches</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>14. Coaching readiness by the coachee</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>1. Coach education and training</td>
<td>1</td>
<td>7</td>
<td>–</td>
<td>–</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2. Coaching relationship</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>–</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>15. Use of assessment in coaching</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>–</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>7. Research methods and findings in coaching</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>8. Supervision practices</td>
<td>2</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>12. Peer coaching</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>3</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>11. How coaching differs by geographic region</td>
<td>1</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>16. Impact of coaching on society</td>
<td>–</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>13. Contracting</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>66</td>
<td>43</td>
<td>20</td>
<td>32</td>
<td>16</td>
<td>14</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>
Table 5. Specific research themes studied.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Related Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciative inquiry (AI)</td>
<td>Learning agility</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Learning support</td>
</tr>
<tr>
<td>Arts-based learning</td>
<td>Life coaching</td>
</tr>
<tr>
<td>Attachment theory</td>
<td>Line management coaching behaviours</td>
</tr>
<tr>
<td>Audio coaching</td>
<td>Lying in organisations</td>
</tr>
<tr>
<td>Benefits of coaching</td>
<td>Management as a social enterprise</td>
</tr>
<tr>
<td>Blended learning</td>
<td>Managerial coaching</td>
</tr>
<tr>
<td>Burnout</td>
<td>Management development</td>
</tr>
<tr>
<td>Coaching cultures</td>
<td>Managing change</td>
</tr>
<tr>
<td>Co-active life coaching</td>
<td>Manager as coach</td>
</tr>
<tr>
<td>Coach regulation</td>
<td>Meaning-making</td>
</tr>
<tr>
<td>Coaching psychology</td>
<td>Mentoring and coaching</td>
</tr>
<tr>
<td>Co-coaching</td>
<td>Meta coaching</td>
</tr>
<tr>
<td>Coach/client relationship</td>
<td>Metaphor</td>
</tr>
<tr>
<td>Coaching and emotion</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Complexity of mind</td>
<td>Narrative coaching</td>
</tr>
<tr>
<td>Conflict coaching</td>
<td>Non-profit organisation (NPO) coaching</td>
</tr>
<tr>
<td>Critical moments/incidents</td>
<td>Nurse coaching</td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>Nursing management</td>
</tr>
<tr>
<td>Cultural perspective</td>
<td>Online e-coaching</td>
</tr>
<tr>
<td>Distance coaching/distant coaching course</td>
<td>Occupational performance coaching (OPC) (coaching parents)</td>
</tr>
<tr>
<td>Effective leader behaviours</td>
<td>Positive psychology</td>
</tr>
<tr>
<td>Emotional intelligence (EI)</td>
<td>Organisational change</td>
</tr>
<tr>
<td>Emotion coaching</td>
<td>Primary care</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Process of learning</td>
</tr>
<tr>
<td>Expert-led programmes</td>
<td>Procrastination</td>
</tr>
<tr>
<td>Evidence-based strengths</td>
<td>Psychological role of leaders</td>
</tr>
<tr>
<td>Executive coaching</td>
<td>Psychological vs. non-psychological coaching</td>
</tr>
<tr>
<td>Family business</td>
<td>Return on investment (ROI)</td>
</tr>
<tr>
<td>Feedback process</td>
<td>Self-integration, self-complexity, integrative learning</td>
</tr>
<tr>
<td>Group coaching</td>
<td>Short coaching intervention</td>
</tr>
<tr>
<td>Happiness coaching</td>
<td>Small and medium enterprises (SMEs)</td>
</tr>
<tr>
<td>Health and well-being</td>
<td>Sports talent</td>
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<td>Health coaching (health and well-being)</td>
<td>Strengths-based coaching</td>
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<td>Hospital CEO development</td>
<td>Substance abuse (youth)</td>
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<tr>
<td>Ineffective coaching behaviours</td>
<td>Successful leaders</td>
</tr>
<tr>
<td>In-house career coaching</td>
<td>Systems point of view</td>
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<tr>
<td>Interactive active workplace learning</td>
<td>Teaching</td>
</tr>
<tr>
<td>Internal executive coaches</td>
<td>Team coaching, self-efficacy</td>
</tr>
<tr>
<td>Coaching and temperament</td>
<td>Team leadership</td>
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<tr>
<td>Leadership behaviours</td>
<td>Transformational leadership</td>
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<td>Leadership competencies</td>
<td>Turbulence</td>
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<td>Leadership development</td>
<td>Writing/narrative coaching</td>
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<tr>
<td>Leadership style</td>
<td>Youth coaching</td>
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<td>Leadership transition</td>
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Critical need for continued coaching research

The figures in Table 3 show a high intensity of research interest immediately following on from the first international collaboration between professional bodies, particularly during 2008–2009. Based on our analysis, the amount of research has decreased especially in the last two years 2010–2012. Continuing research on coaching is critical if we are to build the knowledge base necessary to professionalise coaching, enhance coach education and development and encourage further research to promote mastery of practice.

How can we help advance the development of the professional discipline of coaching from research to practice?

This short article summarises our findings from reviewing the research as it relates to the various focus areas covered by the proposals of the ICRF in 2008. The scope of our article is primarily to summarise the areas that have been studied and those that have not. We have made recommendations about those areas we believe need greater attention and identified those areas where little if any research has been conducted. The purpose of this article was solely to analyse the quantity of research that had been conducted in the 16 ICRF recommended focus areas. We have not included specific conclusions and implications from existing research into the practice of coaching, and purposely we have not included coaching research published in books or dissertations during the period 2008 to June 2012. These books, book chapters or dissertations may provide valid and useful sources or data; however, for the purpose of this article, we have selected only English-language, peer-reviewed journal articles which reflect primary research. Nor have we included our comprehensive list of peer-reviewed journals in which coaching articles have been published over this time period, and the list of articles organised by focus area, date and researchers. It is planned to make this more-detailed information available on the website of the Institute of Coaching’s Professional Association (www.instituteofcoaching.org) in the upcoming months.

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References
(*References marked with an asterisk indicate abstracts included in the meta-analysis of trends in coaching research.)


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