

https://dspace.org/

Executive coaches' work experiences through a wellbeing and values lens

Norden, Beth

2019

https://hdl.handle.net/10539/29304

Norden, Beth (2019) Executive coaches' work experiences through a wellbeing and values lens,University of the Witwatersrand, Johannesburg, <http://hdl.handle.net/10539/29304>

Downloaded from a DSpace repository. https://dspace.org/

Executive coaches' work experiences through a wellbeing and values lens

Beth Norden

Thesis submitted to the Faculty of Humanities, University of the Witwatersrand, Johannesburg, South Africa in fulfilment of the requirements for the degree of Doctor of Philosophy (PhD)

Johannesburg, 2019

ABSTRACT

The primary objective of the study was to explore how executive coaches experience their work, as this has been largely unexplored in the coaching literature (Bachkirova, 2016; Grant et al., 2010; Schermuly, 2014). Both a wellbeing and values lens were applied to gain a better understanding of how coaches experience their work. The research questions addressed in the study were: What are the positive aspects and challenges coaches experience in their work, what strategies do they apply to sustain their wellbeing and what is the association between coaches' wellbeing and values? A mixed methods research design was chosen to answer the research questions. Twenty executive coaches comprised the qualitative sample and ninety-eight coaches comprised the quantitative sample. The qualitative component looked at coaches' wellbeing and how these experiences align to Ryff's (1989) six-component model of wellbeing. Strong support was found for the alignment of coaches' wellbeing with the model. The quantitative component examined the way in which wellbeing and values are associated by using the PERMA-Profiler (Butler & Kern, 2016), based on Seligman's (2011) model of human flourishing, and the Portrait Values Questionnaire (PVQ-RR), based on Schwartz's (1990) model of human values. Inter-battery factor analysis (IBFA) confirmed the association between coaches' wellbeing and values. Four factors were identified from the analysis, resulting in the identification of four coach profiles: good timers, traditionals, independents and achievers.

KEY WORDS

Wellbeing; eudaimonic; values, executive coaching, workplace coaching.

DECLARATION

I, Beth Norden, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in fulfilment of the requirements for the degree of Doctor of Philosophy (PhD.) at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Name: Beth Norden Signature: B Norden

Signed at Braamfontein, Johannesburg, South Africa.

On the 23rd day of September 2019.

DEDICATION

I would like to dedicate this study to my two nieces Carin and Ingrid and my nephew Jean, for their love, humour and wise perspectives on so many things.

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to my research supervisor Professor Karen Milner, for her profound contribution to this study and patiently guiding my learning over the years.

Professor Anthony Stacey for methodological assistance, and Professor Imhotep Alagidede for supporting this study and granting access to alumni.

All the research participants who willingly gave up their time and shared their knowledge to make this study possible, my sincere thanks for your highly valued collaboration and inputs.

Jacques Myburgh for research access to COMENSA members.

Ariel Oosthuizen for her patience and professionalism during the editing.

Valdi Strauss for designing and adjusting many of the intricate models.

I also want to acknowledge my late but not forgotten parents, Clif and Sophie for always encouraging and supporting my learning.

My beloved sister Erica and brother-in-law Reniël, for their support and providing me with a home from home on so many occasions during the time of this study.

My dear friends, Valdi and Lee-Anne for their ongoing kindness and understanding during this period, and Viveka who got me started on this endeavour.

Valued colleagues, Ingra, Vijay, David, Nomusa, Nicky, Kathy, Ash and Dino for support with various things from listening to IT.

TABLE OF CONTENTS

ABSTRACT II

DECLARATION III

DEDICATION IV

ACKNOWLEDGEMENTS V

LIST OF TABLES XII

LIST OF FIGURES XIV

LIST OF ACRONYMS XVI

CHAPTER 1. INTRODUCTION 1

1.1 BACKGROUND TO THE STUDY 1

1.2 COACHING PSYCHOLOGY AND EXECUTIVE COACHING 2

1.3 THE RESEARCH PROBLEM 4

1.4 THE RESEARCH OPPORTUNITY 5

1.5 RESEARCH QUESTIONS 5

1.6 METHODOLOGY 6

1.7 ROLE OF THE RESEARCHER 6

1.8 RATIONALE 6

1.9 ORGANISATION OF THE THESIS 7

CHAPTER 2. THE EMERGENCE OF THE COACHING FIELD 9

2.1 DEFINITION OF COACHING 9

2.2 COACHING AS A "HELPING / SERVICE PROFESSION" 13

2.3 PREVIOUS RESEARCH ON EXECUTIVE COACHING 14

2.3.1 Experimental and theoretical phase in the coaching literature (estimated between 1990-2005) 15

2.3.2 The case study and survey phase in the coaching literature (estimated approximately mid 1990s – 2009) 15

2.3.3 The qualitative phase in the coaching literature (approximately 2005 onwards) 16

2.3.4 The small scale randomised controlled trails (RCT) phase in the coaching literature (approximately 2000 onwards) 20

2.3.5 The meta research phase in the coaching literature (approximately 2002 and ongoing) 22
2.4 RESEARCH QUESTIONS 27
2.5 SUMMARY OF CHAPTER 27
CHAPTER 3. PSYCHOLOGICAL WELLBEING 28
3.1 INTRODUCTION 28
3.2 CONCEPTUALISATIONS OF WELLBEING 28
3.3 MODELS OF WELLBEING 30
3.3.1 Warr's two dimensions of affective wellbeing 30
3.3.2 Ryff's six component model of wellbeing 32
3.3.3 Research on Ryff's model 38
3.4 MARTIN SELIGMAN'S PERMA MODEL OF FLOURISHING 43
3.4.1 Background to positive psychology and the measurement of 'happiness' 43
3.4.2 The PERMA / flourish model 45
3.4.3 The conceptualisation of flourishing 46
3.4.4 Research on PERMA-Profiler 49
CHAPTER 4. VALUES 51
4.1 BRIEF OVERVIEW 51
4.2 ROKEACH'S MODEL OF VALUES 51
4.3 SHALOM SCHWARTZ'S MODEL OF BASIC INDIVIDUAL VALUES 52
4.4 VALUES AND WELLBEING 60
CHAPTER 5. RESEARCH METHODOLOGY 63
5.1 THE RESEARCH PARADIGM 63
5.2 THE RESEARCH DESIGN 65
5.2.1 Sequential exploratory design 66
5.3 RESEARCH SITES, PROCEDURE AND SAMPLE GROUPS 66
5.3.1 Qualitative research sites and sample groups 67
5.3.2 Quantitative research sites, procedures and sample groups 70
5.4 RESEARCH INSTRUMENTS 73
5.4.1 Qualitative data collection methods 73
5.4.2 Quantitative research instruments 77

5.4.3 Qualitative data analysis 86
5.4.4 Quantitative data analysis 90
5.5 ETHICAL CONSIDERATIONS 91
5.6 SUMMARY OF RESEARCH STUDY 92

CHAPTER 6. PRESENTATION AND DISCUSSION OF QUALITATIVE FINDINGS 94

6.1 IMMENSELY SATISFYING WORK 94
6.2 WHAT ARE THE POSITIVE ASPECTS COACHES EXPERIENCE FROM THEIR WORK? (QUESTION 1) 96
6.2.1 Connectivity / Helping others 97
6.2.2 Independence 99
6.2.3 Positive self-attitude 99
6.2.4 Affirmation 100
6.2.5 Impact 100
6.2.6 Coaches' own growth and development 102
6.3 DISCUSSION OF POSITIVE ASPECTS (QUESTION 1) 103
6.3.1 Connectivity 103
6.3.2 Independence 104
6.3.3 Positive self-attitude 104
6.3.4 Affirmation 104
6.3.5 Impact 105
6.3.6 Coaches' own growth and development 105
6.4 WHAT ARE THE CHALLENGES THAT COACHES EXPERIENCE IN THEIR WORK? (QUESTION 2) 105
6.4.1 Difficult coachees / clients 107
6.4.2 Energy depletion 108
6.4.3 Show me the money 109
6.4.4 I am / am I good enough? 110
6.4.5 Resistance and remaining authentic 112
6.4.6 Ethics 112
6.5 DISCUSSION OF CHALLENGES (QUESTION 2) 114
6.5.1 Difficult coachees / clients 115
6.5.2 Energy depletion 116

6.5.3 Show me the money 116
6.5.4 I am / am I good enough? 117
6.5.5 Resistance and remaining authentic 117
6.5.6 Ethics 118
6.6 What strategies do coaches use to enhance and sustain their wellbeing? (Question 3) 118
6.6.1 Social support 120
6.6.2 My choice 120
6.6.3 Self-compassion 122
6.6.4 Agility and adaptability 124
6.6.5 Alignment to purpose 125
6.6.6 Ongoing Development 125
6.6.7 Somatic Practice 127
6.7 Discussion of wellbeing strategies (Question 3) 127
6.7.1 Social support 128
6.7.2 My choice 128
6.7.3 Self-compassion 129
6.7.4 Agility and adaptability 129
6.7.5 Align to purpose 129
6.7.6 Ongoing development 130
6.7.7 Somatic practice 130
6.8 Adapting Ryff's six-dimensional model as a conceptualisation of coaches' wellbeing 131
6.9 Summary 132
CHAPTER 7. QUANTITATIVE RESULTS 133
7.1 Inter-battery factor analysis (IBFA) 133
7.2 Factor determination 134
7.3 Inter-battery factor analysis four factor loadings on to the wellbeing and values instruments 135
7.4 Four factors and descriptive items of PERMAH and PVQ-RR 140
7.5 Summary 145
CHAPTER 8. DISCUSSION OF QUANTITATIVE RESULTS 146

8.1 PURPOSE OF STUDY 146
8.2 DISCUSSION OF QUANTITATIVE RESULTS 147
8.2.1 Introducing the coach profiles 149
8.2.2 Factor 1: Good-timers profile 149
8.2.3 Factor 2: “Traditionals” profile 151
8.2.4 Factor 3: “Independents” profile 151
8.2.5 Factor 4: “Achievers” profile 152
8.2.6 Profile model of coaches’ values and wellbeing 153
8.3 OVERALL SUMMARY OF RESULTS 155
CHAPTER 9. SUMMARY OF FINDINGS AND RESULTS,CONTRIBUTIONS, LIMITATIONS AND RECOMMENDATIONS 156
9.1 A BRIEF REFLECTION 156
9.2 BACKGROUND SUMMARY 157
9.3 THE FINDINGS FROM THE THREE QUALITATIVE QUESTIONS 158
9.3.1 What are the positive aspects coaches, experience from their work? (QUAL) 158
9.3.2 What are the challenges that coaches’ experience in their work? (QUAL) 160
9.3.3 What strategies do coaches use to enhance and sustain their wellbeing? (QUAL) 164
9.3.4 The adaptation of Ryff’s six-dimensional model as a conceptualisation of coaches’ wellbeing 167
9.3.5 The results from the quantitative question. What is the association between coaches’ wellbeing and their values? 169
9.3.6 Inter-battery factor analysis four factor loadings on to the wellbeing and values instruments 169
9.4 DISCUSSION OF QUANTITATIVE RESULTS 174
9.4.1 The coach profiles 176
9.4.2 Profile model of coaches’ values and wellbeing 180
9.5 SUMMARY OF RESULTS 181
9.6 CONTRIBUTIONS 181
9.7 LIMITATIONS 183
9.8 RECOMMENDATIONS 184

REFERENCES..... 186
APPENDIX A: DEFINITION OF KEY TERMS..... 215
APPENDIX B: INVITATION TO PARTICIPATE IN STUDY..... 218
APPENDIX C: PARTICIPANT CONSENT FORM..... 219
APPENDIX D: FOCUS GROUP INVITATION LETTER..... 220
APPENDIX E: FOCUS GROUP CONSENT FORM..... 221
APPENDIX F: BIOGRAPHICAL QUESTIONNAIRE: ONLINE SURVEY 222
APPENDIX G: INTERVIEW PROTOCOL 223
APPENDIX H: PORTRAIT VALES QUESTIONNAIRE-REVISED (FEMALE) 225
APPENDIX I PORTRAIT VALUES QUESTIONNAIRE – REVISED (MALE) . 228
APPENDIX J: RESEARCH PARTICIPANT MIMI-BIOGRAPHICALS 231

LIST OF TABLES

Table 2.1. Differences and similarities between coaching / mentoring and counselling / psychotherapy (Bachkirova, 2010, p. 357) 12

Table 2.2. Summary table of between-subject studies up to 2009 (Grant et al., 2010, p. 16) 18

Table 2.3. Summary of coaching effectiveness studies included in meta-analysis (Jones et al., 2016, p. 260-261) 24

Table 3.1 Four different conceptualisations of flourishing (Hone, Jarden, Schofield, & Duncan, 2014, p. 65) 47

Table 3.2 Components of flourishing and the indicator items from the PERMA-Profiler (Hone et al., 2014, p. 70) 48

Table 4.1. Conceptual definitions of 10 basic values (Schwartz, 1992; Schwartz et al. 2010) 54

Table 4.2. The 19 values in the refined theory, defined according to its motivational goal (Schwartz et al. 2010) 57

Table 5.1. Sample details of the one-on-one interviews (N=6) 69

Table 5.2. Sample for focus group One - participants (N=7) 69

Table 5.3. Sample for focus group Two - participants (N=7) 70

Table 5.4. Quantitative sample details (N=98) 72

Table 5.5. Shortened table of internal test-retest reliability for the PERMA factors by selected samples (Butler & Kern, 2016, p. 11) 78

Table 5.6. Internal and test-retest reliability for the PERMA factors for samples 8 - 11 (Butler & Kern, 2016, p. 11) 80

Table 5.7. Comparison of value structures in samples from four countries with the overall value structure (Schwartz, Cieciuch, Vecchione, Torres, Dirilem-Gumus, & Butenko, 2017, p. 47) 83

Table 5.8. Correlations approximating a sinusoid curve of the patterns of value-behaviour correlations (Schwartz et al., 2017, p. 52) 84

Table 5.9. Spearman rand correlations of the strength of value-behaviour relations with value importance and behaviour frequency across four samples (Schwartz et al., 2017, p. 53) 85

Table 5.10. Descriptive statistics and zero-order correlations between value traits measured by the PVQ-RR questionnaire (Skimina et al., 2018, p. 30) 85

Table 7.1. Table of eigenvalues identifying four factors 134

Table 8.1. PERMA-Profiler descriptors adjusted by Butler and Kern (University of Pennsylvania, 2013) to include health (h) and negative emotions relative to the workplace (N) 149

Table 9.1 Factor loadings of PERMAH / wellbeing items 170

Table 9.2 Factor loadings of PVQ-RR / values items 171

Table 9.3 PERMA-Profiler descriptors adjusted by Butler & Kern (University of Pennsylvania, 2013) to include health (H) and negative emotions relative to the workplace (N) 176

LIST OF FIGURES

Figure 3.1. Warr's (1990a) two-dimensional view of affective wellbeing 31

Figure 3.2. A three axes framework for the measurement of affective wellbeing (Warr, 1990a) 32

Figure 3.3. Core dimensions of psychological wellbeing and their theoretical foundations (Ryff & Singer, 2008, p. 20) 33

Figure 3.4. Core dimensions of psychological wellbeing and their theoretical underpinnings (Ryff, 2017, p. 178) 37

Figure 4.1. The 10 values of the original theory surrounded by the four higher order values (Schwartz, 1992) 55

Figure 4.2. The “circular motivational continuum” of the refined 19 values (Schwartz et al. 2012, p. 669) 59

Figure 4.3. Overlaps in the literature between wellbeing and human values ... 61

Figure 5.1. Sequential exploratory design (Creswell, Plano Clark, Guttman, & Hanson, 2003, p180)..... 66

Figure 5.2. Data analysis process in qualitative research (Creswell, 2009) 89

Figure 5.3. Visual representation of an inter-battery factor analysis (Stacey, 2018, p. 29)..... 90

Figure 6.1 Visual of the content analysis for question 1: Positive aspects about coaching..... 96

Figure 6.2 Visual representation of the development of the content analysis for question 2 106

Figure 6.3 The seven themes that resulted from the content analysis for question 3..... 119

Figure 7.1. Adapted visual representation of the PERMAH and PVQ-RR batteries for the IBFA (Stacey, 2018, p. 29) 133

Figure 7.2. Scree plot of overall Eignenvalues 135

Figure 8.1. Modified “circular motivational continuum” of 19 values (Schwartz et al., 2012, p. 669) 148

Figure 9.1. Adapted model of coaches' wellbeing (Norden) based on Ryff's (1989) six-component model of wellbeing 168

Figure 9.2 Modified "circular motivational continuum" of 19 values (Schwartz et al., 2012, p. 669) 175

Figure 9.3 Coaches' profile model of the association between values and wellbeing (Norden) 181

LIST OF ACRONYMS

ABCCP	The Africa Board for Coaches, Consultants and Coaching Psychologists
BEC	Business executive coaching certificate
CB	Cognitive behavioural
CEO	Chief executive officer
CFA	Confirmatory factor analysis
COMENSA	Coaches and Mentors of South Africa
CPLC	Certificate Programme in Leadership Coaching
CSV	Character, strengths, virtues
DSM	Diagnostic and statistical manual of mental disorders
EFA	Exploratory factor analysis
EMCC	European Mentor and Coaching Council
ESEM	Exploratory structural equation modelling
FS	Flourishing scale
HPCSA	Health Professions Council of South Africa
HR	Human resources
IBFA	Inter-battery factor analysis
IFC	International Coach Federation
IGCCP	Interest Group for Consultants and Coaching Psychologists
GSAEC	Graduate School Alliance for the Education of Coaches
MBA	Master’s in Business Administration
MBSR	Mindfulness-based stress reduction
MDS	Multidimensional scaling
MHC-SF	Mental health continuum short form
MM-BEC	Master’s degree in Business Executive Coaching

NLP	Neuro-linguistic programming
OD	Organisational development
PERMA	Positive Emotion (P); Engagement (E); Relationships (R); Meaning (M); and Accomplishment (A)
PERMAH	Positive Emotion (P); Engagement (E); Relationships (R); Meaning (M); and Accomplishment (A); and Happiness (H)
PVQ	Portrait Values Questionnaire
PVQ-RR	Portrait Values Questionnaire-Revised
PWB	Psychological wellbeing
RCT	Randomized controlled trials
RVS	Rokeach Value Scale
SD	Standard deviation
SDT	Self-determination theory
SF	Solution focused
SIOPSA	The Society for Industrial and Organisational Psychology in South Africa
SVS	Schwartz Value Survey
SWB	Subjective wellbeing
US	United States of America
WBS	Wits Business School
WWABC	Worldwide Association of Business Coaches

CHAPTER 1. INTRODUCTION

1.1 Background to the study

Coaching is often described as a conversation that facilitates learning and development (Bachkirova, 2010). It draws from a range of well researched disciplines like psychology, counselling and management consulting but differs from them in specific areas which will be explained in Chapter 2. The idea of empowering human beings through facilitated learning lies at the centre of what coaching is. Evidence exists that one-on-one conversations for learning occurred as far back as the beginning of civilization (Downey, 1999). During the 20th century, coaching emerged as a discipline around the world through sports coaching. The benefits of transferring some of these sports coaching techniques to improve the effectiveness of how people performed and interacted with each other, was soon adopted in business (Gallwey, 2002; Whitmore, 2002). As a result, executive or workplace coaching became established as a process to improve personal development of individuals, teams and leaders in many organisations (Bresser & Wilson, 2010).

As the field of coaching has developed and experienced rapid grown, various forms of coaching emerged. Some examples are workplace coaching, executive coaching, career coaching, sales coaching, wellness coaching and life coaching. Coaching definitions vary. Some place emphasis on self-directed learning and facilitation or the improvement of performance and development. Others focus on the coaching process. The difference in emphasis can be seen from the following definitions:

> a human development process that involves structured, focussed interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders (Bachkirova, Cox, & Clutterbuck, 2010, p. 1)

> A Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee / client), where the facilitator uses open questions, active listening, summarises and reflections, which are aimed at stimulating the self-

> awareness and personal responsibility of the participant. (Passmore & Fillery-Travis, 2011, p.74)

Understanding coaches' perceptions of their work, their work values and the impact this has on their wellbeing is important, but this has been largely unexplored in the coaching literature (Bachkirova, 2016). A possible explanation for the lack of research in this area is the relatively recent emergence of coaching as a discipline. Since the discipline itself is in its infancy, literature has tended to focus more on the technical aspects of coaching such as definitions, competencies, process and practices rather than on developing a strong theory and evidence base (de Haan, 2008a; Grant & Cavanagh, 2007; Grant, Passmore, Cavanagh, & Parker, 2010). More recently, however, a substantial increase in peer reviewed publications has emerged which has primarily focussed on how coaching works and the value it adds to individuals and organisations (Grant, 2007; 2010; Kampa-Kokesch & Anderson, 2001; Passmore, 2007). However, the 'more personal' or micro factors that impact the coaches themselves have been largely absent as a topic of research (Bachkirova, 2016; de Haan & Duckworth, 2013; Passmore, 2010; Ruane, 2013; Theeboom, Beersma, & van Vianen, 2014).

The aim of this study is to explore executive coaches' wellbeing work experiences through a wellbeing and values lens. The study makes use of psychological theories of wellbeing and human values to explain and explore the experiences of coaches. The study aims to offer new insights to support the importance of the coach's wellbeing and values. If coaches can flourish, they can sustain themselves better in these helping service / professions which, in turn, will benefit their clients and stakeholders.

1.2 Coaching Psychology and executive coaching

The process of human beings' learning through the application of various techniques that facilitate coping with change and development has existed for a long time. Initially there were very few barriers to calling oneself a coach, which called into question the professional standards of an emerging field that dealt with human beings, and the ethics that accompany such a discipline. While there is acknowledgement that the field draws from various disciplines, many of the theoretical foundations of the techniques

and processes used in coaching draw from the substantially more established theoretical field of psychology. My own curiosity about this topic has been influenced by working as a registered psychologist with The Health Professions Council of South Africa (HPCSA) for over twenty-five years as well as being a member of the Interest Group for Consultants and Coaching Psychologists (IGCCP).

An encouraging sign of the growing maturity of the field of executive coaching has resulted in more emphasis on its professionalisation (Grant et al., 2010) There is a global awareness among coaching bodies, federations and councils that the professionalisation of coaching practices (and coaches) is crucial to the development and credibility of the field e.g. Coaches and Mentors of South Africa (COMENSA), World Wide Association of Business Coaches (WWABC); International Coach Federation (ICF); European Mentor and Coaching Council (EMCC) and Graduate School Alliance for the Education of Coaches (GSAEC). One of the professional areas that has developed is coaching psychology. This field is aligned to positive psychology and draws from a multitude of academic and applied psychological disciplines. Consider the following definition of coaching psychology:

> Coaching psychology is for enhancing wellbeing and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches. (Palmer & Whybrow, 2006, p. 7)

The main focus area of Coaching Psychology is executive coaching (Grant et al., 2010; Kilburg, 2016). Organisations use the services of executive or workplace coaches primarily to develop and retain talent (Passmore & Gibbes, 2007). These processes are usually driven by the Strategic People Resourcing and/or Learning and Development departments. Coaching objectives are typically aligned to the organisation's key objectives and development strategy. While the reasons certain individuals or teams embark on coaching differ, they tend to fall into one of the following three categories: developmental coaching, skills coaching or performance coaching (Grant, 2009). These processes are operationalised through an external or internal coach appointed to work with an individual or team by the organisation (Fillery-Travis & Lane, 2006).

The following definition of executive coaching provides an explanation of how it is applied in the workplace.

> A helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement. (Kilburg, 2000, p. 67)

Most of the previous research that has looked at executive coaching, has focussed on the relationship between the coach and coaching client / coachee (Bluckert, 2005; Boyce, Jackson & Neal, 2010; De Haan, 2008a; 2008b; Waslyshyn, 2003). Baron and Morin (2009), identified this coach-coachee relationship as a significant factor in the effectiveness of the coaching, stating that "[t]he coach-coachee relationship thus constitutes a prerequisite for coaching effectiveness" (Baron & Morin, 2009, p. 99). De Haan (2011) also found that the "working alliance" impacted the quality of the relationship, which was facilitated through encouragement, understanding and listening. The above studies provide evidence of the importance of a good relationship to facilitate a successful coaching outcome. While the positive effects of the coaching process have been written about, limited research about the positive or negative effects of coaching on the coach exists (Bachkirova, 2016; Schermuly, 2014). This study will therefore aim to explore how coaches experience their work through a wellbeing and values lens and the possible ways in which these interact with each other.

1.3 The research problem

While the coaching literature has become more established over the last two decades (Grant et al., 2010; Jones, Woods, & Guillaume, 2016, Kampa-Kokesch & Anderson, 2001; Passmore & Theeboom, 2015), the areas under investigation have largely focussed on the "more visible" aspects of coaching such as coaching processes and practices, which is perhaps to be expected in an emerging field. Readers have been

informed about how coaching differed from other modalities and how it was growing (Bluckert, 2005; Grant, 2014), how the process worked (De Haan, 2011), how it contributed to the bottom line and the lack of professional standards (Grant et al., 2010). Yet, as mentioned, the more personal issues that may or may not affect the coach have been lagging far behind (Backirova, 2016; Cox & Bachkirova, 2007; Graßmann & Schermuly, 2016). This study was not about the coaches' view on the coaching process or on aspects that make the coaching relationship with the coaching clients / coaches successful. The current study is about how coaches' feel about their work as little is known about how executive coaches experience their work This information will contribute to addressing an existing knowledge gap that will practically benefit the coach's personal development strategies, the institutions that provide education and training for coaches, organisations that use coaches and potentially the coaching clients / coachee that make use of their professional services.

1.4 The research opportunity

This study explores the work experiences of coaches through a wellbeing and values lens, and the possible ways in which these are associated, as little is known about the 'more personal' aspects that affect the coach as a result of the work they do.

1.5 Research questions

The research uses a mixed methods design with qualitative and quantitative research questions.

The qualitative research questions:

1. What are the positive aspects that executive coaches experience in their work?

    b) How do these positive aspects affect their wellbeing?

2. What are the challenges that executive coaches experience in their work?

    b) How do these challenges affect their wellbeing?

3. What strategies (if any) do executive coaches use to enhance and sustain their wellbeing?

The quantitative research question is:

What is the association between executive coaches' wellbeing and values?

1.6 Methodology

A pragmatic mixed methods research paradigm was selected. Various scholars have identified pragmatism as the best philosophical basis for a mixed methods study (Onwuegbuzie & Leech, 2005; Tashakkori & Teddie, 2003). Such a mixed methods research enquiry focuses on producing knowledge through rigorous interpretation of 'thick description' of data across the paradigm (Creswell & Creswell 2017; Morrow, 2005; Ponterotto, 2005). A detailed discussion of the methodology is presented in Chapter 5.

1.7 Role of the researcher

I am a registered business (I/O) psychologist with the Health Professions Council of South Africa (HPCSA) with 25 plus years of practitioner experience. The first 20 years of my career was spent in multinationals in consultant, line and executive positions. This provided me with invaluable experience of working in globally competitive markets. Moreover, I had the privilege of working with many highly talented colleagues in cross-cultural environments. On a personal and professional level, I have experienced and witnessed the impact of working in rapidly changing multinational environments, and how this impacts on general wellbeing. I have also been practicing as an executive / workplace coach for over twelve years and seven of those years as a coach educator and coach supervisor. Within that context, I set out to gain a better understanding of how coaches can enjoy and sustain positive wellbeing.

1.8 Rationale

Little is known about how executive coaches experience their work. As the field of coaching matures, there is growing support for more research on the experiences of

the coaches themselves (Bachkirova, 2016; De Haan, 2016; Schermuly, 2014; Schermuly, Schermuly-Haupt, Schölmerich, Rauterberg, 2014; Stelter, 2016). This study aims to provide new insights to support the importance of coaches' wellbeing and values and the ways in which they may be associated. This knowledge can contribute to understanding coaches better, by offering new insights into their sustained wellbeing. In addition, these insights may be included in existing education and training programmes for ongoing coach development.

This is important because, if coaches can 'flourish' (a wellbeing term representing positive emotion, engagement, relationships with others, meaning and accomplishment) (Seligman, 2011), they are more likely to sustain themselves better and enjoy their positive wellbeing

1.9 Organisation of the thesis

The thesis is divided into nine chapters. Chapter one provides the background to the study (1.1), a brief context linking coaching psychology and executive coaching (1.2), research problem (1.3), the research opportunity (1.4), the research questions (1.5), the methodology (1.6), the role of the researcher (1.7) and the rationale (1.8), the definition of terms (1.9) and how the thesis is organised (1.10).

Chapter two discusses the emergence of the coaching field and the focus on professionalisation, as well as a description of the most significant coaching literature over the last 20+ years. This chapter also introduces the link between coaching and the helping services / professions. The chapter concludes by showing that little is known about the personal experiences of coaches.

The third chapter introduces the field of psychological wellbeing. The topic will be introduced by taking a broad to narrow approach. This will lead to contextualising reasons why the study takes a eudaimonic conceptualisation of wellbeing. Two well know models of wellbeing are presented: The six-dimensional model of wellbeing (Ryff, 1989), and the more recent PERMA-Model of 'flourishing' (Butler & Kern, 2016; Seligman, 2011). Key research findings related to the models will be presented. The chapter will conclude by linking an eudaimonic conceptualisation of wellbeing, to a values-based conceptualisation of wellbeing.

The fourth chapter introduces the enduring topic of human values. Two models of values are identified: Rokeach's (1973) model based on human beliefs, and the model of values by Schwartz (1990). This model contends that human values can be hierarchically influenced by motivational goals. The chapter also includes a section on research done on the relationship between values and wellbeing. The chapter concludes with a summary which identifies eudaimonic wellbeing as a values-based form of wellbeing.

The fifth chapter outlines the research methodology. The philosophical research paradigm is that of pragmatism, which supports a mixed methods research design. The chapter includes sections on the research design, the sequence of the research, the samples, the research instruments, the data collection and data analysis methods Validity and reliability of the instruments will also be shown. The chapter closes with a section on ethical considerations.

The sixth chapter is a presentation of the qualitative findings and discussion. The chapter shows the key themes that emerged in relation to the questions followed by a discussion of these themes. The chapter ends with the mapping of the findings on to Ryff's (1989) model of wellbeing.

The seventh chapter presents the quantitative results from the online wellbeing and values surveys. The results from the inter-battery factor analysis (IBFA) will be presented in tabular and graphic format to represent the association between coaches' values and wellbeing.

The eighth chapter presents the discussion the quantitative results and how they relate to the research question. Models will be presented to illustrate both the results and the chapter ends by presenting a model of coaches' profiles based on the association between their values and wellbeing.

In the ninth chapter I combine the qualitative findings and the quantitative results through each research question. Thereafter the contributions, limitations, and recommendations that have been drawn from the study as a whole will be presented.

CHAPTER 2. THE EMERGENCE OF THE COACHING FIELD

In this chapter I start by providing further definitional clarity with regard to coaching, executive coaching and business coaching and provide a brief description of how coaching may be differentiated from other activities, namely counselling / psychotherapy and mentoring. I then move on to argue that coaching may be seen as one of helping services / professions - a type of work with known risk factors with regard to wellbeing. I follow on by reviewing the literature on the helping professions and wellbeing and conclude that an auspicious research opportunity exists, as little is known about the wellbeing of coaches.

2.1 Definition of coaching

Coaching is defined in various ways:

“a human development process that involves structured, focussed interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders” (Bachkirova et al., 2011, p. 1).

> A Socratic based future focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summarises and reflections, which are aimed at stimulating the self-awareness and personal responsibility of the participant. (Passmore & Fillery-Travis, 2011, p. 74)

“Coaching psychology is for enhancing wellbeing and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches” (Palmer & Whybrow, 2006, p. 7). The following definition of executive coaching provides and explanation of how it is applied in the workplace.

> a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually

> identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement. (Kilburg, 2000, p. 67)

These definitions illustrate that coaching is understood as a collaborative relationship between the coach and coaching client / coachee for the purpose of personal or professional development (De Haan, Grant, Burger, & Eriksson, 2016). The coaching process is guided by an identified (or emerging) purpose, which is linked to an outcome or goal that is of value to the individual or the organisation or both.

Workplace coaching includes both business and executive coaching. This study focuses on the field of executive coaching. Both occur within the context of a business or organisation, with the main difference being the level of managerial or executive responsibility (Khan, 2014). Kilburg (1996b) offered the following definition of executive coaching:

> relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement. (p. 138)

Business coaching is defined by The Worldwide Association of Business Coaches (WWABC) as:

> The process of engaging in meaningful communication with individuals in businesses, organisations or governments, with the goal of promoting success at all levels of the organisation by affecting the actions of those individuals. There is a clear focus on achieving business objectives. It is this focus that distinguishes business coaching from other types of coaching. Business coaching addresses the client's development for the purpose of achieving business outcomes rather than achieving personal or career goals. (WWABC, 2008, p. 1)

The coaching field has seen rapid growth internationally. The global revenue from coaching has increased by 19% since 2011 to $2,356 billion in 2016 according to a global coaching study commissioned by the International Coach Federation (ICF). The same study reports that, globally, there are over 53,000 coach practitioners across the coaching continuum, showing that coaching has become a significant field of work in its own right.

Despite the immense growth in coaching in recent years, it is still a discipline in its infancy, struggling to differentiate itself from cognate disciplines. In Table 2.1 Bachkirova (2010) provides a useful tabulation of the similarities and differences between counselling / psychotherapy (she places both in same category in this particular table) and mentoring / coaching (both in same category). Other authors have gone on to further differentiate coaching from mentoring:

> Although leaders can act as coaches, I have found that this role is often confused with mentoring. Coaches act as facilitators. Mentors give advice and expert recommendations. Coaches listen, ask questions, and enable coachees to discover for themselves what is right for them. (Rosinski, 2003, p. 5)

It is clear from the above that coaching can be considered a distinct discipline. It can however also be seen as a form of ‘helping profession’ – an issue which is discussed in the following section.

Table 2.1. Differences and similarities between coaching / mentoring and counselling / psychotherapy (Bachkirova, 2010, p. 357)

Aspects	***Counselling / Therapy***	***Coaching / Mentoring***
Ultimate purpose and benefit	Development and wellbeing of individual	Developing and wellbeing of individual as well as to the organisation. (Can apply to mentoring too)
Initial motivation	Eliminating psychological problem and dysfunctions	Enhancing life, improving performance or 'remedial' coaching to improve self-awareness
Context of interventions	Involves almost all areas of the client's life	Specified by the contract according to the client's goals, the coach's area of expertise and the assignment of the organisation
Relationship	Formal	Collegial
Depth of exploration	Very deep – high degree of self-disclosure	Average (mentoring my last longer and add to depth)
Client's expectations for change	From high dissatisfaction to reasonable satisfaction	From relative satisfaction to much higher satisfaction or in the case of 'remedial' coaching from dissatisfaction to reasonable satisfaction or more
Length of session	45-50 minutes	Few minutes to few hours
Source of data	From client	From many sources
Possible outcome	Increased wellbeing, positive outcomes that were not necessarily expected	Attainment of goals, increased wellbeing and productivity
Theoretical foundation	Psychology and philosophy	Various disciplines like psychology, education, sociology, philosophy, management, health, social care etc.
Educational requirements	Minimum of seven years training at university level including an internship recognised by the professional body in the country in question. Typically limited or no business exposure	Initially great variations, which lead to the perception that anybody can be a coach. This is changing. Executive coaches typically hold postgraduate degrees in business or psychology, plus a recognised coaching qualification
Main professional skills	Listening, questioning, feedback, use of tools and methods specific to particular approaches	Listening, questioning, feedback, explicit goal setting and action planning
Importance of relationship in process	High	High
Importance of client's commitment	High	High
Role of the practitioner's self in the process	Very important	Very important

2.2 Coaching as a “helping / service profession”

As mentioned above, coaching is not yet a profession but there is an argument to be made for it to be positioned within the helping services or relationship services (Cox et al., 2011; De Haan et al., 2016; Grant et al., 2010; Gyllensten & Palmer, 2007; Passmore & Fillery-Travis, 2011). This is important for the current study because the service / helping professions have long been of interest to scholars due to the emotional demands that their workplaces on them and the wellbeing consequences this may have. There is a substantial amount of research on other occupational groups that engage in ‘emotional labour’, including teachers, nurses, and social workers and therapists (Corey, Corey, Corey, & Callanan, 2014; Freudenberger, 1974; Schaufeli, Leiter, & Maslach, 2001). Boscarino (1997) drew attention to the fact that many working in the caring professions try to change the behaviour of their clients by providing emotional support such as empathy. Figley (1995) indicated that therapists who work with traumatised clients frequently show signs of distress as a result of these engagements. Adams, Boscarino, and Figley (2006), showed how social workers who worked with victims of the September 11, 2001 terrorist attack, experienced burnout and secondary trauma as a result of compassion fatigue. Shapiro, Brown, and Biegel (2007) reported that therapists are at risk of occupationally connected psychological problems, but with the help of a Mindfulness-Based Stress Reduction (MBSR) intervention, they reported a significant reduction in their stress levels. To my knowledge, there appear to be few, if any, studies that have looked at coaching as a form of ‘emotional labour’ or any wellbeing perspective (positive or negative). The exceptions are Carstens, Schermuly, and Franziska-Bohnhardt (2014), who found multifaceted negative effects from coaching on the coach, which led them to ask who then ‘coaches the coach’? De Haan (2008a; 2008b), when examining the relationship between coachees and coaches, found that more experienced coaches appeared to handle tensions in these relationships better. Bachkirova (2016) reported that she found no studies that examined the emotional depletion that coaches’ experience, leading her to ask the question if coaches are immune to the impact of working in the helping services. In support of this view, she questions why supervision experts (Hawkins & Smith, 2013) changed the recognised counselling supervision functions of “restorative” (Proctor, 2008) and “supportive” (Kadushin, 1992) to “resourcing”. Her

concern is that, by implication, the coach's wellbeing is superseded by the coach's efficiency. The above discussion shows that little research has being done on the 'more personal' factors that affect coaches as a result of the work they do.

The next section provides a discussion of previous research on executive coaching in order to assess what topics have been explored in relation to this occupation, and to provide a more comprehensive analysis of the gaps in the literature relating to the values and wellbeing of executive coaches.

2.3 Previous research on executive coaching

Coaching research has grown significantly over the last 25 years. Several literature reviews have been published which have added substantially to the knowledge base (Feldman & Lankau, 2005; Grant et al., 2010; Jones et al., 2016; Kampa-Kokesch & Anderson, 2001; Passmore & Fillery-Travis, 2011; Passmore & Gibbes, 2007; Theeboom et al., 2014).

Kampa-Kokesch and Anderson (2001) and Grant et al. (2010) showed that coaching research designs appeared to be following the pattern of research development typically seen in emerging fields i.e. from case-study, to within-subject, quasi-experimental designs and finally to randomised between-subject controlled designs. Similarly, Passmore and Theeboom (2015) have identified five phases in the field of coaching psychology research:

1. The experimental and theoretical phase, which monopolised research during 1990 to 2005.
2. The case study and survey phase, which emerged in mid 1990s to 2009.
3. The qualitative phase that emerged roughly around 2005 and still continues.
4. The small scale randomised controlled trials (RCT) quantitative phase, became more prominent in 2000s.
5. The meta-research phase.

The above-mentioned phases will provide some structure for the coaching literature discussion that follows; however, overlaps may occur. In the literature review,

emphasis will be placed on research that has relevance to the study i.e. understanding coaches' experiences of their work, and how this may or may not impact their wellbeing and values.

2.3.1 *Experimental and theoretical phase in the coaching literature (estimated between 1990-2005)*

Kampa-Kokesch and Anderson (2001) defined this as a practice-based phase. Passmore and Theeboom (2015) described this phase as focusing on debates, establishing boundaries and theories. They illustrated this by using the example of the distinction between coaching and coaching psychology. Grant and Palmer (2002) implied that coaching psychology was, in some way, different to coaching, which was not the view of Kampa-Kokesch and Anderson (2001). Grant and Palmer (in Passmore & Theeboom, 2015, p. 6) stated that "coaching psychology is for enhancing wellbeing and performance in personal life and work domains, underpinned by models of coaching grounded in established adult learning or psychological approaches."

Passmore and Theeboom (2015, p. 6) proposed an interpretation less focussed on process and stated, "coaching psychology is the scientific study of behaviour, cognitive and emotion within coaching practice to deepen our understanding and enhance our practice within coaching."

This discussion continues, however, the trend in coaching psychology appears to be moving towards impact and practice related issues, which was reflected in the publication of more case studies and survey related research.

2.3.2 *The case study and survey phase in the coaching literature (estimated approximately mid 1990s – 2009)*

Research during this phase placed the emphasis on how coaching was experienced as a management skill, using the case study and survey methodology to describe how the process affected coaching clients / coaches, as well as reports on the actual process. A study by Olivero, Bane, and Kopelman (1997) applied a two phase behavioural approach (action research) study on executive coaching in a municipality. Results showed an increase in managerial competencies and that both coaches and

coaches found positive benefits in the coaching process. Hall, Otazo, and Hollenback (1999) used a survey to examine the views of coaches and coachees, about important behaviours perceived to make a difference in the coaching process. Coaches listed some behaviours that work best as being accessible, honest and being a sounding board. While coachees listed the importance of connecting, reflecting, caring, demonstrating integrity as some of the behaviours that work best in coaching. Freedman and Perry's (2010) case study provided further insights into the coaching process and the coach from the coaching client's perspective. Gegner (1997) focused on the effect of coaching on sustained behaviour change through a survey. The idea behind the research was that executives would move towards more of a coaching management style after being exposed to coaching. The results indicated that awareness had the largest correlation with communication style and self-efficacy. Gegner (1997) also interviewed 25 executives from the original study and found evidence that 100% of them most valued learning more about themselves or gaining a new skill as a result of the coaching.

2.3.3 *The qualitative phase in the coaching literature (approximately 2005 onwards)*

Qualitative research still remains a feature in the coaching literature. Passmore and Theeboom (2015) showed that researchers in this phase utilise methodologies like: thematic analysis (Smith & Osborne, 2009), grounded theory (Bryant & Charmaz, 2007) and interpretative phenomenological analysis (Smith & Osborne, 2009). Duff and Passmore (2010) made use of grounded theory to examine coach decision making, with the purpose of constructing an ethical model for decision making. The study used both semi-structured interviews and a focus group. This study revealed important aspects coaching psychologists use when making decisions. Some of these ethical principles that guided their decision making were: moral values, personal ethics, duty to society, experience and contracting around clear boundaries. Grant (2013) stated that valuable insights into the potential benefits of the processes underlying effective coaching, and the benefits of coaching, can be provided by qualitative research for the following two reasons: most coaching is non-linear and unpredictable, and, standardisation in both coaching interventions and targeted outcomes is questionable as both fail to get the essence of the individual's

experiences and the organic elements, which are ideally suited to the qualitative enquiry. As stated above, overlap of these phases becomes pertinent between the qualitative and small scale randomised control trails as can be seen in Table 2.2 taken from the work of Grant et al. (2010), of between-subject studies up to 2009.

Table 2.2. Summary table of between-subject studies up to 2009 (Grant et al., 2010, p. 16)

Study	***Intervention overview***	***Type of study***	***Key findings***
Miller (1990)	33 employees. Some received coaching by their managers over four weeks	Quasi-experimental field study: (a) Coaching group; (b) control group	No significant differences pre-post for interpersonal communication skills
Deviney (1994) *	45 line supervisors at a nuclear power plant. Some received feedback and coaching from their managers over nine weeks	Randomised controlled study: (a) Feedback plus coaching; (b) Feedback with no coaching; (c) Control group	No significant differences in pre-post feedback behaviour
Taylor (1997) *	Participants undergoing a Medical College Admission Test preparation course	Randomised controlled study: (a) Training only; (b) Coaching only; (c) Training plus coaching; (d) Control Group	Coaching reduced stress more than training
Grant (2002) *	62 trainee accountants received group coaching over on semester	Randomised controlled study (a) Cognitive coaching only; (b) Behavioural coaching only; (c) Combined cognitive and behavioural coaching; (d) Control groups for each condition	Combined cognitive and behavioural coaching most effective in increasing grade point average, study skills, self-regulation and mental health. Grade Point Average (GPA) gains maintained in 12-month follow up
Miller, Yahne, Moyers, Matinez & Pimtano (2004) *	140 licensed substance abuse professionals learnt motivational interviewing via a range of methods	Randomised control study: (a) Workshop only; (b) Workshop plus feedback; (c) Workshop plus coaching; (d) Workshop, feedback, and coaching; or (e) Waitlist control group	Relative to controls, the four trained groups had gains in proficiency. Coaching and/or feedback increased post-training proficiency.
Gattellari, M., N. Donelly, et al. (2005) *	227 general practitioners (GPs) in total. Some received two phone-based peer coaching sessions integrated with educational resources	Randomised controlled study: (a) Peer coaching and educational resources; (b) Control Group	Compared to controls, peer coaching increased GPs ability to make informed decisions about prostate-specific antigen screening
Gyliensten & Palmer (2005)	31 participants from UK finance organisation	Quasi-experimental field study (a) Coaching group; (b) Control group	Anxiety and stress decreased more in the coaching group compared to control group
Evers, Brouwers & Tomic (2006)	60 managers of the federal government	Quasi-experimental field study: (a) Coaching group; (b) Control group	Coaching increased outcome expectancies and self-efficacy
Green, Oades & Grant (2006) *	56 adults (community sample) took part in SF-CB life coaching programme	Randomised controlled study: (a) Group-based life coaching; (b) Waitlist control	Coaching increased goal attainment, wellbeing, and hope. 30-week follow-up found gains were maintained

Study	*Intervention overview*	*Type of study*	*Key findings*
Green Grant & Rynsaardt (2007) *	56 female high school students took part in SF-CB life coaching program for 10 individual coaching sessions over two school terms	Randomised control study: (a) Coaching group; (b) Waitlist control group	Coaching increased cognitive hardiness, mental health and hope
Spence & Grant (2007) *	63 adults (community sample) took part in SF-CB life coaching programme	Randomised control study: (a) Professional coaching group; (b) Peer coaching group; (c) Waitlist control group	Professional coaching more effective in increasing goal commitment, goal attainment and environmental mastery
Duijts, Kant, van den Brandt & Swaen (2008) *	Dutch employees assessed for the effectiveness of a preventive coaching programme on sickness absence due to psychosocial health complaints and on wellbeing	Randomised control study: (a) Six-month course of preventive coaching; (b) control group	Significant improvements in health, life satisfaction, burnout, and psychological wellbeing. but no improvement in self-reported sickness absence
Spence, Cavanagh, & Grant (2008) *	45 adults (community sample) took part in mindfulness-based health coaching over eight weeks	Randomised control study: (a) SF-CB coaching followed by mindfulness training (MT); (b) Mindfulness training followed by SF-CB coaching; (c) Health education only control group	Goal attainment greater in coaching than in the educative / directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions.
(Grant, Frith, & Burton, in press) *	41 executives in a public health agency received 360-degree feedback and four SF-CB coaching sessions over ten week period	Randomised control study: (a) Coaching group; (b) Waitlist control group	Coaching enhanced goal attainment, resilience and workplace wellbeing and reduced depression and stress and helped participants deal with organisational change

Note: SF-CB = Solution-focused cognitive behavioural; * = Randomised control study

2.3.4 *The small scale randomised controlled trails (RCT) phase in the coaching literature (approximately 2000 onwards)*

Randomised controlled trails are considered the 'gold standard' of research methodology by Passmore and Theeboom (2015). In a similar vein, Grant et al., 2010, described this method as 'best practice' when researching what impact coaching may or may not have. There are differing views on how to establish the number of RCT related to coaching, due to variations in how these studies are categorised. Passmore and Theeboom (2015) noted that Anthony Grant – who keeps a bibliography of coaching literature – identified 50 RCT research articles. Consequently Grant (2012) stated that the lack of randomised control outcome studies may be the greatest deficit in the efficacy of coaching literature. Table 2.2 provides a summary of the literature review presented by Grant et al. (2010) up to 2009. The next paragraph discusses selected between-subject studies as identified in Table 2.2 (above).

Gyllensten and Palmer (2005) found that stress and anxiety decreased in comparison to the control group of general practitioners. Evers, Brouwers, and Tomic (2006), showed an increase in self-efficiency and what to expect as a result of coaching in a sample of 60 federal government managers. Green, Oades, and Grant (2006) examined the effects of a life coaching programme in the community. They observed that coaching increased wellbeing, hope and goal achievement. Furthermore, these improvements were self-sustained after a 30 week follow up programme. Green, Grant and Rynsaardt (2007), found coaching enhanced mental health, hope and cognitive hardiness in female high school students. Spence, Cavanagh, and Grant (2008) reported no significant differences in a community-based adult sample, between mindfulness training and a solution focused (SF) - cognitive behavioural (CB) coaching intervention. Spence and Grant (2007) researched the effect of a community-SF-CB life coaching programme. Results revealed that professional coaching was more effective in improving environmental mastery, goal attainment and commitment. Duijts, Kant, van den Brandt, and Swaen (2008), conducted workplace research on a coaching intervention to prevent sickness due to psychological health complaints, and wellbeing outcomes. They found significant improvements in psychological wellbeing, satisfaction with life and health but no enhancement in self-reported absence due to sickness. As a concluding comment towards the end of their literature review Grant et

al. (2010) question the reason why so few well-validated measures of mental health and wellbeing have been used in the many studies that promote coaching as a means to promote goal attainment and wellbeing. In the next paragraph, additional RCT studies from the late 2009s are presented.

Grant, Curttayne, and Burton (2009), found evidence that coaching improved workplace wellbeing, goal attainment and resilience and reduced depression in 41 public health executives. Grant, Green, and Rynsaardt (2010) showed that 44 randomly assigned teachers, to either SF-CB coaching, experienced enhanced workplace wellbeing. Their findings suggest that coaching has good potential to contribute to society as a professional development approach for societal wellbeing. In a study by Kochanowski, Seifert, and Yukl (2010), a group of managers who received individual coaching after a workshop, reported significant increases in their collaborative relationships with subordinates. Leonard-Cross (2010), found evidence that participants who received coaching, reported higher levels of self-efficacy after a two-year period as opposed to the control group. De Haan, Culpin, and Curd (2011), examined what determines helpfulness for coaching clients. They found that the relationship, positive expectations and empathy were valued qualities in the coach.

The study by Schermuly (2014) is distinct in that it examined the negative effects that coaching had on 104 coaches as a result of their work. He found that negative effects readily occur and in a similar way. However, the effects on their psychological empowerment and affective wellbeing were low. This study and a further one with his colleagues Schermuly et al 2014, has some similarities to the present study in that it looked at how coaching affects coaches, but from a negative perspective. More will be said about the differences in the summary at the end of the chapter. Grant (2014), used a mixed methods study to explore the efficacy of executive coaching during periods of change among 31 executives and managers. Evidence was found for increased solution-focussed thinking, increased leadership self-efficacy, lower levels of depression, ability to be resilient and deal with change. Alcaraz, Torregrosa and Viladrich (2015) showed that three conditions for team-sport coaches to experience psychological wellbeing in their teams were: relatedness in particular and satisfaction for basic psychological needs; self-determined motivation and less thwarting of basic psychological needs. De Haan and Nieβ (2015), extended pervious research on the

differences between critical moments for coaching clients, coaches and the sponsors of coaching in a large qualitative study (N=177). The results implied that coaching clients and coaches are substantially more aligned regarding critical moments in coaching, compared with the sponsors of coaching. An example of a critical moment was a moment of insight or learning. De Haan et al. (2016), conducted a large-scale study of executive coaching to explore the contributions of relationship, personality match and self-efficiency across a sample of N=1,895 coach-coachee pairs. They found support for coachee perceptions of coaching effectiveness to be highly related to the strength of the working alliance and to coachee self-efficacy. They did not find support for personality and personality match.

The above section shows the valuable contribution various authors have made to establish the initial research in the coaching field. Meta-analysis builds on this foundation.

2.3.5 *The meta research phase in the coaching literature (approximately 2002 and ongoing)*

Coaching literature, as mentioned, has grown substantially over the past 25 plus years. Most of the research has been based on coaching outcomes or specific types of coaching interventions. These have been influenced by researchers, scientist practitioners and sponsors. An outcome of this has been a degree of fragmentation, confusion and scepticism around the literature (Passmore & Theeboom, 2015). In response to these developments a number of high-quality literature reviews have been published as identified at the start of Section 2 of Chapter 2. In more recent developments, meta-analytic reviews have been published, which utilise statistical methods as opposed to narrative reviews to consolidate multiple data sources, providing objective literature reviews (Wilkinson, 1999). An additional benefit that meta-analytic reviews have is that they are able to offer additional information about generalisability and the variability between studies. Three meta-analytic studies (De Meuse, Dai, & Lee, 2009; Jones, Woods, & Guilaume, 2015; Theeboom et al., 2014) have been published. Before discussing the results of these three studies, it is useful to have insight into how effect size is measured. Effect sizes less than 0.30 are

considered small. Those between 0.31 – 0.50 are moderate and those above 0.50 are large (Cohen, 1988).

De Meuse et al. (2009), used both a top-down (within the general psychological literature, look for well-known outcomes) and a bottom-up (reviewing available data) process to categorise outcomes into five clusters: goal-attainment, performance and skills, work attitudes, coping and wellbeing (i.e. mental health). The results confirmed positive effects as a result of coaching on all five categories, with clear differences in effect size. Theeboom et al. (2014) used a similar approach to de Meuse et al. (2009) with two exceptions: the focus was on all studies that had investigated the effects of coaching taking place in organisational settings (i.e. workplace coaching as opposed to executive coaching); and, only studies that that could exclude the impact of other interventions. The results showed that coaching has important positive effects on all outcomes with high variations in effect size that ranged between g=0.74 (goal achievement) and g=0.43 (coping). Jones et al. (2016) synthesised published research on the effectiveness of workplace coaching provided by internal or external coaches i.e. peer coaching and manager-subordinate coaches were exempt. Table 2.3 presents a summary of the studies included in the meta-analysis, showing a total of 17 such studies. The results confirmed that coaching has positive effects on overall organisational outcomes (g=0.36); in particular skill-based outcomes (g=0.28), affective (g=0.51) and individual results (g=1.24). Results on practice level moderators showed important moderation effect for the type of coach i.e. stronger for internal coaches as opposed to external coaches and multisource feedback.

Table 2.3. Summary of coaching effectiveness studies included in meta-analysis (Jones et al., 2016, p. 260-261)

Authors	Sample	Country	Organisational context	Occupation of participants	Outcomes measured	Research design	Coaching technique	Longevity of intervention (weeks)[a]	Duration of sessions (min)	Number of sessions[b]	Multi-source feedback	Format of coaching	Type of coach
Bozer and Sarros (2012)	96	Israel	Various	Management	Affective Skill-based	Between-subjects	Cognitive behavioural	15.2	30-120	6-8	Not specified	Face-to-face, telephone and e-mail	External
Bright and Crockett (2012)	115	United States	Various	Various	Affective	Between-subjects	Not specified	4	30	1	No	Telephone	External
Cerni et al. (2010)	14	United States	Education	Principals	Skill-based	Between-subjects	Epstein's constructive thinking programme (1998)	10	60	10	No	Face-to-face	External
Evers et al. (2006)	60	United States	Government	Management	Affective	Between-subjects	GROW model	17.3	Not specified	Not specified	No	Not specified	External
Finn (2007)	17	Australia	Not specified	Senior management	Affective Skill-based	Between subjects	Not specified	12	60	6	Yes	Face-to-face and telephone	External
Grant et al. (2009)	41	Australia	Health	Executives and senior	Affective Results	Between-subjects	Cognitive-behavioural solution focussed (Grant, 2003) GROW model (Whitmore, 1992)	10	Not specified	4	Yes	Face-to-face and telephone	External
Grant, Green, et al. (2010)	44	Australia	Education	Teachers	Affective Skill-based results	Between-subjects	Cognitive-behavioural solution focussed (Grant, 2003)	20	Not specified	10	Yes	Face-to-face	External

Authors	Sample	Country	Organisational context	Occupation of participants	Outcomes measured	Research design	Coaching technique	Longevity of intervention (weeks)[a]	Duration of sessions (min)	Number of sessions[b]	Multi-source feedback	Format of coaching	Type of coach
							GROW model (Whitmore, 1992)						
Gyllensten and Palmer (2005)	31	United Kingdom	Finance	Not specified	Affective	Between-subjects	Not specified	34.7	Not specified	Not specified	No	Face-to-face	Internal
Kines et al. (2010)	51	Denmark	Construction	Construction foreman	Skill-based	Between-subjects	Not specified	42	Not specified	8	No	Face-to-face	External
Kochanowski et al. (2010)	30	United States	Retail	Store managers	Skill-based	Between-subjects	Not specified	6	30-60	6	Yes	Face-to-face and telephone	External
Luthans and Peterson (2003)	20	United States	Manufacturing	Various	Affective Skill-based	Within-subjects	Not specified	13	Not specified	1	Yes	Face-to-face	External
Moen and Allgood (2009)	127	Norway	Not specified	Executives and managers	Affective	Between-subjects	Not specified	52	Not specified	Not specified	No	Not specified	Not specified
Moen and Skaalvik (2009)	19	Norway	Not specified	CEOs	Affective	Between-subjects	Not specified	13	60-90	7	No	Face-to-face and telephone	External
Olivero et al. (1997)	31	United States	Health	Management	Results	Within-subjects	Not specified	8.7	60	8	No	Face-to-face	Internal
Smither et al. (2003)	1,361	United States	Not specified	Senior managers	Skill-based	Between-subjects	Not specified	Not specified	Not specified	2-3	Yes	Face-to-face	External
Taie (2011)	120	Egypt	Health	Nurses	Skill-based	Between-subjects	Not specified	Not specified	Not specified	Not specified	No	Face-to-face	Internal
Toegel and Nicholson (2005)	89	United Kingdom	Finance	Senior managers	Skill-based	Within-subjects	Not specified	39	90	2	Yes	Face-to-face and telephone	External

Authors	Sample	Country	Organisational context	Occupation of participants	Outcomes measured	Research design	Coaching technique	Longevity of intervention (weeks)[a]	Duration of sessions (min)	Number of sessions[b]	Multi-source feedback	Format of coaching	Type of coach

Note.

[a] *Where the longevity was specified in months, we converted to weeks based on an assumption of average 4.33 weeks per month. For our analyses, if a range of longevity was reported, we coded as the mid-point of the range.*

[b] *Where a range of number of sessions was reported (e.g., 6–8), we coded the data as the mid-point of the range (e.g., 7).*

2.4 Research questions

The following questions build on the discussion followed in this chapter

1. What are the positive effects that executive coaches experience in their work?

   b) How do these positive effects affect their wellbeing?

2. What are the challenges that executive coaches experience in their work?

   b) How do these challenges affect their wellbeing?

3. What strategies (if any) do executive coaches use to enhance and sustain their wellbeing?

2.5 Summary of chapter

The chapter started by giving the background to the emerging coaching field, the consequent definitional discourse, and the distinction between coaching and cognate disciplines. The link between coaching and the helping services was made, and the paucity of research on the wellbeing effects of executive coaches was highlighted. Thereafter a five-phase approach to the literature in coaching was presented, starting with practice based research to meta-analytic reviews. With the exception of two studies by Schermuly 2014 and Schermuly et al, 2014, no other study was identified that explored the more personal affects that coaches experience from their work, which supports the rationale for the study. This is significant as gaining a better understanding of coaches work values and the possible associations with their wellbeing can be achieved by addressing this largely unexplored area. The following chapter will discuss the topic of wellbeing.

CHAPTER 3. PSYCHOLOGICAL WELLBEING

3.1 Introduction

This chapter begins by broadly identifying four conceptualisations of wellbeing: psychological wellbeing (PWB), subjective wellbeing (SWB), hedonic wellbeing and eudaimonic wellbeing. The first part of the chapter will describe and distinguish between these different conceptualisations of wellbeing. The chapter will then focus specifically on eudaimonic wellbeing as this is the framework to be used in the current research. The second part of the chapter will introduce eudaimonic wellbeing models relevant to the study and present an overview of research on these models.

3.2 Conceptualisations of wellbeing

The most all-inclusive term of wellbeing is “psychological wellbeing” (Diener, Pressman, Hunter, & Delgadillo-Chase, 2017). Huppert (2009) offers this definition of psychological wellbeing (p. 137).

> Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. Sustainable wellbeing does not require individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term wellbeing. Psychological wellbeing is, however, compromised when negative emotions are extreme of very long lasting and interfere with a person’s ability to function in his or her daily life. The concept of feeling good incorporates not only the positive emotions of happiness and contentment, but also such emotions as interest, engagement, confidence and affection.

The second conceptualisation is Subjective wellbeing (SWB) (Keyes, 2006). Diener, Oishi and Lucas describe subjective wellbeing (2003, p. 404) as:

> The scientific analysis of how people evaluate their lives – both at the moment and for longer periods such as for the past year. These evaluations include people's emotional reactions to events, their moods, and judgements they form about their life satisfaction, fulfilment, and satisfaction with domains such as marriage and work. Thus, SWB concerns the study of what lay people might call happiness or satisfaction.

The third and fourth conceptualisations of wellbeing are identified by Ryan and Deci (2001) as hedonic wellbeing, which is related to happiness and eudaimonic wellbeing, which is related to human potential. Waterman (2008, p. 235-236), provides the following definitions of hedonic and eudaimonic wellbeing, "Hedonia, or hedonic happiness is a subjective experience of pleasure…Hedonia is often linked with philosophical hedonism as a conception of A Good Life, but…, this linkage is not a necessary one."

Like hedonia, the traditional definition of eudaimonia is "happiness", though eudaimonia was, and is, typically contrasted with hedonia in philosophical analyses. Aristotle (1925) took the position that eudaimonia was an objective condition associated with living a life of contemplation and virtue, where virtue may be variously considered to be the best thing, the best within us or excellence (Ackrill, 1973; McDowell, 1980). Ryff and Singer (2006, p. 17-18) define Eudaimonia as:

> An ethical doctrine wherein each person is obliged to know and live in truth to his daimon (a kind of spirit given to all persons at birth), thereby progressively actualizing an excellence (from the Greek word "arête") consistent with innate potentialities…Eudaimonia translates to "meaningful living conditioned upon self-truth and self-responsibility. (p. xi)

It is thus the essence of the two great Greek imperatives: first, to "know thyself" (a phrase inscribed on the temple of Apollo at Delphi), and second, to "choose yourself" or "become what you are".

While there is some overlap between the constructs of hedonic and eudaimonic wellbeing (Ryan & Deci, 2001), the conceptualisation of wellbeing that has been chosen for the

purposes of the present research is that of eudaimonic wellbeing. Following an eudaimonic approach provides a more in-depth understanding of wellbeing through various constructs such as, the meaning people attach to their work, and the alignment to their values enabling them to 'live in truth'. As suggested above, eudaimonic wellbeing is the tradition that considers wellbeing to be about living a good (moral, meaningful, connected) life (Ryff & Singer, 1998). These constructs are highly relevant to the nature of this enquiry, which is about understanding the coach's perceptions and experiences of their work and how these (and their values) impact their wellbeing.

3.3 Models of wellbeing

The following section briefly introduces a circumflex framework of hedonic wellbeing (Warr, 1990a; 1990b), to illustrate how a hedonic conceptualisation of SWB differs from the eudaimonic models of Ryff (1989) and more recently Seligman (2011) presented thereafter.

3.3.1 *Warr's two dimensions of affective wellbeing*

The first model by Peter Warr, a leading scholar in the field of wellbeing (Warr, 1987; 1990a; 2007; 2017; Warr & Inceoglu, 2017; Warr & Nielsen, 2018; Warr, Bindl, Parker & Inceoglu, 2014), provides a useful visual representation of subjective, hedonic wellbeing which illustrates how emotions and arousal affect hedonic wellbeing i.e. emotional reactions, moods and feelings.

Warr (1990a), focused on the underlying structures of human emotion and moods. The two-dimensional framework comprised of the orthogonal dimensions of ***'pleasure'*** and ***'arousal'***, encircled by various appropriate affective states as illustrated in Figure 3.1.

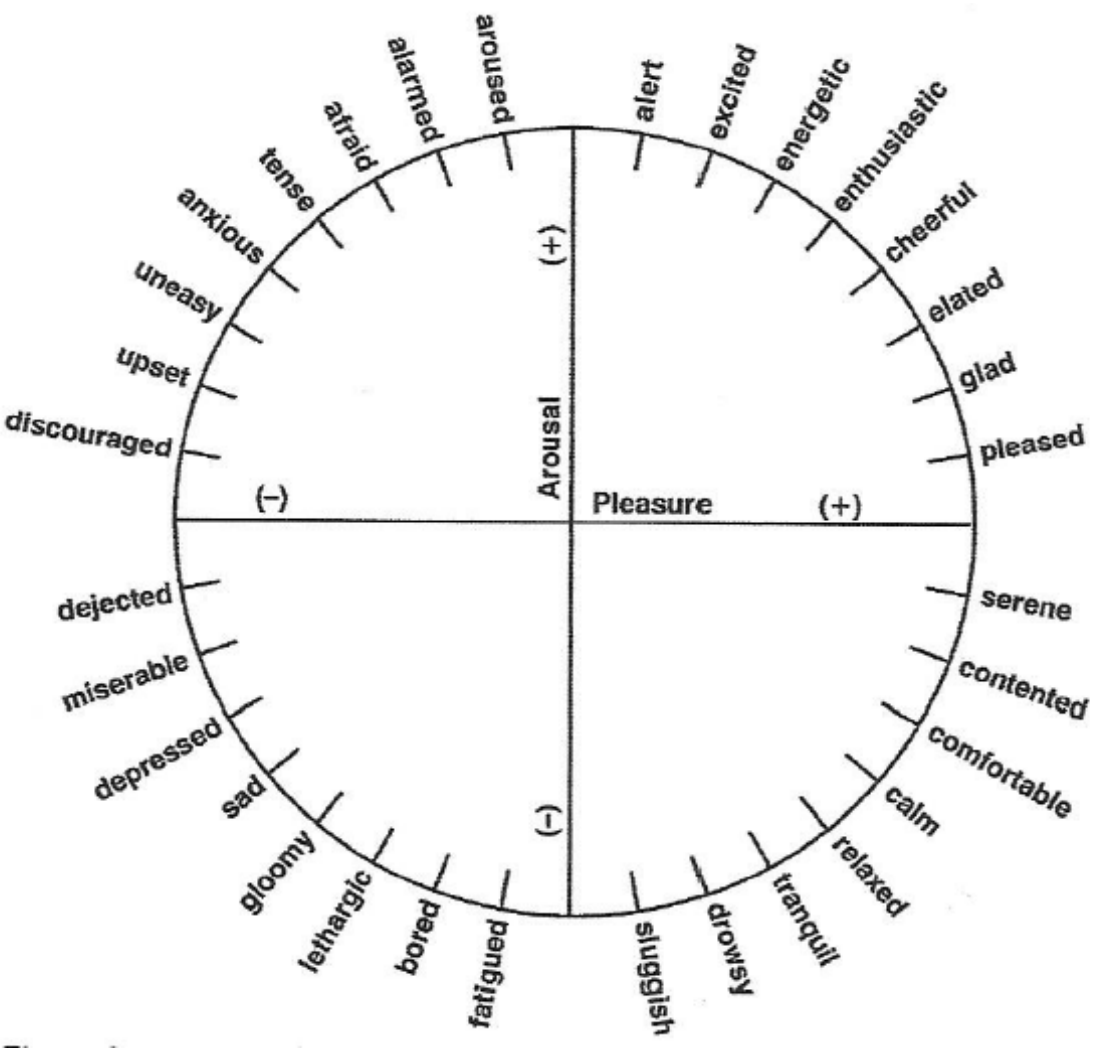


Figure 3.1. *Warr's (1990a) two-dimensional view of affective wellbeing*

The operationalisation of the above framework is extended to measure affective wellbeing, via three axes that run diagonally between opposing quadrants through the midpoint as seen in Figure 3.2 below. Warr (1990a), acknowledged that these three forms of wellbeing cannot represent all forms of emotional expression, but they do provide basic information that can be increased by additional measures.

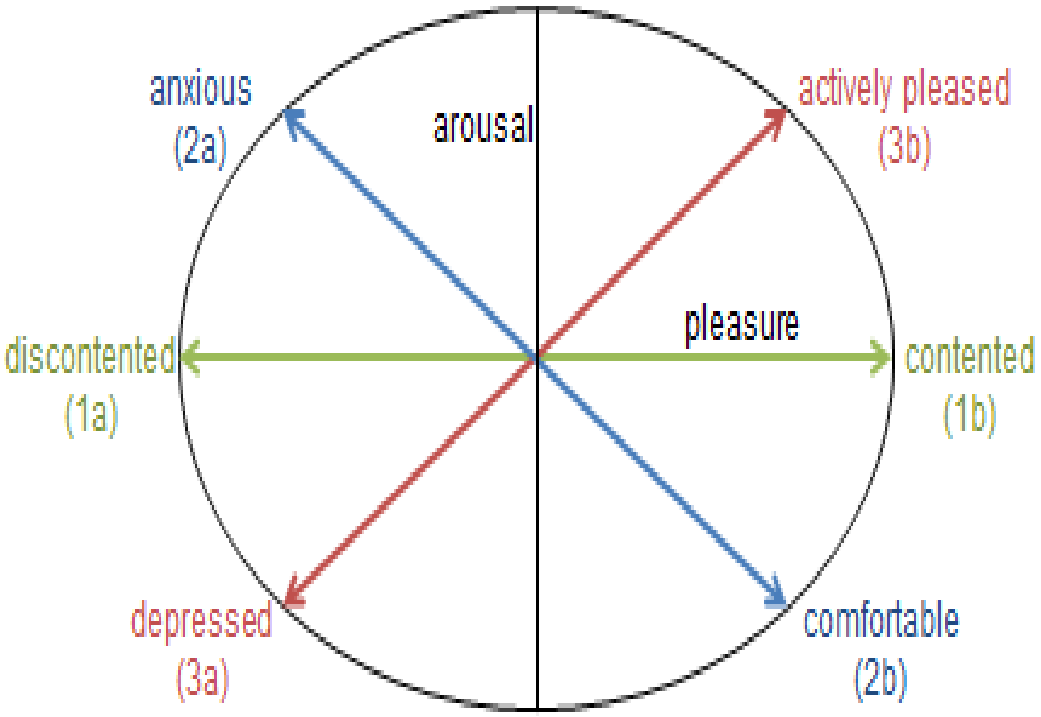


Figure 3.2. *A three axes framework for the measurement of affective wellbeing (Warr, 1990a)*

The second model is Carol Ryff's six component model of eudaimonic wellbeing.

3.3.2 *Ryff's six component model of wellbeing*

In the late 1980's Ryff (1989) published a ground-breaking article on the components that make up positive psychological functioning. In the article Ryff (1989) presented a model of six dimensions of wellbeing that were linked to theory, empirical evidence and underpinned by "manifestations of middle-class values" (Ryff, 1989, p. 1079).

The theoretical underpinnings of the six-component model

To develop her model of wellbeing, Ryff (1989b; 1995) integrated various theoretical perspectives across sub-fields in psychology that emphasised positive wellbeing

functioning. These perspectives drew on developmental, humanistic, clinical and existential psychology (Ryff, 2016; Ryff & Singer, 2008). From developmental psychology the following three theoretical perspectives were identified: Erikson's (1959) theory on psychosocial stages of development, Neugarten's (1973) theory of personality changes and growth across the human life cycle and Buhler's (1935) theory of basic tendencies in life. From clinical psychology the following four theories: Maslow's (1968) self-actualisation theory, Roger's (1961) person-centred theory of the fully functioning human being, Allport's (1961) conception of maturity and Jung's (1933) interpretation of individuation. From existentialism Frankl's (1959) *search for meaning.* Finally, from the mental health literature – although typically focused on negative behaviours – the positive health aspects depicted in Johoda (1958) and Birren and Renner (1980) were included. Figure 3.3 illustrates the theoretical underpinnings for the six-component model of wellbeing (Ryff, 1989; Ryff & Singer, 2008).

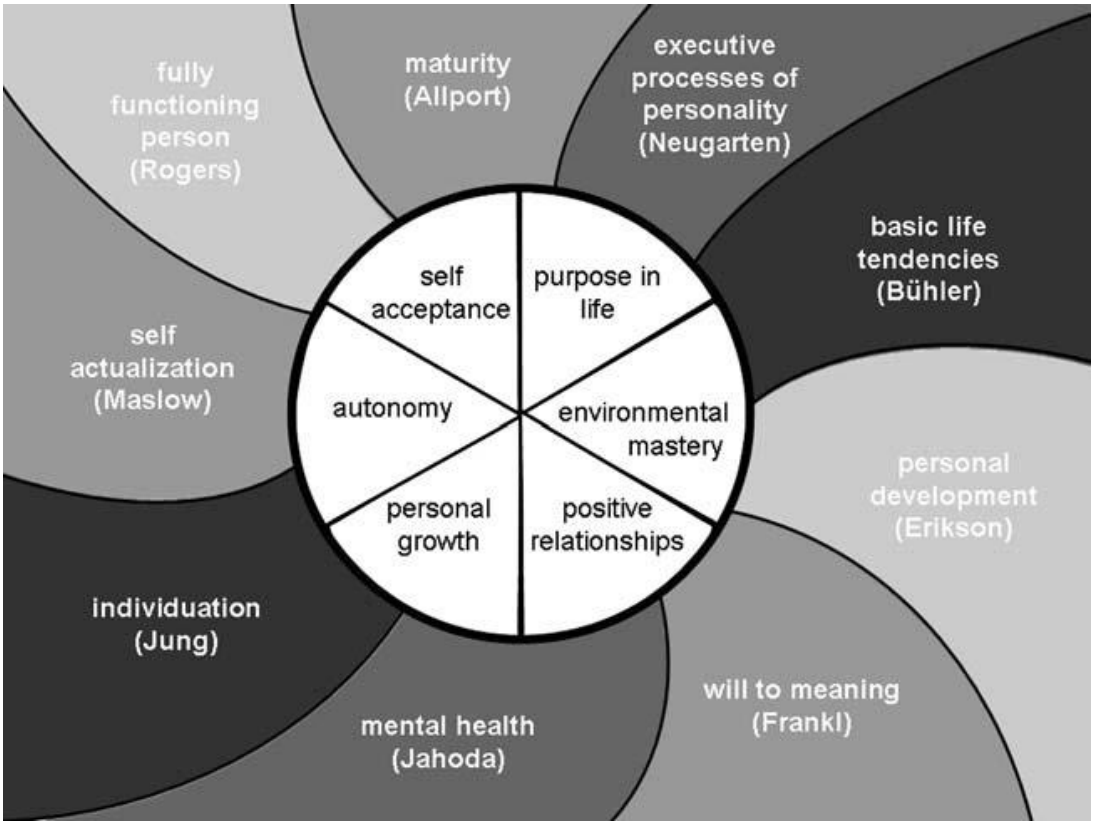


Figure 3.3. *Core dimensions of psychological wellbeing and their theoretical foundations (Ryff & Singer, 2008, p. 20)*

The six dimensions

The six dimensions of the integrated model are: autonomy, personal growth, environmental mastery, positive relations with others, purpose in life and self-acceptance. Each of these dimensions is described below.

Autonomy. Autonomy refers to the ability to regulate behaviour from within, similar to having an internal locus of control. An individual with a sense of autonomy has the capacity to make personal evaluations based on their own internal standards, as opposed to being dependant on the external approval of others. They also seem to have an accompanying sense of freedom from daily / societal norms. Having autonomy over your life is further supported by the theory of individuation, where the collective beliefs, laws and fears of society are no longer as important for functioning. Ryff (2014) provided the following descriptions of people who score high or low on the dimension of autonomy:

High scorers. This person is independent and makes their own decisions; they are able to resist societal pressures that require them to conform to specific standards, so demonstrating a form of self-regulation.

Low scorers. The person is concerned about how other people evaluate them, which influences their decision making and their tendency to conform to societal expectations and pressures.

Personal growth. Personal growth refers to support for continual growth, living up to one's highest expectations, being open to new experiences, and confronting new challenges. These characteristics can be linked to self-actualisation, developing as a person and striving to function optimally.

Ryff (2014) gave the following scoring descriptions for Personal Growth:

High scorers. The person is open to continual development. They consider personal growth as growing and as a form of realising their own potential. Self-improvement over time is important to them as they strive for being more effective and having more self-knowledge.

Low scorers. The person feels that they are not able to develop new behaviours or attitudes. Boredom and disinterest prevail, and they have a sense of personal stagnation.

Environmental mastery. Environmental mastery generally refers to the individual's ability to create or find a surrounding that suits their personal needs. An element of positive mental health is to create or select an environment that is conducive to that. From a life span perspective, mastering your environment may require the ability to control complex challenges. Ryff (2014) provided the following descriptions of people who score high or low on the dimension environmental mastery:

High scorers. The individual feels competent to manage and master their environment. They are also able to control various challenging external activities which may present a challenge or an opportunity. Importantly they are also able to and create situations aligned to their own needs and values.

Low scorers. The person finds it difficult to manage everyday matters. Unaware of surrounding opportunities, they feel unable to change or improve their surroundings and feel they lack control over their external circumstances.

Positive relations with others. Describes the individual's ability to trust, be personable and love in relation to others. The ability to be empathetic, create deeper friendships and be capable of greater love are important qualities for creating positive relations. Ryff (2014) offered the following descriptions of people who score high or low on the dimension positive relations with others:

High scorers. High scorers have trusting and warm relations with others. They are capable of empathy, intimacy and affection and have insight into the give and take required in human relations.

Low scorers. This person has a tendency to be isolated and frustrated. Often, they are not willing to make compromises for the sake of sustainable relationships, shunning concern for people.

Purpose in life. This is recognised as a positive aspect in mental health. Life span theory acknowledges that different stages in the individual's life have different goals and purposes. Maturity also requires the person to understand and focus on a clear purpose to enable positive emotional integration later in life. Ryff (2014) provided the following descriptions of people who score high or low on the dimension purpose in life:

High scorers. This person comprehends that there is meaning to past and present life. They value that their lives have a sense of purpose guided by their own sense of directedness and goals.

Low scorers. The person has few goals, appearing directionless with no beliefs that provide meaning to their life.

Self-acceptance. Accepting oneself is central to positive mental health, to the extent that this is the most recurrent aspect in wellbeing. Life span theories accentuate the importance of accepting one's past and one's present self to enable a positive life attitude. Ryff's (2014) descriptors are:

High scorers. This person accepts and acknowledges both the good and the bad qualities of themselves, enabling a positive attitude towards life in general.

Low scorers. The person appears disappointed and dissatisfied with themselves. They are often perplexed about some of their personal qualities and what has transpired in the past.

The six core dimensions of positive psychological wellbeing and their theoretical underpinnings are presented in Figure 3.4.

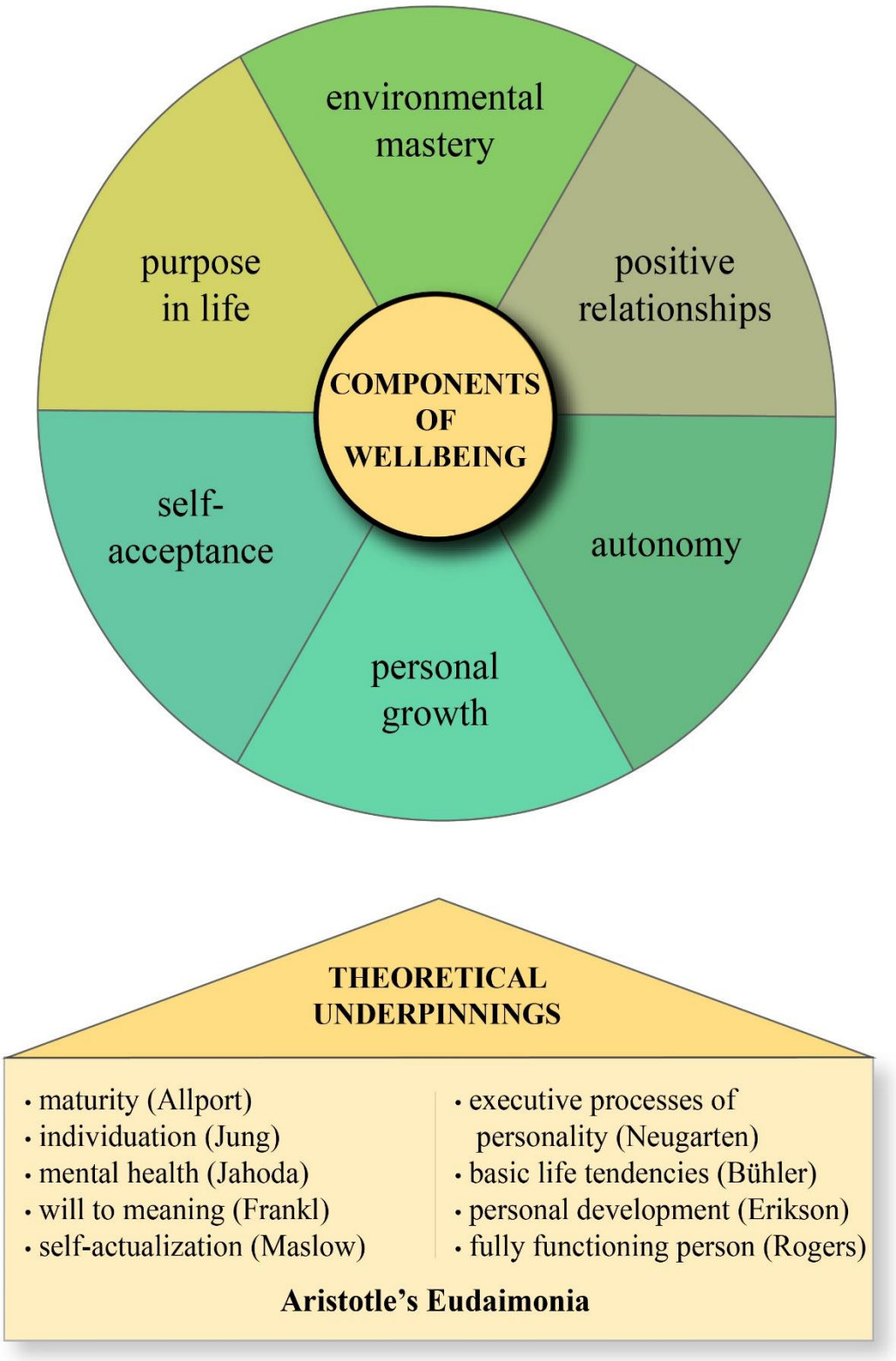


Figure 3.4. *Core dimensions of psychological wellbeing and their theoretical underpinnings (Ryff, 2017, p. 178)*

The six-dimension model of eudaimonic wellbeing has been subject to extensive psychometric examination. Despite debates around the factorial structure, it has been used extensively in the scientific community, as illustrated in following section.

3.3.3 *Research on Ryff's model*

An article by Ryff (2017), showed the advances made in eudaimonic research over the past 25 years. The article identifies more than 500 articles using eudaimonic scales of wellbeing based on Ryff"s model and provides a summary of six thematic areas. The six thematic areas are identified as:

1. The changes in wellbeing across adult development and later life.
2. Personality correlates of wellbeing.
3. The link between wellbeing and family life experiences.
4. The relation between wellbeing, work and activities in the community.
5. The connections between wellbeing and health (including biological risk factors).
6. The promotion of wellbeing in society through clinical interventions.

The following discussion briefly presents the above mentioned thematic areas.

Changes in wellbeing across adult development and later life

According to Ryff, the first theme that can be identified in relation to eudaimonic wellbeing research deals with wellbeing in relation to development and aging. Some of the findings emerging from this stream of research included the following: From a meta perspective, personal growth is associated with increased wellbeing (Bauer & McAdams, 2004). However, longitudinal studies, including national surveys, have shown that older adults experience vulnerabilities when it comes to personal growth and their purpose in life (Ryff, 1989; Ryff & Keyes, 1995). Wellbeing in later life also appears to be influenced by socioeconomic status. Evidence of feeling young as opposed to wanting to be young increased wellbeing (Keyes & Westerhof, 2012). In addition, being more realistic

predicted increased functioning and wellbeing across all age groups (Lachman, Röche, Rosnick, & Ryff, 2008). How transitions are approached in adult life have also been linked to wellbeing. People with the eudaimonic characteristics of higher autonomy, environmental mastery and personal growth prior to relocating, for example, had better emotional reactions after the move (Smider, Essex, & Ryff, 1996). As life-spans increase, eudaimonic wellbeing appears to have a buffering effect for individuals who remain engaged with life in a purposeful way e.g. meaningful activities and roles (Riley, Kahn, Foner, & Mack, 1994).

Personality correlates of wellbeing

The second theme identified by Ryff (2014) in relation to eudaimonic wellbeing research deals with how wellbeing and personality correlate. Some of the advances were made are presented in her article: *Personality traits were shown to predict levels of wellbeing using cross-sectional and longitudinal designs* (Abbott, Croudace, Ploubidis, Kuh, Richards, & Huppert, 2008). For example, optimism links to higher levels of wellbeing (Ferguson & Goodwin, 2010). Emotional regulation strategies have also been found to predict wellbeing where re-evaluations are a positive predictor, and suppression of emotions a negative predictor of wellbeing (Gross & John, 2003). Investigations using the big five model of personality traits showed that being open to new experiences was linked to personal growth; extraversion, neuroticism and conscientiousness to environmental mastery and self-acceptance to purpose in life. In a study by Milyavskaya, Philippe, and Koestner (cited in Ryff, 2014), participants reported higher levels of wellbeing when their psychological needs were attended to. Positive relations were linked to self-reported empathy (Grühn, Rebucal, Diehl, Lumley, & Labouvie-Vief, 2008). Cross-cultural research revealed that high levels of independence predicted higher wellbeing in the United States of America (US), whereas high interdependence predicts higher levels of wellbeing in Japan (Kitayama, Karasawa, Curhan, Ryff, & Markus, 2010). The above shows that several different individual personality variables such as optimism, empathy, emotional intelligence, life management strategies and both independence and interdependence, all predict differences in wellbeing.

The link between wellbeing and family life experiences

According to Ryff, the third identifiable theme in relation to eudaimonic wellbeing research deals with wellbeing and family life experiences. Some of the findings that emerged were as follows: It was found that the activities in family roles make a difference to wellbeing (Ahrens & Ryff, 2006). The bigger the extent of the role involvement in the family, the higher the person's wellbeing. Purpose and self-acceptance were also improved by helping others. Women who were well-educated and had several roles, had higher autonomy. Relationship status also appears to affect wellbeing. People who remain married have higher wellbeing than those who are single, divorced or widowed (Bierman, Fazio, & Milkie, 2006). Single women were found to have higher levels of personal growth and autonomy compared to their married counterparts (Marks & Lambert, 1998). Wellbeing has been linked to parental experiences. Higher levels of wellbeing were shown in parents who had positive relations with their adult children (An & Cooney, 2006). Middle-aged women who did not have children had higher wellbeing if they felt they had control over the longing to have children (Kotter-Gruhn, Scheibe, Blanchard-Fields, & Baltes, 2009).

The impact that early family experiences have on adult wellbeing has also been studied extensively. The 'death' of a parent to divorce or death before the age of 17 resulted in a decrease of accepting one self and mastering the environment, as well as lower positive relations in men (Maier & Lachman, 2000). Women experienced greater depression as a result of experiencing the death of a parent, whereas men had higher levels or autonomy. Further results showed that children experiencing violence from parents were found to have lower psychological wellbeing and more negative affect as adults (Greenfield & Marks, 2010).

The relation between wellbeing, work and activities in the community

Ryff's fourth theme that can be identified in relation to eudaimonic wellbeing research deals with wellbeing in relation to work and community activity / engagements. Some of the findings emerging from this stream of research included the following: There is not much evidence on how work influences human functioning in a positive way, whereas

excessive workloads have been shown to lead to physical symptoms and depressions (Ryff, 2014). The type of work done also affects levels of wellbeing, (Lindfors, Berntsson, & Lundberg, 2006 cited in Ryff, 2014). Lower levels of self-acceptance and environmental mastery were found in women who did unpaid work. Men who had paid work had increased levels of personal growth. When women saw themselves as not having attained their early career goals, they had higher levels of depressive symptoms and lower levels of purpose in life. Women teachers have higher levels of wellbeing as those who worked in banking; and women who worked in banking experienced higher wellbeing then those in industry (Srimathi & Kiran Kumar, 2010). Having both work and an education were the highest predictors of wellbeing among older adults; but for midlife adults having family and relationships with others, predicted higher levels of wellbeing. Researchers also found that wellbeing is influenced by the identity a vocation provides as well as the individual's general career pursuits (Strauser, Lustig, & Çiftci, 2008).

Finally, there is a connection between wellbeing and those who participate in volunteer work. Individuals with a higher base line score for wellbeing were more likely to do volunteer work (Son & Wilson, 2012).

The connections between wellbeing and health (including biological risk factors)

The fifth theme that can be identified in relation to eudaimonic wellbeing research relates to health. Ryff (2014) argued that the newest advances in 'the science of eudaimonia' have occurred in the development of the connections to physical health and biological regulation(s). Many studies support this. A longitudinal study by Heidrich and Ryff (1995) reported that women who reported good health were less anxious and depressed and engaged more in positive relations after demonstrating positive social comparisons. Wellbeing has also been linked to health behaviours. People who partake in different forms of exercise have higher psychological wellbeing and self-esteem in comparison to those who do not (Edwards, Edwards, & Basson, 2004). Good mental health was highest among people who did not smoke, had regular contact with friends, exercised and attended church (Grzywacz & Keyes, 2004).

Sleep is also of importance in wellbeing. People who slept well reported higher levels of self-acceptance, environmental mastery, personal growth, positive relations with others and purpose in life. They also reported less anxiety and depression (Hamilton, nelson, Stevens, & Kitzman, 2007). Further, being body conscious regarding weight has also been connected to wellbeing, with the obese or overweight reporting lower levels of wellbeing especially among women (Carr & Friedman, 2005). Ground-breaking research connecting biological markers to eudaimonic wellbeing, investigated subjective markers of meaning, growth and purpose and, whether there was any connection to improved regulation of physiological systems. Ryff, Singer, and Love (2004) reported that in a sample of older women, those with higher eudaimonic wellbeing displayed lower levels of cortisol, cardiovascular risk, longer rapid eye movement (REM) sleep cycles and lower inflammatory cytokines than those with lower wellbeing scores.

Lower biological risk for integrated measures like metabolic syndrome, were found in people who had higher levels of both eudaimonic and hedonic wellbeing (Boylan & Ryff, 2013). Boyle, Buchman, Barnes, and Bennett (2010) revealed that higher eudaimonic wellbeing had links to life purpose, disease outcomes and mortality. In particular they found that people with a higher purpose in life showed enhanced cognitive functioning despite the added burden of ill health. Growing evidence shows that when health is compromised, so is wellbeing.

The promotion of wellbeing in society through clinical interventions

The sixth theme that can be identified in relation to eudaimonic wellbeing research deals with wellbeing in relation to clinical interventions in society. Some of the findings emerging from this stream of research are the following: Longitudinal research illustrates that increased gains in mental health over time is linked to a decrease in mental health illness, which supports the need for increased public health interventions to promote positive mental health (Keyes, Dhingra, & Simoes, 2010). Fava (1999) and Fava, Rafanelli, Grandi, Conti, and Belluardo (1998) use eudaimonic approaches to psychological wellbeing, as ‘wellbeing therapy’ to improve patients chances of relapsing into depression by keeping daily diaries about positive experiences they have.

Further research in this area of wellbeing have also shown improvements in diverse behavioural aspects such as improvements in the discontinuation of drug related therapies (Fava, Ruini, Rafanelli, Finos, Conti, & Grandi, 2004), workplace resilience (Millear, Liossis, Schochet, Biggs, & Donald, 2008) and self-regulation strategies (Sahdra et al., 2011). “It is now well established that eudaimonic wellbeing is not simply the flipside of psychological distress. Both are important indicators of overall mental health, and population studies reveal diverse combinations of how the two domains come together”. (Ryff, 2014. p. 22).

In summary, the reasons behind selecting a eudiamonic conceptualisation of wellbeing for this study have been presented. It was shown that Ryff’s (1989) model of eudaimonic wellbeing not only provides a more in-depth understanding of the multidimensional nature of wellbeing but, that it has withstood extensive research scrutiny over more than 25 years (Ryff, 2014; Ryff, 2016; Ryff & Singer, 2006). The section also articulated the philosophical links between key components of wellbeing (purpose in life, self-regard, positive relationships with others and mastery) and early accounts of ‘the good life’ (Ryff & Singer, 1998). Huppert (2009) links the science of wellbeing to that which makes life good and results in people flourishing. ‘”Flourishing” is a term describing optimal state of psychosocial functioning across multiple domains (Butler & Kern, 2016; Keyes, 2002). In the next section Seligman’s (2011) model of human flourishing is presented. It will be shown that this model of flourishing has clear overlaps with Ryff’s multidimensional model of eudiamonic wellbeing. This link between Ryff and Seligman forms an important theoretical foundation of the study and is introduced below. This will also be expanded upon in chapter 7 on Methodology.

3.4 Martin Seligman’s PERMA model of flourishing

3.4.1 *Background to positive psychology and the measurement of ‘happiness’*

In 2000 the *American Psychologist* published its millennial issue about the developing field of positive psychology. The introduction was written by the guest editors Martin

Seligman and Mihaly Csikszenthihalyi (2000), both leading authors in the field of positive psychology. The umbrella term “positive psychology” refers to the study of positive emotions, traits and institutions. Kauffman and Scouler (2004) explained that traditional psychology focused on clinically valid and empirically supported ways to assist ill people get better, whereas, positive psychology is focused on the development of robust / empirically supported theories of optimal functioning and actions, enabling a sense of flourishing or thriving in one’s daily life. Seligman and Csikszentmihalyi (2000, p. 5) expanded further on how to understand positive psychology from a past, future and present perspective:

> The field of positive psychology at the subjective level is about values subjective experiences: well-being, contentment and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present). At the individual level, it is about positive individual traits: the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. At the group level, it is about civic virtues and…better citizenship: responsibility nurturance, altruism…and work ethic.

To formulate the conceptual framework for positive psychology the authors broke down the notion of “happiness” into more measurable elements such as positive emotion (things that make life more pleasing), purpose (things that make life more meaningful) and engagement (being more engaged in life). Five years after the millennial issue on positive psychology was published, Seligman, Steen, Park, and Peterson (2005) published an article on the developments made regarding empirical validation. They introduced their classification of strengths and virtues (CSV), which classifies and describes virtues and strengths that facilitate human thriving which were based on six key virtues that are endorsed by most cultures around the world. They were (a) transcendence, (b) humanity, (c) wisdom, (d) temperance, (e) courage, and (f) justice (Dahlsgaard, Peterson, & Seligman, 2005). In a description of positive psychology by Seligman (2007, p. 266) the issue of scientific measurement was brought to the fore

> Positive psychology is the study of positive emotion, of engagement, and of meaning, the three aspects that make sense out of the scientifically unwieldy notion of “happiness”. Positive psychology attempts to measure, classify, and build these three aspects of life.

The above section provides a brief overview to contextualise how the most contemporary model of wellbeing relevant to the study came about, namely the PERM / flourish Model.

3.4.2 *The PERMA / flourish model*

The flourish model developed by Seligman (2011) consists of five domains or pillars of wellbeing already alluded to as PERMA. This conceptualisation follows other wellbeing scholars who recognise a multidimensional approach is necessary to capture the complex interactions of optimal psychological functioning (Friedman & Kern, 2014; Huppert & So, 2013; Ryff & Keyes, 2015; Warr & Nielson, 2018). In the previous section, the important overlaps between Ryff’s (1989) model of wellbeing and that of Seligman’s (2011) model of flourishing was made. Seligman (2011) identified five separate yet correlated elements to the Flourish model underpinned by the acronym PERMA: Positive emotion (P), engagement (E), relationships (R), meaning (M) and accomplishment (A).

The first domain of PERMA is *Positive emotion,* emotions are feelings that can be experienced as either positive or negative. Various studies support the impact positive emotions have on various aspects of life (Howell, Kern, & Lyubomirsky, 20017, Huppert, 2009).

The second element is *Engagement**,*** which can be described as a form of concentration, clear focus, absorption or being in a state of flow (Csikszentmihalyi, 1990). Work engagement has also been researched in the organisational context and described as being absorbed in an activity, dedicated or showing vigour for the task at hand (Schaufeli, Baker, & Salanova, 2006).

The third element is *Relationships,* the importance of positive social relationships have been well established in the literature (Tay, Tan, Diener, & Gonzalez, 2012). There are

also sub-domains within this construct like social ties, social networks, perceived support and giving support to others.

The fourth element is *Meaning.* Steger (2012) describes meaning as having a sense of direction in life. It also implies that one's life is worthwhile and valuable i.e. it matters.

The fifth element is *Accomplishment.* Positive accomplishment is described as the development of individual potential by achieving meaningful goals.

The above section gives an overview of the flourish model, which is the basis for the PERMA-Profiler, used to obtain quantitative data for the study, which will be discussed in 3.3.4 below to provide a clearer understanding on how the PERMA-Profiler (Butler & Kern, 2016) developed, it is useful to be aware of the different conceptualisations of flourishing.

3.4.3 *The conceptualisation of flourishing*

The four conceptualisations of flourishing are presented below to provide some idea why Butler and Kern (2016) were motivated to develop a brief measure of positive flourishing. Hone, Jarden, Schofield, and Duncan (2014) stated that the multiplicity of conceptual and theoretical approaches to flourishing may limit the usefulness of the epidemiology of flourishing. As a result of the multiple measures of flourishing, comparing them provides a way to contrast them for further use and understanding. To illustrate this further, four well documented conceptualisations of flourishing will be briefly presented in this section i.e. Keyes (2002), Huppert and So (2009); Diener, Wirtz, Tov, Kim-Prieto, Choi, Oishi, and Biswas-Diener (2010) and Seligman et al. (2011). Table 3.1 illustrates these four conceptualisations of flourishing.

KEYES	HUPPERT & SO	DIENER et al.	SELIGMAN et al.
Positive relationships	Positive relationships	Positive relationships	Positive relationships
Positive affect (interested)	Engagement	Engagement	Engagement
Purpose in life	Meaning	Purpose and meaning	Meaning and purpose
Self-acceptance	Self-esteem	Self-acceptance and Self-esteem	–
Positive affect (happy)	Positive emotion	–	Positive emotion
–	Competence	Competence	Accomplishment/ Competence
–	Optimism	Optimism	–
Social contribution	–	Social contribution	–
Social integration	–	–	–
Social growth	–	–	–
Social acceptance	–	–	–
Social coherence	–	–	–
Environmental mastery	–	–	–
Personal growth	–	–	–
Autonomy	–	–	–
Life satisfaction	–	–	–
–	Emotional stability	–	–
–	Vitality	–	–
–	Resilience	–	–

Table 3.1 Four different conceptualisations of flourishing (HOne, Jarden, Schofield, & Duncan, 2014, p. 65)

Keyes (2005) developed the 14 items mental health continuum short form (MHC-SF), which combined all three components of wellbeing i.e. emotional wellbeing (Diener, Suh, Lucas, & Smith 1999); social wellbeing (Keyes, 1998) and psychological wellbeing (Ryff, 1989). According to Keyes, seven of the 14 items can be categorised as flourishing: Positive affect / happy (emotional wellbeing); social contribution (social wellbeing); social growth (social wellbeing); self-acceptance (psychological wellbeing); environmental mastery (psychological wellbeing); autonomy (psychological wellbeing) and personal

growth (psychological wellbeing). Huppert and So's (2009) measure, like Keyes' (1998), intentionally mirrors the DSM methodology, and includes measures of hedonic and eudaimonic wellbeing. Their measure needed the participant to strongly endorse positive emotions for a categorical diagnosis of flourishing. Diener et al. (2010) created the updated 8-ietem flourishing scale (FS) based on combined universal wellbeing dimensions of Ryff (1989) and Ryan and Deci (2001). Components of this scale include purpose / meaning; positive relations, engagement, social contribution, competence, self-respect, optimism and social relationships. Validity and reliability for the 8-item FS have been established in various studies. At the centre of Seligman's (2011) conceptualisation of wellbeing is that, in positive psychology, the person's free choice or choosing "for their own sake" is the foundation of flourishing. He further stated that the goal of positive psychology is to "increase flourishing" (Seligman, 2011, p. 13). The PERMA-Profiler measures the five specific domains, including 'General Wellbeing'. Table 3.2. Shows the components of flourishing from the PERMA-Profiler.

Table 3.2 Components of flourishing and the indicator items from the PERMA-Profiler (Hone et al., 2014, p. 70)

Component of flourishing	PERMA-P indicator item
Positive emotion	In general, how often do you feel joyful? In general, how often do you feel positive? In general, to what extent do you feel contented?
Engagement	How often do you become absorbed in what you are doing? In general, to what extent do you feel excited and interested in things? How often do you lose track of time while doing something you enjoy?
Positive relationships	To what extent do you receive help and support from others when you need it? To what extent have you been feeling loved? How satisfied are you with your personal relationships?
Meaning	In general, to what extent do you lead a purposeful and meaningful life? In general, to what extent do you feel that what you do in your life is valuable and worthwhile? To what extent do you generally feel that you have a sense of direction in your life?
Accomplish-ment	How much of the time do you feel you are making progress towards accomplishing your goals? How often do you achieve the important goals you have set for yourself? How often are you able to handle your responsibilities?
General wellbeing	Taking all things together, how happy would you say you are?

3.4.4 *Research on PERMA-Profiler*

Butler and Kern (2016), extended the PERMA by developing the PERMA-Profiler as a brief measure of Seligman's (2011) PERMA. They conducted extensive research involving 39,154 participants around the world, to test and refine the measure over a period of time. The research was conducted in three phases. The first was to establish a repository of related PERMA items. Thereafter, they confirmed the factor structure, which examined the correlations with other constructs, resulting in the final 23 item scale (www.authentichappiness.org). Lastly, the final measure was tested to provide norm and additional psychometric results. Validity and reliability were established and will be discussed in Chapter 6.

Goodman, Disabato, Kashdan, and Kauffman (2018) compared Diener's (1984) SWB model to the PERMA-Profiler (Butler & Kern 2016, Seligman, 2011) and found evidence of good support. Very strong confirmatory factor analysis (CFA) correlations between the two types of wellbeing (*rs* between 0.94 and 0.98) and exploratory structural equation modelling (ESEM) results (*rs* between 0.85 and 0.86) confirmed that the underlying factors of the PERMA and Diener's SWB capture a similar type of wellbeing (refer to Chapter 6).

The flourish model (Seligman) and the PERMA-Profiler (Butler & Kern, 2916) show acceptable psychometric properties for measuring positive wellbeing. As shown, the conceptualisation has been influenced by the challenges of an emerging field, however, the PERMA-Profiler measures Seligman's (2011) concept of human flourishing. This is important to this study since it is the most recent model of wellbeing presented and will be used as part of the quantitative data collection phase as described in Chapter 6.

In summary, the chapter has shown selected aspects of the enormous, complex and thriving field of wellbeing. The conceptualisations of psychological wellbeing, subjective wellbeing, hedonic and eudaimonic wellbeing were presented. As stated, the study is positioned in the eudaimonic wellbeing tradition, and will make use of Ryff's (1989) multidimentional model of wellbeing. This model provides a more in-depth perspective of

wellbeing through dimensions like purposeful living, personal growth, self-acceptance, environmental mastery, positive relationships and autonomy, which will be extremely useful for the study. In the next chapter the topic of human values is introduced. Thereafter the association between values and wellbeing will be shown, so connecting this chapter and the next. This notion forms the basis to the argument of this study i.e. that eudaimonic wellbeing is a values based wellbeing framework.

CHAPTER 4. VALUES

This chapter begins by broadly explaining what values are and why they are important to the study. Then the relationship between values as motivators of human behaviour will briefly be presented. The second part of the chapter will introduce three models that explain human values and will elaborate on the model that will be used in the research. The chapter will also show that the literature of wellbeing and values overlap substantially.

4.1 Brief overview

Values have been - and remain - an enduring topic of interest in the field of social sciences (Allport, Vernon & Lindzey, 1951; Hofstede, 2001; Tamir et al., 2016). They are described as not being obvious, but rather inferred, through individual or societal behaviours which manifest through practices, self-reports, symbols and social organisations (Berry, Berry, Poortinga, Segall, & Dasen, 2002). “In a nutshell, values represent what is most important to us and form the basis of how we approach life…[they are] …the silent forces behind many of our actions and decisions” (Ball-Rokeach, Rokeach and Grube 1984, p. 15). Indeed, Bain, Kashima, & Haslam, (2006, p. 355) state that values “reflect an essential, inalienable aspect of what it means to be human.”

There are numerous models that have been designed to identify human values (Allport and Vernon, 1931; Hofstede, 1980; Kluckhohn, 1951; Rokeach 1973; Schein, 1985; Schwartz, 1992). The two pre-eminent value models in the literature – Rokeach (1973) and Shwartz’s (1990) models will briefly be described below. Based on its relevance to the topic under investigation, the models will be used as a base to explore the relationship between coaches’ values and their wellbeing.

4.2 Rokeach’s Model of Values

Rokeach’s (1973) model of individual values was the most widely used for approximately 30 years after it was first published and superseded previous methods of measuring values. He defined values as, “…enduring beliefs that a specific mode of conduct or end

state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state" (Tamir et al., 2016, p. 107).

Rokeach's definition put values as the central component of an integrated belief system including self-concepts and attitudes that made up an individual's personality. This model assumes that values were cognitively available to the person, and therefore it would be possible to ask them to identify their preferences through a ranking system that measured values directly. This value survey was based on two sets of values i.e. terminal and instrumental. Terminal values represent idealised end-states in life such as "freedom", "equality" and "happiness". In contrast, instrumental values represent idealised modes of behaviour which are used to achieve these end states such as "honesty", "courage" and being "polite". To complete the survey, values are ranked in order of importance, developed from a list of values from 555 personality trait words based on the work of Anderson (1968).The Rokeach Value Scale (RVS) only contained the positive terms he believed to be most important in American society and cultures in general. Despite criticism around the subjectivity of the measure (Jones, Sensenig, & Ashmore, 1978), support was found for the comprehensiveness of the values list among English speakers. Other criticisms refer to the use of single items to measure each values and doubt over individuals organising their values in a clear hierarchical way (Gorsuch, 1970; Maio & Olson, 1998).

4.3 Shalom Schwartz's Model of Basic Individual Values

Schwartz is one of the most prolific authors in the field of human values across various cultures in the world. He developed a theory of basic human values which remains the leading approach in contemporary values research (Schwartz, 1992). Together with his colleagues, they have published extensively since the publication of his original theory in 1992 (Schwartz, 2006a; 2006b; Swartz & Boehnke, 2004; Schwartz et al., 2012). Schwartz's (1992), theory of basic human values, identified seven characteristics of human values extending what was implicit in the preceding models (Berry et al., 2002). These seven values, later extended to 10, were seen to be trans-situational goals that served as principles to guide one's life.

> Trans-situational goals, varying in importance, that serve as guiding principles in the life of a person or group. What differentiates among values is their distinct motivational content, the directions toward which the value points one's perceptions, decisions, and actions Values (1) are beliefs linked to emotions, (2) refer to desirable goals that motivate action, (3) transcend specific actions and situations, (4) serve as standards for evaluating actions, policies, people, and events, and (5) form a relatively enduring hierarchical system ordered by importance ….(6) the impact of values on everyday decisions is rarely conscious, and (7) it is the relative importance of multiple, competing values that guide any action or attitude, that is, the trade-offs among relevant values. (Schwartz & Cieciuch, 2016, p 107).

The SVS was the first tool (in a series) constructed based on the Schwartz (1992) theory. It consisted of two lists: a values list (a noun representing the 'terminal value list') and an explanation list (an adjective, representing the instrumental value). Participants are required to rate, in order of importance, each value as a principle that guides their value system. The values identified by Schwartz, as well as their conceptual definitions and definition components are presented in Table 4.1. The SVS measures these 10 different values. A model of the 10 values - self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence and universalism, conceptualised as a comprehensive multidimensional circular structure of values, is illustrated in Figure. 4.1.

Table 4.1. Conceptual definitions of 10 basic values (Schwartz, 1992; Schwartz et al. 2010)

Value	Conceptual definition	Definition components
Self-direction	Independent through and action-choosing, creating exploring	Autonomy of thought Autonomy of action
Stimulation	Excitement, novelty, and challenge in life	Excitement Novelty Challenge
Hedonism	Pleasure and sensuous gratification for oneself.	Single component: Pleasure
Achievement	Personal success through demonstrating competence according to social standards	Personal success Demonstrating competence
Power	Social status and prestige, control or dominance over people and resources	Dominance over people Control of material resources Face: Status and prestige
Security	Safety, harmony, and stability of society, of relationships, and of self	Societal security Personal security
Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms	Interpersonal: Avoiding upsetting others Compliance with social norms
Tradition	Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provides	Single component: Maintaining cultural and religious traditions
Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact	Single component: Caring for ingroup members
Universalism	Understanding, appreciation, tolerance and protection for the welfare of all people and for nature	Tolerance Societal concern Protecting nature

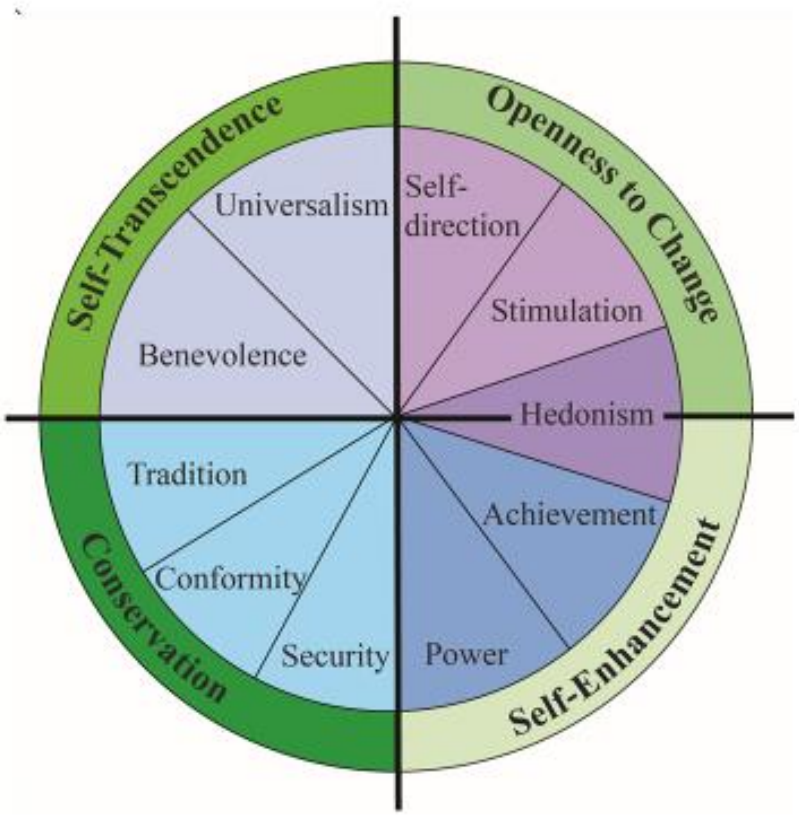


Figure 4.1. *The 10 values of the original theory surrounded by the four higher order values (Schwartz, 1992)*

The Portrait Values Questionnaire (PVQ) followed on from the SVS, based on new theoretical advances (Schwartz et al., 2012). To extend the model, the researchers were challenged by how to partition the space between these values so that they could be measured as separate constructs of a circular continuum i.e. discrete in nature. This was further complicated by their knowledge that the boundaries of these discrete values remained fuzzy. To present the refined model, which lead to 19 distinguishable values, two main criteria were applied to the values put forward for refinement: Firstly, provide clear evidence that individuals across cultures, discriminate between these new 19 refined values. Secondly, provide evidence that each of these new values has unique and distinguishable connections to other variables. Much rigour was applied during the process through clear requirements grounded in one or more universal characteristics of human existence i.e. individuals are biological creatures and as such have needs to cope with life; to survive the needs and welfare of groups need to be met and social interaction needs to be co-ordinated to ensure the group copes and survives. In addition the new values needed to fulfil the dynamic requirements of basic values as presented in previous research. This implied a focus on achieving personal or social outcomes; being open to change or expressly focused on maintaining the status quo; serve self-interest or transcend that through being of service to others and finally to promote growth or protect the self from threats and anxiety. These requirements align to the original model where the four higher order needs of the above named dimensions are clearly visible on the continuum.

On this basis the researchers developed distinct conceptual definitions for the 19 values they were to scrutinise. Table 4.2 illustrates these refinements in the 19 values and how they relate to motivational goals which impact the individual's wellbeing.

Table 4.2. The 19 values in the refined theory, defined according to its motivational goal (Schwartz et al. 2010)

Value	**Conceptual definitions in terms of motivational goals**
Self-direction-thought	Freedom to cultivate one's own ideas and abilities
Self-direction-action	Freedom to determine one's own actions
Stimulation	Excitement, novelty, and change
Hedonism	Pleasure and sensuous gratification
Achievement	Success according to social standards
Power-dominance	Power through exercising control over people
Power-resources	Power through control of material and social resource
Face	Security and power through maintaining one's public image and avoiding humiliation
Security-personal	Safety in one's immediate environment
Security-societal	Safety and stability in the wider society
Tradition	Maintaining and preserving cultural, family, or religious traditions
Conformity-rules	Compliance with rules, laws, and formal obligations
Conformity-interpersonal	Avoidance of upsetting or harming other people
Humility	Recognizing one's insignificance in the larger scheme of things
Benevolence-dependability	Being a reliable and trustworthy member of the ingroup
Benevolence-caring	Devotion to the welfare of ingroup members
Universalism-concern	Commitment to equality, justice, and protection for all people
Universalism-nature	Preservation of the natural environment
Universalism-tolerance	Acceptance and understanding of those who are different from oneself

After collecting data from 344 samples across 83 countries through the Schwartz Value Survey (1992; 2006b) or the Portrait Values Questionnaire (Schwartz, 2006a; Schwartz et al., 2001) the data was examined statistically. Multidimensional scaling (MDS) and confirmatory factor analysis were applied. They found evidence that the 19 values partitioned a similar “circular motivational continuum” (Schwartz et al., 2012, p.663) as the original 10 values, but now through 19 values in total. This complex refinement of the model is presented in Figure 4.2. The refined theory was shown to have kept all the benefits of the original theory. It also demonstrated support for making finer discriminations in the “circular motivational continuum” through increased heuristic and predictive power, and showed support of the fact that people in diverse cultures do actually discriminate between the 19 values. This has far reaching implications for researchers across the world, including Africa, to use the PVQ with the knowledge that they are not imposing meaningless scientific constructs on them.

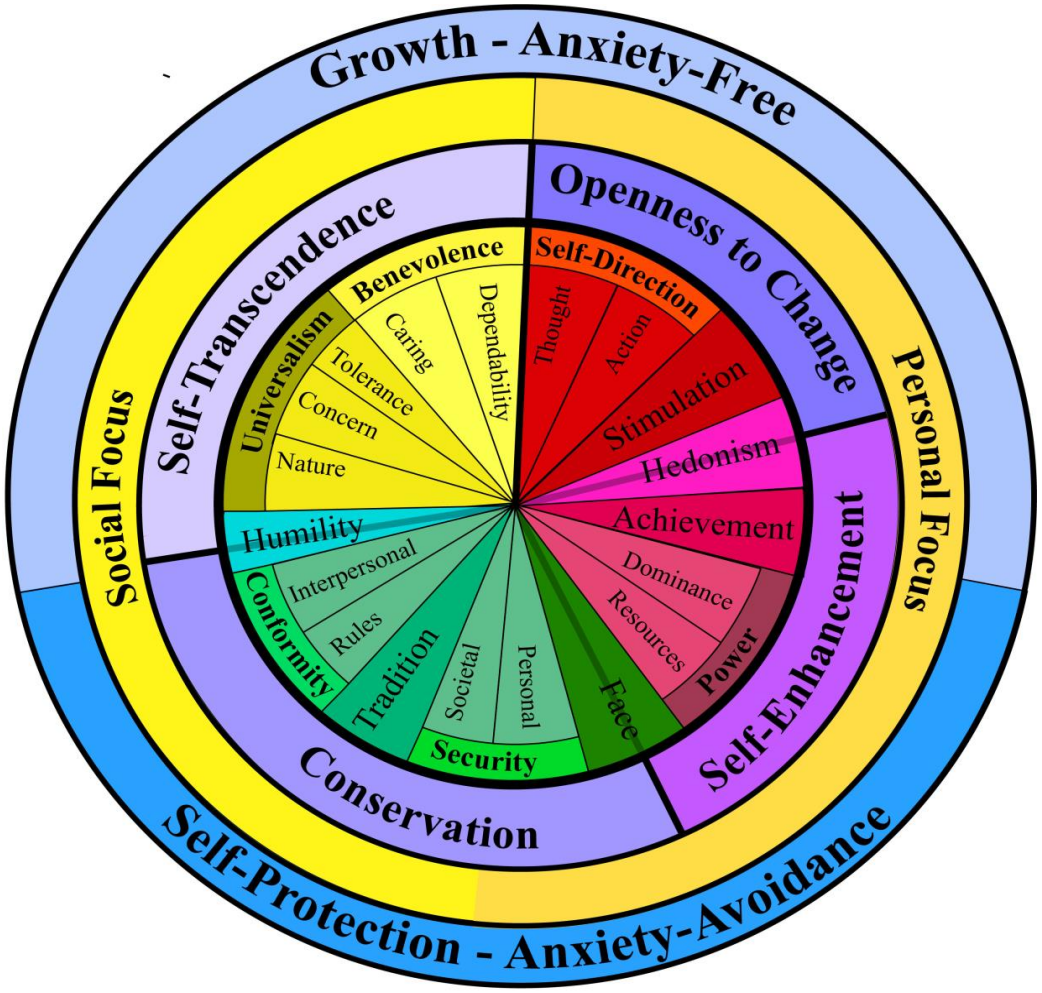


Figure 4.2. *The "circular motivational continuum" of the refined 19 values (Schwartz et al. 2012, p. 669)*

It is evident from the discussion above that the literature on values and the literature on wellbeing overlap substantially. At the end of the pervious chapter the argument was made that eudaimonic wellbeing is a values based wellbeing framework. As such, for the purposes of the current study, which is focused on coaches' experiences of their work through a wellbeing lens, it makes sense to also incorporate their values into that perspective. This study therefore explores coaches' experiences of their work through a wellbeing and values lens. The ways in which coaches' values and wellbeing are associated is the core area of interest for the quantitative part of the study.

4.4 Values and wellbeing

This chapter, together with the previous one on wellbeing provides some indication of the enormous volume of literature devoted to the fields of wellbeing and values, respectively (e.g. Allport & Vernon, 1931; Csikszentmihalyi, 1990; Diener et al., 2010; Hofstede, 1984; Huppert & So, 2013; Keyes, 2002; Park, Peterson, & Seligman, 2004; Ryan & Deci, 2001; Ryff, 1989; Rokeach, 1973; Schwartz, 1990; Schwartz et al., 2012; Seligman, 2011; Warr, 2007; Waterman 1993). Figure 4.3 below, shows some of the most important overlaps in the literature between wellbeing and human values which underpin this study theoretically.

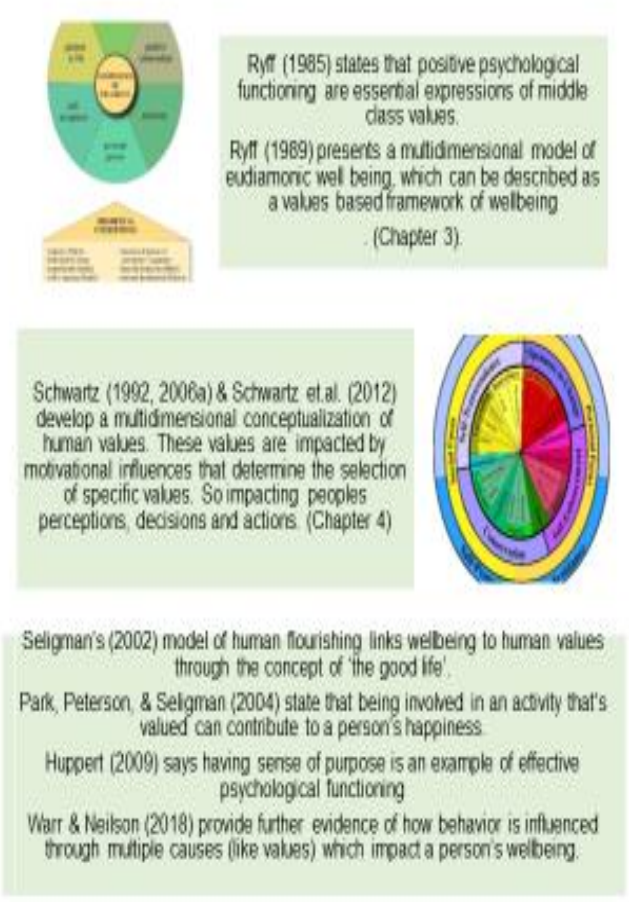


Figure 4.3. *Overlaps in the literature between wellbeing and human values*

The substantial association between values and wellbeing are implied these works. For example Seligman (2002) views positive wellbeing as a 'good life'. This 'good life' consists of the persons' virtues and personal strengths, which may comprise of humanity, courage, knowledge, justice, temperance, love, wisdom and spirituality (later called transcendence) (see Table. 4.1). Others have suggested that an individual's willingness to be involved in an activity they value (irrespective of their feelings) was a way to be happy (Peterson, Park, & Seligman, 2005). Huppert (2009) identified having a sense of purpose (similar to goal achievement) or having positive relationships and feeling a

degree of control over life, as effective psychological functioning. Warr and Nielsen (2018, p. 12) also touch on the inter-relationship between values and wellbeing:

> Most behaviours have multiple causes, and a person's well-being is usually only one of many possible influences. Models and empirical studies of well-being and performance should therefore also include other continuing or transient conditions, in the environment and/or within the person. Inputs from a job situation (task demands, supervisor behaviour, the availability of feedback, relations with colleagues, etc.) and from with-in person variables, such as values, traits, health, and task relevant ability, may contribute to observed patterns as 'third' variables which are often unmeasured in studies of wellbeing and performance. A primary research need in this area is thus for the conduct of multiple-variable investigations to broaden the focus beyond well-being and performance alone.

In summary, the chapter briefly showed the importance of values as a central component of all human activity. Two value models were described, with particular emphasis placed on Schwartz's model as the one to be used in the current study. This research uses Schwartz's conceptualisation and measure of values in the quantitative component of the study. This chapter also showed the similarities between the notions of values and wellbeing the literature. The argument that eudaimonic wellbeing being is a values based wellbeing framework has again been presented. In the light of these evident associations, this research set out to answer the following research question.

Research question

What is the association between executive coaches' wellbeing and their values?

The next chapter discusses the methodology used in this mixed methods study.

CHAPTER 5. RESEARCH METHODOLOGY

This chapter explains the research methodology that was adopted for this study. A short background paragraph gives a broad overview of how the research design and paradigm were developed for this mixed methods study. Thereafter, the research sites, procedure and sample groups are discussed. This is followed by the research instruments, and the data analysis. In each case the qualitative procedures will be followed by the quantitative procedures. The final part of the chapter gives consideration to the ethical aspects of the study.

5.1 The research paradigm

The data collection for this study spanned a four year period. The initial research design was a purely qualitative study within the constructionist / interpretivist paradigm. Within this paradigm knowledge and understanding of the participant is based on their "lived experiences" and societal values (Creswell & Creswell, 2017). After the initial content analysis, the results did not reveal the depth and scope of knowledge production required for the research study. The decision was taken to adopt a mixed methods approach to enable a broader understanding of the phenomena and the research paradigm.

The value of the research paradigm is that it assists the researcher to orientate their thinking about the concepts, assumptions and/or propositions, they have made about the enquiry they wish to follow (Bogdan & Biklen, 1998). Guba and Lincoln (2000, p. 105) acknowledged that the research paradigm constitutes a philosophical underpinning of the research, "…a research paradigm is a basic belief system or worldview that guides the researcher not only in choice of method but in ontological and epistemologically fundamental ways."

Within the research enquiry, questions of an ontological nature explore what reality means to the person / participant. Ontology can be described as how the nature of the person's reality is shaped (Khazanchi & Munkvold, 2003). The experiences of the coaches are central to this study. These experiences include issues like the positive aspects and challenges, which are determined by how the coaches themselves

experience and perceive them. The experiences and perceptions may be similar or distinct. The coaches' underlying values and how these impact on their wellbeing will be described and captured, based on their own experience of this reality.

Questions of an epistemological nature, by contrast, are more concerned with how the information will be constructed or interpreted. For example, the nature of the relationship between the researcher and the participants will have some impact on the research process e.g. have we met before? In this study, some of the participants were well known to me i.e. in some cases we worked together, in others we attended the same coach training. Therefore from an epistemological perspective these interactions occur in the researcher, the participants and the readers' interpretations of their social world.

At the beginning of this section it was explained that the research paradigm assists the researcher to clarify their thinking about the study. As the study developed, I chose to use a pragmatic research paradigm. Abbott (2006) described pragmatism as a form of exploring various perspectives that contribute towards a clearer picture of our social world i.e. how the coaches experienced various issues about their work. Creswell (2009) stated that pragmatism provides the researcher with a philosophical basis that allows them to choose multiple research methods that best suit their research enquiry e.g. qualitative (open-ended), quantitative (closed-ended) or both (mixed methods), which integrates the two methods and then, based on the combined strength of the data, draws interpretations to understand the research problems (Creswell, 2013). This study is a mixed methods one i.e. it will make use of the aforementioned approach. A mixed methods research design, typically, is associated with a pragmatic research paradigm (Onwuegbuzie & Leech, 2005). Various mixed methods scholars and researchers agree that pragmatism (or the "best" or "what works" philosophy) is the best basis for a mixed methods study (Teddlie & Tashakkori, 2003). The further benefit of a pragmatic research enquiry is that it is not about having to unearth the truth, verify or falsify a theory; rather it is about producing knowledge based on rigorous 'thick description' information across the paradigm (Morrow, 2005; Ponterotto, 2005). However, the approach is deliberate and structured and not "just because" (Creswell, 2013).

5.2 The research design

The purpose of the study was to explore how coaches experience their work and values through a wellbeing lens. The chosen research design would determine how I was to conduct the research in order to answer the research questions (Babbie & Mouton, 2001). I also had to be conscious that a good research design would maximise the validity of the end results (Visagie, 2002). I therefore chose a mixed methods design due to its suitability for the examination of complex social phenomena (Greene & Caracelli, 1997), like exploring the personal experiences that the coaches had of their work, and, how those experiences may or may not have affected their wellbeing. The preceding chapters on coaching, wellbeing and values contextualised some of these complex phenomena.

Originally, the mixed methods approach was referred to as “multiple data collection”, which gained recognition through a classic study by Campbell and Fiske (1959) about the validation of psychological traits. Literature also revealed ongoing growth and development of the mixed methods methodology (Hanson, Creswell, Clark, Petska, & Creswell, 2005). A definition of a mixed methods follows:

> A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given priority, and involve the integration of the data at one or more stages in the process of research. (Creswell, Plano Clark, Gutmann & Hanson, 2003, p. 159)

Having decided on the ‘revised’ conceptual design, my attention was turned to the timing and weighting of the additional data to be collected (Creswell, 2009). The sequence of data collection was an important next consideration. Alvesson and Sköldberg (2017) advised that research findings (during the process) serve both as an outcome of construction and interpretation of the data, as well as analysing the data in a form of symbiotic reflexivity. With this in mind, I decided to apply a sequential exploratory design, which is discussed in the next section.

5.2.1 *Sequential exploratory design*

In its purest form, a sequential exploratory design is applied by two phases of data collection. The initial phase is collecting qualitative data, followed by a quantitative phase of data collection and analysis (Creswell et al., 2003). Sequential exploratory designs are particularly useful when researching new phenomenon which may expand the qualitative findings. This aspect became relevant when the decision was taken to expand the original research design to a mixed methods design as mentioned at the start of the chapter. Therefore in line with the “best-fit” pragmatic paradigm the study adopted, this is how research design was expanded. In the first phase of *qualitative* data collection an additional focus group component was included. The second phase consisted of the *quantitative* components in the form of questionnaires. Figure 6.1 illustrates the sequential exploratory research design followed by the study.

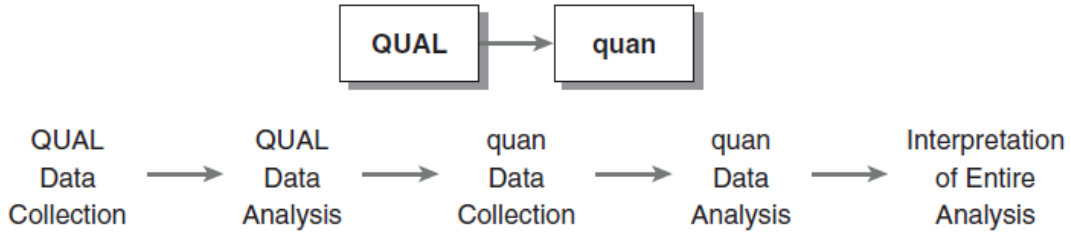


Figure 5.1. *Sequential exploratory design (Creswell, Plano Clark, Guttman, & Hanson, 2003, p180)*

5.3 Research sites, procedure and sample groups

As mentioned at the beginning of this chapter, the qualitative and quantitative descriptions will be discussed separately and directly after each other. This section combines the research sites, the procedure used to collect the data and the various sample groups that contributed to the study.

5.3.1 *Qualitative research sites and sample groups*

Research sites

The research participants were all based in one of four major cities in South Africa i.e. Johannesburg, Pretoria, Durban and Cape Town. The greater majority of the participants came from Johannesburg and Pretoria. These locations were easier to access and kept logistical costs down.

Sample groups

The sampling method adopted for the study was purposive sampling as it was deemed both appropriate for a qualitative research design (Devers & Frakel, 1999; Merriam, 2015; Patton, 1990), and convenient from a logistical and cost perspective. This sampling process allowed me to make decisions about the sample, in particular, which participants are most likely to contribute valuable data to the study (Patton, 1990). Purposive sampling also allowed me to select participants who had insight and understanding of the research phenomenon (Bloomberg & Volpe, 2018). Criticism of the purposive sampling approach relates to the researcher's judgement, which can be biased and detrimental to the study when participants are not well suited to answer or contribute to the research questions. Methods to overcome these issues as the researcher are discussed in section 5.4.3 below.

The sample groups were made up of one-on-one participants and focus group participants. Participants who were interviewed on a one-on-one basis were all known to me through various business engagements. They were formally invited (Appendix B & C) and agreed to participate. The participants were full time self-employed executive / workplace coaches with between eight to fifteen years work experience prior to becoming coaches. The research participants for the focus groups were also business contacts and known to me through my network. These participants were also formally invited and consented to participate in the focus groups (Appendix D & E). The focus group participants were self-employed coaches with a minimum of ten years business experience and between two to 10 years' experience working as a self-employed coach.

Only one of these participants was employed in a multi-national, as learning and development executive doing internal coaching as part of her role and also some private coaching.

The sample size for the one-on-one interviews was six (N=6) and for the focus groups, fourteen (N=14). The combined sample size for the sequential exploratory design was N=20 (Appendix J). Literature showed that the issue of determining sample size in qualitative research is both contentious and unresolved (Marshall, Cardon, Poddar, & Fontenot, 2013). Mason (2010) acknowledged that qualitative research samples are usually smaller than those used in quantitative research. There are various reasons for this, one being that obtaining more data does not result in more information. Ritchie, Lewis, and Elam (2003) described this as reaching the point of diminishing returns. Creswell (1998) states that there is no agreement on the ideal sample size, data saturation remains a good measure. Practically, this means that the researcher decides when data saturation is reached i.e. nothing new is added or uncovered about the phenomenon. These subjective decisions may be influenced by various factors such as the extent of the claims, the number of disciplines involved or the number of selection criteria applied (Creswell, 1998). While Morse (2000) supported that data saturation decisions are fundamental to research of a high quality, the researcher should be guided by the nature of the topic and the scope of the study. Charmaz (2006), supported this view, stating that the ultimate driver that influences the size of the sample is the aim of the study. After having done the content analysis of the six one-on-one interviews and having the analysis reviewed by my research supervisor, I took the decision that data saturation was reached because no new perspectives were being revealed. With limited published guidelines on the contentious issue of data saturation and sample size, it is not surprising that different views are presented in the literature. Charmaz (2006) identified twenty-five participants adequate for a small sample, and Green and Thorogood (2009) inferred that little ‘new’ knowledge is found after intervening around twenty people. The highly cited Creswell (1998) identified between twenty to thirty participants as being acceptable. The study was guided by these views. Tables 5.1, 5.2 and 5.3 show the details of the qualitative sample groups i.e. the one-on-one (Table 5.1), the first focus group (Table 5.2) and the second focus group (Table 5.3)

Table 5.1. Sample details of the one-on-one interviews (N=6)

Demographics	N	Percentage (%)
TOTAL	**6**	**100**
Females	4	67
Males	2	33
Asian	1 (female)	-
Black	0	-
Coloured	1 (male)	-
White	5 (4 females, 1 male)	-
Average age	58 years	-
Previous qualifications		
BA + Other	2	33
Registered psychologist (2 with a PhD)	4	67
Coaching qualification	6 PCC (3); WWABC (1); INSEAD Certificate (1); Consciousness Coach (1)	100

Table 5.2. Sample for focus group One - participants (N=7)

Demographics	N	Percentage (%)
TOTAL	**7**	**100**
Female	6	86
Male	1 (white)	14
Asian	0	0
Black	1 (female)	14
Coloured	0	0
White	6	86
Average age	58 years	-
Previous qualifications		
Registered psychologist	1	-
Master's in coaching	2	-
Master's in Business Administration (MBA)	1	-
Chartered accountant	1	-
Baccalaurean Atrium (BA)	1	-
Additional coaching qualifications	7	100

Table 5.3. Sample for focus group Two - participants (N=7)

Demographics	N	Percentage (%)
TOTAL	**7**	**100**
Female	5	71
Male	2	29
Asian	0	0
Black	1 (female)	14
Coloured	0	0
White	6 (4 females, 1 male)	86
Average age	56 years	-
Previous qualifications		
Registered psychologist	3	-
Master's in Business Administration (MBA)	3	-
Honours	1	-
Additional coaching qualifications	7	-

5.3.2 *Quantitative research sites, procedures and sample groups*

Research sites and procedures

Three research sites were identified for the study as listed below. Two of the research sites required organisational permission before their students / alumni and members were approached. Once permission was granted, all potential participants received an email requesting their voluntary participation. If they agreed to participate, clicking on the link took them to the online survey (Appendix F) which was operated by Qualtrics (www.qualtrics.com). The survey started by giving an overview of the purpose of the study and explained that pressing the "start" button would be taken as giving their consent to participate in the survey. To control for the small possibility that some people may have received the link twice, a "deselect" button was placed on the front page. The three 'sites' the participants were drawn from were:

1. Coaches and Mentors of South Africa (COMENSA), a representative body of coaches and mentors. Paid up members were approached after the necessary permission was granted by the organisation. The online survey was distributed

via a link in the monthly newsletter. The survey was sent out three times over a period of three months.

2. Wits Business School (WBS)[1], a leading African business school based in Johannesburg was approached to request permission to access alumni coaches who completed either: a) two year part time Master's degree in Business Executive Coaching (MM-BEC) or b) MBA graduates from the same Business School who completed the Certificate Programme in Leadership Coaching (CPLC) or c) graduates from the Business Executive Coaching Certificate (BEC), a six month part-time course. After the institution granted research access, the above mentioned alumni coaches received the same online survey requesting their voluntary participation. Three reminders were sent out.

3. My personal network of business executive coaches with five or more years of coaching experience were approached via email. The email requested their permission to participate voluntarily in the survey via a link to the questionnaire. Three reminders were sent out.

Sample groups

The method of sampling used to access the above mentioned participants was convenience sampling. A total of N=105 participants completed the online questionnaire. Due to incomplete data, the final sample dropped to N=98. Table 5.4 presents the sample group information.

[1] At the time, I was on the Adjunct Faculty of the WBS

Table 5.4. Quantitative sample details (N=98)

Demographics		N	Percentage (%)
TOTALS		**98**	**100**
Gender	Female	60	62
	Male	38	38
Race	Asian	4	4
	Black	12	12
	Coloured	3	3
	White	74	76
	Other	2	2
	Choose not to answer	3	3
Average age	Female and male	35 years (N=85)	-
Citizenship	South Africa	86	88
	Africa	4	4
	Europe	8	8
Qualifications	BA, Honours degree	12	12
	MA degree	30	31
	Registered professional + PhD	16 + 8	24
Demographics		**N**	**Percentage (%)**
Relationship status			
	Married / co-habitation	7 + 65 = 72	73
	Single	11	11
	Divorced	12	13
	Widowed	3	3
Main income earner in the household			
	Yes	66	67
	No	32	33
Number of coaching hours completed (N=96)			
	0-50	15	16
	51-100	8	8
	101-200	14	15
	201-500	16	17
	501-1,000	11	12
	1,000-1,500 and more	9 + 4 = 13	15

5.4 Research instruments

Due to the mixed methods design, qualitative and quantitative descriptions are presented separately.

5.4.1 *Qualitative data collection methods*

The two major methods used to collect data were: In-depth one-on-one semi structured interviews and focus groups. In addition biographical questionnaires and my reflective notes and field notes were also used.

One-on-one in-depth semi-structured interviews

The first qualitative tool was that of an in-depth semi-structured one-on-one interview. Many authors are in agreement that this interview technique is frequently used because of the benefits obtained like “thick descriptions” and rich explanations (Creswell, 2013; Denzin & Lincoln, 2013). The interaction between the research participant and the researcher facilitates the process of jointly uncovering the social reality of the participant’s subjective views and deeper meanings of the information they share (Marshall & Rossman, 2015). As mentioned in section 5.2, epistemology (the understanding of how knowledge is acquired) is concerned with understanding the relationship between the participant and the researcher in a transactional and subjective way. This dynamic interaction captures the essence of the “lived experience” of the participant enabling the hidden meaning of the participant’s reality being brought to the surface (Schwandt, 1994). The interview protocol used to generate knowledge from the one-on-one interviews is attached as Appendix G.

On meeting the participants, I went over the aims of the study and made sure that they understood that their participation was voluntary and confidential. The interview schedule was used as a guide for the conversation. The questions were open ended to guide the co-constructive nature of the conversation and to ‘surface’ the meaning of the participant’s reality (Creswell et al., 2003). For example, I started the process by asking how their careers developed to bring them to coaching. I met the participants for the one-on-one

interviews at a suitable venue where they felt comfortable and privacy was assured. They were also informed that their names will not be mentioned as they would be given a 'nome du plume' / factitious name in the final research document.

Interviews are considered the most widely used form of data collection in social science research (Rapley, 2001). In addition, one-on-one interviews are effective with participants who are articulate and relaxed about sharing their views (Creswell, 2002). This description fitted the participants as they were all well-established executive coaches with considerable business experience. The philosophical ontological and epistemological underpinnings were also well aligned with the one-on-one interview, as the coach's experience of reality was key to the study. The exploration of their experiences as a coach was crucial to the study. The one-on-one interview method has several advantages. It is conducive to open discussions where participants could speak comfortably with the knowledge that confidentiality was guaranteed as pointed out above. I allowed the participants an element of privacy, which enhanced their willingness to share particularly sensitive experiences in an honest and comprehensive way. Maccoby and Maccoby (cited in Lindzey, 1954) identified in-depth, one-on-one interviews as an appropriate way for the researcher to create insightful ways of the participant's internal reality. As the researcher, I was constantly aware that I was inextricably part of the research process and that my individual and subjective realities were part of the process (Mantzoukas, 2004).

Focus groups

The second qualitative tool used was the focus group. As mentioned, two focus groups were held after the one-on-one interviews were completed. The decision to make use of focus groups was motivated by the possibility for generating various additional experiences and diverse opinions on how coaches experience their work. The focus group has many benefits as a result of the dynamic interactive discussions which occur between the participants. In addition, it was a cost effective and practical way to engage directly with coaches who came from various backgrounds, coaching philosophies, genders and cultural environments.

Focus group interviews require an organised discussion with a selected group of participants to gather their views and experiences of a particular topic (Macun & Posel, 1998). Put in another way, they are group discussions where participants collectively talk about the researcher's topic (Wilkinson, 1998) (Appendix G). Typically a group consists of six to eight participants of similar occupation, social class and age (Carey & Smith, 1994). The participants are encouraged by the researcher to participate and formulate ideas during the discussion.

As stated above, focus group interviewing provides the researcher with opportunities to emphasise group dynamics, which can increase the discourse and interaction between the participants. The probability exists that participants may exaggerate or minimise their responses, or they may be challenged by peers in the group. The process can clearly stimulate valuable social interaction. The most significant advantage of the focus group interview over the one-on-one interview approach is that the group process exploits the chances of eliciting opinions and views that are less accessible, as a result of the group dynamics (Morgan, 1997).

There are however limitations that I needed to be aware of. For example, the discussions may be hampered by one or more participants who are dominant. In my experience this did not happen, largely as a result of the heightened awareness that coaches have about the value of listening to each other. Another limitation is that the process cannot guarantee confidentiality. I made the participants aware of this and encouraged them to respect the ethical boundaries of the research process i.e. to honour confidentiality. I was also aware that, as the researcher, I may also not focus enough on the rich conversation between participants (Glaser & Strauss, 1967). This interaction between the research participants and the researcher's ability to clarify their ideas has been emphasised by various authors such as Glaser and Strauss (1967).

In both focus groups, I made use of the "ice breaker" technique at the beginning of the process to encourage the participants get to know each other in a relaxing way. Both groups consisted of seven participants, so I divided them into two groups, one of four and one of three. I asked them to discuss which qualities, based on their insights, made for a

‘good’ coach. After about 15 minutes they were asked to share their views amongst each other. The discussions for both groups lasted between three, and five hours with a break in between. Both groups engaged fully with the topic by sharing many personal views and experiences of their coaching work. I experienced the participants as being honest about how they ‘navigate’ the responsibility of working with fellow human beings by sharing differing opinions of how this affected them and their practices and attempts to their own wellbeing.

Biographical questionnaire

Before the start of both the one-on-one and the focus group interviews, participants completed a short biographical questionnaire in which they shared their, age, gender, relationship status, qualifications, years of coaching and business experience over the years.

Researcher’s reflective notes

The final tool I made use of were my reflective and field notes. During the course of the research study, I kept track of my thoughts and experiences through the following materials and conscious awareness:

1. Reflective notes on what I experienced during and after each face-to-face interview and focus group. The value of this process supported my conscious awareness of my role as a “research instrument” and how the subjective reality of the participants was influenced by their interactions with me (Bloomberg & Volpe, 2016).

2. All comments and feedback given by the research participants in conversation, meetings or by email as important inputs into the research process were also captured in the field notes (McNiff & Whitehead, 2009).

3. Researcher’s field notes (these were more pragmatic than the reflective notes described above) e.g. logistics, site, punctuality, etc.

All the above mentioned instruments and tools were used to support the aims of the study i.e. to explore the experiences that coaches have of their work and values through a wellbeing lens. It is therefore appropriate to reiterate the research questions:

1. What are the positive aspects that executive coaches experience in their work?

   b) How do these positive aspects affect their wellbeing?

2. What are the challenges that executive coaches experience in their work?

   b) How do these challenges affect their wellbeing?

3. What strategies (if any) do executive coaches use to enhance and sustain their wellbeing?

5.4.2 *Quantitative research instruments*

Two major instruments were used to collect the quantitative data. In addition a demographic / biographical questionnaire (Appendix F (biographical details)) at the beginning of the survey also provided additional information about the participants. Both the instruments were selected to answer the research questions and meet the criteria for the statistical analysis which will be discussed below.

The PERMA-Profiler

The first questionnaire is called The PERMA-Profiler. As mentioned in Chapter 3, Butler and Kern (2016, p. 5) designed this instrument to provide a “brief valid measure of PERMA”. The PERMA-Profiler measures Seligman’s (2011) five pillars of wellbeing: Positive emotion (P), Engagement (E), Relationships (E), Meaning (M), and Accomplishment (A), which form up the acronym ‘PERMA’.

As a researcher, the authors allowed me access to the measure, however, due to copyright regulations, I will not include a copy of the questionnaire as an appendix, rather referring any queries to their website www.authentichappiness.org. The PERMA-Profiler was developed after extensive research, which resulted in providing evidence of the

following psychometric properties: acceptable model fit, internal and cross-time consistency, content, convergent and divergent validity (Butler & Kern, 2016). Their research was conducted over two research phases. The first consisted of three studies which totalled N=7,188 participants. The second phase consisted of eight studies totalling N=31,966 participants. The 23-item measure PERMA-Profiler comprising of eight scales (PERMA + Overall score, Negative Emotions (NE) and Happiness (H) scales) demonstrated the following internal and test-retest reliability as shown in Table 5.5.

Table 5.5. Shortened table of internal test-retest reliability for the PERMA factors by selected samples (Butler & Kern, 2016, p. 11)

	P	E	R	M	A	Overall	NE	H
Combined samples *(Samples 4-11, n = 31,966)*								
Cronbach's α	.88	.72	.82	.90	.79	.94	.71	.92
Guttman's λ_6	.83	.64	.76	.86	.74	.95	.63	.88
Minimum split half (β)	.80	.63	.65	.80	.73	.88	.59	.80
Maximum split half (λ_4)	.80	.69	.77	.81	.77	.96	.62	.82
Test-Retest Reliability (Pearson *r*)								
Sample 4 Time 2 (*n* = 1,073)	.84	.78	.83	.86	.80	.88	.77	.86
Sample 5 Time 2 (*n* = 1372)	.68	.61	.68	.67	.67	.80	.66	.78
Sample 5 Time 3 (*n* = 574)	.65	.53	.66	.61	.62	.69	.67	.75
Sample 8 Time 2 (*n* = 45)	.88	.81	.90	.83	.78	.87	.77	.81
Sample 9 Time 2 (*n* = 107)	.72	.71	.75	.73	.67	.75	.66	.80
Sample 9 Time 3 (*n* = 86)	.70	.51	.70	.69	.68	.69	.62	.79

As presented above, the variation in the PERMA-Profiler's Cronbach's $\propto$ = 0.71 – 0.92 demonstrate extremely high reliability. Butler and Kern (2016) aimed to make a scale that was as brief as possible. This presented a challenge, as longer psychometric measures have shown more robustness (Widaman, Little, Preacher, & Sawalini, 2011). In addition, Soto and John (2017) stated that validity is more important than reliability. Butler and Kern

(2016) were of the view that reliability offers an ‘upper bound’. To prove this, they compromised the very high reliability scores to capture reliability more comprehensively by measuring sub-domains as opposed to repetitive questions (Little, Lindenberger, & Nesselroade, 1999). Table 5.6 shows evidence of convergent and divergent validity correlations with other constructs.

Table 5.6. Internal and test-retest reliability for the PERMA factors for samples 8 - 11 (Butler & Kern, 2016, p. 11)

	P	E	R	M	A	Overall	NE	H
Sample 8 *(Values study, n = 166)*								
Cronbach's α	.85	.67	.84	.90	.77	.93	.71	.92
Guttman's λ_6	.79	.59	.78	.87	.71	.95	.63	.88
Minimum split half (β)	.74	.61	.69	.81	.69	.82	.59	.81
Maximum split half (λ_4)	.79	.64	.76	.83	.76	.97	.61	.82
Sample 9 *(Harvard University students, n = 184)*								
Cronbach's α	.85	.73	.83	.85	.79	.92	.77	.94
Guttman's λ_6	.81	.65	.80	.81	.72	.95	.71	.91
Minimum split half (β)	.79	.61	.64	.75	.69	.84	.63	.83
Maximum split half (λ_4)	.80	.70	.77	.82	.77	.97	.64	.83
Sample 10 *(Positive intervention study, n = 1,846)*								
Cronbach's α	.88	.72	.85	.91	.78	.94	.73	.92
Guttman's λ_6	.84	.63	.81	.87	.73	.96	.65	.89
Minimum split half (β)	.80	.63	.68	.81	.72	.88	.61	.81
Maximum split half (λ_4)	.80	.66	.78	.83	.77	.97	.64	.83
Sample 11 *(William & Mary University students, n = 782)*								
Cronbach's α	.84	.60	.75	.90	.84	.93	.70	--
Guttman's λ_6	.78	.53	.70	.85	.79	.95	.61	--
Minimum split half (β)	.75	.54	.56	.80	.70	.87	.63	--
Maximum split half (λ_4)	.76	.66	.73	.81	.80	.96	.65	--
Combined samples *(Samples 4-11, n = 31,966)*								
Cronbach's α	.88	.72	.82	.90	.79	.94	.71	.92
Guttman's λ_6	.83	.64	.76	.86	.74	.95	.63	.88
Minimum split half (β)	.80	.63	.65	.80	.73	.88	.59	.80
Maximum split half (λ_4)	.80	.69	.77	.81	.77	.96	.62	.82
Test-Retest Reliability (Pearson *r*)								
Sample 4 Time 2 (n = 1,073)	.84	.78	.83	.86	.80	.88	.77	.86
Sample 5 Time 2 (n = 1372)	.68	.61	.68	.67	.67	.80	.66	.78
Sample 5 Time 3 (n = 574)	.65	.53	.66	.61	.62	.69	.67	.75
Sample 8 Time 2 (n = 45)	.88	.81	.90	.83	.78	.87	.77	.81
Sample 9 Time 2 (n = 107)	.72	.71	.75	.73	.67	.75	.66	.80
Sample 9 Time 3 (n = 86)	.70	.51	.70	.69	.68	.69	.62	.79

In sum, the PERMA-Profiler shows acceptable psychometric properties for a brief measure of positive wellbeing, which was beneficial for an online survey as used by the study. The second psychometric measure used to assess values follows.

The Portrait Values Questionnaire-Revised (PVQ-RR)

The Portrait Values Questionnaire-Revised (PVQ-RR; Schwartz, 2017) was developed and refined over many years by Shalom Schwartz (1992) and his colleagues (Cieciuch, Davidov, Vecchione, Beierlein, & Schwartz, 2014; Schwartz, Cieciuch, Vecchione, Torres, Dirilem-Gumus, & Butenko, 2017; Schwartz et al., 2012; Skimina, Cieciuch, Schwartz, Davidov, & Algesheimer, 2018) (refer to Chapter 4). As a brief reminder, Schwartz (1992) developed a theory on values. He described values as broad motivational goals, ordered hierarchically, that transcend situations to guide behaviour where judgements of certain events or people are required. Central to this theory is the notion that values form a “circular motivational continuum” where values are positioned in wedges, around the circle.

Values positioned opposite each other are likely to have conflicting motivations and those adjacent similar motivations. Schwartz et al. (2012) proposed a refined theory of human values that further partitioned the original 10 values to 19 more narrowly defined values. The PVQ (Schwartz et al., 2012), confirmed the legitimacy of partitioning the original 10 values to 19 values on the circular continuum, through CFA and MDS. The MDS plot for each of the 15 samples show that the 19 values form the same motivational continuum as the original 10 values. Mean Cronbach alpha reliabilities and standard deviations (SD) of the 10 values across fifteen sample were: tradition .83 (SD .05); universalism .82 (SD .07); benevolence .81 (SD .07); security .78 (SD .04); self-direction .77 (SD .05); power .73 (SD .04); conformity .73 (SD .04); hedonism .70 (SD .09); stimulation .70 (SD .06); achievement .66 (SD .06). Reliabilities improved over the previous measures i.e. Schwartz Value Survey (SVS) and the PVQ40 (Schwartz, 2006b) for all but the last three values.

Goodness of fit statistics for the initial 57 item 19 value factor model were established, but CFA fell below .90. This result was troubling as the validity of the 19-values and not

the items were of greater importance to the research team (Schwartz et al., 2012). This resulted in nine items being dropped from the CFA and MDS that followed i.e. one of the three 'hedonism' items; one of the three "power-resources" items; one of the three "face" items; one of the three "conformity-rules" items; one of the three "humility" items; one of the three "benevolence-caring" items and one of the three "universalism-tolerance" items.

Statistically the means were calculated for the 19 values based only on the items included in the CFA and MDS, reflecting value priorities. In 80% of the samples, a minimum of 17 of the 19 values formed distinguishable regions (M=17.80, SD=1.42). In summary evidence supported 19 distinct values, consistent ordering of values with one exception i.e. benevolence and universalism values reversed. Due to the support for the "circular motivational continuum" (Schwartz et al., 2012, p.663), researchers were advised that they could choose the number and sets of values into which to partition the continuum. This could be in line with their research aims as the MDS supported partitioning values into 19, 10, four and even two i.e. "growth-anxiety free" and "self-protection-anxiety-avoidance".

Schwartz et al. (2017) extended the findings from Schwartz et al. (2012) by assessing predictive and discriminant validity of the basic and refined values theory. By using the revised version of the PVQ-Revised (PVQ-RR) they focused on how value trade-off's predict behaviour in four countries (N=1,857) i.e. Italy, Russia, Poland and the US. Confirmatory Factor Analysis across the groups supported the 19 values and 19 self-and other rated behaviours. Multidimensional Scaling analysis further supported the circular motivational order of the values (19) (Table 5.7, Table 5.8 and Table 5.9). They also found support for their theoretical assumption that behaviour is influenced by trade-offs between values either inhibiting them or having the opposite effect.

An interesting finding, was that "value-importance", "behaviour-frequency" and "gender" did not moderate the strength "value-behaviour" relations, which was assumed due to the influence of norm group pressure. Skimina et al. (2018) made use of the PVQ-RR to directly assess the claim that the circular structure of values comes from either conflicting or compatible values in "real-time" behaviours (N=374) (Table 5.10). They also used of

two distinct types of values in their study, value states (guiding real-time behavioural acts) and value traits (guiding behaviours and perceptions over time). In an innovative application based research design, the participant's value states were measured through 13,873 behavioural acts that were "volitional" or "non-volitional". They confirmed their hypothesis that value states for '"volitional" acts as opposed to "non-volitional" acts reproduced the circular value structure. The hierarchical importance of value states were found to differ significantly from those of value traits. This implies that value states depend more on situations than on the hierarchy of value traits.

I approached the authors and was sent a copy of the revised 57 item Likert scale PVQ-RR to use for this study (see Appendix H (females) and Appendix I (males)). This was placed immediately behind the biographical questionnaire as it was substantially longer than the PERMA-Profiler.

Table 5.7. Comparison of value structures in samples from four countries with the overall value structure (Schwartz, Cieciuch, Vecchione, Torres, Dirilem-Gumus, & Butenko, 2017, p. 47)

Country	Spearman correlation between country order and overall order of 19 values	Tucker's phi dimension 1/ dimension 2
Poland	.99	.92/.97
Italy	.99	.95/.90
USA	.99	.98/.94
Russia	.99	.92/.96

Table 5.8. Correlations approximating a sinusoid curve of the patterns of value-behaviour correlations (Schwartz et al., 2017, p. 52)

Value-Behavior Domain	Correlation approximating sinusoid curve for values with 19 behavior sets	Correlation approximating sinusoid curve for behavior sets with 19 values
Self-Direction—Thought	.976***	.861***
Self-Direction—Action	.921***	.895***
Stimulation	.935***	.931***
Hedonism	.837***	.908***
Achievement	.906***	.908***
Power—Dominance	.779***	.908***
Power—Resources	.802***	.821***
Face	.715***	.632***
Security—Personal	.619***	.485*
Security—Societal	.770***	.918***
Tradition	.857***	.896***
Conformity—Rules	.928***	.769***
Conformity—Interpersonal	.962***	821***
Humility	.914***	.704***
Universalism—Nature	.815***	.584**
Universalism—Concern	.955***	.649***
Universalism—Tolerance	.884***	.880***
Benevolence—Caring	.622***	.696***
Benevolence—Dependability	.528*	.742***

***p<.001, **p< .01,* p <.05, all 1-tailed

Table 5.9. Spearman rand correlations of the strength of value-behaviour relations with value importance and behaviour frequency across four samples (Schwartz et al., 2017, p. 53)

Correlations of the strength of value-behavior relations with:	Poland	Italy	USA	Russia	Mean
Value importance	.018	-.568**	-.251	.475*	-.082
Behavior frequency ratings	-.164	-.544**	-.174	.068	-.204

***p*<.01, **p*<.05, 1-tailed

Table 5.10. Descriptive statistics and zero-order correlations between value traits measured by the PVQ-RR questionnaire (Skimina et al., 2018, p. 30)

Scale	Descriptive statistics		Pearson zero-order correlations between PVQ-RR centered scores								
	M	*SD*	AC	POR	SEP	COI	BEC	UNC	SDT	ST	HE
AC	4.90	0.86	**.72**								
POR	3.58	1.10	.31***	**.83**							
SEP	4.67	0.90	−.10*	.01	**.66**						
COI	3.75	1.07	−.29***	−.26***	.12*	**.79**					
BEC	5.22	0.72	−.05	−.26***	.06	.01	**.73**				
UNC	4.54	1.02	−.27***	−.42***	.08	.02	.03	**.75**			
SDT	4.90	0.74	.12*	−.16**	−.27***	−.19***	.00	−.07	**.63**		
ST	4.06	1.06	.27***	.16**	−.40***	−.33***	−.19***	−.28***	.18**	**.74**	
HE	4.78	0.84	.25***	.21***	−.16**	−.47***	.01	−.20***	.04	.36***	**.72**

Cronbach's alpha coefficients are in bold. * p < .05; ** p < .01; ***p < .001

Summary

In sum, the PERMA-Profiler, a short assessment, has shown acceptable statistical properties. The PVQ-RR, arguably the more complex measure, has also had statistical reliability and validity established, with a few concerns, which were addressed and re-tested. Both these instruments have been well researched and are aligned to the following research question:

What is the association between coaches' wellbeing and their values?

5.4.3 *Qualitative data analysis*

Validity and reliability

Bloomberg and Volpe (2016) acknowledged that, while the evaluation of qualitative and quantitative data differ, the terms of validity and reliability are used in both designs and they remain the standard. While reliability and validity are not achieved as easily in qualitative research, there is agreement that the concepts of trustworthiness, credibility and authenticity focus on rigour (Creswell & Miller, 2000; Lincoln & Guba, 1985). Graneheim and Lundman (2004) also acknowledged trustworthiness, credibility and dependability as appropriate measures for validity and reliability. Authors like Creswell et al. (2012) have stated their preference for the more rigorous processes, such as saturation and triangulation as important indicators of reliability (Morse et al., 2002). In section 5.3.1, I provided insight on how data saturation was reached against scholarly guidelines (Charmaz, 2006; Creswell, 1998; Green & Thorogood, 2009).

To reiterate, I worked closely with my research supervisor to review the data to provide an additional trustworthy resource to check the accuracy of the data. This process corroborated the descriptive evidence and the participant realities (Bloomberg & Volpe, 2016). I also kept a reflective diary and field notes which made me more conscious of my own biases when capturing my experiences and thought. These practices assisted me to remaining authentic and rigorous during the knowledge generation process. The above mentioned processes enabled me to continually self-correct during the process of data

interpretation (Morse et al., 2002). Seeking guidance from credible academics on theoretical, statistical and interpretative matters are further examples of drawing on trustworthy and credible sources I made use of during the process. The university's stringent ethical clearance process (discussed at the end of the chapter) is yet another example of trustworthiness, credibility and rigour which my research adhered too. As a trustworthy researcher ethical practice underpins one's work.

A further perspective to ensure validity and reliability is provided by Morse, Barrett, Mayan, Olson, and Spiers (2002). They identified five verification strategies:

- Methodological coherence
- Sampling sufficiency
- Relationship between sampling, data collection and analysis
- Thinking theoretically
- Theory development

To ensure the study met the above mentioned verification strategies the following processes were applied. Methodological coherence was ensured by utilising the in-depth one-on-one interviews and the focus group interviews within the pragmatic research paradigm. By applying this approach, the emergence of the subjective meaning of the expert 'experiencer' is maximised and that of the researcher is minimised. In this way the integration between the research paradigm, the research design, the research instruments, sampling and questioning were all aligned to explore how coaches experience their work.

The sample groups were discussed in section 5.3.1 giving context about the one-on-one and focus group samples. In this study, experienced coaches with both business and coaching competence were selected for the qualitative samples. Nicholls (2009), agrees that research participants must be able to contribute to the research questions. Throughout, I was aware of the relationship between the purposive sampling, the data

collection process and the analysis by applying the theoretical constructs of wellbeing and how these were impacted with human values theory.

Remaining open to new interpretations was an important part of this verification relationship. Creswell et al. (2012) stated that internal validity occurs when the questions and the participant replies are aligned, which has been alluded to above. As the researcher, I was aware of the importance to achieve internal validity and consistently stated the context of the research enquiry to the participants. As mentioned earlier, I was also conscious of my own emotions and biases when interpreting the participants' unique perception of their reality. During the focus groups, I paid particular attention to the relationships between the participants and what they said to each other during the discussions. I also made a conscious effort to be aware of the numerous "transferable" aspects that may impact my judgement between the research context and other external contexts, is crucially important (Bloomberg & Volpe, 2016).

The data analysis was done by applying content analysis. Content analysis enables the researcher to create meaning of the data through 'thematizing' the content derived from the participant's views (Holloway & Todres, 2003). This is done through a flexible process of identifying (coding), analysing and reporting rich and complex themes or patterns that occur in the data (Boyatzis, Boyatzis, & McKee, 2005; Braun & Clarke, 2006). Saldaña (2015) acknowledged the pragmatist paradigm in content (and thematic) analysis by endorsing the 'right tool for the right job' approach.

The initial stage of coding is an act of interpretation rather than an exact science. Charmaz (2006) referred to this initial interpretation phase as the bones of the analysis. It is the researcher who is responsible for the actual coding following an inductive process by identifying unique codes when reading through the data (transcripts). Repetitive categories are ultimately clustered into themes or patterns (Lincon & Guba, 1985). The researcher needs to be aware that these patterns can vary according to six different characteristics: similarity, difference, frequency, sequence, correspondence and causation (Saldaña, 2015).

In this study a manual system of coding on flip charts was used for the content analysis. This was followed by using Microsoft Excel and Microsoft Word as the technological tools to capture the content and themes. The process flow in Figure 5.2. shows that insights are produced as a result of individual experiences and views being integrated at a later stage of the research. Content analysis is extensively used in qualitative analysis and starts with the researcher reading the transcripts several times and making notes of initial thoughts and observations. As mentioned, themes are then identified and labelled in relation to one another. After these themes and descriptions are interrelated, the meaning and interpretation follows. Throughout the process the researcher is required to validate the accuracy of the data by applying various verification strategies (Morse et al., 2002) as mentioned in section on validity and reliablity above.

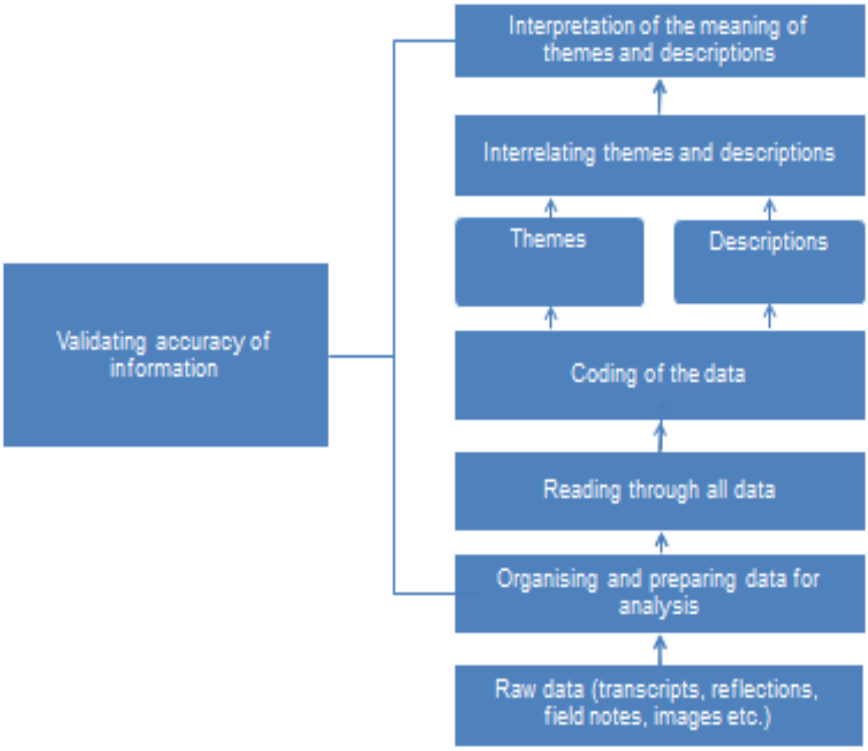


Figure 5.2. *Data analysis process in qualitative research (Creswell, 2009)*

In summary, as the researcher, I was acutely aware of the verification strategies I needed to adopt to ensure the methodology was credible. In the following section the quantitative analysis is discussed.

5.4.4 *Quantitative data analysis*

Inter-battery factor analysis (IBFA)

The multivariate statistic used to analyse the quantitative data for this study is inter-batter factor analysis (IBFA). In his seminal work, Tucker (1958) provided evidence on how to adapt the principles of exploratory factor analysis (EFA) into IBFA, which reported on the *stability* of different factors between two batteries of tests, given to one sample group. The identified tests are assumed to depend on similar common factors. These *common factors* are determined through correlating both tests with each other. The minimum number of factors are determined through a factor reliability coefficient test where a high value points to high factor stability and a low value the opposite i.e. low correlation between the common factors of the two batteries. After this step, independent rotation of axes are done to determine the level of conformity or symetry in the two separate matrices. The final phase of the tecnique results in the *factor reliability coefficients* which *predict* the scores of each variable from the one battery from the composite scores of the second battery. A visual representation of IBFA is presented in Figure 5.3

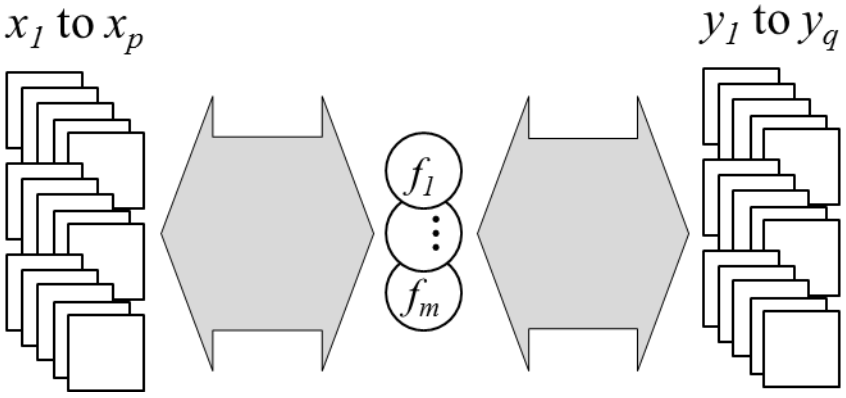


Figure 5.3. *Visual representation of an inter-battery factor analysis (Stacey, 2018, p. 29)*

In summary, the IBFA technique assists in identifying reliable factors from various forms of tests by separating the relationships between datasets from within datasets. This is important as the significant psychological issue of generalising behavioural information is overcome by the factor reliability coefficients in the description of human behaviour (Tucker, 1958). This will contribute to testing the research hypotheses by showing which factors from the PERMA-Profiler and the PVQ-RR are similar and which are not.

Validity and reliability

Quantitative research requires statistical rigour to pass as valid (Creswell et al., 2013). Campbell and Stanley (1963) produced a seminal article in which they explained external and internal validity. This was expanded by dividing internal and external validity into four distinct types: (a) statistical conclusion validity, (b) internal validity, (c) construct validity, and (d) external validity (Cook & Campbell, 1979). Much research has followed and today terms like construct validity, criterion validity, and external validity or generalisability are often referred to when describing instruments that measure what they are supposed to measure (Lincoln & Guba, 1985). The section above, describing the research instruments, discuss the reliability and validity of both the PERMA-Profiler and the PVQ-RR.

5.5 Ethical considerations

According to Elmes, Kantowitz, and Roediger (1995) the following ethical requirements are appropriate for both qualitative and quantitative research designs: (a) informed consent must be given by the participants, (b) there may be no form of deception on the part of the researcher, (c) participants must have the right to withdraw at any time without consequences, (d) participants must have access to being debriefed if requested and, (e) confidentiality on the part of the researcher must be assured. Confidentiality was discussed earlier in the chapter, since this cannot be guaranteed by the focus group participants. While some of these aspects have been mentioned before, the next paragraph explains how these issues were approached from a practical perspective.

This study raises various ethical requirements. Firstly, full disclosure about the purpose of the research and its intended use, followed by the signed consent of all participants in the qualitative samples (Appendices B, C & D). As previously stated, the online survey participants were informed that by clicking on the start button this implied giving consent. Secondly, while the research has a low level of risk, the participants from the one-on-one and the focus group interviews were required to trust the researcher and shared their experiences, which often were deeply personal. I had the ethical responsibility to provide a safe space where they could choose to be vulnerable. Thirdly, while confidentiality cannot be guaranteed for the focus group participants, they (as well as the one-on-one participants) were told that the results will be anonymous and that “nome de plumes” / factitious names will be used (Appendix J). Fourthly, as all participants were offered access to the final summary report, I will go back to my field notes to follow up with those participants who requested the summary. Fifthly, all participants in the qualitative samples were briefed in a similar way. They were told that participation is voluntary, they were to be recorded and that they may withdraw without any consequences at any time. In the sixth place the participants of the survey were told that the World Wide Web does not allow confidentiality, but that the responses will be kept in a secure location and that only select members of the research team will have access to their anonymous responses.

5.6 Summary of research study

The study adopted a pragmatic research paradigm to support the mixed methods research design. The research design was an exploratory sequential design that started with qualitative data collection which, to some extent, guided the quantitative data collection process. A purposive sampling method was adopted for the qualitative research with a combined total for the one-on-one and focus group participants of N=20. Participant coaches generally had a high degree of business and coaching experience. Convenience sampling was used for the online quantitative sample, which resulted in N=98 responses. Coaches appeared less experienced than the qualitative participants. Validity and reliability were applied and established for the research process and research instruments which included one-on-one in-depth semi structured interviews, focus group interviews,

the PERMA-Profiler to measure “flourishing” and the PVQ-RR, a revised measure of human values.

The qualitative data was analysed by a process of content analysis, which yielded clear similarities to the theoretical conceptualisations of wellbeing. The quantitative data was analysed through a multivariate statistical process called inter-battery factor analysis (IBFA). All the research instruments were aligned to the research questions. Throughout the process, I was aware of my responsibilities as a researcher and was guided by a clear verification strategy to ensure rigour and trustworthiness which are aspects of reliability and validity. In the following chapter the qualitative findings of the study will be presented. The Quantitative results will be presented thereafter in Chapter 7.

CHAPTER 6. PRESENTATION AND DISCUSSION OF QUALITATIVE FINDINGS

This chapter is a presentation and discussion of the findings of the study. The chapter begins with presenting the themes that emerged from the face-to-face interviews (N=6) and the focus groups (N=14). The findings have been combined to answer the three main research questions. Each question is presented separately followed by a visual of how the content analysis developed. This is followed by a discussion of the themes, interspersed by quotations from the participants. Thereafter the findings are discussed relative to the theories and research pertaining to the particular question. In the final part of the chapter the findings are mapped on to Ryff's (1989) model to provide a comprehensive picture of the coaches' wellbeing. The chapter concludes with a brief summary.

6.1 Immensely satisfying work

It is evident from the qualitative findings that coaches are overwhelmingly positive about their careers. The following quotes show aspects of their joy, gratitude and feelings of being in flow when they talked about their work as coaches:

- "…I feel that coaching and the process is actually not even hard work… I find *joy* and maybe that's the challenge of it…it *feels light* and easy most of the time …I think the biggest thing for me is that I am just me where I am" (Gorgeous).
- "…I found work I *loved*…" (Christine).
- "I *enjoy* that challenge of actually finding value in it for myself and for the coachee." (Samantha).
- "I see three levels of *joy* that I get from coaching. There's the interpersonal connection. I get the most joy…the journey of self-exploration so I'm most *excited* when a client wants to get to grips with who they are and what is the belief that's causing that? I *love* that kind of exploration…at team level…the interactions paying

off and people understand each other and then on an organisational, more systemic level…that lens and helping people…when I see the perspective and then the client's see the perspective, So I get *joy from awareness* in all those kind of realms, the *interpersonal, the interconnection* and the broader levels and there's an element …of also being seen as a human being by my clients that I really *appreciate*…there is such an *authenticity* I feel in coaching interactions…there are no masks." (Dolores).

- "…coaching … supported the change process …completely *fascinating for me*…" (William).
- "I feel this is something I can contribute to client's value, my judgement…insight…challenge…" (Anna).
- "I'm quite a *happy* person. I am rather *fulfilled,* firstly through my work but also through other meaningful stuff…" (Retha).
- "I do the work I *love* and that is about making a difference and adding value to people" (Anushka)
- "…almost fell into coaching by accident… … the coaching conversation was *amazing*…" (Noli).
- "It's a privilege to be allowed in somebody's space…the work is a space of self-expression. So, when I am doing coaching I feel in flow" (Anna).

It is evident from these quotes that coaching is an immensely satisfying career. This is an important finding to state at the outset, since there has been substantial research on how coaching impacts coachees' satisfaction and other positive employee wellbeing constructs (Bright & Crockett, 2012; Grant, Curtayne, & Burton, 2009; Moen & Fedeici, 2012; Nowack, 2003), but little on coaches' own wellbeing. I will now explain this positive sense of wellbeing in more detail through answering the first qualitative research question, namely: What are the positive aspects that executive coaches experience in their work?

6.2 What are the positive aspects coaches experience from their work? (Question 1)

The content analysis provided the main themes for question 1, as depicted in Figure 6.1. During the revisions “autonomy” was replaced with “independence” and “authority” was replaced with “positive self-attitude”.

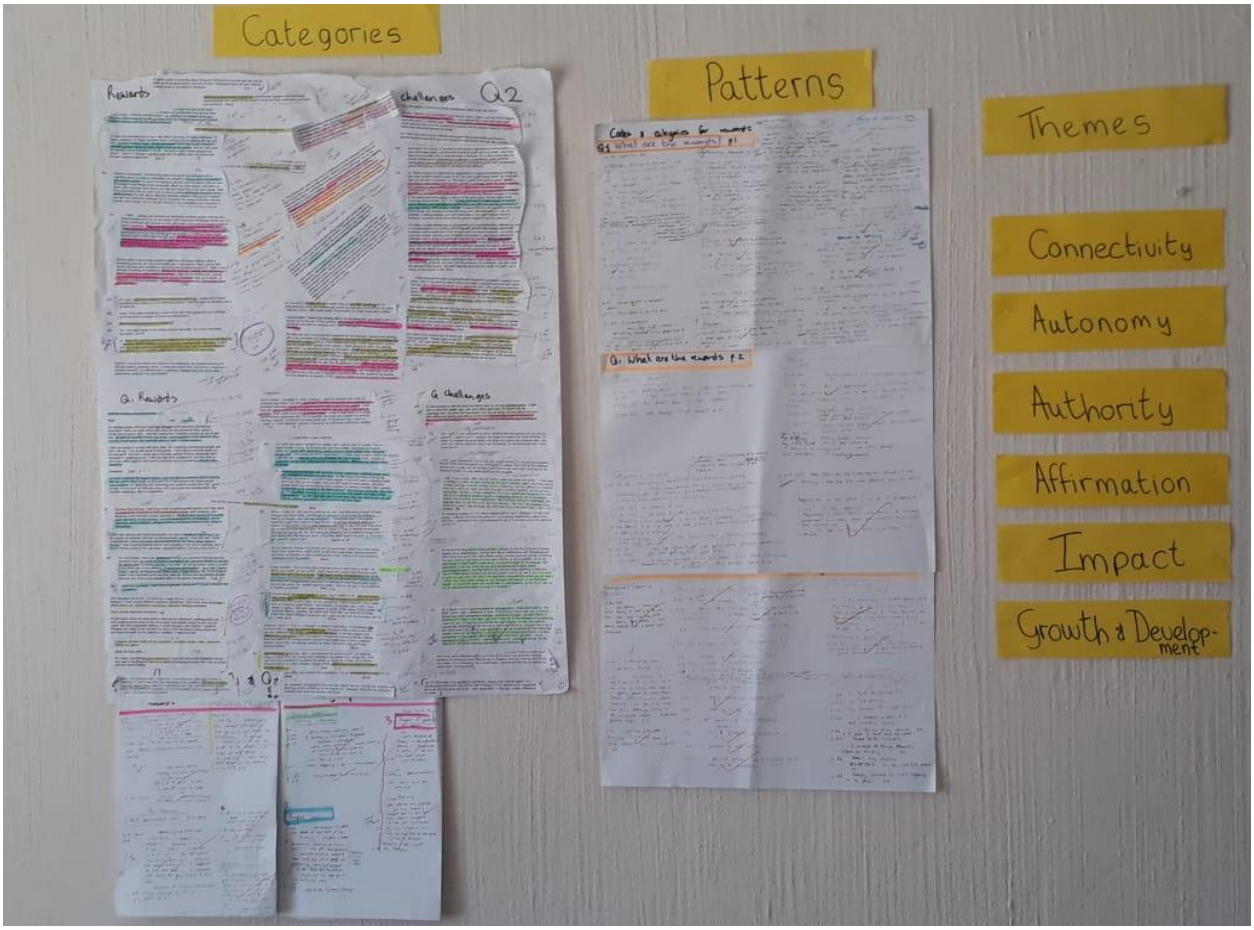


Figure 6.1 *Visual of the content analysis for question 1: Positive aspects about coaching*

Six final themes emerged from question one were:

- Connectivity
- Independence
- Positive self-attitude

- Affirmation
- Impact
- Growth and development

The following section will discuss the six themes separately, in dispersed by the anonymous participant quotes.

6.2.1 *Connectivity / Helping others*

The coaches valued the coaching relationships greatly. Some of the ways in which they described this related to connecting with the human experience of the coaching client. Others acknowledged how important it was to create an authentic space for this coaching conversation to take place. A coach mentioned that, for her, the experience was personal as she saw her role as affirming. Coaching was seen as a highly rewarding and interesting journey as it enabled connection and working with people.

> So I love business, I'm crazy about business but I love working with people in business, because they sit here and they sit with pain that I can relate to that pain but I can't solve the pain, they have to walk through that, an coaching does that, but for me, coaching…that's why I went in it, to be able to create a safe space, and it's not therapy, it's that safe space to say, this is where I'm at now, I'm stuck, I don't know why I'm stuck and I want to be there, and then the challenge component is really to say, okay, so let's face out fears, and what are they, let's give them a name, maybe we can work with it then. So, the journey is interesting… (Cleopatra)

> When a coachee has that self-discovery, when you can see they have an insight. It's highly rewarding for me to see that, it's their won knowledge that's validated what I thought they should be saying…coaching…gives coachees new language…to express and integrate parts of self that they weren't aware of…they can use that insight. (Ella)

"(Coaching)…gives me a very deep sense of satisfaction to see people grow with my input and guidance around the coaching process" (Amandla).

“Leading people and helping others, developing others…been central to my life and where ever I go…help others to be the best they can be” (Nkosozana).

“I owe it to society to help other people…” (Ndsuki).

“I wanted to make a difference and impact people’s lives that transformation process happens when it happens” (Samantha).

> How I see coaching is, we just crystallise for them what they already know, but we help them to bring it to consciousness and it gives it a name sometimes. In that way we affirm people and I think that’s my talent. I am an appreciative type, you know, I appreciate the world, I appreciate people. It’s not difficult for me to then express appreciation and affirmation…believe in people and their ability to change. (Anna)

“I like progress it’s a value I have…what matters is to help a person move forward” (Anna).

> Sometimes the difference you make is over the long term…as the feedback loop is often not there as with active coaching at the end of the session where they say “oh it’s been great”…Once or twice, maybe three times, I’ve had feedback about 5-6 years later and they (ex-coachee) say, by the way, that coaching was really significant because (silence)… it’s wonderful when that happens. (William)

“So, my purpose in life, I believe, is to add value. And that is such a clichéd term, ‘add value’ but to me it’s about understanding the human experience” (Gabriel).

“…know everything is connected…everything is one…” (Paul).

“To have the opportunity just to connect with people” (Janice).

“The client has more energy, is happier….and much more of a beneficial employee to the organisation…during coaching” (Paul).

“It’s just a little bit of space that we share, thinking space or an emotional space sometimes or whatever. But it’s the sharing and it’s like very close, it’s a connection, it’s a relationship. I sometimes feel they’re holding me, never mind I holding them.” (Anna).

“…coaching helps people connect with themselves…it’s basically stopping the bus and getting off and sort of just making time for themselves” (Gabriel).

6.2.2 *Independence*

A clear theme that emerged from the qualitative findings was the relief of being ‘freed’ from a corporate job, which allowed the coaches to be able to remain independent and autonomous in their work.

“I never wanted a corporate job” (Gabriel).

“…coach in the corporate world but say goodbye to that structure and come back to my beautiful garden” (Retha).

“…I am not part of the politics…the system” (Anna).

“I resonate very much with autonomy and flexibility and self-mastery and also need to self-actualise and find my truth. So, the whole thing is connected to my own life purpose” (Rowling).

“I want autonomy and flexibility” (Rowling).

6.2.3 *Positive self-attitude*

A strong sense of underlying self-acceptance emerged from the coaches when they spoke of positive aspects. The idea that you do not need to prove yourself anymore was also mentioned.

“I get a lot of value, self-value or self-acceptance from the work I do. Yes” (Janice).

“I’m where I want to be…good space…I know who I am” (Paul).

"I'm confident with what I've achieved and where I am and don't think I need to prove something to someone…" (Anushka).

"At this stage it's a journey of self-acceptance" (Janice).

6.2.4 *Affirmation*

Many coaches mentioned how being able to see the coaching client / coachee succeed was a very positive aspect for them to witness. They also acknowledged that when clients came back or mentioned that their work had made a difference after not seeing them for many years, this felt good.

"…people keep in touch…it's not that I necessarily want these relationships to continue, but people phone me and they want to keep me posted on the promotion they got or what progress has been" (Anushka).

"It feels good to see clients do incredibly well" (Paul).

"…I never selected my clients…they selected me…" (Gabriel).

"I've got incredible testimonials from my clients" (Paul).

"Clients keep coming back when they are going through a transition…" (Anna).

"…people flock to me…see myself as a change agent…for me it's not about challenging the person but their thinking… "I am there are a conduit to support others through the learning process" (Gorgeous).

6.2.5 *Impact*

For many of the coaches the impact they had on their coaching client's lives was very positive. They were able to see, hear and feel that they were making an impact which meant a great deal to them.

"…client: 'I am not good enough, I'm not sure'…'Hell yes, bring it on', just to see the transformation, that chrysalis happening, that's so rewarding" (Retha).

> the most fulfilling thing is to see the impact in the person…watching someone…go through an internal transformative process and listening to their language and seeing their body, over a period of time…being able to see them living that change is just fantastic. (Jane)

> Seeing them having that aha moment, is, for me, a tremendous high. It's a double-edged sword because you shouldn't go into a coaching session wanting to get as many highs as you can, but when it does happen, I find it absolutely amazing. (Noli)

"I like the application…psychology in itself doesn't make sense. So, the work environment is a place where psychologists apply it and that attracts me…it's not airy-fairy, it is true, it is tangible…" (Anna).

> Having that aha moment, with that light bulb going up just hooked me completely…I realised…coaching is the one way to get to an insight…to make a real change you might not have gotten in any other way…that's really what drew me into coaching in the first place. (Noli)

"The process makes people more confident" (Retha).

"I feel useful" (Janice).

"I think when I notice progress, I'm…wonderful" (Anna).

"I was active in a movement…developing black managers to move to the executive area…" (Nkosozana).

"…was asked to align people's values with the company values…seemed like two moving targets…we used the new coaching methodology in the workshop…it brought in a different energy which was critical to the process…" (Ella).

"…to see the incredible shifts in a person, to me there's nothing more rewarding than that…it's a very powerful space to be in" (Paul).

6.2.6 *Coaches' own growth and development*

All the participants knew that coaching was a development process and they were grateful that they had opportunities to keep on learning about their clients, business and themselves.

"So, what happens is, I'm going through coaching processes and something new gets triggered…you can sometimes learn so much from your clients…I just love that…" (Amandla).

> I am a curious and abundant person, love learning…seeing multiple perspectives…curiosity is such an important part of being a learner and just being exposed to so many different things is a massive reward. (Jane)

"My work is about people and how to get people to be more effective…that is a learning process and my value is also learning …being open to new experiences" (Anna).

> Part of my life mission or purpose is I learn to teach and I teach to learn, because its goes together. So, by verbalising things is how I then learn about it. So, what's going on in my head I don't know until I start saying it. (Anna)

"You are growing with your client" (Anushka).

"…watching them grow, see them succeed, become vulnerable when they open up…they add value to you, you get a whole different perspective, you are growing with your client" (Anushka).

> I'm there, achieve, achieve, achieve…great learning for me…was to…relax and learn to make mistakes…I am able then to support others…you know fail fast…don't always have to be perfect…coaching was never about helping…always around the development space. (Noli)

“It’s fulfilling to see people grow, to see people develop and I also get so much growth out of that.” (Anushka).

6.3 Discussion of positive aspects (Question 1)

The current study set out to explore how coaches feel and experience their work. The one-on-one and focus group interviews gave the participants an opportunity to describe these positive aspects they got from their work. The above-mentioned findings show six distinct themes: *Connectivity, Independence, Positive self-attitude, Affirmation, Impact* and *Growth and Development.*

6.3.1 *Connectivity*

The first theme, *connectivity,* revealed how participants had a deep sense of connection to their coaching clients. This feeling of helping / supporting others was very positive to all the participants. They valued this “authentic / safe space” which was created between themselves and the coachees. Some mentioned that they got a great deal of satisfaction from coaching as it was a way in which they could demonstrate their appreciation of people, and experience work that they loved which involved caring for and developing trust with their coaching clients. These aspects can be linked to Ryff’s component of “positive relations with others”, which includes warm trusting relationships, being capable of empathy and having a concern for the welfare of others. In chapter 2 (coaching literature review) no direct studies were identified that looked at how coaches felt about their work. The closest previous research linked to the current study, revealed the importance of the working alliance between the coach and the coachee (de Haan et al., 2016) and Passmore and Fillery-Travis’s (2011) positioning of coaching as a helping / relationship service. Thus, these findings are in line with the little previous research found on this topic.

6.3.2 *Independence*

The second theme, *independence,* represented a very strong positive aspect linked to their work for the participants. Being 'freed' as a corporate employee was seen as a joy by all the participants. As a reminder, the average age of the participants was 57 years, and all had experience of the corporate world. It was apparent that they found working as a coach gave them a greater sense of being in charge of their own lives. These findings are consistent with Ryff's 'autonomy' component which describes such a person as being self-determining and independent and being able to regulate their behaviours according to personal standards.

6.3.3 *Positive self-attitude*

The third positive aspect was identified as having, *positive self-attitude,* which came through in describing their move to coaching and what they 'left behind' in their previous careers. This is aligned to Ryff's components of 'self-acceptance', which describes the person as having a positive attitude towards themselves including their good and bad qualities and feeling positive about past life experiences.

6.3.4 *Affirmation*

The fourth theme, *affirmation,* referred to the view the participants had of their work being recognised by their clients. They experienced many positive personal aspects by being acknowledged by their coaching clients either during the coaching process or even long after their work was concluded. Several participants had experienced a deep sense of being affirmed by coaching clients getting in touch with them years later, to the extent of recalling how the coaching conversations impacted their lives. These issues are similar to Ryff's 'environmental mastery' component, where the person feels a sense of competence in the environment in which they are operating. Evidently, the positive affirmations obtained from clients indicate to the coaches that they are competent in their chosen field and have achieved mastery over their environment.

6.3.5 *Impact*

The fifth theme, *impact,* resonated deeply with all the participants as a key positive aspect of coaching. The majority felt that coaching was aligned to their purpose and that they experienced the work as meaningful. Interestingly in a large quantitative study Schermuly (2014), found that the fact that coaches could not witness the long-term impact of their coaching as the number one negative effect of coaching. This study's results ran somewhat contrary to Schemuly's (2014) findings in that some of the coaches did speak of clients providing affirmation sometime after the coaching had taken place suggesting that the long-term impact could be felt. Arguably, this theme fits best with Ryff's purpose component of wellbeing. While all the themes link to some extent to purpose – the idea of impacting other's lives or a team or an organisation, in a very positive way, is key to the purpose and meaning of coaching.

6.3.6 *Coaches' own growth and development*

The sixth theme, *coaches' own growth and development,* reflects the participants' sense that one of the positive aspects of coaching is that they are able to continue to learn and develop. This clearly fits into Ryff's component of "personal growth", where continued development and being exposed to new experiences are ways of realising one's own potential. This also supports the work of, De Haan and Nieβ (2015) and Bauer and McAdams (2004). The former found that both the coach and the coachee saw learning to be a critical moment in the coaching process, and the latter researchers showed that coaches had higher levels of wellbeing after experiencing personal growth after a coaching programme.

6.4 What are the challenges that coaches experience in their work? (Question 2)

The initial content analysis revealed the themes presented visually in Figure 6.2. Further revisions resulted in the following theme label changes. Firstly "relationship blues" was replaced with "difficult coachees". Secondly "ethics and boredom" was replaced by

“ethics”. Thirdly “learning and unlearning” was removed and fourthly, “energy depletion” added.

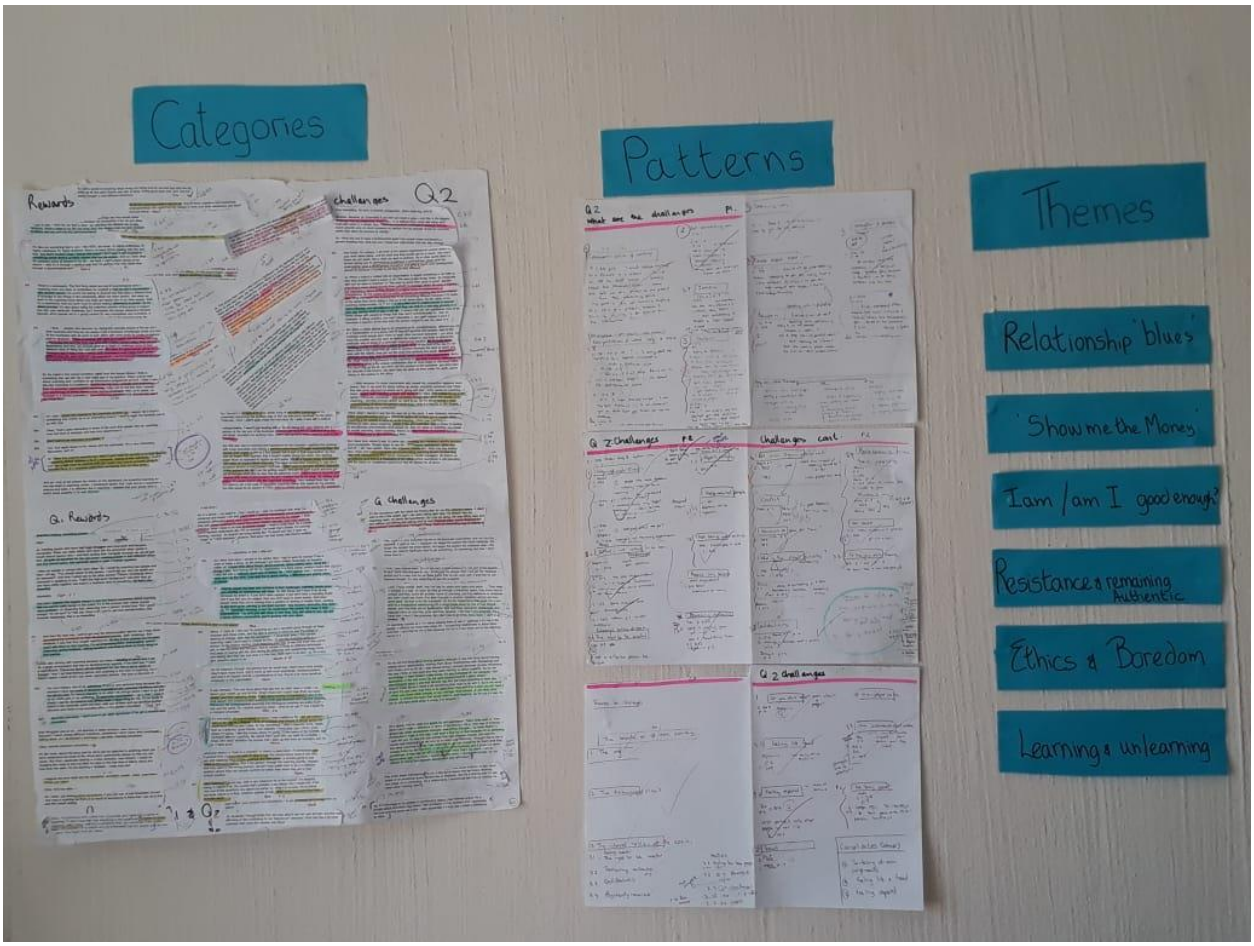


Figure 6.2 *Visual representation of the development of the content analysis for question 2*

The six final themes that emerged from the analysis relevant to question two were:

- Difficult clients (coachees)
- Energy depletion
- Show me the money
- I am / am I good enough?

- Resistance and remaining authentic
- Ethics

In the following section, the main themes are identified and then discussed in detail. These discussions include quotes relevant to the themes as well as brief contextual interpretations.

6.4.1 *Difficult coachees / clients*

The first theme that emerged with regard to challenges facing coaches was working with difficult clients. The coaches' comments relating to this theme are presented below.

> I don't want to convince a person that they need to be developed…I quite honestly don't think I am a great coach…when I meet somebody, we connect and we work together and it's a beautiful dance, but when I meet somebody …that bores me stiff, I actually don't want to be there…I find myself yawning, it's just awful. (Christine)

> The people I struggle with are narcissistic personalities who see a coach as a fashion accessory. I can see they…need a coach and we have moments of truth and then we have four sessions of me listening to them blabbing on about themselves…how grand they are…how the world loves them…then I become a very, very challenging coach…looks like I'm getting through…then the next session it's as if that previous session never happened…that really makes me lie awake. (Retha)

> when people aren't willing to be seen. If someone just wants performance type coaching, if I hadn't picked that up early on, then I'll find myself a bit stuck. Like, ooh, okay, this is…I'm not the right coach for this person. (Dolores)

"…you do not force individuals, because sometimes people are not ready, and some people are 'uncoachable'. You can't coach them" (Cleopatra).

“I can very, very quickly actually determine that a person is not a candidate for coaching. I must let go of my hope that I can change people…” (Retha).

> I don’t coach someone if they can’t listen. Sometimes you find alpha males who struggle to listen effectively and then I say there’s no point in me getting involved, (William)

> I get people with a total external locus of control, I can work with that but if everything is negative, everything is wrong, if you don’t start taking some kind of ownership and responsibility, then I feel sapped. (Anushka)

6.4.2 *Energy depletion*

The second theme that emerged with regard to the challenges faced by coaches was that of energy depletion. Coaching could be viewed as a form of emotional labour (Hochschild, 1983) and the coaches in the sample did sometimes feel the work, or some aspects of the work, was draining.

> So there is a bit of depletion that I experience ….so I find sometimes I might be less patient with other people in my life who might have been expecting me to be more of a listener. (Samantha)

> I worry. I worry…when people are not okay. So, I try to make a difference that they are okay…so the engagement for me …attracts me to this line of work or it attracts me to them, because if I think they’re not okay, I want to assist so that they are okay. (Anna)

“Marketing for me is the biggest challenge…it absolutely drains me, and I mean that literally” (Paul).

“…it’s powerful but it’s also very risky – as I am doing that I can feel my heart throbbing. It’s a very anxious moment for me…I can feel my heart” (Retha).

6.4.3 *Show me the money*

The participants all had challenges that go with running a coaching practice and the need to make a living from coaching. These ranged from general administration to serving the organisation and having to ensure the necessary cash flow for the business. Almost all the participants did not have any administrative support, making them responsible for all functions across the business e.g. marketing, invoicing, following up on overdue payments, booking appointments, fixing information technology (IT) problems, making tea and coffee, to business planning and ensuring financial viability. This idea of having to run a business and make money was the next theme that emerged.

“So, in the early days it was “Gimme a client, I need a client, I need the money” (Paul).

“So…that was for me the biggest challenge. It’s just, how do you establish a coaching practice that’s also economically viable?...I found working with individual clients, it’s not a viable economic model” (Gabriel)

> Money, payment…the reward can be very good with that, but also the challenge…getting corporates to pay on time…some of the bigger ones want to pay 30 days, 60 days. You’re a one-man…woman business, cash-flow…they push it out as far as possible. (Gorgeous)

“The report writing. I hate it” (Gorgeous).

“…constantly changing the templates you have to complete…just finished…get a call to add something else…very frustrating…” (Cleopatra).

“One of the greatest challenges that stands out immediately is the marketing…(Paul)

“…hate…physical setting up of appointments, the administrative piece, almost the business aspect of it, because it’s sort-of boutique service” (Anna).

> Ja. It is all logistics – that for one hour of coaching you spend another one hour driving to there in traffic and another hour back, another hour writing of the

notes…it's very demanding in terms of time…one hour of coaching can easily translate into about three-and-a-half hours of actual time. (Anna)

…struggle for me is working through consulting companies. Filling out forms and "Please do it in this template" and the next week "No, the client has reviewed their template, please do it in another template"…really gets to me…maybe it's my autonomy…that's rebelling. (Retha)

6.4.4 *I am / am I good enough?*

There are some aspects of coaching that involve the coach being accepted or rejected, and, of course they may refer or 'reject' a potential client as well. Frequently these challenges are internal battles which require the coach to be accepting of themselves and the decisions they make. Some examples may be around being good enough or adding value and having enough of a balance between supporting and challenging the client or adapting their behaviour to fit in with the organisations culture. Many of the participants, engaged with and were challenged by the issue of self-acceptance in one form or another around business decisions and results.

I struggle with…this need to be useful and this need to add value in the coaching session, which sometimes really gets in the way of listening…holding the space…sometimes get so caught up in that…I get stuck and I'm like, ooh, what else am I going to do with this person? How am I going to fix them? (Noli)

I think there's always something that I'm doing that I'm feeling quite out of my depth. It's like, phew, this is a big stretch, like…how am I learning? How am I managing it? Where that line is for me? Is the joy still there? (Gillian)

I supervise quite a lot of coaches…this wonderful coach gets to a place where they begin to doubt self and they have voices that come through and say, "oh, I don't know where to take this or I don't have the answer" and then it puts them in a spin and them it can create tension for them internally…through the assumptions you can hold about yourself. (Noli)

“If you feel you need to give…must add value…coach actually puts so much pressure on himself that he actually drives for outcome rather than allow the process to unfold” (Gabriel).

“I was very preoccupied with what’s right and what’s wrong in coaching and very aware of myself …and thinking “So would the coaching purists now, if they should observe me, what would they think” and that kind of thing.” (Retha)

Once the actual coaching process starts both conscious and unconscious biases, sometimes surface. Coachees may not be ready for coaching, sometimes unconscious forms of seduction and collusion can occur as explained by one of the coaches below.

> Before you enter into the coaching relationship, people look at you based on what you present…it may be a tough male CEO and just knowing you they might think “I’ll actually go with this lady because she may be soft or she might be kind or she may nurture me”…they want to push you into roles. (Anushka)
>
> I want to say this, as a woman of colour or as a woman or whatever, we’ve all had different experiences …(and) our own growth…let’s say discrimination or gender bias, and you might be coaching a woman who’s experiencing the same thing, you would automatically start colluding if you actually don’t understand that these are my experiences. (Anushka)
>
> I wonder how the content of the coaching is often driven by the coach’s personal value system, because, in the end, we all bring ourselves to work…have some self-awareness around…perhaps…my values are getting in the way? (Jane)
>
> It’s often interesting because they’ll always say, thank you so much, you’ve done so much for me and it’s like I’ve really not done much at all. I’ve just sat here and held the space for you and asked some incisive questions and that’s really all it is. So, sometimes it feels a little bit like being a fraud. (Dolores)

6.4.5 *Resistance and remaining authentic*

Some coaches found the working relationship with corporates trying at times. As a coach, they know the organisational culture required a particular way of having presented oneself to be viewed as acceptable.

“So, a space for authenticity for me…as a coach…that really does bring up some serious conversations about who I work with and there will be places where I’ll say, I actually don’t want to work in that space.” (Dolores)

“It was about reputation. I had been in the corporate space for 20 years, I had this incredible reputation, stepping out of that, was nobody all of a sudden (chuckles). That was not easy…your identity does take a beating, if I may say that…” (Paul)

> Grappling with the issue around authenticity…been sitting with me for quite some time…and I sense it’s around the value system, because …working in the corporate space…with corporates …where I don’t support their value system…I see them operating in a way that I think is destructive to the environment…where they’re really just out for profiteering, and, you know, I understand what capitalism is…we have to change…we cannot continue….yet there is a strata in the business world…they don’t care…they just want to make money…from personal space of authenticity, I question whether I can work in that space. (Dolores)

6.4.6 *Ethics*

The discussion about ethical challenges drew robust discussion from the majority of participants. Several coaches mentioned their concern about coaching a client who may be engaged in corruption but fails to disclose this. Others were concerned about being caught in the middle between the coachee and the client organisation.

> I had an incident, which was fraud but it …my coachee was part of the fraud so now the relationship shifts and, initially, she doesn’t tell me she’s part of this. I’m coaching an organisation and suddenly A, who I was coaching, is suspended and B is suspended. (Nkosozana)

So, yes, there's fraud, corruption. Yes, it becomes tricky…In terms of the HPCSA[2], I'm bound to report it…and then the last time I didn't and it was right, but there were threats…so do I report it? It becomes known and I've put somebody else in threat, and these are not like, we're going to come and hit you with a ruler, this is like, you know, there's a hit. So yes, it's uncomfortable…we decided together…we were going to coach in the moment with what people were able to do and help them make the right decisions and…it actually worked okay…but it was awkward, uncomfortable and it doesn't happen often. (Gillian)

Caught between the coachee relationship and what the organisation wants (from coachee)

Something I find very challenging is handling the systemic issues inside a corporate client. So we have this very deep connection with the individual client and that's wonderful and I enjoy it…meanwhile the client who is paying, wants you to do X, and how do you resolve this dilemma between being there totally and utterly for this client, supporting that individual person and yet it might be contradictory to what the overall client is looking for? And I have to be honest, I tend to veer back to the individual. I find it very, very difficult to go back to the corporate and say, what is it you want us to do? So, I find that a real challenge. (Amandla)

I think my biggest frustration and my biggest conversations is exactly around that. Where a manager comes and says, I've got somebody that you need to coach and I know immediately they want to get rid of this individual, so it becomes performance coaching, which is not the place that I play. I don't want to play there. It's your work. My answer to that manager is, can I coach you? Because let me tell you what I'm hearing and then you tell me whether I'm right or wrong in this scenario. (Cleopatra)

[2] Health Professions Council of South Africa

I do coaching as an associate through a company. They have the client relationship with the organisation and the coachees, but I am consulting to this company. As we go through the coaching process, they need me to feedback on what was discussed, what were the themes, what were the systemic issues?...I'm finding it tricky to know where that line is because the conversation with the coachee is, what gets said here is absolutely confidential…so I err on the side of generalisation to say the theme is this. Systemic issues could be management support…then the company pushes me…tell me a bit more…and I'm like, how much more should I be saying in this situation? (Noli)

I distinguish between confidentiality and privacy. So privacy covers things that we discuss here that I would never share, under any circumstances, with anybody for any reason and confidentiality is that we have a confidential discussion and sometimes some of what we discuss is shared, but with the view of doing no harm…I take the perspective that when I'm working with a company or through a middle person that 95% of the conversation is usually private, but there is 5% that is confidential…for instance, the general theme of the coaching, the kind of progress we are making, without going into any of the details…that usually works for me. (William)

I'm not just working for the client, I'm working for the corporate as well and it bothers me…I can't in all honesty feel like I'm benefiting this corporate, if I actually don't believe what the corporate is doing. And I know the argument is, yes, but you'll be benefitting the individual, but …at the end of the day who's paying me? The individual's not paying me. The corporate is paying me, so I'm acting there for the corporate first and foremost…. (Dolores)

"… the three-step dance the organisation, the client and the coach" (Anushka).

6.5 Discussion of challenges (Question 2)

The current study set out to explore how coaches felt about their work. Both the one-on-one and focus group interviews were well-suited to allow the participants to express their

views about the aspects of their work that they found challenging. The above-mentioned findings show six distinct themes: *difficult coachees / clients, energy depletion, show me the money, I am / am I good enough*, *resistance and remaining authentic, and ethics.*

These findings were found to be consistent with five components of Ryff's model of wellbeing. In the following discussion the studies distinct themes will be discussed in relation to Ryff's model, the theoretical underpinnings and relevant research. This is the only research question that had studies which had direct bearing on challenges coaches' experience. The above-mentioned quantitative studies were conducted in Germany and looked at the negative effects of coaching on the coach. The three related studies were by Schermuly (2014), Schermuly and Bohnhardt (2014) and Schermuly, Schermuly-Haupt, and Schoelmerich (2014). They will be referenced where appropriate to the study's six themes.

6.5.1 *Difficult coachees / clients*

The first theme was called *difficult coaches / clients.* In the study this was an overarching term used to describe various challenges coaches had with coaching clients / coachees, their own personalities and the various challenges they were faced with during the ongoing relationships during a coaching intervention. The majority of the coaches could relate stories where the coaching clients' personality 'issues' presented challenges to their relationship. The most frequently used clinical label was the narcissistic personality type. In reality, popular culture and social media allows labelling of well-known personality figures without much thought to the clinical interpretations. Eight of the twenty participants were registered as psychologists in South Africa; however, none were clinical psychologists and the work of an executive coach excludes making clinical diagnoses of their coaching clients, therefore the "narcissistic" label used by the participants were not clinical. In addition, participants were encouraged to talk freely so the labels were based on their own experiences of the coaching clients as opposed to a clinical diagnosis.

Difficult coaches / clients are negatively aligned to Ryff's positive relationship component of wellbeing, where warm trusting relationships concerned with the welfare of others are

key features. Having clients who “bore you”, “are narcissistic” or “un-coachable” clearly challenge the coaches’ ability to create and sustain positive relationships with their clients.

6.5.2 *Energy depletion*

The second theme *‘energy depletion’* described the negative wellbeing effects of coaching on coaches. Given the joy in coaching evidenced across the board when coaches were speaking about the positive aspects of coaching it is unlikely that this energy depletion represents burnout (regarding the responses as a whole – no assumptions are made about the individual coach’s wellbeing or lack thereof). What may be evident here is the result of emotional labour that some coaches may experience. The concept of emotional labour was first identified by Hochschild (1983) in her work on flight attendants. It entails the person being able to manage observable facial and bodily expressions in public social interactions. The coaches felt there were times they were required to present a public persona reflecting appropriate empathy and energy, which took a great deal of effort when they felt drained.

6.5.3 *Show me the money*

The third theme *show me the money* described the many challenges that participants experienced as a result of being self-employed professionals. A major reward – as pointed out in the above section – was being independent, but challenges that accompany being an autonomous small business owner were very much part of the coaches’ discourse. These challenges were more extensive than administrative e.g. Ensuring the financial viability of the business, but did include such matters as like booking appointments, following up on outstanding invoices to being part of a panel of coaches, which often required a litany of templates that required completion. Having to “talk the talk” to be taken seriously in an emerging field was often also viewed as tiresome when many organisations were extremely focused on pre-determined outcomes. The latter are examples of the more extensive challenges faced in this category of ‘show me the money’. Coaches were also impacted by the business imperatives of working within a systemic organisational context. This theme seems negatively aligned to Ryff’s component of

“autonomy”. The reward of being free of corporate shackles is limited by the practical realities of running one’s own business and needing to generate income.

6.5.4 *I am / am I good enough?*

The fourth theme, *I am / am I good enough?* encompassed a broad array of participant’s feelings. Some of these were feelings of uncertainty, lacking confidence, questioning their abilities after a setback, and even the uncomfortable realisation that they may have been "seduced’ by the coaching client or organisation and may also have been ‘colluded’ with the coaching client. Here the Ryff’ component of “self-acceptance” is being undermined by more negative feelings of self-doubt. De Haan (2008a; 2008b) showed that more experienced coaches were better equipped to handle tensions between themselves and the coaches, recognising a component of dissatisfaction that the coach had to deal with during the course of their work. Schermuly (2014) found that the fear of not being able to fulfil their coaching role was the third highest negative effect coaches experienced. This theme also has a negative affiliation to Ryff’s “environmental mastery” component, which emphasised a positive sense of mastery and competence in selecting and doing various external activities.

6.5.5 *Resistance and remaining authentic*

The fifth theme *resistance and remaining authentic* represented a generalised challenge that the participants experienced both in the ‘inner worlds’ and ‘outside worlds’. Some participants mentioned they had to become aware of inner negative inner dialogue that would seep into their thoughts and self-correct where necessary. The issue of authenticity or the lack of it seemed to be easier to spot in other coaches than themselves. One participant mentioned that this became apparent to her when working with less experienced coaches who needed to find coaching clients and consequently they came across as not being genuine.

6.5.6 *Ethics*

The sixth theme *ethics* showed participants own judgements that were surfacing which proved to be challenging. Interestingly the issue of growing corruption was mentioned by two participants. This is a particular issue in South Africa, where a string of massive corruption charges has emerged in relation to large corporates. The ethical dilemmas that the issue of corruption created challenged the coaches' values as well as their safety. This issue is becoming increasingly significant for executive coaches who work in highly political environments where the necessity for coaching becomes an ironic commentary on corporate governance. Many coaching clients / coachees value the support coaching offers. Their organisations are not functioning optimally, but they may be complicit in these developments. In this study, the coaches were not aware of their coaching clients / coachees complicity and read about it in the press. Several coaches also expressed the difficulties they had when the organisational representative wanted the coach to influence the coaching client in a particular way as opposed to confronting the employee directly. One of the coaches explained such an incident where she actually confronted the organisational representative, which fortunately had a positive outcome, but this is undoubtedly a risk that can impact these relationships in a negative way. Respecting confidentiality is another ongoing challenge and the interpretation of what confidentiality means was also not universally shared. For example, one participant has his own interpretation of privacy as superseding confidentiality. While there is not a universal ethical code of conduct for coaches, the issue of confidentiality is described in the SIOPSA code of conduct as a guideline for registered coaching psychologists.

6.6 What strategies do coaches use to enhance and sustain their wellbeing? (Question 3)

The content analysis identifying the seven themes pertaining to question three as shown visually in Figure 6.3. below.

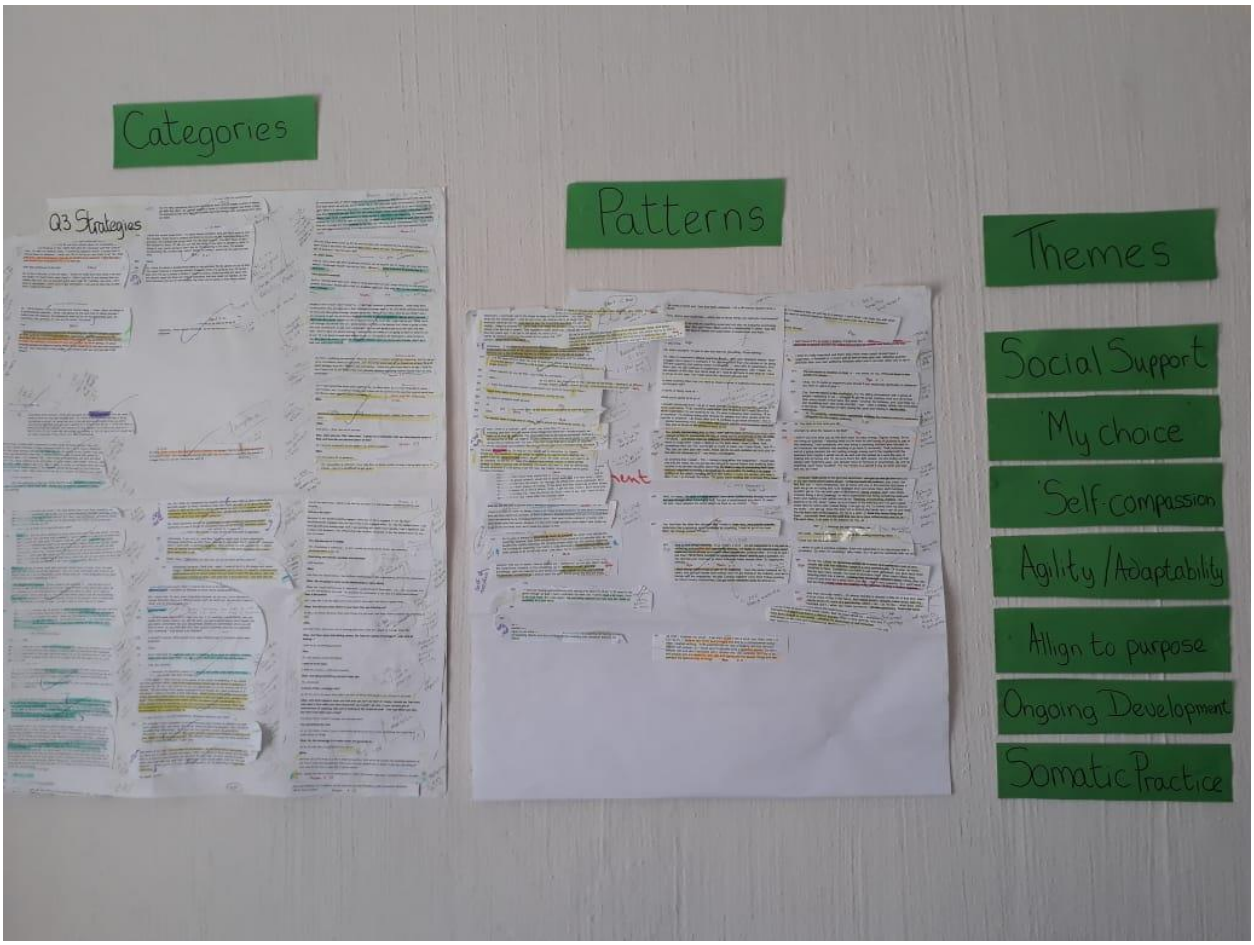


Figure 6.3 *The seven themes that resulted from the content analysis for question 3*

Seven main themes emerged from question three:

- Social support
- My choice
- Self-compassion
- Agility and adaptability
- Alignment to purpose
- Ongoing development
- Somatic practice

The main themes are identified and then discussed in detail. These discussions include quotes relevant to the themes as well as brief contextual interpretations. The section is followed by a discussion on the findings.

6.6.1 *Social support*

“I have the same husband for 35 years…friends from school…friends from industry…friends with the neighbours…we play Canasta together…family members close by…” (Retha).

“…for me there is always something happening, there is always, some stimulation, there is a social life …friends…at least 20-30 years younger than me…” (Janice).

Enjoyable interests

“I belong to all different groups, cinema groups, adventure groups, fun groups” (Paul).

> Crafts…I’ve done pottery for years…busy with pewter…do that every weekend…I need to be reminded that I have a body and not just a head. Then I read Mills and Boon and then it gets me in the spirit as well (chuckles). (Anna)

“…playing the organ…gardening…music…” (Gabriel).

“Reading…sewing…flower arranging…travelling…” (Retha).

6.6.2 *My choice*

> To do coaching…and the type of coaching …I love to do…for me, very energising, …to have a choice about what you say yes to and no to and for that to be aligned with what truly inspires me…I don’t like remedial coaching, I like doing leadership coaching and transition coaching…so for me…to really have a choice about where I choose to deploy my craft. (Ella)

Planning your work

"…have I tied all the loose ends together, for my client work….it could be control, but it feels not like control in the way that control would have felt like ten years ago: it's about managing" (Janice).

"I do stagger out projects…then I manage the inflow of clients…if I get to a certain point I just say no" (Anna).

> So one of the things I reflect on often is how different my life was in corporate and how different it is now and, I mean, it's still very recent, but when I was in corporate, two three times a year I would be down with bronchitis or I would have the 'flu' or be sick and I have literally not been sick in the last two years, which is interesting. So that links back into, I think, that autonomy. The fact that I can choose what to do. (Noli)

Belief in the process

> …it's about being confident, that you don't have to have the answer, that's the content and there's a process but the important thing is the process, the content will shape itself. It's not your content…so…it's about a fundamental belief in the process. So, it's almost an act of faith. I never enter a coaching session knowing where it's going to end…the coach has to be able to let go of the outcome. (Gabriel)

This participant had to gain that insight before she was able to say no.

> Something I have had to learn the hard way…is to say no to certain things…when you start a business…you want to say yes to everything because you need the money. Now fortunately, I'm in a position where I can say no…but for the right reasons…because it's not part of what I want to do…it actually drains my energy…That helps a lot because then…don't get so overwhelmed. (Noli)

Boundary management

“I’m very conscious of the boundaries that I sort-of create in terms of where I go with the client” (Gabriel).

> My trap is relationships. So, I feel I owe somebody something instead of saying no, but I have grown out of that as well…’till I realised “No, I don’t have a relationship yet with the other person so I have nothing to do with them, so I can easily refer them.” And so, I refer, refer, refer” (Anna)

> …something I have had to learn the hard way…is to say no to certain things…when you start a business…you want to say yes to everything because you need the money. Now fortunately, I’m in a position where I can say no…but for the right reasons…because it’s not part of what I want to do…it actually drains my energy…That helps a lot, because then…don’t get so overwhelmed. (Noli)

6.6.3 *Self-compassion*

All the participants acknowledged how important it was to be self-compassionate. A few also said they were not self-compassionate enough. Underlying this theme is the element of accepting yourself.

> What I know is that in this moment there is nothing I can change. That for me is acceptance…does not mean I can’t change it tomorrow. But right now, it is what it is…it is bigger than me, how do I learn to live with it? … I will do what I can and what I can do is small. I might not like it, but it is there…So, I don’t do drama. I don’t do my family’s drama, I don’t do drama with my friends, I don’t do it. I am quite open about it. (Janice)

Being true to self

> Self-love, self-maintenance, that you are worthy to be cared for, I think that was a sub-theme that emerged for me in my later life…I think if you hit 50 and beyond

> then you realise that you can cut yourself some slack now. I can just be and I can do what I think I need at this point. (Gabriel)

"So, as a coach we need to be true to ourselves" (Paul).

> I believe you can coach people who have a very different values from you. I'm coaching someone at the moment who is highly religious, I'm not that at all, but we're using that value to find her motivation, to find her purpose and her goal and I'm finding it fairly easy to do that, because I don't have to share her value in order to get her to reflect on it…I kind of think about me and the coachee as two very separate people…I don't have to share what they go through, right?...stuff that you have to let go, I find that fairly easy, even though I have the relator link…although there's a good connection, there's an arm's length, from my point of view, to say, your stuff, your issues, your values, it's not mine. (Noli)

> You have to have huge blind faith and self-belief that you are making a difference to people and, for me, I think developing that is very helpful. So believe…we have to believe that we are making a big difference and know that we actually are and be at peace with the fact that very often we're not going to get that longer term feedback, because people forget or they lose touch or they don't think it's important to come back to you years later and say, by the way, that was hugely important, but the few times it does happen, is what gives me that self-belief that this really does make a huge difference to people. (William).

> About being real with the client…it's about their agenda…their journey…being…non-judgemental as much as possible…being present…all those authentic behaviours…always showing up as credible, that my reputation is important… (Gorgeous)

"…trust yourself…that you have the skill and that you're bringing the best that you can, yes, trusting yourself in terms of that…" (Noli)

Ongoing self-care

> It's because we do emotional labour that we need to ensure that we are well looked after…know ourselves enough…need to be role models. So, if we're not able to fix it and …work it out, how can we expect our clients to? So, I'm very hard on myself and on other coaches if they don't look after themselves. (Anna)

Reflection

"Quiet time for me is being an introverted person, reflecting. I do a huge…a huge amount of reflection…That's where the epiphanies come. Ja!" (Paul).

> …so that has helped me heal, because we are helping with healing without even maybe knowing…so for me again it's that understanding…realisation, self-knowledge, self-understanding, self-awareness which is a critical reflection component. (Cleopatra)

> I think I am becoming quieter as a coach and somehow I sit and people talk and that reflective space is a very powerful one…creating that absolutely reflective space where they (client) can sit and think for a while and I just wait. I find it very powerful. So, I want more of that but then I really enjoy the making music together, finding rhythm together…more of a partnership. (Retha)

> So, when I have time to sit in the garden or something like that, I make a connection to my own spiritual side and then feel close to God in those circumstances. So, nature is important to me. (Anna)

> But most of all I try, I try so hard to be positive. I try so hard to be a role model. I try not to judge people, because I often put myself in their shoes…so it's that thing of continually reflecting. (Anushka)

6.6.4 *Agility and adaptability*

Most of the participants were confronted by the challenges of the -changing world and the importance of adapting and staying relevant.

"…not being relevant would make me very vulnerable" (Janice).

6.6.5 *Alignment to purpose*

"I tend to choose who I work with very carefully very closely…so where I can be more of myself" (Paul).

"I feel like I'm fulfilling my purpose. I'm born to do what I want to do" (Anushka).

> What is critical for me…what I am willing to do and what I am not willing to do…we do a lot of things, but through this journey that I have gone through, I've got to first be real for me and if I'm not in my life purpose…I've got the scars to show that…we need to survive, but…rather step away. I have also witnessed that when I step away from that something else will show and that seems philosophical, but it's real. So …you feel strongly about it, you actually have your answer because we mess ourselves up first of all, never mind the client or coachee. We walk away, we're emotional wrecks, we are angry. (Cleopatra)

6.6.6 *Ongoing Development*

All the participants supported the concept of ongoing development. This largely included coach supervision and communities. The practice of journaling was also used a lot to get self-insights and work through matters that that were challenging or that resonated with them.

Supervision

The majority of participants supported some sort of supervision. One participant made use of a community of practice.

> Sometimes we don't have the capacity to self-reflect, but if I work with someone and if I work with a coaching supervisor, they provide me that opportunity to reflect even by asking questions I don't want them to ask, even by going into places I don't want them to go…Now I am becoming more aware of…my sustainability, I'm

> using things that are available to me like coaching supervision, because I think we underestimate those things earlier in our journey and that's absolutely crucial for sustainability, for a sound mind. (Anushka)

> I don't like strict rules…but I do understand that I am the instrument in coaching, therefore I need to look after myself and for me supervision helps. But not even formal supervision, you know, colleagues…, people that I would see as people that will understand where I am coming from, if I just verbalise things with them…"Wow, it helps me so much". (Anna)

"So I take to supervision difficult coaching cases…also take my own wellness to supervision…" (Retha).

> …supervision is absolutely critical. I go to supervision once a month for two hours within a group, and the nice thing…is you can bring the issues that you're struggling with and they help you to get the perspective that you wouldn't have gotten if any other way. (Noli)

"…supervision is really important for me…because I truly believe you cannot work with other people if you don't work on yourself first…" (Christine).

> …as a coach you need a lot of energy…as a coach, you absorb from them and you've got to clear out and go in again to coach and clear out and go in again. It does take energy…in the coaching situation emotions come up and some of the emotions resonate with your own experiences, and the challenges is not to be present here and focus on the client, but something's happened to you already. So, at a stage, you need to clear that out so that when you meet the next client, you're not actually quite clean but the other emotions have been dealt with. (Nkosozana)

Journaling

"…after each session I would post-mortem something and that adds to my learning journey" (Anushka).

“I type my private thoughts…that’s a way of processing that helps me to contain a lot because it’s…like I am putting it onto paper” (Retha).

6.6.7 *Somatic Practice*

All the coaches made use of some type of ’body practice’ to ensure they were in touch with their bodies, particularly to become more self-aware, support themselves better or manage negative stress in their lives. However, the approaches varied quite a lot:

> It’s also holistic…it’s looking after my physical wellbeing. So, eating well, excising, getting enough sleep, trying to avoid traffic…look after myself by engaging in activities that I really enjoy…and then supervision. (Christine)

“I’m always on a diet…I go to gym…Zumba…” (Anna).

“The physical body and looking after the body and my way of doing that is dancing. So, I do regular dancing and that helps me a lot to manage my energy” (Jane).

“I have a ritual of bathing if I’ve had difficult conversations, because the stuff comes sits in my body and that’s a way that I get rid of it…” (Cleopatra).

> …I do a TRE, the tremoring to release the physical stuff, bathing, like an Epsom salts bath…all the little rituals…nature, even if it’s just lying on the grass with my Labradors all over me…so grounding rituals and getting into the bush as often as possible…. One day I’ll be good at eating and physical exercise on a regular basis. I know how important it is. (Dolores)

“Meditation practice… I watch my breathing” (Janice).

6.7 Discussion of wellbeing strategies (Question 3)

The above-mentioned findings show seven distinct themes: *social support, ‘my choice’, self-compassion, agility / adaptability, alignment to purpose, ongoing development* and *somatic practice*. These findings are consistent with all six components of Ryff’s model of

wellbeing (Figure 3.4) with the exception of the ‘somatic practice’ themes. In the following discussion the studies distinct themes will be discussed in relation to Ryff’s model, the theoretical underpinnings and relevant research.

6.7.1 *Social support*

The first theme, *social support,* was identified as being very important to the participants. They did not all have the same form of social support, but social relationships were a source of joy that contributed to their wellbeing. Participants were also aware of the benefits of having different interests. Many of the examples they mentioned involved a form of creativity, which allowed them to focus on less cogitative matters. I was however left with some scepticism about how consistently these interests were pursued as opposed to physical exercise for example (this will be discussed in the seventh theme). This theme is closely aligned to Ryff’s “positive relationships” component of wellbeing. Ryff and Singer (1998) stated that positive relationships are almost universally / cross culturally acknowledged as being an important way of how to live well. Theoretically, theories of developmental stages such as Erikson and Allport’s acknowledge the importance of close relationships with others. Maslow also states that self-actualisers appear to have strong feelings of affection and empathy for human beings. The buffering role of social support is well documented in the literature. (Cobb, 1976; Dean & Linn, 1977; Gottlieb, 1981)

6.7.2 *My choice*

The second theme, *my choice,* had participants agreeing that believing in the process, planning work well and being able to decline certain coaching engagements, worked well in keeping them positively engaged in their work. Yet again this finding is closely aligned to Ryff’s component of “autonomy”. Much has been written about this multi-dimensional model of wellbeing and being autonomous is a good example of multiple factors being at work e.g. in this study *independence* has been identified as being very rewarding and well as being able to decide or regulate how coaches select (or deselect) opportunities.

6.7.3 *Self-compassion*

The third theme, *self-compassion,* was widely recognised by the participants in the study as being very important to sustain their wellbeing as coaches. They gave rich descriptions of how they apply self-compassion. The awareness and value of self-acceptance, a component of Ryff's model of wellbeing, appears to be widely encouraged judging by the participants views. This was slightly nuanced by self-compassion, however in combination these behaviours appeared to support the participants to remain positive about their work experiences. These findings are also consistent with the research of Milyavskaya et al. (2012) which showed that increased wellbeing occurs when the individual's psychological needs are attended. The life span theories of Erikson and Neugarten recognised the value of self-acceptance. Jahoda's theory on positive mental health, identified positive self-regard as a key feature.

6.7.4 *Agility and adaptability*

In the fourth theme, *agility and adaptability,* coaches recognised the need to keep abreast with changes in order to succeed Ryff's component of "environmental mastery" is also aligned to this view. Allport's theory on maturity included the criteria of being able to extend oneself, which he interpreted as a way of participating in activities that go beyond the self. Life span developmental theorists such as Erikson, Neugarten and Jung placed emphasis on the individual's ability to manipulate complex changing environments. The study found that participants not only recognised this, but also applied this as a strategy to sustain their wellbeing.

6.7.5 *Align to purpose*

The fifth theme, *align to purpose,* appeared to be highly important to all the participants. Not only did they appear to draw comfort from these practices, but they also drew inspiration from them. Ryff's component of "purpose in life" strongly aligns to this finding. Frankl's existential perspective of helping individuals to find meaning in the face of adversity is highly relevant to finding a purpose in life. Allport's work on maturity

recognised the importance of having a clear purpose to guide the individual's intentions. Life-span developmental theories acknowledge that individual purpose changes over various life stages and turns inward towards a higher level of emotional integration in later life. The current study supports this stance, revealing strong evidence that the participants required a greater sense of intrinsic meaning, which most felt that practicing as a coach provided over their previous career choices.

6.7.6 *Ongoing development*

The sixth theme, *ongoing development,* as a strategy for positive wellbeing was not unexpected. Participants all engaged in coach supervision or belonged to a community of practice, not only for support but for learning and development. Coach education and training in all probability contributed to this disposition, however, there was a keen sense of appreciation and respect for these practices. Other techniques such as journaling (also providing a type of reflective practice) was used as a strategy for ongoing development. Ryff's component of "personal growth" is again closely aligned to this finding. Participants also viewed this process as contributing to reaching greater levels of potential and self-improvement

6.7.7 *Somatic practice*

The seventh theme, *somatic practice,* was based on all the participants' involvement and participation in some form of physical practice. These varied a lot but had clear benefits for the participant's wellbeing. This theme was the only one that did not align clearly to Ryff's model. It is conceivable that a form of somatic practice was assumed in "environmental mastery" or "autonomy" as Ryff (2014), Ryff et al. (2004) and Ryff (2017) acknowledged the newest advances in relation to eudaimonic wellbeing research related to health. Ryff (2017) also pointed out that health studies related to wellbeing, contrast to "long-standing" biases that focused on disease as opposed to "…a state of complete physical, mental and social well-being…" (p. 6). A further possible influence on this finding is the growing impact of positive psychology and greater global awareness of the positive

effects of physical health. In addition, many coach educators and training providers place growing emphasis on a so called holistic approach.

In the next section the study's findings are visually aligned to Ryff's model.

6.8 Adapting Ryff's six-dimensional model as a conceptualisation of coaches' wellbeing

In this section the overall findings are compiled and aligned to Ryff's (1989) six-component model of eudaimonic wellbeing. As illustrated, the response themes across the three questions: positive aspects, challenges and strategies show very close alignment to Ryff's model. The main components that showed some differences were related to challenges: no alignment to personal growth and the theme of energy depletion, and, wellbeing strategies i.e. the lack of a physical / somatic practice dimension. Figure 6.4 below illustrates the alignment between Ryff's model and the three research questions of positive aspects (green circle), challenges (turquoise circle) and strategies for wellbeing (yellow circle).

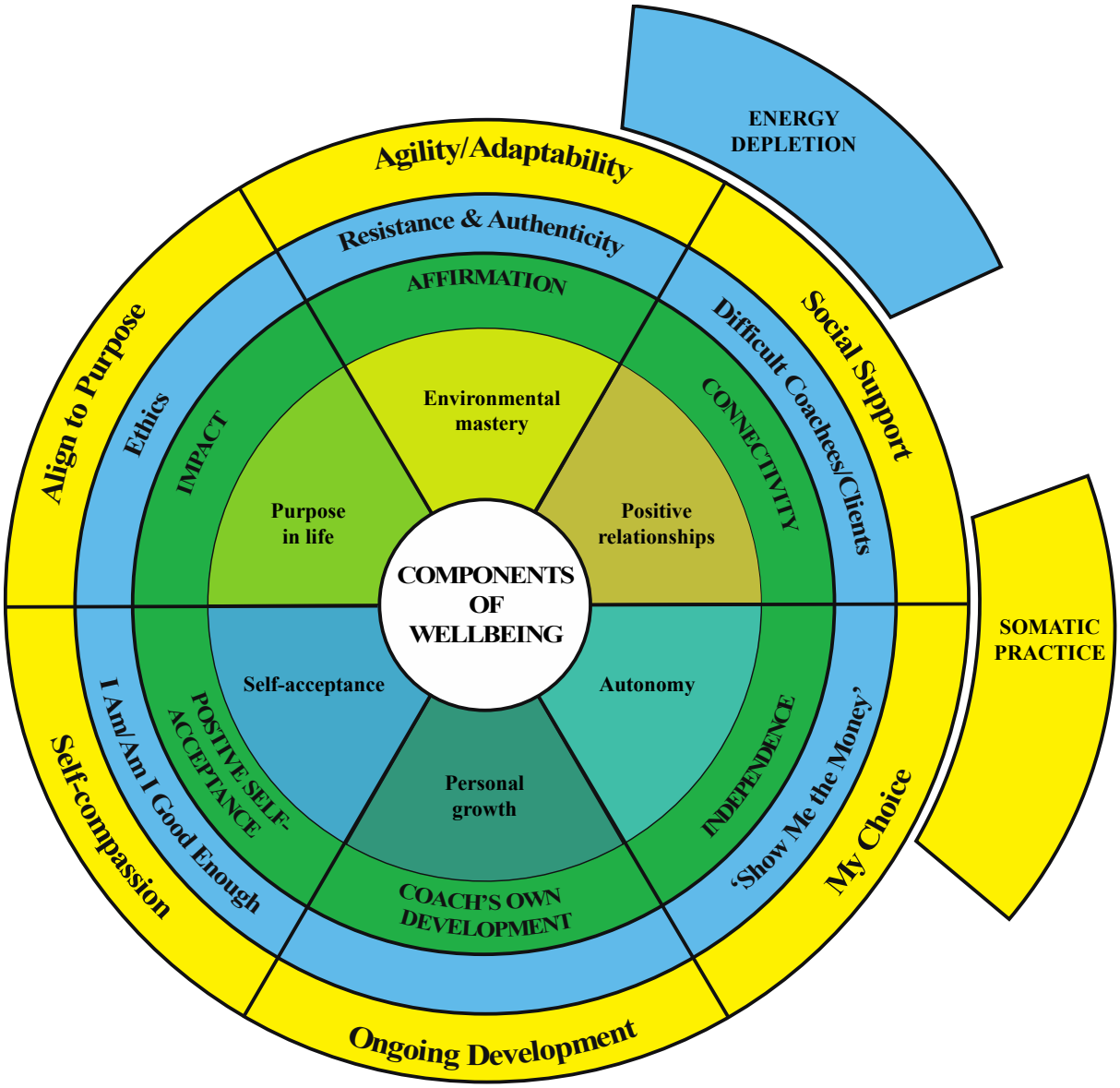


Figure 6.4. *Adapted model of coaches' wellbeing (Norden) based on Ryff's (1989) six-component model of wellbeing*

6.9 Summary

The chapter presented the themes that emerged from the qualitative enquiry. Significantly, the alignment of the findings on to Ryff's six-dimensional model of wellbeing provide new evidence of coaches' experiences of their work through a wellbeing lens. The next chapter provides a presentation of the quantitative results.

CHAPTER 7. QUANTITATIVE RESULTS

In this chapter the results from the quantitative online survey, which included two questionnaires i.e. Picture Values Questionnaire-Revised (PVR-RR) and the PERMA(H) profiler are presented. The first section provides a brief overview of the IBFA, followed by the statistical results in tabular format. Thereafter, the four factors which intersected between the coaches' wellbeing and their values, are presented. The chapter ends with a summary of the results.

7.1 Inter-battery factor analysis (IBFA)

Inter-battery factor analysis (Tucker, 1958) was well suited to this enquiry's research design. Two different sets of data, resulting from the responses on two separate questionnaires (PERMAH and PVQ-RR), were compared to establish how coaches' wellbeing and values intersected (Figure 7.1)

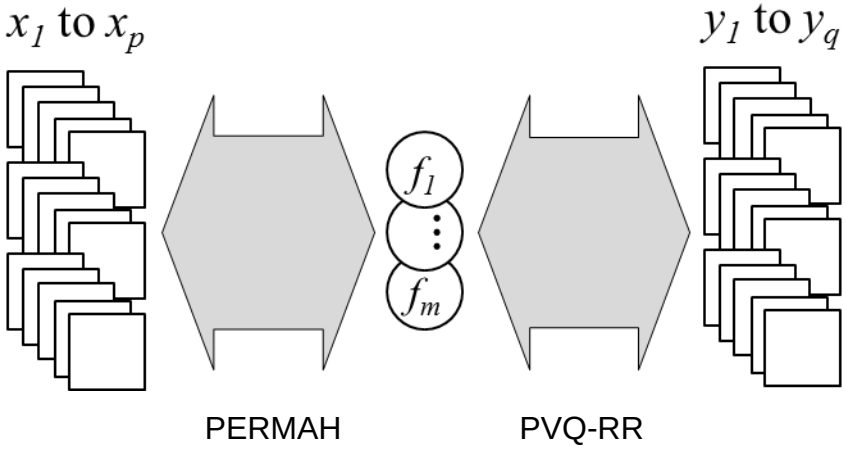


Figure 7.1*. Adapted visual representation of the PERMAH and PVQ-RR batteries for the IBFA (Stacey, 2018, p. 29)*

Inter-battery factor analysis revealed four factors which intersected. They will be discussed after the presentation of the findings in the next section.

7.2 Factor determination

In factor analysis, eigenvalues are most commonly used to determine the number of factors to extract in the overall factor analysis (Brown, 1996). Tabachinick and Fidell (1996) suggested only eigenvalues higher than 1.00 be included for analysis. In this study, the number of credible factors that have been included have been determined by looking at the eigenvalues 2.0 or higher. In Table 7.1 below, four of the 23 factors are shown to have eigenvalues above 2.0.

Table 7.1. Table of eigenvalues identifying four factors

	Before Rotation			**After Varimax Rotation**		
Component	Eigenvalue	% of Variance	Cumulative %	Eigenvalue	% of Variance	Cumulative %
1	5.7481	31.48	31.48	4.2969	23.53	23.53
2	4.3703	23.93	55.41	4.1652	22.81	46.34
3	1.9880	10.89	66.30	2.8834	15.79	62.13
4	1.5029	8.23	74.53	2.2639	12.40	74.53
5	0.9194	5.03	79.56			
6	0.7308	4.00	83.56			
7	0.4861	2.66	86.23			
8	0.4020	2.20	88.43			
9	0.3559	1.95	90.38			
10	0.3274	1.79	92.17			
11	0.2567	1.41	93.57			
12	0.2264	1.24	94.81			
13	0.1845	1.01	95.82			
14	0.1548	0.85	96.67			
15	0.1471	0.81	97.48			
16	0.1272	0.70	98.17			
17	0.0975	0.53	98.71			
18	0.0616	0.34	99.05			
19	0.0546	0.30	99.34			
20	0.0406	0.22	99.57			
21	0.0397	0.22	99.78			
22	0.0235	0.13	99.91			
23	0.0160	0.09	100.00			

An alternative approach to ensure the chosen factors are credible statistically is the scree plot method (Gorsuch, 1983). Figure 7.2 shows that four factors may be used, with factor

one being the strongest and factor four the least strong. This can be determined by looking at where the 'elbow joint' occurs. In other words, four factors above the point where the line turns sharply to the right are considered appropriate for the analysis in this study.

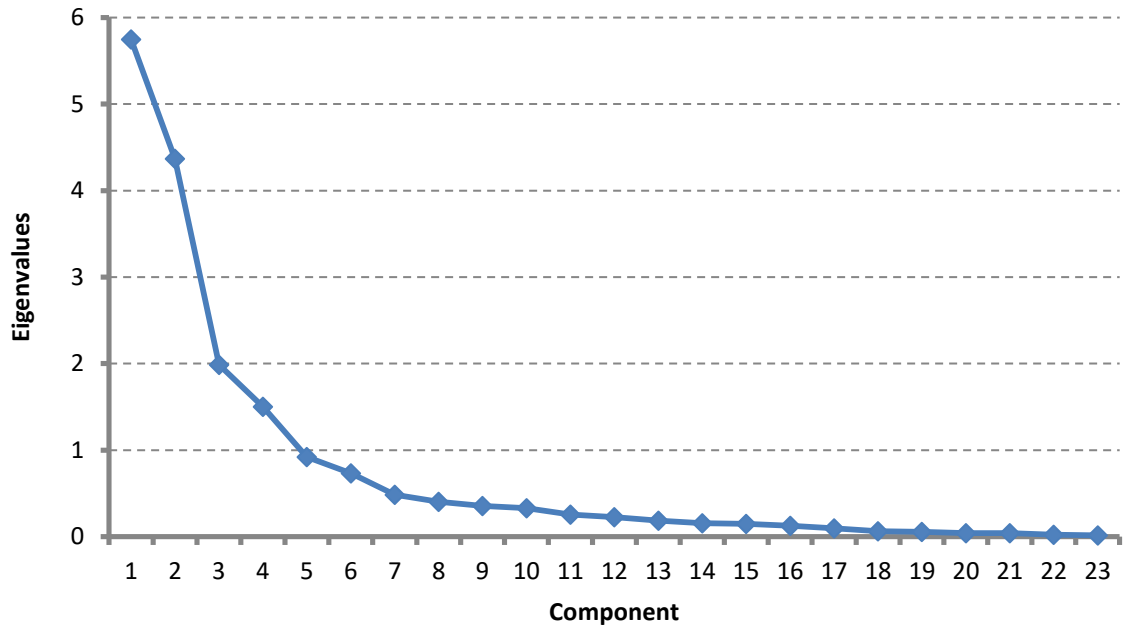


Figure 7.2. *Scree plot of overall Eignenvalues*

7.3 Inter-battery factor analysis four factor loadings on to the wellbeing and values instruments

In the following section, the items from the two questionnaires used in the study i.e. PVQ-RR (values) and the PERMAH (wellbeing) are loaded onto the four factors that have been validated by acceptable eigenvalues. Table 7.3 presents the factor loadings in relation to the PERMAH / wellbeing instrument and Table 7.4 presents the factor loadings for the PVQ-RR / values instrument.

Table 7.3. Factor loadings of PERMAH / wellbeing items

PERMAH items	**Rotated Factor Loadings**			
	Factor 1	Factor 2	Factor 3	Factor 4
How often do you become absorbed in what you are doing?	0.5638		-0.2511	
How satisfied are you with your personal relationships?	0.3198			
In general, to what extent do you feel excited and interested in things?	0.2920			0.2183
How often do you lose track of time while doing something you enjoy?	0.2738			0.2159
How often are you able to handle your responsibilities?	0.2671			
In general, how often would you say your health is?	0.2655	0.2885		-0.2124
In general, how often do you achieve the important goals you have set for yourself?		0.2715	-0.2565	0.2480
In general, how often do you feel angry?		-0.2146		
To what extent do you feel loved?		-0.3107	0.2238	
In general, how often do you feel anxious?		-0.3690		
How lonely do you feel in your daily life?		-0.4492		
In general, how often do you feel positive?			0.5622	
In general, to what extent do you feel contented?			0.3904	
Taking all things together, how happy would you say you are?			0.3356	
In general, how often do you feel sad?			-0.2039	0.2010
How much of the time do you feel you are making progress towards accomplishing your goals?		0.2783		0.4112
In general, how often do you feel joyful?			0.2617	0.2880
In general, to what extent do you feel that what you do in your life is valuable and worthwhile?				0.2038
Compared to others of your same age, sex, how is your health?	0.2373	0.2921		-0.3836
How satisfied are you with your current physical health?		0.2220		-0.4751
In general, to what extent do you lead a purposeful and meaningful life?				
To what extent do you generally feel you have a sense of direction in your life?				
To what extent do you receive help and support from others when you need it?				

Table 7.4. Factor loadings of PVQ-RR / values items

PVQ-RR values items	**Rotated Factor Loadings**			
	Factor 1	Factor 2	Factor 3	Factor 4
It is important to you to maintain traditional values and ways of thinking.	0.3455		-0.2276	
It is important to you to have all sorts of new experiences.	0.2985			
It is important to you to take risks that make life exciting.	0.2706			
It is important to you to take advantage of every opportunity to have fun.	0.2396			
It is important to you to have a good time.	0.2270			
It is important to you to always look for different things to do.	0.2237			
It is important to you never to make other people angry.		0.2796		
It is important to you to be satisfied with what you have and not ask for more.		0.2595		
It is important to you to avoid anything dangerous.		0.2540		
It is important to you to never annoy anyone.		0.2497		
It is important to you to avoid upsetting other people.		0.2400		
It is important to you to obey all the laws.		0.2328		
It is important to you to be personally safe and secure.		0.2325		
It is important to you that your country protect itself against all threats.		0.2142		
It is important to you to be free to choose what you do by yourself.			0.2605	
It is important to you to develop your own opinions.			0.2505	
It is important to you to make your own decisions about your life.			0.2223	
It is important to you to figure things out yourself.			0.2217	
It is important to you to plan your activities independently.			0.2193	
It is important to you that people do what you say they should.			-0.2033	
It is important to you to that people recognize what you achieve.	-0.2155			0.3068
It is important to you to never be humiliated.	-0.2037	0.2563		0.2827
It is important to you to have the power to make people do what you want.			-0.2342	0.2500
It is important to you to be very successful.				0.2437
It is important to you to take part in activities to defend nature.				-0.2208
It is important to you never to think you deserve more than other people.		0.2009		-0.2470

PVQ-RR values items	Rotated Factor Loadings			
	Factor 1	Factor 2	Factor 3	Factor 4
It is important to you to protect the natural environment from destruction or pollution.				-0.2540
It is important to you that people you know have full confidence in you.				
It is important to you to be wealthy.				
It is important to you to enjoy life's pleasures.				
It is important to you to have the power that money can bring.				
It is important to you that no one should ever shame you.				
It is very important to you to help the people dear to you.				
It is important to you to listen to and understand people who are different to you.				
It is important to you to protect your public image.				
It is important to you to follow your family's customs or the customs of a religion.				
It is important to you to own expensive things that show you wealth.				
It is important to you to honor the traditional practices of your culture.				
It is important to you to form your views independently.				
It is important to you that every person in the world have equal opportunities in life.				
It is important to you to concern yourself with every need of your dear ones.				
It is important to you to be the one who tells others what to do.				
It is important to you to take care of people you are close to.				
It is important to you to have ambitions in life.				
It is important to you that the weak and vulnerable in society be protected.				
It is important to you to be a dependable and trustworthy friend.				
It is important to you to have a strong state that can defend its citizens.				
It is important to you to accept people even when you disagree with them.				
It is important to you that your country is secure and stable.				
It is important to you that everyone be treated justly, even people you don't know.				
It is important to you that all your friends and family can rely on you completely.				
It is important to you to be humble.				
It is important to you to care for nature.				
It is very important to you to avoid disease and protect your health.				

PVQ-RR values items	Rotated Factor Loadings			
	Factor 1	Factor 2	Factor 3	Factor 4
It is important to you to follow rules even when no-one is watching.				
It is important to you to be tolerant towards all kinds of people and groups.				
It is important to you to never violate rules or regulations.				

7.4 Four factors and descriptive items of PERMAH and PVQ-RR

The above results have presented credible satatistical evidence for four factors and the IBFA. In the tables below (Table 7.5; Table 7.6; Table 7.7 and Table 7.8) the four factors are shown separately in relation to the descriptive items of the PVQ-RR (values) and the PERMAH (wellbeing) questionnaires. Each table also shows the opposite items under the “Versus” section.

Table 7.5. Factor 1 (good timers) relative to the PVQ-RR and PERMAH descriptive items

Values	**PERMAH**
It is important to you to have a good time.	How often do you become absorbed in what you are doing?
It is important to you that the weak and vulnerable in society be protected.	How satisfied are you with your personal relationships?
It is important to you to always look for different things to do.	In general, to what extent do you feel excited and interested in things?
It is important to you to maintain traditional values and ways of thinking.	How often do you lose track of time while doing something you enjoy?
It is important to you to take risks that make life exciting.	How often are you able to handle your responsibilities?
It is important to you to follow rules even when no-one is watching.	In general, how often would you say your health is?
It is important to you to follow your family's customs or the customs of a religion.	Compared to others of your same age, sex, how is your health?
It is important to you to honor the traditional practices of your culture.	
It is important to you to have all sorts of new experiences.	
It is important to you to protect the natural environment from destruction or pollution.	
It is important to you to take advantage of every opportunity to have fun.	
It is important to you that everyone be treated justly, even people you don't know.	
VERSUS	
It is important to you to that people recognize what you achieve.	
It is important to you to never be humiliated.	

Table 7.6. Factor 2 (humbles) relative to the PVQ-RR and PERMAH descriptive items

Values	**PERMAH**
It is important to you to never be humiliated.	Compared to others of your same age, sex, how is your health?
It is important to you to honor the traditional practices of your culture.	In general, how often would you say your health is?
It is important to you to avoid upsetting other people.	How much of the time do you feel you are making progress towards accomplishing your goals?
It is important to you never to think you deserve more than other people.	
It is important to you that no one should ever shame you.	In general how often do you achieve the important goals you have set for yourself?
It is important to you to take care of people you are close to.	
It is very important to you to avoid disease and protect your health.	How satisfied are you with your current physical health?
It is important to you to never violate rules or regulations.	
It is important to you to never annoy anyone.	
It is important to you to be humble.	
It is important to you to obey all the laws.	
It is important to you to be personally safe and secure.	
It is important to you that your country protect itself against all threats.	
It is important to you never to make other people angry.	
It is important to you to avoid anything dangerous.	
It is important to you to be satisfied with what you have and not ask for more.	
It is important to you to follow your family's customs or the customs of a religion.	
VERSUS	
	How lonely do you feel in your daily life?
	In general how often do you feel anxious?
	To what extent do you feel loved?
	In general, how often do you feel angry?

Table 7.7. Factor 3 (independents / autonomous) relative to the PVQ-RR and PERMAH descriptive items

Values	**PERMAH**
It is important to you to have a good time.	In general, how often do you feel positive?
It is important to you to take advantage of every opportunity to have fun.	In general, to what extent do you feel contented?
It is very important to you to avoid disease and protect your health.	Taking all things together, how happy would you say you are?
Is it important to you to form your views independently.	In general how often do you feel joyful?
It is important to you to make your own decisions about your life.	To what extent do you feel loved?
It is important to you to have ambitions in life.	
It is important to you to develop your own opinions.	
It is important to you to be a dependable and trustworthy friend.	
It is important to you to plan your activities independently.	
It is important to you to enjoy life's pleasures.	
It is important to you to figure things out yourself.	
It is important to you to be free to choose what you do by yourself.	
VERSUS	
It is important to you to maintain traditional values and ways of thinking.	In general how often do you achieve the important goals you have set for yourself?
It is important to you to follow your family's customs or the customs of a religion.	
It is important to you that people do what you say they should.	How often do you become absorbed in what you are doing?
It is important to you to have the power to make people do what you want.	In general, how often do you feel sad?
It is important to you to be the one who tells others what to do.	
It is important to you to own expensive things that show you wealth.	

Table 7.8. Factor 4 (achievers / power) relative to the PVQ-RR and PERMAH descriptive items

Values	**PERMAH**
It is important to you to that people recognize what you achieve.	How much of the time do you feel you are making progress towards accomplishing your goals?
It is important to you to never be humiliated.	In general how often do you feel joyful?
It is important to you to have the power to make people do what you want.	In general how often do you achieve the important goals you have set for yourself?
It is important to you to be very successful.	In general, to what extent do you feel excited and interested in things?
It is important to you to figure things out yourself.	How often do you lose track of time while doing something you enjoy?
It is important to you that people you know have full confidence in you.	In general, to what extent do you feel that what you do in your life is valuable and worthwhile?
It is important to you to be wealthy.	In general, how often do you feel sad?
It is important to you that people do what you say they should.	
It is important to you to develop your own opinions.	
It is important to you to enjoy life's pleasures.	
It is important to you to have the power that money can bring.	
VERSUS	
It is important to you to protect the natural environment from destruction or pollution.	How satisfied are you with your current physical health?
It is important to you never to think you deserve more than other people.	Compared to others of your same age, sex, how is your health?
It is important to you to take part in activities to defend nature.	In general, how often would you say your health is?
It is important to you to obey all the laws.	
It is important to you to never violate rules or regulations.	

7.5 Summary

The above results show that four factors were deemed to be credible for the IBFA. From that, the four factors have been loaded against the two online questionnaire results that were returned by the participants. The results will be discussed and interpreted in the next chapter.

CHAPTER 8. DISCUSSION OF QUANTITATIVE RESULTS

This chapter begins by revisiting the purpose of the study, reemphasising that the experiences of coaches have been largely ignored and overlooked. Then the research design, research methods and analysis are briefly revisited. Thereafter the quantitative results are discussed based on the presentation of results in Chapter 7. Inter-battery factor analysis (IBFA) revealed four credible factors. The four factors are discussed according to how they load onto both the PERMAH (wellbeing) and PVQ-RR (values) questionnaire items. Based on these results, coaches' wellbeing and values profiles are mapped onto one another in a graphic format.

8.1 Purpose of study

The primary objective of this study was to explore how executive coaches experience their work, as this has been largely unexplored in the coaching literature. Both a wellbeing and values lens were applied to gain a better understanding of how coaches experience their work. The quantitative component of the study focused on the relationship between coaches' values and their wellbeing.

The quantitative research question was: *What is the association between executive coaches' wellbeing and their values?* The research question is important as this study was not about coaches' views on the coaching process or on aspects that make the coaching relationship with the coachee successful.

This study was based on a pragmatic research paradigm, which is philosophically and epistemologically well suited to its mixed methods design (Onwuegbuzie & Leech, 2005). The pragmatic paradigm guided this research enquiry, which was not about having to find 'the truth', verify or falsify a theory, but rather about producing knowledge (Creswell et al., 2003) about the experiences of coaches i.e. perceptions of their own lived reality. Qualitative research is very well suited to capturing the more organic elements of an individual's reality (Grant, 2013), like what makes something rewarding or challenging for the coaches, as was presented in Chapter 6. The exploratory sequential research design

(Creswell et al., 2003) utilised the insights or “knowledge production” from the qualitative data collection (through one-on-one and focus groups) to inform the quantitative on-line survey. At the beginning, this study was purely a qualitative design, which was re-conceptualised to include a quantitative component i.e. mixed methods. The benefit of moving to a mixed methods research design was to expand the data collection to allow a clearer picture of the participants’ social world (Abbott, 2006). These principles were also used during the following discussion on the quantitative research findings.

8.2 Discussion of quantitative results

In this section the results will be discussed in relation to the research question: *What is the association between executive coaches’ wellbeing and their values?*

Inter-battery factor analysis (IBFA) confirmed that there was an association between coaches’ wellbeing and values. Four factors were found to be significant. Each of the four factors will be discussed separately, but in relation to the “circular motivational continuum” of values underpinned by the Portrait Values Questionnaire – Revised (PVQ-RR) (Schwartz, 1990, Schwartz, 1992; Schwartz et al., 2012), and, the PERMA(H)-Profiler (Butler & Kern, 2016) based on Seligman’s (2011) model of flourishing. The acronym (PERMA(H) stands for: Positive emotions (P); engagement (E); relationships (R); meaning (M); accomplishment (A); health (H). As mentioned at the beginning of the chapter, I adapted the circular values continuum by introducing different (and related) colour wedges to ease visual understanding, as the model is extremely useful to get a general idea of how the participants’ values and wellbeing were associated. Figure 8.1 shows the adapted “circular motivational continuum” values model and Figure 8.2 shows the modified descriptors of the PERMA-Profiler. By referring to both, the associations between the two measures based on the results will become clearer.

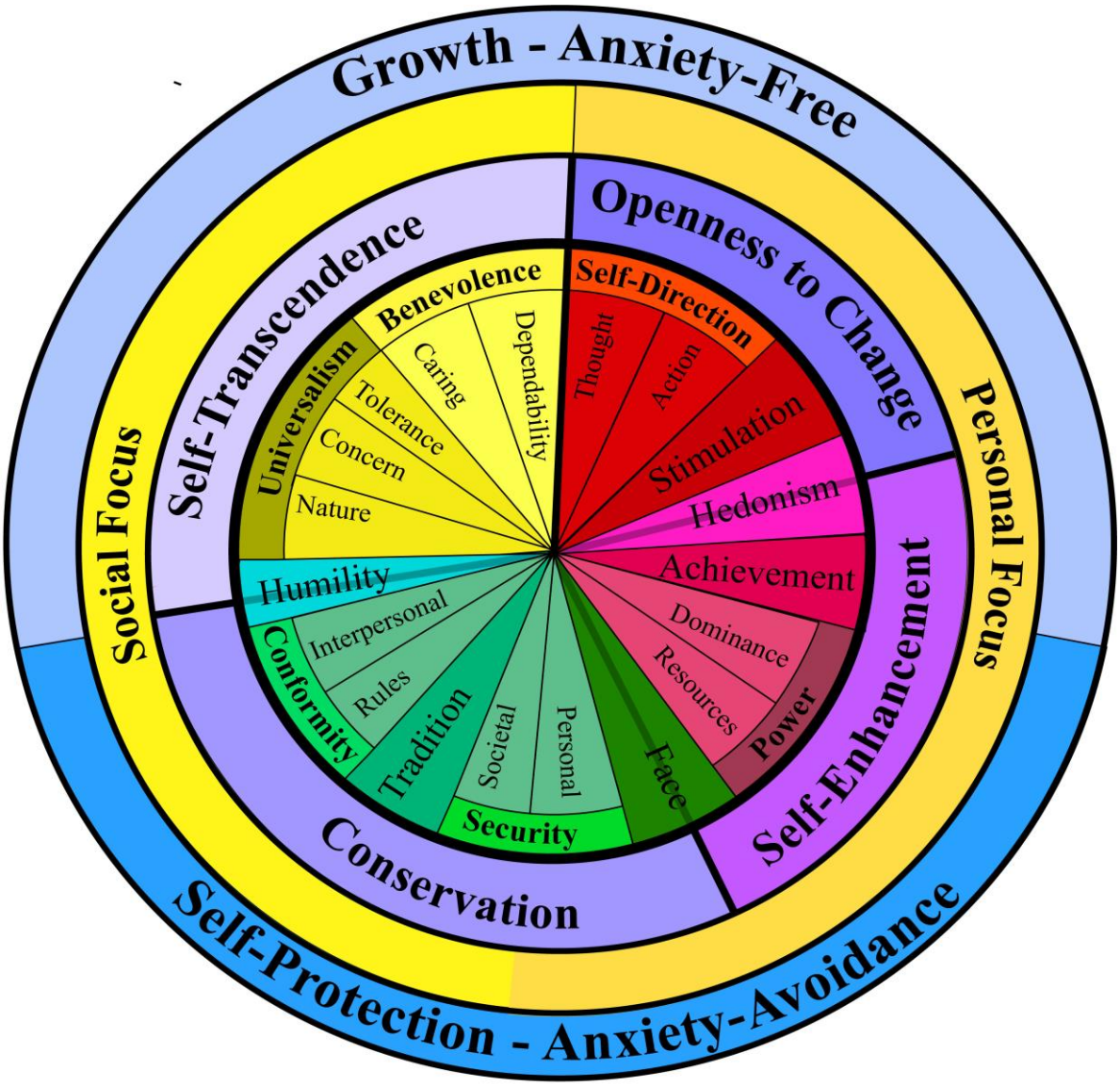


Figure 8.1. *Modified "circular motivational continuum" of 19 values (Schwartz et al., 2012, p. 669)*

Table 8.1. PERMA-Profiler descriptors adjusted by Butler and Kern (University of Pennsylvania, 2013) to include health (h) and negative emotions relative to the workplace (N)

P and N = Positive and Negative emotions

Emotions are an important part of our wellbeing. Emotions can range from very negative to very positive, and range from high arousal (e.g., excitement, explosive) to low arousal (e.g., calm, relaxed, sad). For **Positive emotion**, the PERMA-Profiler measures general tendencies toward feeling contentment and joy. For **Negative emotion**, the Profiler measures tendencies toward feeling, sad, anxious, and angry.

E = Engagement

Engagement refers to being absorbed, interested, and involved in one's work, and is a key measure for workplaces today. Very high levels of engagement are known as a state called "flow", in which you are so completely absorbed in an activity that you lose all sense of time.

R = Relationships

Relationships refer to feeling connected, supported, and valued by others in the organization. Having positive relationships with others is an important part of life feeling good and going well. Other people matter!

M = Meaning

Meaning refers to having a sense of purpose in one's work. Meaning provides a sense that your work matters.

A = Accomplishment

Accomplishment can be objective, marked by honors and awards received, but feelings of mastery and achievement is also important. The Profiler measures subjective feelings of accomplishment and staying on top of daily responsibilities. It involves working toward and reaching goals, and feeling able to complete tasks and daily responsibilities.

H = Health

Although not part of the PERMA model itself, physical health and vitality is another important part of wellbeing. The Profiler measures a subjective sense of health – feeling good and healthy each day.

8.2.1 *Introducing the coach profiles*

In the discussion below the four factors that emerged are explained in more detail through four coach profiles. They were: Good timers, traditionals, independents and achievers.

8.2.2 *Factor 1: Good-timers profile*

This profile has been labelled *"good timers"* for reasons that will become clear below. To interpret the results, refer back to both Figure 8.1 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Figure 8.2. "*Good timers*" are placed in the

red, lilac, green and *yellow wedges* in Figure 8.1 and they are associated with the following PERMA(H) domains: *Engagement* (E), *Health* (H) and *Accomplishment* (A) (Table 8.1).

The results of "*good timers*" values mainly reflect stimulation and hedonism. While it is important not to over interpret, it appears that the coaches who fall into this profile enjoy feeling good, taking risks, looking for new things to engage in. However, they are also motivated by traditional values that come from their families, religion and customs, which are almost opposite to the red / lilac wedges. They also relate to "self-transcendence", which is important to them particularly through their interest in nature. Their interest in "self-transcendence" also reveals that they believe that people should be treated fairly, and that society should protect the weak and vulnerable.

Interestingly this group was not particularly motivated by a high sense of personal achievement or by 'losing' face. On the wellbeing side, they scored highest on engagement, which links to their values of enjoying what they do and getting completely involved or going into a state of flow in matters that interested them. They also appeared to take an interest in their health and believed that they were capable of taking responsibility for themselves. What is particularly interesting about this group is that their values of being more open to change (red wedges) were on the opposite side of the circular continuum to conservation (green wedges). Seligman (2002) stated that wellbeing in life may be as a result of various virtues and strengths the person has, these include transcendence, humanity, love, courage, knowledge and justice.

Factor 1 answers the research question by showing that there is an association between coaches' wellbeing and values. Coaches' values of openness to change, conservation and self-transcendence are associated to engagement, health and accomplishment in the form of taking responsibility.

8.2.3 *Factor 2: "Traditionals" profile*

This profile has been labelled *"traditionals"*. To interpret these results, refer back to both Figure 8.1 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Table 8.1. "Traditionals**"** are placed in the *green, turquoise, yellow wedges* in Figure 8.1 and they are associated with the following PERMA(H) domains: *Health* (H) and *Accomplishment* (A) (Table 8.1).

The coaches described as "traditionals" have values which predominantly have a social as opposed to a personal focus. Their green and turquoise value wedges are also in close proximity to each other on the circular values continuum. This group is overwhelmingly more conservative in nature and have a small interest in self-transcendence, believing that it is important to show a form of benevolence when caring for people in their society. This group is also very inclined to be humble, believing that thinking you deserve more than others is not right. Their wellbeing profile is very focused on being physically healthy and they value goal achievement. This group showed evidence of experiencing negative emotions like feeling anxious, getting angry and not feeling loved. It is possible that "traditionals" put a great deal of effort into abiding by cultural and religious norms and respecting rules. They also appear to be inclined to focus on self-protection, which can increase their anxiety. People's orientation to partake in activities they enjoyed or valued are also viewed as a way to be happy or not (Peterson et al., 2005), which is evident in this profile of coaches.

Factor 2 answers the research question by showing that coaches' values of conservation, humility and self-transcendence are associated to health and accomplishment in the form of being goal directed.

8.2.4 *Factor 3: "Independents" profile*

This profile has been labelled *"independents"*. To interpret these results, refer back to both Figure 8.1 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Table 8.1. *"Independents"* are placed in the *red, purple, yellow and green*

wedges in Figure 8.1 and they are associated with the following PERMA(H) domains: *Positive emotions* (P) and *Negative emotions* (N) and *Relationships* (R) (Table 8.1).

"Independents" strongly believe in being open to change and the importance of being self-directed, both in thought and action. Being free to choose is very important to them. Many coaches choose to leave the corporate world to become self-employed professionals, a career move that necessitates the coach taking and living with the consequences of such an action. They also believe that being dependable and trustworthy are important and in this way their benevolence is adjacent to their need for self-direction on the circular values continuum. There is also an interest in enjoying what life has to offer, but very much from their personal point of view, which may explain the high score for relationships on the PERMA(H). "Independents" appear to shun personal aspects of power when it comes to dominating others. They have a "what you see is what you get" approach and are not interested in material gains and conforming to societal norms.

It is therefore not surprising that they appear to have high levels of positive and negative emotions, which can be as a result of a more internally driven aspirations. They are, for example, not very interested in achieving important goals which may be due to them wanting more flexibility and experiencing life's pleasures. Schwartz et al. (2012) indicated that values are motivators of behaviour and Ball, Rokeach, and Grube (1984) acknowledged that values are the quiet forces behind many human behaviours and actions. These positions may also be applied to "independents", as underlying reasons that impact their wellbeing. The inter-relationship between wellbeing and values are also implied by Warr and Nielsen (2018)

Factor 3 answers the research question by showing the association between coaches' wellbeing and values. Coaches' values of openness to change and self-enhancement are associated to positive emotions.

8.2.5 *Factor 4: "Achievers" profile*

This profile has been labelled *"achievers"* for reasons that will become clear below. To interpret the results, refer back to both Figure 8.1 above (values circular continuum colour

wedges) and the PERMA(H) descriptors in Table 8.1. “Achievers” are placed in the *red, lilac, and green wedges* in Figure 8.1 and they are associated with the following PERMA(H) domains**:** *Accomplishment* (A), *engagement* (E), *positive and negative emotions* (P)(N) *and meaning* (M) (table 8.1).

These coaches are described as “achievers” due to their very strong belief in achieving goals that will enhance their social status and positional power in society. They appear not to be interested in issues related to universalism such as conserving nature, neither is being humble of importance to them. Their wellbeing profiles are therefore strongly orientated to achieving external goals and successes. They also appear to experience both positive and negative emotions, which can be as a result of the pursuit and achievement of goals. This is the only group who believe that what they are doing is valuable and worthwhile to society, which may be as a result of their self-confidence as opposed to making a marked contribution to society. This group are also not interested in their physical health and are far more motivated to be extremely successful. It is plausible that this type of coach will be well suited to work in high performing work environments where their contributions may be acknowledged by likeminded high achievers. Huppert (2009) positioned wellbeing as having a sense of purpose, which may be the achievement of a valued goal, clearly linking to the “achiever” profile.

Factor 4 answers the research question by showing that coaches’ values of self-enhancement and ‘face’ are associated with accomplishment, engagement, positive and negative emotions and meaning. Factor 4 also supports the association between coaches’ wellbeing and values. Based on the four profile descriptors the following section presents a simple visual representation of their associations.

8.2.6 *Profile model of coaches’ values and wellbeing*

The model below depicts the links between coaches’ wellbeing and values through a simple visual of the four coaching profiles. This model has no association to the colour wedges that were part of the adapted circular values continuum of Schwartz et al. (2012)

in the previous section. Figure 8.2 (below) provides a values profile of coaches' and their associated PEMAH domains of wellbeing.

- Factor 1: "Good timers" - Engagement / Health / Accomplishment
- Factor 2: "Traditionals" – Health / Accomplishment
- Factor 3: "Independents" – Positive and Negative Emotions / Relationships
- Factor 4: "Achievers"- Accomplishment / Engagement / Positive and Negative Emotions / Meaning

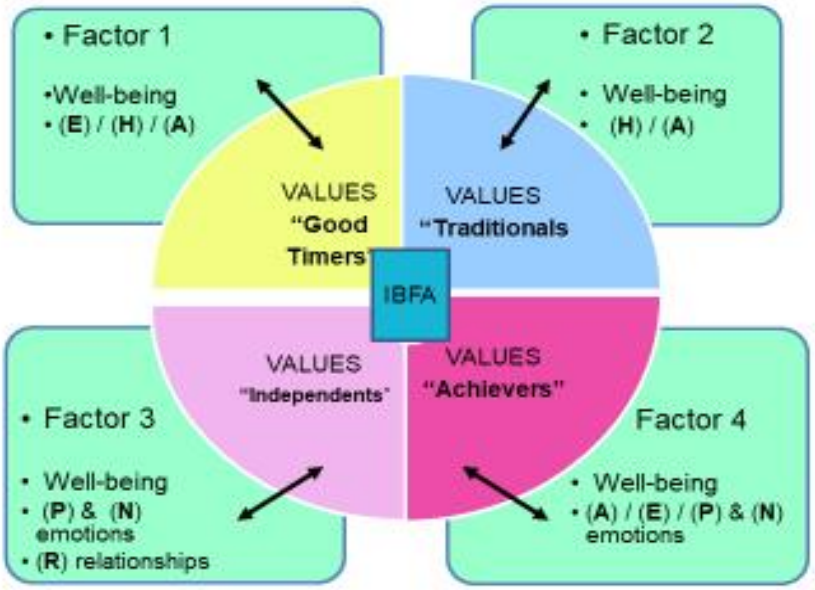


Figure 8.2. *Coaches' profile model of the association between values and wellbeing (Norden)*

8.3 Overall summary of results

The study confirmed that coaches' wellbeing and values are associated. The results support the PERMA domains conceptualised in Seligman's (2011) theory of human flourishing. Butler and Kern's (2016) PERMA-Profiler with the modified (H) health and (N) negative emotions, reveal clear associations with the revised Schwartz et al. (2012) theory of values as measured by the Portrait-Values Questionnaire (PVR-RR).

The final chapter will present an integrated summary of Chapter 6 (findings) and Chapters 7 (results) and 8 (discussion of results) as well as the contributions, limitations and recommendations of the study.

CHAPTER 9. SUMMARY OF FINDINGS AND RESULTS, CONTRIBUTIONS, LIMITATIONS AND RECOMMENDATIONS

In this final chapter, I start by providing a brief self-reflection of the process. This is followed by a presentation of the combined findings from the qualitative study and the results of the quantitative study, through each research question. Thereafter, the contributions, limitations and recommendations are discussed to conclude the chapter.

9.1 A brief reflection

To write this final chapter it was impossible not to think of how this research study has impacted my life. At the start I had no idea what I was embarking upon or what topic would eventually emerge. The thought in my head was, being part of the adjunct faculty of the business school would ease the process by providing me flexibility, some income and access to scholarly colleagues. In addition, I was of the opinion that ongoing learning is always a good thing and it may make me more marketable as I transitioned into the penultimate phases of my career. I can now look back with less idealism and deep gratitude towards those who guided my learning and the respondents, who allowed me access to their stories and views.

As a business / executive coach and coach supervisor I too have experienced many of the positive aspects of being a practicing coach. For example, being deeply affected by doing work that was aligned to my values (e.g. of being of service, doing work that had a meaningful impact, ongoing learning). I also understood some of the challenges of working in an emerging field where many people thought of coaching as a chat over a coffee and the insecurity of being a self-employed professional. It is not unsurprising that the link to my own wellbeing and values were never far from my reality. At times what I was learning was a comfort and at times not. My experience and insight into some of these issues have left me feeling both grateful and empathetic towards the participants and respondents. They were willing to take the time to relate their personal experiences and views about being a coach. This is a research study, implying a limited timeframe.

However, the ongoing responsibility to promote the wellbeing of coaches in many aspects of my business and career in the years to come will remain with me. The paragraphs below start with a background summary, followed by findings and results of the qualitative (Chapter 6) and quantitative analysis (Chapter 8) by question.

9.2 Background summary

This study was about the coach's experiences of their work through a wellbeing and values lens. Chapter 3 focussed on the well-researched area of wellbeing, more specifically, how the study would adopt as eudaimonic conceptualisation of wellbeing as it provided a more in-depth understanding of the multidimensional construct of wellbeing. The qualitative analysis explored the coaches' experiences of their: purpose in life, environmental mastery, positive relationships, autonomy, personal growth and self-acceptance. The concept of 'flourishing' was also introduced as a form wellbeing about optimal (and positive) psychological functioning (i.e. where human beings are free of Diagnostic and Statistical Manual mental disorders). A key point at the end of chapter 3 was theories of positive psychological functioning, being essential expressions of middle-class values (Ryff, 1985). Hence, I made the argument that eudaimonic wellbeing was a values-based conceptualisation of wellbeing. This was the theoretical foundation for the qualitative exploration of how coaches experienced their work as little was known about this.

Chapter 4 was about human values, a topic of enduring interest to social scientists, which has also resulted in extensive scholarly literature. In that chapter the link between human values and their wellbeing was presented. The literature on values and wellbeing were shown to overlap substantially. These theoretical foundations underpinned the quantitative research, which focused on examining the association between coaches' wellbeing and values.

The following sections will illustrate how these findings (qualitative) and results (quantitative) recount back to the studies' research questions. The quantitative questions precede the qualitative question. A brief overall summary is offered at the end.

9.3 The findings from the three qualitative questions

The following section presents the discussion of the three qualitative questions shown in Chapter 6. The difference is that the overall discussions are shown per question, followed by the links to Ryff's (1989) multidimensional model of eudaimonic wellbeing. In the final section the findings from the three qualitative questions are accessed via a visual of Ryff's model.

9.3.1 *What are the positive aspects coaches, experience from their work? (QUAL)*

The findings identified six distinct themes as previously presented in chapter 6 p102-104. They are: *Connectivity, Independence, Positive self-attitude, Affirmation, Impact* and *Growth and Development.* These findings were also linked to Ryff's (1989) multidimensional eudaimonic theory of wellbeing therefore providing rigour.

Connectivity

The first theme, *connectivity,* revealed how participants had a deep sense of connection to their coaching clients. This feeling of helping / supporting others was very positive to all the participants. They valued this "authentic / safe space" which was created between themselves and the coachees. Some mentioned that they got a great deal of satisfaction from coaching as it was a way in which they could demonstrate their appreciation of people, and experience work that they loved which involved caring for and developing trust with their coaching clients. These aspects can be linked to Ryff's component of "positive relations with others", which includes warm trusting relationships, being capable of empathy and having a concern for the welfare of others. In chapter 2 (coaching literature review) no direct studies were identified that looked at how coaches felt about their work. The closest previous research linked to the current study, revealed the importance of the working alliance between the coach and the coachee (de Haan et al., 2016) and Passmore and Fillery-Travis's (2011) positioning of coaching as a helping / relationship service. Thus, these findings are in line with the little previous research found on this topic.

Independence

The second theme, *independence,* represented a very strong positive aspect linked to their work for the participants. Being 'freed' as a corporate employee was seen as a joy by all the participants. As a reminder, the average age of the participants was 57-years and all had experience of the corporate world. It was apparent that they found that working as a coach gave them a greater sense of being in charge of their own lives. These findings are consistent with Ryff's 'autonomy' component which describes such a person as being self-determining and independent and being able to regulate their behaviours according to personal standards.

Positive self-attitude

The third positive aspect was identified as having, *positive self-attitude,* which came through in describing their move to coaching and what they 'left behind' in their previous careers. This is aligned to Ryff's components of 'self-acceptance', which describes the person as having a positive attitude towards themselves including their good and bad qualities and feeling positive about past life experiences.

Affirmation

The fourth theme, *affirmation,* referred to the view the participants had of their work being recognised by their clients. They experienced many positive personal aspects by being acknowledged by their coaching clients either during the coaching process or even long after their work was concluded. Several participants had experienced a deep sense of being affirmed by coaching clients getting in touch with them years later, to the extent of recalling how the coaching conversations impacted their lives. These issues are similar to Ryff's 'environmental mastery' component, where the person feels a sense of competence in the environment in which they are operating. Evidently, the positive affirmations obtained from clients indicate to the coaches that they are competent in their chosen field and have achieved mastery over their environment.

Impact

The fifth theme, *impact,* resonated deeply with all the participants as a key positive aspect of coaching. The majority felt that coaching was aligned to their purpose and that they experienced the work as meaningful. Interestingly in a large quantitative study Schermuly (2014), found that the fact that coaches could not witness the long-term impact of their coaching as the number one negative effect of coaching. This study's results ran somewhat contrary to Schemuly's (2014) findings in that some of the coaches did speak of clients providing affirmation sometime after the coaching had taken place suggesting that the long-term impact could be felt. Arguably, this theme fits best with Ryff's purpose component of wellbeing. While all the themes link to some extent to purpose – the idea of impacting other's lives or a team or an organisation, in a very positive way, is key to the purpose and meaning of coaching.

Coaches' own growth and development

The sixth theme, *coaches' own growth and development,* reflects the participants sense that one of the positive aspects of coaching is that they are able to continue to learn and develop. This clearly fits into Ryff's component of "personal growth", where continued development and being exposed to new experiences are ways of realising one's own potential. This also supports the work of, De Haan and Nieβ (2015) and Bauer and McAdams (2004). The former found that both the coach and the coachee saw learning to be a critical moment in the coaching process, and the latter researchers showed that coaches had higher levels of wellbeing after experiencing personal growth after a coaching programme.

9.3.2 *What are the challenges that coaches' experience in their work? (QUAL)*

Six distinct themes emerged: *difficult coachees / clients, energy depletion, show me the money, I am / am I good enough*, *resistance and remaining authentic, and ethics.* These findings were found to be consistent with five components of Ryff's model of wellbeing. This is the only research question that had studies which had direct bearing on challenges coaches' experience. These quantitative studies were conducted in Germany and looked

at the negative effects of coaching on the coach. The three related studies were by Schermuly (2014), Schermuly and Bohnhardt (2014) and Schermuly, Schermuly-Haupt, and Schoelmerich (2014). They will be referenced where appropriate to the study's six themes.

Difficult coachees / clients

The first theme was called *difficult coaches / clients.* In the study this was an overarching term used to describe various challenges coaches had with coaching clients / coachees, their own personalities and the various challenges they were faced with during the ongoing relationships during a coaching intervention. The majority of the coaches could relate stories where the coaching clients' personality 'issues' presented challenges to their relationship. The most frequently used clinical label was the narcissistic personality type. In reality, popular culture and social media allows labelling of well-known personality figures without much thought to the clinical interpretations. Eight of the twenty participants were registered as psychologists in South Africa (Appendix, J), however, none were clinical psychologists and the work of an executive coach excludes making clinical diagnoses of their coaching clients, therefore the "narcissistic" label used by the participants were not clinical. In addition, participants were encouraged to talk freely so the labels were based on their own experiences of the coaching clients as opposed to a clinical diagnosis.

Difficult coaches / clients are negatively aligned to Ryff's positive relationship component of wellbeing, where warm trusting relationships concerned with the welfare of others are key features. Having clients who "bore you", "are narcissistic" or "un-coachable" clearly challenge the coaches' ability to create and sustain positive relationships with their clients.

Energy depletion

The second theme *'energy depletion'* described the negative wellbeing effects of coaching on coaches. Given the joy in coaching evidenced across the board when coaches were speaking about the positive aspects of coaching it is unlikely that this energy depletion represents burnout (regarding the responses as a whole – no

assumptions are made about the individual coach's wellbeing or lack thereof). What may be evident here is the result of emotional labour that some coaches may experience. The concept of emotional labour was first identified by Hochschild (1983) in her work on flight attendants. It entails the person being able to manage observable facial and bodily expressions in public social interactions. The coaches felt there were times they were required to present a public persona reflecting appropriate empathy and energy, which took a great deal of effort when they felt drained.

Show me the money

The third theme *show me the money* described the many challenges that participants experienced as a result of being self-employed professionals. A major reward – as pointed out in the above section – was being independent, but challenges that accompany being an autonomous small business owner were very much part of the coaches' discourse. Comments relating to the business element of coaching stretched across a wide spectrum from general administrative issues like booking appointments, following up on outstanding invoices to being part of a panel of coaches, which often required a litany of templates that required completion. However, this finding was deeper than administrative burdens. Having to "talk the talk" to be taken seriously in an emerging field was often also viewed as tiresome when many organisations were extremely focused on pre-determined outcomes. The latter also impacted on the business imperative of working within a systemic organisational context which the participants were well aware of. This theme seems negatively aligned to Ryff's component of "autonomy". The reward of being free of corporate shackles is limited by the practical realities of running one's own business and needing to generate income.

I am / am I good enough?

The fourth theme, *I am / am I good enough?* encompassed a broad array of participant's feelings. Some of these were feelings of uncertainty, lacking confidence, questioning their abilities after a setback, and even the uncomfortable realisation that they may have been "seduced' by the coaching client or organisation and may also have been 'colluded' with the coaching client. Here the Ryff' component of "self-acceptance" is being undermined

by more negative feelings of self-doubt. De Haan (2008a; 2008b) showed that more experienced coaches were better equipped to handle tensions between themselves and the coaches, recognising a component of dissatisfaction that the coach had to deal with during the course of their work. Schermuly (2014) found that the fear of not being able to fulfil their coaching role was the third highest negative effect coaches experienced. This theme also has a negative affiliation to Ryff's "environmental mastery" component, which emphasised a positive sense of mastery and competence in selecting and doing various external activities.

Resistance and remaining authentic

The fifth theme *resistance and remaining authentic* represented a generalised challenge that the participants experienced both in the 'inner worlds' and 'outside worlds'. Some participants mentioned they had to become aware of inner negative inner dialogue that would seep into their thoughts and self-correct where necessary. The issue of authenticity or the lack of it seemed to be easier to spot in other coaches than themselves. One participant mentioned that this became apparent to her when working with less experienced coaches who needed to find coaching clients and consequently they came across as not being genuine.

Ethics

The sixth theme *ethics* showed participants own judgements that were surfacing which proved to be challenging. Interestingly the issue of growing corruption was mentioned by two participants. This is a particular issue in South Africa, where a string of massive corruption charges has emerged in relation to large corporates. The ethical dilemmas that the issue of corruption created challenged the coaches' values as well as their safety. This issue is becoming increasingly significant for executive coaches who work in highly political environments where the necessity for coaching becomes an ironic commentary on corporate governance. Many coaching clients / coachees value the support coaching offers. Their organisations are not functioning optimally, but they may be complicit in these developments. In this study, the coaches were not aware of their coaching clients / coachees complicity and read about it in the press. Several coaches also expressed the

difficulties they had when the organisational representative wanted the coach to influence the coaching client in a particular way as opposed to confronting the employee directly. One of the coaches explained such an incident where she actually confronted the organisational representative, which fortunately had a positive outcome, but this is undoubtedly a risk that can impact these relationships in a negative way. Respecting confidentiality is another ongoing challenge and the interpretation of what confidentiality means was also not universally shared. For example, one participant has his own interpretation of privacy as superseding confidentiality. Coaches are guided by best practice and the ethics of the professional association, interest group or council they are members of. In South Africa, coaching psychologists who are members of SIOPSA have clear ethics about confidentiality.

9.3.3 *What strategies do coaches use to enhance and sustain their wellbeing? (QUAL)*

Seven distinct themes emerged: *social support, 'my choice', self-compassion, agility / adaptability, alignment to purpose, ongoing development* and *somatic practice*. These findings are consistent with all six components of Ryff's model of wellbeing (Figure 3.4) with the exception of the 'somatic practice' themes. As above these themes will be discussed in relation to Ryff's model, the theoretical underpinnings and relevant research.

Social support

The first theme, *social support,* was identified as being very important to the participants. They did not all have the same form of social support, but social relationships were a source of joy that contributed to their wellbeing. Participants were also aware of the benefits of having different interests. Many of the examples they mentioned involved a form of creativity, which allowed them to focus on less cogitative matters. I was however left with some scepticism about how consistently these interests were pursued as opposed to physical exercise for example (this will be discussed in the seventh theme). This theme is closely aligned to Ryff's "positive relationships" component of wellbeing. Ryff and Singer (1998) stated that positive relationships are almost universally / cross

culturally acknowledged as being an important way of how to live well. Theoretically, theories of developmental stages such as Erikson and Allport's acknowledge the importance of close relationships with others. Maslow also stated that self-actualisers appear to have strong feelings of affection and empathy for human beings. The buffering role of social support is well documented in the literature (Cobb, 1976; Dean & Linn, 1977; Gottlieb, 1981).

My choice

The second theme, *my choice,* had participants agreeing that believing in the process, planning work well and being able to decline certain coaching engagements, worked well in keeping them positively engaged in their work. Yet again this finding is closely aligned to Ryff's component of "autonomy". Much has been written about this multi-dimensional model of wellbeing and being autonomous is a good example of multiple factors being at work e.g. in this study *independence* has been identified as being very rewarding and well as being able to decide or regulate how coaches select (or deselect) opportunities.

Self-compassion

The third theme, *self-compassion,* was widely recognised by the participants in the study as being very important to sustain their wellbeing as coaches. They gave rich descriptions of how they apply self-compassion. The awareness and value of self-acceptance, a component of Ryff's model of wellbeing, appears to be widely encouraged judging by the participants views. This was slightly nuanced by self-compassion, however in combination these behaviours appeared to support the participants to remain positive about their work experiences. These findings are also consistent with the research of Milyavskaya et al. (2012) which showed that increased wellbeing occurs when the individual's psychological needs are attended. The life span theories of Erikson and Neugarten recognised the value of self-acceptance. Jahoda's theory on positive mental health, identified positive self-regard as a key feature.

Agility and adaptability

In the fourth theme, *agility and adaptability,* coaches recognised the need to keep abreast with changes in order to succeed Ryff's component of "environmental mastery" is also aligned to this view. Allport's theory on maturity included the criteria of being able to extend oneself, which he interpreted as a way of participating in activities that go beyond the self. Life span developmental theorists such as Erikson, Neugarten and Jung placed emphasis on the individual's ability to manipulate complex changing environments. The study found that participants not only recognised this, but also applied this as a strategy to sustain their wellbeing.

Align to purpose

The fifth theme, *align to purpose,* appeared to be highly important to all the participants. Not only did they appear to draw comfort from these practices, but they also drew inspiration from them. Ryff's component of "purpose in life" strongly aligns to this finding. Frankl's existential perspective of helping individuals to find meaning in the face of adversity is highly relevant to finding a purpose in life. Allport's work on maturity recognised the importance of having a clear purpose to guide the individual's intentions. Life-span developmental theories acknowledge that individual purpose changes over various life stages and turns inward towards a higher level of emotional integration in later life. The current study supports this stance, revealing strong evidence that the participants required a greater sense of intrinsic meaning, which most felt that practicing as a coach provided over their previous career choices.

Ongoing development

The sixth theme, *ongoing development,* as a strategy for positive wellbeing was not unexpected. Participants all engaged in coach supervision or belonged to a community of practice, not only for support but for learning and development. Coach education and training in all probability contributed to this disposition, however, there was a keen sense of appreciation and respect for these practices. Other techniques such as journaling (also providing a type of reflective practice) was used as a strategy for ongoing development.

Ryff's component of "personal growth" is again closely aligned to this finding. Participants also viewed this process as contributing to reaching greater levels of potential and self-improvement

Somatic practice

The seventh theme, *somatic practice,* was based on all the participants' involvement and participation in some form of physical practice. These varied a lot but had clear benefits for the participant's wellbeing. This theme was the only one that did not align clearly to Ryff's model. It is conceivable that a form of somatic practice was assumed in "environmental mastery" or "autonomy" as Ryff (2014), Ryff et al. (2004) and Ryff (2017) acknowledged the newest advances in relation to eudaimonic wellbeing research related to health. Ryff (2017) also pointed out that health studies related to wellbeing, contrast to "long-standing" biases that focused on disease as opposed to "…a state of complete physical, mental and social well-being…" (p. 6). A further possible influence on this finding is the growing impact of positive psychology and greater global awareness of the positive effects of physical health. In addition, many coach educators and training providers place growing emphasis on a so-called holistic approach. In the next section the study's findings are visually aligned to Ryff's model.

9.3.4 *The adaptation of Ryff's six-dimensional model as a conceptualisation of coaches' wellbeing*

The following section shows the overall findings, compiled and aligned to Ryff's (1989) six-component model of eudaimonic wellbeing. As illustrated, the response themes across the three questions: positive aspects, challenges and strategies show very close alignment to Ryff's model. The main components that showed some differences were related to challenges: no alignment to personal growth and the theme of energy depletion, and, wellbeing strategies i.e. the lack of a physical / somatic practice dimension. Figure 9.1 below illustrates the alignment between Ryff's model and the three research questions of positive aspects (green circle), challenges (turquoise circle) and strategies for wellbeing (yellow circle).

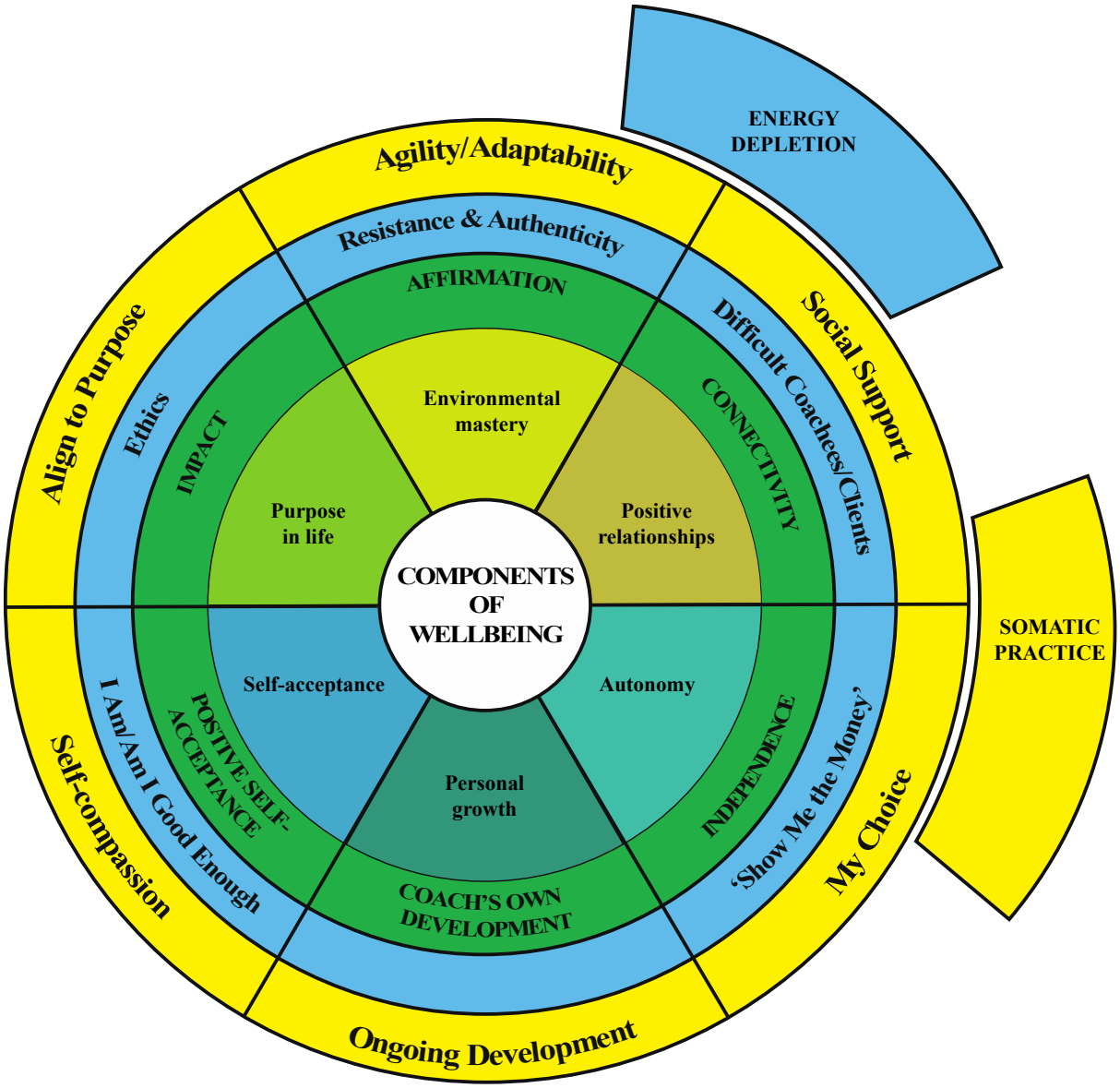


Figure 9.1. *Adapted model of coaches' wellbeing (Norden) based on Ryff's (1989) six-component model of wellbeing*

The sections above aligned the themes that emerged from the qualitative enquiry. As mentioned in chapter 6, this is important as, the alignment of the findings on to Ryff's six-

dimensional model of wellbeing provide new evidence of coaches' experiences of their work through a wellbeing lens.

9.3.5 *The results from the quantitative question. What is the association between coaches' wellbeing and their values?*

The following section will show the results from the quantitative analysis. Four factors showed a significant association between coaches' wellbeing and values. These results revealed four coach profiles which are visually presented at the end of the section

9.3.6 *Inter-battery factor analysis four factor loadings on to the wellbeing and values instruments*

In the following section, the results from the two questionnaires used in the study i.e. PVQ-RR (values) and the PERMAH (wellbeing) are shown. In chapter 7 four factors were deemed to be have acceptable eigenvalues. Table 9.1 (below) presents the factor loadings in relation to the PERMAH / wellbeing instrument and Table 9.2 (below) presents the factor loadings for the PVQ-RR / values instrument.

Table 9.1 Factor loadings of PERMAH / wellbeing items

PERMAH items	**Rotated Factor Loadings**			
	Factor 1	Factor 2	Factor 3	Factor 4
How often do you become absorbed in what you are doing?	0.5638		-0.2511	
How satisfied are you with your personal relationships?	0.3198			
In general, to what extent do you feel excited and interested in things?	0.2920			0.2183
How often do you lose track of time while doing something you enjoy?	0.2738			0.2159
How often are you able to handle your responsibilities?	0.2671			
In general, how often would you say your health is?	0.2655	0.2885		-0.2124
In general, how often do you achieve the important goals you have set for yourself?		0.2715	-0.2565	0.2480
In general, how often do you feel angry?		-0.2146		
To what extent do you feel loved?		-0.3107	0.2238	
In general, how often do you feel anxious?		-0.3690		
How lonely do you feel in your daily life?		-0.4492		
In general, how often do you feel positive?			0.5622	
In general, to what extent do you feel contented?			0.3904	
Taking all things together, how happy would you say you are?			0.3356	
In general, how often do you feel sad?			-0.2039	0.2010
How much of the time do you feel you are making progress towards accomplishing your goals?		0.2783		0.4112
In general, how often do you feel joyful?			0.2617	0.2880
In general, to what extent do you feel that what you do in your life is valuable and worthwhile?				0.2038
Compared to others of your same age, sex, how is your health?	0.2373	0.2921		-0.3836
How satisfied are you with your current physical health?		0.2220		-0.4751
In general, to what extent do you lead a purposeful and meaningful life?				
To what extent do you generally feel you have a sense of direction in your life?				
To what extent do you receive help and support from others when you need it?				

Table 9.2 Factor loadings of PVQ-RR / values items

PVQ-RR values items	**Rotated Factor Loadings**			
	Factor 1	Factor 2	Factor 3	Factor 4
It is important to you to maintain traditional values and ways of thinking.	0.3455		-0.2276	
It is important to you to have all sorts of new experiences.	0.2985			
It is important to you to take risks that make life exciting.	0.2706			
It is important to you to take advantage of every opportunity to have fun.	0.2396			
It is important to you to have a good time.	0.2270			
It is important to you to always look for different things to do.	0.2237			
It is important to you never to make other people angry.		0.2796		
It is important to you to be satisfied with what you have and not ask for more.		0.2595		
It is important to you to avoid anything dangerous.		0.2540		
It is important to you to never annoy anyone.		0.2497		
It is important to you to avoid upsetting other people.		0.2400		
It is important to you to obey all the laws.		0.2328		
It is important to you to be personally safe and secure.		0.2325		
It is important to you that your country protect itself against all threats.		0.2142		
It is important to you to be free to choose what you do by yourself.			0.2605	
It is important to you to develop your own opinions.			0.2505	
It is important to you to make your own decisions about your life.			0.2223	
It is important to you to figure things out yourself.			0.2217	
It is important to you to plan your activities independently.			0.2193	
It is important to you that people do what you say they should.			-0.2033	
It is important to you to that people recognize what you achieve.	-0.2155			0.3068
It is important to you to never be humiliated.	-0.2037	0.2563		0.2827
It is important to you to have the power to make people do what you want.			-0.2342	0.2500
It is important to you to be very successful.				0.2437
It is important to you to take part in activities to defend nature.				-0.2208
It is important to you never to think you deserve more than other people.		0.2009		-0.2470

PVQ-RR values items	Rotated Factor Loadings			
	Factor 1	Factor 2	Factor 3	Factor 4
It is important to you to protect the natural environment from destruction or pollution.				-0.2540
It is important to you that people you know have full confidence in you.				
It is important to you to be wealthy.				
It is important to you to enjoy life's pleasures.				
It is important to you to have the power that money can bring.				
It is important to you that no one should ever shame you.				
It is very important to you to help the people dear to you.				
It is important to you to listen to and understand people who are different to you.				
It is important to you to protect your public image.				
It is important to you to follow your family's customs or the customs of a religion.				
It is important to you to own expensive things that show you wealth.				
It is important to you to honor the traditional practices of your culture.				
It is important to you to form your views independently.				
It is important to you that every person in the world have equal opportunities in life.				
It is important to you to concern yourself with every need of your dear ones.				
It is important to you to be the one who tells others what to do.				
It is important to you to take care of people you are close to.				
It is important to you to have ambitions in life.				
It is important to you that the weak and vulnerable in society be protected.				
It is important to you to be a dependable and trustworthy friend.				
It is important to you to have a strong state that can defend its citizens.				
It is important to you to accept people even when you disagree with them.				
It is important to you that your country is secure and stable.				
It is important to you that everyone be treated justly, even people you don't know.				
It is important to you that all your friends and family can rely on you completely.				
It is important to you to be humble.				
It is important to you to care for nature.				
It is very important to you to avoid disease and protect your health.				

PVQ-RR values items	Rotated Factor Loadings			
	Factor 1	Factor 2	Factor 3	Factor 4
It is important to you to follow rules even when no-one is watching.				
It is important to you to be tolerant towards all kinds of people and groups.				
It is important to you to never violate rules or regulations.				

9.4 Discussion of quantitative results

Inter-battery factor analysis (IBFA) confirmed that there was an association between coaches' wellbeing and values. As stated above, four factors were found to be significant. As in chapter 8 the four factors will be discussed separately, but in relation to the "circular motivational continuum" of values underpinned by the Portrait Values Questionnaire – Revised (PVQ-RR) (Schwartz, 1990, Schwartz, 1992; Schwartz et al., 2012), and, the PERMA(H)-Profiler (Butler & Kern, 2016) based on Seligman's (2011) model of flourishing. The acronym (PERMA(H) stands for: Positive emotions (P); engagement (E); relationships (R); meaning (M); accomplishment (A); health (H). In chapter 8, I adapted the circular values continuum by introducing different (and related) colour wedges to ease visual understanding, as the model is extremely useful to get a general idea of how the participants' values and wellbeing were associated. Figure 9.2 shows the adapted "circular motivational continuum" values model and Table 9.3 shows the modified descriptors of the PERMA-Profiler. By referring to both, the associations between the two measures based on the results will become clearer.

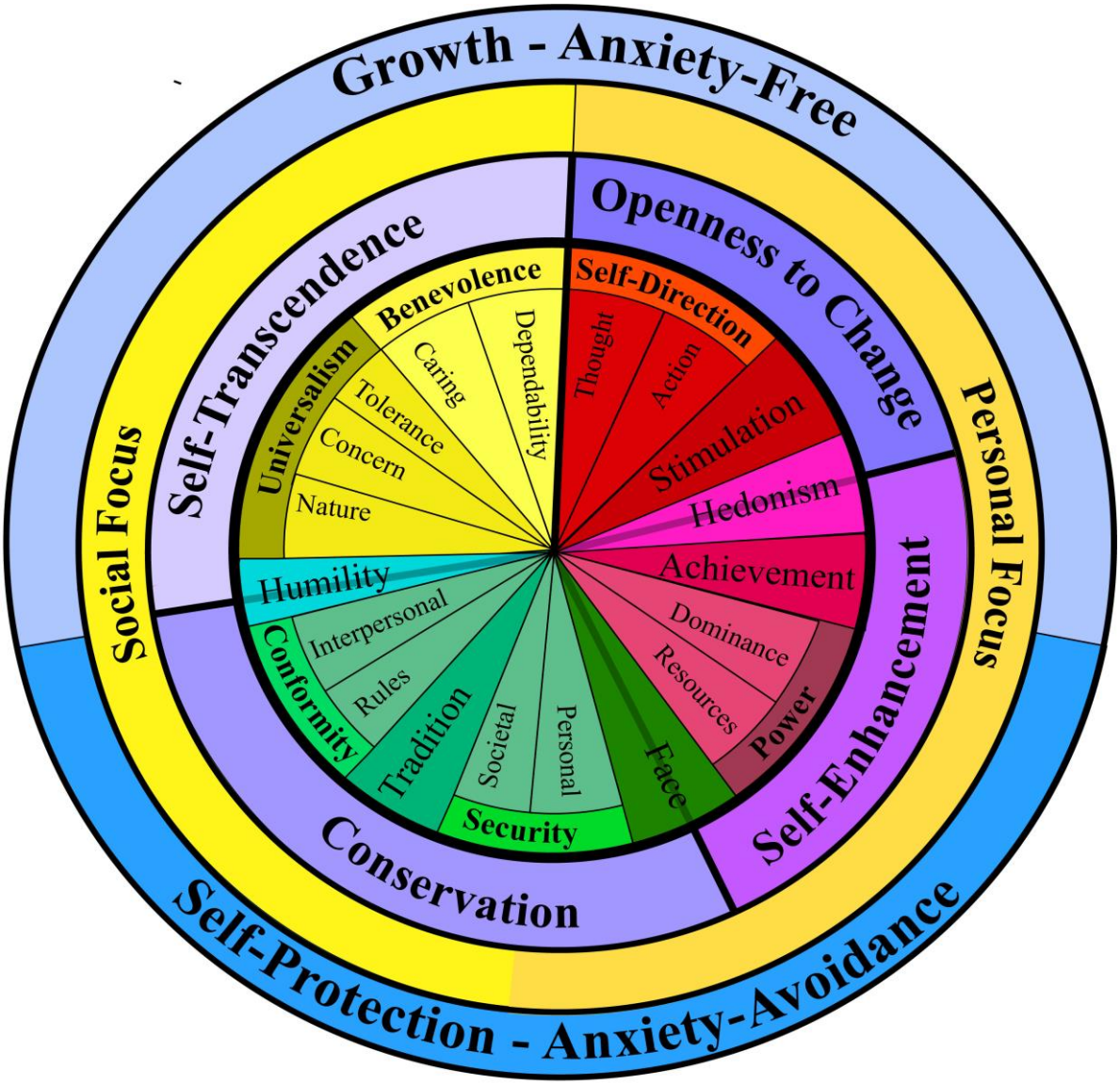


Figure 9.2 *Modified "circular motivational continuum" of 19 values (Schwartz et al., 2012, p. 669)*

Table 9.3 PERMA-Profiler descriptors adjusted by Butler & Kern (University of Pennsylvania, 2013) to include health (H) and negative emotions relative to the workplace (N)

P and N = Positive and Negative emotions

Emotions are an important part of our wellbeing. Emotions can range from very negative to very positive, and range from high arousal (e.g., excitement, explosive) to low arousal (e.g., calm, relaxed, sad). For **Positive emotion**, the PERMA-Profiler measures general tendencies toward feeling contentment and joy. For **Negative emotion**, the Profiler measures tendencies toward feeling, sad, anxious, and angry.

E = Engagement

Engagement refers to being absorbed, interested, and involved in one's work, and is a key measure for workplaces today. Very high levels of engagement are known as a state called "flow", in which you are so completely absorbed in an activity that you lose all sense of time.

R = Relationships

Relationships refer to feeling connected, supported, and valued by others in the organization. Having positive relationships with others is an important part of life feeling good and going well. Other people matter!

M = Meaning

Meaning refers to having a sense of purpose in one's work. Meaning provides a sense that your work matters.

A = Accomplishment

Accomplishment can be objective, marked by honors and awards received, but feelings of mastery and achievement is also important. The Profiler measures subjective feelings of accomplishment and staying on top of daily responsibilities. It involves working toward and reaching goals, and feeling able to complete tasks and daily responsibilities.

H = Health

Although not part of the PERMA model itself, physical health and vitality is another important part of wellbeing. The Profiler measures a subjective sense of health – feeling good and healthy each day.

9.4.1 *The coach profiles*

In chapter 8, the four factors that emerged were explained. In the following section the four profiles are reviewed again. They are: Good timers, traditionals, independents and achievers.

Factor 1: Good-timers profile

This profile has been labelled *"good timers"* for reasons that will become clear below. To interpret the results, refer back to both Figure 9.2 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Table 9.3. "*Good timers*" are placed in the *red, lilac, green* and *yellow wedges* in Figure 9.2 and they are associated with

the following PERMA(H) domains: *Engagement* (E), *Health* (H) and *Accomplishment* (A) (Table 9.3).

The results of "*good timers*" values mainly reflect stimulation and hedonism. While it is important not to over interpret, it appears that the coaches who fall into this profile enjoy feeling good, taking risks, looking for new things to engage in. However, they are also motivated by traditional values that come from their families, religion and customs, which are almost opposite to the red / lilac wedges. They also relate to "self-transcendence", which is important to them particularly through their interest in nature. Their interest in "self-transcendence" also reveals that they believe that people should be treated fairly, and that society should protect the weak and vulnerable.

Interestingly this group was not particularly motivated by a high sense of personal achievement or by 'loosing' face. On the wellbeing side, they scored highest on engagement, which links to their values of enjoying what they do and getting completely involved or going into a state of flow in matters that interested them. They also appeared to take an interest in their health and believed that they were capable of taking responsibility for themselves. What is particularly interesting about this group is that their values of being more open to change (red wedges) were on the opposite side of the circular continuum to conservation (green wedges). Seligman (2002) stated that wellbeing in life may be as a result of various virtues and strengths the person has, these include transcendence, humanity, love, courage, knowledge and justice.

Factor 1 answers the research question by showing that there is an association between coaches' wellbeing and values. Coaches' values of openness to change, conservation and self-transcendence are associated to engagement, health and accomplishment in the form of taking responsibility.

Factor 2: "Traditionals" profile

This profile has been labelled *"traditionals"*. To interpret these results, refer back to both Figure 9.2 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Table 9.3. "Traditionals**"** are placed in the *green, turquoise, yellow wedges* in Figure 9.2 and they are associated with the following PERMA(H) domains: *Health* (H) and *Accomplishment* (A) (Table 9.3)

The coaches described as “traditionals” have values which predominantly have a social as opposed to a personal focus. Their green and turquoise value wedges are also in close proximity to each other on the circular values continuum. This group is overwhelmingly more conservative in nature and have a small interest in self-transcendence, believing that it is important to show a form of benevolence when caring for people in their society. This group is also very inclined to be humble, believing that thinking you deserve more than others is not right. Their wellbeing profile is very focused on being physically healthy and they value goal achievement. This group showed evidence of experiencing negative emotions like feeling anxious, getting angry and not feeling loved. It is possible that “traditionals” put a great deal of effort into abiding by cultural and religious norms and respecting rules. They also appear to be inclined to focus on self-protection, which can increase their anxiety. People’s orientation to partake in activities they enjoyed or valued are also viewed as a way to be happy or not (Peterson et al., 2005), which is evident in this profile of coaches.

Factor 2 answers the research question by showing that coaches’ values of conservation, humility and self-transcendence are associated to health and accomplishment in the form of being goal directed.

Factor 3: “Independents” profile

This profile has been labelled *“independents”*. To interpret these results, refer back to both Figure 9.2 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Table 9.3. above *“Independents”* are placed in the *red, purple, yellow and green wedges* in Figure 9.2 below, and they are associated with the following PERMA(H) domains: *Positive emotions* (P) and *Negative emotions* (N) and *Relationships* (R) (Table 9.3)

“Independents” strongly believe in being open to change and the importance of being self-directed, both in thought and action. Being free to choose is very important to them. Many coaches choose to leave the corporate world to become self-employed professionals, a career move that necessitates the coach taking and living with the consequences of such an action. They also believe that being dependable and trustworthy are important and in this way their benevolence is adjacent to their need for self-direction on the circular values continuum. There is also an interest in enjoying

what life has to offer, but very much from their personal point of view, which may explain the high score for relationships on the PERMA(H). “Independents” appear to shun personal aspects of power when it comes to dominating others. They have a “what you see is what you get” approach and are not interested in material gains and conforming to societal norms.

It is therefore not surprising that they appear to have high levels of positive and negative emotions, which can be as a result of a more internally driven aspirations. They are, for example, not very interested in achieving important goals which may be due to them wanting more flexibility and experiencing life’s pleasures. Schwartz et al., (2012) indicated that values are motivators of behaviour and Ball, Rokeach and Grube (1984) acknowledged that values are the quiet forces behind many human behaviours and actions. These positions may also be applied to “independents”, as underlying reasons that impact their wellbeing. The inter-relationship between wellbeing and values are also implied by Warr and Nielsen (2018)

Factor 3 answers the research question by showing the association between coaches’ wellbeing and values. Coaches’ values of openness to change and self-enhancement are associated to positive emotions.

Factor 4: “Achievers” profile

This profile has been labelled *“achievers”* for reasons that will become clear below. To interpret the results, refer back to both Figure 9.2 above (values circular continuum colour wedges) and the PERMA(H) descriptors in Table 9.3. “Achievers” are placed in the *red, lilac, and green wedges* in Figure 9.2 and they are associated with the following PERMA(H) domains**:** *Accomplishment* (A), *engagement* (E), *positive and negative emotions* (P)(N) *and meaning* (M).

These coaches are described as “achievers” due to their very strong belief in achieving goals that will enhance their social status and positional power in society. They appear not to be interested in issues related to universalism such as conserving nature, neither is being humble of importance to them. Their wellbeing profiles are therefore strongly orientated to achieving external goals and successes. They also appear to experience both positive and negative emotions, which can be as a result of the pursuit and achievement of goals. This is the only group who believe that what they are doing

is valuable and worthwhile to society, which may be as a result of their self-confidence as opposed to making a marked contribution to society. This group are also not interested in their physical health and are far more motivated to be extremely successful. It is plausible that this type of coach will be well suited to work in high performing work environments where their contributions may be acknowledged by likeminded high achievers. Huppert (2009) positioned wellbeing as having a sense of purpose, which may be the achievement of a valued goal, clearly linking to the "achiever" profile.

Factor 4 answers the research question by showing that coaches' values of self-enhancement and 'face' are associated with accomplishment, engagement, positive and negative emotions and meaning. Factor 4 also supports the association between coaches' wellbeing and values. Based on the four profile descriptors the following section presents a simple visual representation of their associations.

9.4.2 *Profile model of coaches' values and wellbeing*

The model below depicts the links between coaches' wellbeing and values through a simple visual of the four coaching profiles. This model has no association to the colour wedges that were part of the adapted circular values continuum of Schwartz et al. (2012) in the previous section. Figure 9.3 (below) provides a values profile of coaches' and their associated PEMAH domains of wellbeing.

- Factor 1: "Good timers" - Engagement / Health / Accomplishment
- Factor 2: "Traditionals" – Health / Accomplishment
- Factor 3: "Independents" – Positive and Negative Emotions / Relationships
- Factor 4: "Achievers"- Accomplishment / Engagement / Positive and Negative Emotions / Meaning

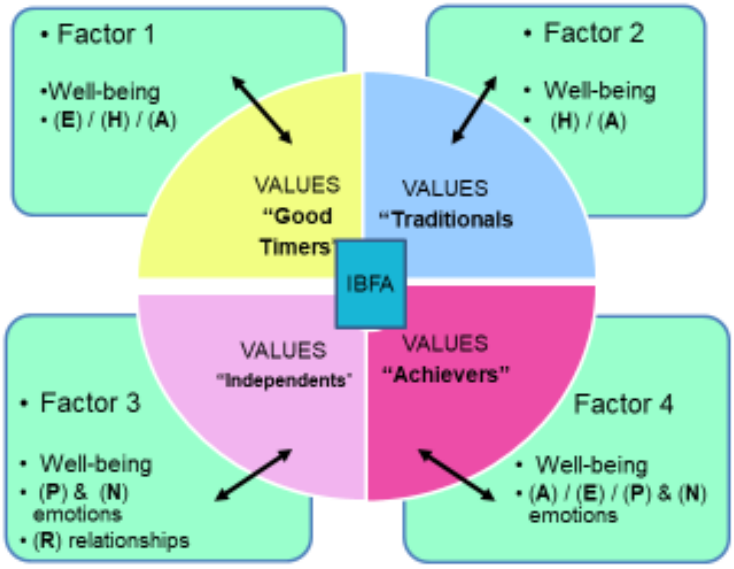


Figure 9.3 *Coaches' profile model of the association between values and wellbeing (Norden)*

9.5 Summary of results

The study confirmed that coaches' wellbeing and values are associated. The results support the PERMA domains conceptualised in Seligman's (2011) theory of human flourishing. Butler and Kern's (2016) PERMA-Profiler with the modified (H) health and (N) negative emotions, reveal clear associations with the revised Schwartz et al. (2012) theory of values as measured by the Portrait-Values Questionnaire (PVR-RR). In the following section the contributions made by the study are discussed.

9.6 Contributions

Over this research study, I have identified some of the ways in which coaches experience their work as this had been largely unexplained and unexplored in the coaching literature (Bachkirova, 2016, De Haan & Nieβ, 2015; Grant et al., 2010, Schermuly et al., 2014). Both a wellbeing and values lens were applied to gain a better understanding of how coaches experience their work. The study adopted a pragmatic research paradigm with a mixed methods design. In the paragraphs below a number of theoretical and practical contributions are offered.

An important insight from this study is the strong support that was found for the alignment of coaches' wellbeing and Ryff's (1989) six-dimensional model of wellbeing. In addition, the foregoing analysis provided an expanded conceptualisation which is advantageous for illustrating the connections between coaches' experiences of wellbeing and their values. This broader notion of coaches' wellbeing goes beyond the challenges (Schermuly, 2014; Schermuly & Bonhardt, 2014; Schermuly et al., 2014) coaches experience and provides an innovative multidimensional insight into the more positive aspects of their work.

The quantitative component of the study also confirmed new perspectives of the way in which coaches' wellbeing and values are associated using the PERMA-Profiler (Butler & Kern, 2016), based on Seligman's (2011) model of human flourishing, and the Portrait Values Questionnaire (PVQ-RR), based on Schwartz's model of human values (Schwartz et al., 2012). This resulted in a further contribution of the study whereby coaches' wellbeing and values can be were mapped resulting in four profiles: "good timers", "traditional", "independents" and "achievers".

The similarities between the notions of wellbeing and values have been implied by numerous studies (Csikszentmihalyi, 1990; Diener et al., 2010; Hofstede, 1984; Huppert & So, 2013). As well, these results. I believe by extending the multi-dimensional causality against confirmed psychometric criteria will provide valuable developmental feedback to coaches. Indeed, more complex psychological assessment between coaches' wellbeing and values may provide insight way beyond the present studies confirmation of theoretical models by providing more component specific associations.

By showing the association between coaches' wellbeing and values additional theoretical insights are offered. The first of which is coach supervision. The qualitative component of the study provided support that coaches working in the helping / support services experience emotional and physical effects. Bachkirova's (2016) position on coach supervision is that current models imply that coaches are immune to emotional depletion. While I support the call for more comprehensive coach supervision models, future research supports the inclusion of a positive eudaimonic aspect of wellbeing for coach supervision as well. From a practical perspective, the study confirms the value

of coach supervision, even though coach supervision (much needed) is not a compulsory requirement at the present time for coaches.

In a nascent field such as coaching, it is my opinion that these new insights place a responsibility on providers of coach education (e.g. universities and business schools) and shorter course providers (e.g. some universities and accredited organisations) to extend their current curriculums to include more emphasis on the psychological wellbeing (Grant et al., 2010) and values of coaches. This can also be extended to coaching bodies / associations / federations and coach supervision by offering more guidance for self-reflection practices. Organisations who select and manage so called external 'coaching panels' can also benefit from introducing a deeper form of selection, beyond membership and competency acquisition. Strategies of coach wellbeing may be an example of organisational support that may be implemented relatively quickly and at low cost.

9.7 Limitations

There were various limitations which occurred during the course of the study. The first was around the size of both the qualitative and quantitative samples. The qualitative sample consisted of n=20 participants (both one-on-one and focus group participants). In the methodology chapter, I mentioned the ongoing discourse around the sample size in qualitative research. As the researcher, I sought advice on this matter, however, the decision of what constituted data saturation was not an objective decision. As a result of this limitation, the content analysis was impacted as well as how representative the sample was. The quantitative sample was also small, delivering 98 replies which were usable. Despite three electronic requests sent out to the quantitative sample group, incomplete questionnaires were discarded. In addition, many of the respondents did not have the same experience in coaching as the participants in both the one-on-one and focus groups.

A further limitation was the participants and respondents were largely South African citizens. As a result, the views expressed cannot be generalised to a larger population and are the views of South African-based coaches. The third limitation is that as the researcher, I recognise that despite working closely with my research supervisor, I am

influenced by own world view. Despite knowledge about how my own experiences and interpretations of the world need to be monitored, unconscious biases most likely seeped through. This was also influenced by dual role as the researcher and a practicing executive coach. A fourth limitation is that the data used in the analysis was based on the perceptions of the coaches i.e. their opinions are also infused by their own experiences and opinions.

The fifth limitation was that the study did not have a longitudinal research design. No pre- or post-tests were applied, which would have strengthened the findings by offering a more comprehensive understanding of coaches' perspectives. The sixth limitation is very important. This study was set out to explore the perceptions coaches had of their work through a wellbeing and values lens, it did not take account of the more complex underlying factors of causality. For example, I do not know if these coaches were generally happier now or before they became coaches or what type of personality traits they had? In other words, there may be other factors impacting their state of happiness.

9.8 Recommendations

Based on the above-mentioned issues the following recommendations are important.

Theoretically:

- Ongoing research should include more representative samples and studies with a longitudinal research design for more robust statistical results.
- Research scope should be widened to include causal multi-dimensional factors to increase the depth of understanding coaches' wellbeing and values.
- There should be ongoing research on models of coach supervision which include comprehensive aspects of psychological wellbeing.

Practically:

- Teaching / training institutions should adapt coach education (e.g. degrees and programmes), training (e.g. certificates and courses) and credentialing (e.g. certificates and courses) to include coaches' wellbeing in their curriculum / course design.

- Organisations should revisit their selection criteria of external coaches to include more depth in the process i.e. beyond competencies, coaching hours and membership of coach associations.
- The inclusion of wellbeing components in coach supervision and communities of practice.
- Organisations should continue to support coaches through the provision of supervision and including wellbeing and values components.
- Coaches themselves should continue to apply wellbeing strategies to sustain their own wellbeing and purpose.

REFERENCES

Abbott, R. A., Ploubidis, G. B., Huppert, F. A., Kuh, D., Wadsworth, M. E., & Croudace, T. J. (2006). Psychometric evaluation and predictive validity of Ryff's psychological well-being items in a UK birth cohort sample of women. *Health and quality of life outcomes*, *4*(1), 76-92.

Abbott, R. A., Croudace, T. J., Ploubidis, G., Kuh, D., Richards, M., & Huppert, F. A. (2008). The relationship between early personality and midlife psychological well-being: Evidence from a UK birth cohort study. *Social Psychiatry and Psychiatric Epidemiology, 43*(9)*,* 679-687.

Ackrill, J. L. (1973). Aristotle's ethics. *Tijdschrift voor Filosofie, 35*(3), 635-636.

Adams, R. E., Boscarino, J. A., & Figley, C. R. (2006). Compassion fatigue and psychological distress among social workers: A validation study. *American Journal of Orthopsychiatry, 76*(1), 103-108.

Ahrens, C. J., & Ryff, C. D. (2006). Multiple roles and well-being: sociodemographic and psychological moderators. *Sex Roles, 55*(11-12)*,* 801-815.

Alcaraz, S., Torregrosa, M., & Viladrich, C. (2015). How coaches' motivations mediate between basic psychological needs and well-being/ill-being. *Research Quarterly for Exercise and Sport, 86*(3), 292-302.

Allport, G. W. (1961). *Pattern and growth in personality*. Oxford, UK: Holt, Reinhart, & Winston.

Allport, G.W., & Vernon, P.R. (1931). *A study of values.* Boston, MA: Houghton Mifflin.

Allport, G. W., Vernon , P. R., & Lindzey, G. (1951). *Study of values: Measuring the dominant interests in personality. Manual of directions.* Boston, MA: Houghton Mifflin.

Alvesson, M., & Sköldberg, K. (2017). *Reflexive methodology: New vistas for qualitative research.* Los Angeles, CA: Sage

An, J. S., & Cooney, T. M. (2006). Psychological well-being in mid to late life: The role of generativity development and parent-child relationships across the lifespan. *International Journal of Behavioral Development, 30*(5), 410-421.

Anderson, N. H. (1968). Likableness ratings of 555 personality traits words. *Journal of Personality and Social Psychology, 9*(3), 272-279.

Aristotle. (1925). *The nicomachean ethics.* New York, NY: Oxford University Press. D. Ross, Translator.

Babbie, E., & Mouton, J. (2001). *The practice of social science research.* Belmont, CA: Wadsworth.

Bachkirova, T. (2010). The cognitive-developmental approach to coaching. In E. Cox, T. Bachkirova, & D. Clutterbuck (Eds.), *The complete handbook of coaching* (pp. 132-145). Los Angeles, CA: Sage.

Bachkirova, T. (2016). The self of the coach: Conceptualization, issues, and opportunities for practitioner development. *Consulting Psychology Journal: Practice and Research, 68*(2), 143.

Bain, P. G., Kashima, Y., & Haslam, N. (2006). Conceptual beliefs about human values and their implications: Human nature beliefs predict value importance, value trade-offs, and responses to value-laden rhetoric. *Journal of Personality and Social Psychology, 912*), 351.

Ball-Rokeach, S. J., Rokeach. M. & Grube, J. W. (1984). The great American values test. *Psychology Today, 18*(11), 34-36, 38-41.

Baron, L., & Morin, L. (2009). The coach-coachee relationship in executive coaching: A field study. *Human Resource Development Quarterly*, *20*(1), 85-106.

Bauer, J. J., & McAdams, D. P. (2004). Growth goals, maturity, and well-being. *Development Psychology, 40*(1)*,* 114-127.

Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013). Some key differences between a happy life and a meaningful life. *The Journal of Positive Psychology, 8*(6)*,* 505-516.

Berry, J. W., Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural psychology: Research and applications*. Cambridge, UK: Cambridge University Press.

Bierman, A., Fazio, E. M., & Milkie, M. A. (2006). A multifaceted approach to the mental health advantage of the married: assessing how explanations vary by outcome measure and unmarried group. *Journal of Family Issues, 27*(4)*,* 554-582.

Birren, J. E., & Renner, V. J. (1980). Concepts and issues of mental health and aging. In J. E. Birren & B. Sloane (Eds.), *Handbook of mental health and aging* (pp. 3-33). Englewood Cliffs, NJ: Prentice Hall.

Bloomberg, L. D., & Volpe, M. (2018). *Completing your qualitative dissertation: A road map from beginning to end*. Los Angeles, CA: Sage.

Bluckert, P. (2005). Critical factors in executive coaching–the coaching relationship. *Industrial and Commercial Training, 37*(7), 336-340.

Bogdan, R. C., & Biklen, S. K. (1998). Foundations of qualitative research in education. *Qualitative research in education: An introduction to theory and methods* (pp. 1-48). Upper Saddle River, NJ: Prentice-Hall.

Boscarino, J. A. (1997). Diseases among men 20 years after exposure to severe stress: Implications for clinical research and medical care. *Psychosomatic Medicine, 59*(6)*, 605-614.*

Boyatzis, R. E., Boyatzis, R., & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion*. Boston, MA: Harvard Business Press.

Boyce, L. A., Jeffrey Jackson, R., & Neal, L. J. (2010). Building successful leadership coaching relationships: Examining impact of matching criteria in a leadership coaching program. *Journal of Management Development, 29*(10), 914-931.

Boylan, J. M., & Ryff, C. D. (2013, 13-16 March). *Psychological well-being predicts reduced risk of metabolic syndrome in the MID US national sample*. A paper presented at the 71st Annual Scientific Meeting of the American Psychosomatic Society, InterContinental Miami, United States of America.

Boyle, P. A., Buchman, A. S., Barnes, L. L., & Bennett, D. A. (2010). Effects of a purpose in life on risk of incident Alzheimer disease and mild cognitive impairment in community-dwelling older persons. *Archives of General Psychiatry, 67*(3)*,* 304-310.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.

Bresser, F., & Wilson, C. (2010). What is coaching? In J. Passmore (Ed.), *Excellence in coaching: The industry guide, Vol. 2* (pp. 9-20). London, UK: Kogan Page.

Bright, D., & Crockett, A. (2012). Training combined with coaching can make a significant difference in job performance and satisfaction. *Coaching: An International Journal of Theory, Research and Practice*, *5*(1), 4-21.

Brown, S. P. (1996). A meta-analysis and review of organizational research on job involvement. *Psychological Bulletin, 120*(2), 235.

Bryant, A., & Charmaz, K. (Eds.), (2007). *The Sage handbook of grounded theory*. Los Angeles, CA: Sage.

Bühler, C. (1935). The curve of life as studied in biographies. *Journal of Applied Psychology, 19*(4)*,* 405-409.

Butler, J., & Kern, M, L. (2016). The PERMA Profiler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing, 6*(3), 1-48.

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin, 56*(2), 81-105.

Campbell, D. T., & Stanley, J. (1963). *NL Experimental and quasi-experimental designs for research on teaching: Handbook of research on teaching*. Chicago, IL: Rand McNally & Company.

Carey, M. A., & Smith, M. W. (1994). Capturing the group effect in focus groups: A special concern in analysis. *Qualitative Health Research, 4*(1), 123-127.

Carr, D. S., & Friedman, M. (2005). Is obesity stigmatizing? Body weight, perceived discrimination and psychological well-being in the United States. *Journal of Health and Social Behaviour, 46*(3)*,* 244-259.

Cavanagh, M., & Palmer, S. (2006). The theory, practice and research base of coaching psychology is developing at a fast pace. *International Coaching Psychology Review, 1*(2), 5-7.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* Los Angeles, CA: Sage.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience.* New York, NY: Harper & Row.

Cieciuch, J., Davidov, E., Vecchione, M., Beierlein, C., & Schwartz, S. H. (2014). The cross-national invariance properties of a new scale to measure 19 basic human values: A test across eight countries. *Journal of Cross-Cultural Psychology, 45*(5), 764-776.

Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic Medicine, 38*, 300-314.

Cohen, J. (1988). *Statistical power analysis for the behavioural sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Cook, T. D., & Campbell, D. T. (1979). The design and conduct of true experiments and quasi-experiments in field settings. In R. T. Mowday, & R. M. Steers (Eds.), *Reproduced in part in research in organizations: Issues and controversies*. Santa Monica, CA: Goodyear.

COMENSA. 2016. *COMENSA About Us.* Retrieved 5th August 2016 from http://www.comensa.org.za/

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2014). *Issues and ethics in the helping professions with 2014 ACA codes*. Toronto, ON: Nelson Education.

Cox, E., & Bachkirova, T. (2007). Coaching with emotion: How coaches deal with difficulty emotional situations. *International Coaching Psychology Review, 2*(2), 178-189.

Cox, E., Bachkirova, T., & Clutterbuck, D. (Eds.) (2010). *The complete handbook of coaching*. London, UK: Sage.

Cox, E., Bachkirova, T., & Clutterbuck, D. (2014). Theoretical traditions and coaching genres: Mapping the territory. *Advances in Developing Human Resources, 16*(2), 139-160.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2003) *Research design* (2nd ed.). London, UK: Sage.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2nd ed.).* Thousand Oaks, CA: Sage.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed method approaches (3rd ed.).* London, UK: Sage.

Creswell, J. W., (2013). *Qualitative inquiry and research design: Choosing among five approaches*. London, UK: Sage.

Creswell, J. W., & Clark, V. L. (2017). *Designing and conducting mixed methods research*. London, UK: Sage.

Creswell, J. W. & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches.* London, UK: Sage.

Creswell, J. W., Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand Oaks, CA: Sage.

Creswell, J. W. & Miller D. L. (2000) Determining validity in qualitative inquiry. *Theory into Practice, 39*(3), 124-130.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience.* New York, NY: Harper Row.

Dahlsgaard, K., Peterson, C., & Seligman, M. E. (2005). Shared virtue: The convergence of valued human strengths across culture and history. *Review of General Psychology, 9*(3), 203-213.

Dean, A., & Linn, N. (1977). The stress-buffering role of social support. *Journal of Nervous and Mental Disease, 56*, 403-417.

De Haan, E. (2008a). I doubt therefore I coach: Critical moments in coaching practice. *Consulting psychology Journal: Practice and Research, 60*(1), 91-105.

De Haan, E. (2008b). I struggle and emerge: Critical moments of experienced coaches. *Consulting Psychology Journal: Practice and Research, 60*(1), 106-131.

De Haan, E. (2011). *Relational coaching: Journeys towards mastering one-to-one learning*. Hoboken, NJ: John Wiley & Sons.

De Haan, E. (2016). Working with the leadership shadow: coaching and supervision for quality assurance. *Coaching Today*, 6-10.

De Haan, E., Culpin, V., & Curd, J. (2011). Executive coaching in practice: What determines helpfulness for clients of coaching? *Personnel Review, 40*(1), 24-44.

De Haan, E., & Duckworth, A. (2013). Signalling a new trend in executive coaching outcome research. *International Coaching Psychology Review, 8*(1)*,* 6-19.

De Haan, E., Grant, A., Burger, Y., & Eriksson, P. O. (2016). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Coaching Psychology Journal: Practice and Research, 68*(3), 189-207.

De Haan, E., & Nieβ. C. (2015). Differences between critical moments for clients, coaches, and sponsors of coaching. *International Coaching Psychology Review. 10*(1), 38-61.

De Meuse, K. P., Dai, G., & Lee, R. J. (2009). Evaluating the effectiveness of executive coaching: Beyond ROI? *Coaching: An International Journal of Theory, Research and Practice, 2*(2)*,* 117-134.

Denzin, N. K. Lincoln, & Y. S. (Eds.) (2000). *The handbook of qualitative research (2*nd *ed.).* Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2013). *The Sage handbook of qualitative research.* Los Angeles: Sage.

Devers, K. J., & Frankel, R. M. (2000). Study design in qualitative research: Sampling and data collection strategies. *Education for Health, 13*(2), 263.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin, 95*(3)*,* 542-575.

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review Psychology, 54*(1)*,* 403-425.

Diener, E., Pressman, S. D., Hunter, J., & Delgadillo-Chase, D. (2017). If, why, and when subjective well-being influences health, and future needed research. *Applied Psychology: Health and Well-Being, 9*(2), 133-167.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin, 125*(2), 276.

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research, 97*(2)*,*143-156.

Duff, M. & Passmore, J. (2010). Coaching ethics: A decision making model. *International Coaching Psychology Review, 5*(2), 140-151.

Duijts, S. F., Kant, I. P., van den Brandt, P. A., & Swaen, G. M. (2008). Effectiveness of a preventative coaching intervention for employees at risk for sickness absence due to psychosocial health complaints: Results of a randomized controlled trail. *Journal of Occupational and Environmental Medicine, 50*(7), 765-776.

Edwards, D. J., Edwards, S. D., & Basson, C. J. (2004). Psychological well-being and physical self-esteem in sport and exercise. *International Journal of Mental Health Promotion, 6*(1)*,* 25-32.

Elmes, D. G., Kantowitz, Z. H., & Roediger, H. L. (1995). *Research methods in psychology* (5th ed.). St. Paul, MN: West Publications Company.

Erikson, E. H. (1959). Identity and the life cycle: Selected papers. *Psychological Issues, 1,* 1-171.

Evers, W.J., Brouwers, A., & Tomic, W. (2006). A quasi-experimental study on management coaching effectiveness. *Consulting Psychology Journal: Practice & Research, 58*(3)*,* 174-182.

Fava, G. A. (1999). Well-being therapy: Conceptual and technical issues. *Psychotherapy and Psychosomatics, 68*(4)*,* 171-179.

Fava, G. A., Rafanelli, C., Cazzaro, M., Conti, S., & Grandi, S. (1998). Well-being therapy: A novel psychotherapeutic approach for residual symptoms of affective disorders. *Psychological Medicine, 28*(2)*,* 475-480.

Fava, G. A., Rafanelli, C., Grandi, S., Conti, S., & Belluardo, P. (1998). Prevention of recurrent depression with cognitive behavioural therapy. *Archives of General Psychiatry, 55*(9)*,* 816-821.

Fava, G. A., Ruini, C., Rafanelli, C., Finos, L., Conti. S., & Grandi, S. (2004). Six-year outcome of cognitive behaviour therapy for prevention of recurrent depression. *American Journal of Psychiatry, 161*(10)*,* 1872-1876.

Feldman, D. C., & Lankau, M. (2005). Executive coaching: A review and agenda for future research. *Journal of Management, 31*(6)*,* 829-848.

Ferguson, A. (1966). *An essay on the history of civil society.* Edinburgh, UK: Edinburgh University Press.

Ferguson, S. J., & Goodwin, A. D. (2010). Optimism and well-being in older adults: The mediating role of social support and perceived control. *International Journal of Aging and Human Development, 71*(1)*,* 43-68.

Figley, C. R. (1995). Compassion fatigue as secondary traumatic stress disorder: An overview. In C. R. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp.1-20). New York, NY: Brunner-Routledge.

Fillery-Travis, A., & Lane, D. (2006). Does coaching work or are we asking the wrong question? *International Coaching Psychology Review, 1*(1), *1750-2764.*

Fischhoff, B. (1991). Value elicitation: is there anything there? *American Psychologist, 46*(8), 835-847.

Frankl, V. E. (1985). *Man's search for meaning*. Simon and Schuster.

Frankl, V. E., & Lasch, I. (1992). *Man's search for meaning: An introduction to logotherapy*. *Boston, MA:* Beacon Press.

Franklin, J., & Doran, J. (2009). Does all coaching enhance objective performance independently evaluated by blind assessors? The importance of the coaching model and content. *International Coaching Psychology Review, 4*(2), 128-144.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218-226.

Freedman, A. M., & Perry, J. A. (2010). Executive Consulting under pressure: A case Study. *Consulting Psychology Journal: Practice & Research, 62*(3), 189-202.

Freudenberger, H. J, (1974). Staff burnout. *Journal of Social Issues, 30*(1), 159-165.

Friedman, H. S., & Kern, M. L. (2014). Personality, well-being, and health. *Annual Review of Psychology, 65*, 719-742.

Gallwey, W. T. (2002). *The inner game of work: overcoming mental obstacles for the inner game of work: Overcoming mental obstacles for maximum performance*. New York, NY: Texere.

Gegner, C. (1997). *Coaching: Theory and practice.* Unpublished Master's dissertation, University of San Francisco, California.

Glaser, B. G., & Strauss, A. (1967).*The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.

Goodman, F. R., Disabato, D. J., Kashdan, T. B., & Kauffman, S. B. (2018). Measuring well-being: A comparison of subjective well-being and PERMA. *The Journal of Positive Psychology, 13*(4), 321-332.

Goodstein, L. D., & Lanyon, R. I. (1999). Applications of personality assessment to the workplace: A review. *Journal of Business and Psychology, 13*(3), 291-322.

Gorsuch, R. L. (1970). Rokeach's approach to value systems and social compassion. *Review of Religious Research, 11*(2), 139-143.

Gottlieb, B. H. (1981). *Social networks and social support*. Beverly Hills, CA: Sage.

Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today, 24*(2), 105-112.

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review, 32*(2), 393-417.

Grant, A. M. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *The Journal of Positive Psychology,4(5),* 396-407.

Grant, A. M. (2012). The efficacy of coaching. In J. Passmore, D. Peterson, & T. Freire (Eds.), *Wiley Blackwell Handbook of the psychology of Coaching & Mentoring* (pp. 3-11). Chichester, UK: Wiley.

Grant, A. M. (2013). The efficacy of coaching. In J. Passmore, D. B. Peterson, & T. Freire (Eds.), The Wiley-Blackwell *handbook of the psychology of coaching and mentoring,* 15-39. John Wiley & Sons, Ltd.

Grant, A. M. (2014). *Give and take: Why helping others drives our success*. Penguin.

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

Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *The Journal of Positive Psychology, 4*(5)*,* 396-407.

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

Grant, A. M., & Palmer, S. (2002, May 18). *Coaching Psychology Workshop*. Paper delivered at the Annual Conference of the Counselling Psychology Division of the BPS. Torquay, UK.

Grant, A. M., Passmore, J., Cavanagh, M. J., Parker, H. (2010). The state of play in coaching today: A comprehensive review of the field. *International Review of Industrial and Organizational Psychology, 25*(1), 125-167.

Graßmann, C., & Schermuly, C. C. (2016). Side effects of business coaching and their predictors from the coachees' perspective. *Journal of Personnel Psychology, 15*(4), 152-163.

Greene, J. C., & Caracelli, V. J. (1997). Defining and describing the paradigm issue in mixed-method evaluation. *New Directions for Evaluation, 1997*(74), 5-17.

Green, L. S., Grant, A. M., & Rynsaardt, J. (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. *International Coaching Psychology Review, 2*(1), 24-32.

Green, L. S., Oades, L. G., & Grant, A. M. (2006). Cognitive-behavioural, solution-focussed life coaching: Enhancing goal striving, well-being, and hope. *The Journal of Positive Psychology, 1*(3), 142-149.

Greenfield, E. A., & Marks, N. F. (2010). Identifying experiences of physical and psychological violence in childhood that jeopardize mental health in adulthood. *Child Abuse and Neglect, 34*(3)*,* 161-171.

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology, 85*(2)*,* 348-362.

Grühn, D., Rebucal, K., Diehl, M., Lumley, M., & Labouvie-Vief, G. (2008). Empathy across the adult lifespan: longitudinal and experience-sampling findings. *Emotion, 8*(6)*,* 753-765.

Grzywacz, J. G., & Keyes, C. L. (2004). Toward health promotion: Physical and social behaviors in complete health. *American Journal of Behaviour, 28*(2)*,* 99-111.

Guba, E. G., & Lincoln Y. S. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The handbook of qualitative research (2*nd *ed.)* (pp. 105-117)*.* Thousand Oaks, CA: Sage.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59-82.

Gyllensten, K., & Palmer, S. (2005). Can coaching reduce workplace stress. *The Coaching Psychologist, 1*(1)*,* 15-17.

Gyllensten, K., & Palmer, S. (2006). Experiences of coaching and stress in the workplace: An interpretative phenomenological analysis. *International Coaching Psychology Review, 1*(1), 86-98.

Gyllensten, K., & Palmer, S. (2007). The coaching relationship: An interpretative phenomenological analysis. *International Coaching Psychology Review, 2*(2), 168-176.

Hall, D. T. Otazo, K. L., & Hollenbeck, G. P. (1999). Behind closed doors: What really happens in executive coaching. *Organizational Dynamics, 27*(3), 39-52.

Hamilton, N.A., Nelson, C.A., Stevens, N., & Kitzman, H. (2007). Sleep and psychological well-being. *Social Indicators Research, 82*(1)*,* 147-163.

Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counselling psychology. *Journal of Counselling Psychology*, *52*(2), 224-235.

Hawkins, P., & Smith, N. (2013). *Coaching, mentoring and organizational consultancy* (2nd ed.). Maidenhead, UK: Open University Press.

Heidrich, S. M., & Ryff, C. D. (1995). Health and social comparisons, and psychological well-being: Their cross-time relationships. *Journal of Adult Development, 2*(3)*,* 173-186.

Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling.* Berkley: UCP.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Beverly Hills, CA: Sage

Hofstede, G. (1984). *Culture's consequences: International differences in work-related values (Vol. 5)*. Thousand Oaks, CA: Sage.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks, CA: Sage.

Holloway, I., & Todres, L. (2003). The status of method: Flexibility, consistency and coherence. *Qualitative Research, 3*(3), 345-357.

Hone, L. C., Jarden, A., Schofield, G. M., & Duncan, S. (2014). Measuring flourishing: The impact of operational definitions on the prevalence of high levels of wellbeing. *International Journal of Wellbeing*, *4*(1), 62-90.

Howell, R., Kern, M. L., & Lyubomirsky, S. (2007). Health benefits: Meta-analytically determining the impact of well-being on objective health outcomes. *Health Psychology Review, 1(1),* 83-136.

Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-being, 1(2),* 137-164.

Huppert, F. A., & So, T. T. (2013). Flourishing across Europe: Application of new conceptual framework for defining well-being. *Social Indicators Research, 110(3),* 837-861.

International Coach Federation. (2016). *2016 ICF Global Coaching Study: Executive Summary.* [Online Publication] ICF and PricewaterhouseCoopers LLP

Johoda, M. (1958). *Current concepts of positive mental health*. New York, NY: Basic Books.

Jones, R. A., Sensenig, J., & Ashmore, R. D. (1978). Systems of values and their multidimensional representations. *Multivariate Behavioral Research, 13*(3), 255-270.

Jones, R. J., Woods, S. A. & Guillaume, Y. R. F. (2015). *Measuring the Immeasurable: The Perceived Coaching Effectiveness Scale.* In: British Psychological Society Division of Occupational Psychology Annual Conference, 10 - 9 January 2015, Glasgow.

Jones, R., Woods, S., & Guillaume, Y. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology, 89*(2), 249-277.

Jung, C. (1933). *Modern man in search of a soul.* New York, NY: Harcourt.

Kadushin, A. (1992). *Supervision in social work (*3rd ed.). New York, NY: Columbia.

Kampa-Kokesch, S., & Anderson, M. Z. (2001). Executive coaching: A comprehensive review of the literature. *Consulting Psychology Journal: Practice and Research, 53*(4)*,* 205-228.

Kauffman, C., & Scouler, A. (2004). Towards a positive psychology of executive coaching. In A. Linley, & S. Josephs (Eds.), *Positive psychology in practice* (pp. 287-302). Hoboken, NJ: Wiley.

Keyes, C. L. (1998). Social well-being. S*ocial Psychology Quarterly, 61*(2)*,*121-140.

Keyes, C. L. (2002). The mental health continuum: from languishing to flourishing in life. *Journal of Health and Social Behaviour, 43*(2)*,* 207-222.

Keyes, C. L. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. *Journal of Consulting and Clinical Psychology, 73*, 539-548.

Keyes, C. L. (2006). Subjective well-being in mental health and human development research worldwide: An introduction. *Social Indicators Research, 77, 1-10.*

Keyes, C. L., Dhingra, S. S, Simoes, E. J. (2010). Change in level of positive mental health as a predictor of future risk of mental illness. *American Journal of Public Health, 100*(12)*,* 2366-2371.

Keyes, C. L., & Westerhof, G. J. (2012). Chronological and subjective age differences in flourishing mental health and major depressive episode. *Aging Mental Health, 16*(1), 67-74.

Khan, M. (2014). Coaching on the axis: Working with complexity in business and executive coaching. London, UK: Karnac.

Khazanchi, D., & Munkvold, B. E. (2003, January). *On the rhetoric and relevance of IS research paradigms: A conceptual framework and some propositions.* In Proceedings of the 36th Annual Hawaii International Conference on System Sciences (pp. 10-pp). IEEE.

Kilburg, R. R. (Ed) (1996a). Special Issue: Executive coaching. *Consulting Psychology Journal: Practice and Research, 48*(2), 61-66.

Kilburg, R. R. (1996b). Foreword: Executive coaching as an emerging competency in the practice of consultation. *Consulting Psychology Journal: Practice and Research, 48*(2)*,* 59-60.

Kilburg, R. R. (2000). *Executive coaching: Developing managerial wisdom in a world of chaos.* Washington, D.C: American Psychological Association.

Kilburg, R. R. (2016). The development of human expertise: Toward a model for the 21st-century practice of coaching, consulting, and general applied psychology. *Consulting Psychology Journal: Practice and Research, 68*(2), 177-187.

King, L. A., Hicks, J. A., Krull, J. L., & Del Gaiso, A. K. (2006). Positive affect and the experience of meaning in life. *Journal of Personality and Social Psychology, 90*(1), 179-196.

Kitayama, S., Karasawa, M., Curhan, K. B., Ryff, C. D., & Markus, H. R. (2010). Independence and interdependence predict health and well-being: divergent patterns in the United States and Japan. *Frontiers in Psychology, 1,* 1-10.

Kluckhohn, C. (1951). Values and value-orientations in the theory of action: An exploration in definition and classification. In T. Parsons & E. Shils (Eds.), *Toward a general theory of action* (pp 388-433). Cambridge, MA: Harvard University Press.

Kochanowski, S., Seifert, C. F., & Yukl, G. (2010). Using coaching to enhance the effects of behavioural feedback to managers. *Journal of Leadership & Organizational Studies, 17*(4), 363-369.

Kotter-Grühn, D., Scheibe, S., Blanchard-Fields, F., & Baltes, P. B. (2009). Developmental emergence and functionality of Sehnsucht (life longings): The sample case of involuntary childlessness in middle-aged women. *Psychology and Aging, 24*(3), 634-644.

Lachman, M. E., Röcke, C., Rosnick, C., & Ryff, C. D. (2008). Realism and illusion in America's temporal views of their life satisfaction: age differences in reconstructing the past and anticipating the future. *Psychological Science, 19*(9)*,* 889-897.

Lane, D. A., Stelter, R., & Stout-Rostron, S. (2010). The future of coaching as a profession. In: E. Cox, T. Bachkirova, & D. Clutterbuck (Eds.), *The complete handbook of coaching* (pp. 357-368)*.* London, UK: Sage.

Leonard-Cross, E. (2010). Developmental coaching: business benefit – fact or fad? An evaluative study to explore the impact of coaching in the workplace. *International Coaching Psychology Review, 5*(1)*,* 36-47.

Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging influences. In N. K. Denzin and Y. S. Lincoln (Eds.), The *Sage handbook of qualitative research* (2nd ed.) (pp. 163-188). Los Angeles, CA: Sage.

Lindfors, P., Berntsson, L., & Lundberg, U. (2006). Total workload as related to psychological well-being and symptoms in full-time employed female and male white-collar workers. *International Journal of Behavioural Medicine, 13*(2)*,* 131-137.

Little, T. D., Lindenberger, U., & Nesselroade, J. R. (1999). On selecting indicators for multivariate measurement and modeling with latent variables: When "good" indicators are bad and" bad" indicators are good. *Psychological Methods, 4*(2), 192-211.

Maccoby, E. E., & Maccoby, N. (1954). The interview: A tool of social science. In G. Lindzey (Ed.), *Handbook of social psychology: Vol. 1. Theory and method* (pp. 449-487). Reading, MA: Addison-Wesley.

Macun, I., & Posel, D. (1998). Focus groups: A South African experience and a methodological reflection. *African Sociological Review/Revue Africaine de Sociologie, 2*(1), 114-135.

Maier, E, H., & Lachman, M, E. (2000). Consequences of early parental loss and separation for health and well-being in midlife. *International Journal of Behaviour Development, 24*(2)*,* 183-189.

Maio, G. R., & Olson, J. M. (1998). Values as truisms: Evidence and implications. *Journal of Personality and Social Psychology, 74*(2), 294-311.

Mantzoukas, S. (2004). Issues of representation within qualitative inquiry. *Qualitative Health Research, 14*(7), 994-1007.

Marks, N. F., & Lambert, J. D. (1998). Marital status continuity and change among young and midlife adults: longitudinal effects on psychological well-being. *Journal of Family Issues, 19*(6)*,* 652-686.

Marshall, B., Cardon, C., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interviews in IS research. *Journal of Computer Information systems, 54*(1)*,* 11-22.

Marshall, C., & Rossman, G. B. (2015). *Designing qualitative research.* Thousand Oaks, CA: Sage.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annual Review of Psychology 52, 397-422.*

Maslow, A. H. (1968). *Toward a psychology of being* (2nd ed.). New York, NY: Van Nostrand.

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research. 11*(3), Art. 8.

McDowell, J. (1980). The role of eudaimonia in Aristotle's ethics. In A. O. Rorty (Ed.), *Essays on Aristotle's ethics* (pp. 359-376). Oakland, CA: University of California Press.

McGregor, I., & Little, B. R. (1998). Personal projects, happiness, and meaning: On doing well and being yourself. *Journal of Personality and Social Psychology, 74*(2)*,* 494-512.

McNiff, J., & Whitehead, J. (2009). *Doing and writing action research*. Thousand Oaks, CA: Sage.

Merriam, S. B. (2015). Appendix: The methodology section of a qualitative research study. In S. Merriam & E. J. Tisdell (Eds.), *Qualitative research: A guide to design and implementation* (pp. 293-301). San Francisco, CA: John Wiley & Sons.

Millear, P., Liossis, P., Shochet, I. M., Biggs, H., & Donald, M. (2008). Being on PAR: Outcomes of a pilot trial to improve mental health and well-being in the

workplace with the Promoting Adult Resilience (PAR) program. *Behaviour Change, 25*(4), 215-228.

Milyavskaya, M., Ianakieva, I., Foxen-Craft, E., Colantuoni, A., & Koestner, R. (2012). Inspired to get there: The effects of trait and goal inspiration on goal progress. *Personality and Individual Differences, 52*(1), 56-60.

Moen, F., & Federici, R. A. (2012). The effect of external executive coaching and coaching-based leadership on need satisfaction. *Organization Development Journal*, *30*(3), 63-74.

Morgan, D. L. (1997). *The focus group guidebook (Vol. 1).* Thousand Oaks, CA: Sage.

Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology, 52*(2), 250-260.

Morse, J. M. (2000). Determining sample size. *Qualitative Health Research, 10*(4), 3-5.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods, 1*(2)*,* 13-22.

Mumford, M., Connelly, M., Helton, W., Doorn, J., & Osborn, H. (2002). Alternative approaches for measuring values: direct and indirect assessments in performance prediction. *Journal of Vocational Behavior, 61(2),* 348-373.

Neugarten, B. L. (1973). Personality change in late life: A developmental perspective. In C. Eisodorfer and M .P. Lawton (Eds.), *The Psychology of Adult Development and Aging* (pp. 311-335). Washington, DC: American Psychological Association.

Nicholls, D. (2009). Qualitative research: Part two-methodologies. *International Journal of Therapy and Rehabilitation, 16*(11), 586-592.

Nowack, K. M. (2003). Executive coaching: Fad or future. *California Psychologist*, *36*(4), 16-17.

Norton, D. L. (1976). *Personal destinies: A philosophy of ethical individualism*. Princeton, NJ: Princeton University Press.

Olivero, G., Bane., K. D., & Kopelman, R. E. (1997). Executive coaching as a transfer of training tool: Effects on productivity in a public agency. *Public Personnel Management, 26*(4)*,* 461-469.

Onwuegbuzie, A. J., & Leech, N.L. (2007). A call for qualitative power analyses. *Quality & Quantity, 41*(1)*,*105-121.

Palmer, S., & Whybrow, A. (2005). The proposal to establish a special group in coaching psychology. *The Coaching Psychologist*, *1*(1), 5-12.

Park, N., Peterson, C., & Seligman, M. E. (2004). Strengths of character and well-being. *Journal of social and Clinical Psychology, 23*(5), 603-619.

Passmore, J. (2010, December 15). *Leadership coaching*. Keynote address delivered at the first International Coaching Psychology Congress. City University, London.

Passmore, J. (Ed.) (2012). *Psychometrics in coaching: Using psychological and psychometric tools for development*. Kogan Page Publishers.

Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: A decade of progress and what's to come. *Coaching: An International Journal of Theory, Research and Practice, 4*(2), 70-88.

Passmore, J., & Gibbes, C. (2007).The state of executive coaching research: What does the current literature tell us and what's next for coaching research? *International Coaching Psychology Review, 2*(2), 1750-2764.

Passmore, J., & Rehman, H. (2012). Coaching as a learning methodology – a mixed methods study in driver development: A randomised controlled trial and thematic analysis. *International Coaching psychology Review, 7*(2), 166-184.

Passmore, J., & Theeboom, T. (2015). Coaching Psychology: A journey of development in research. In L.E. Van Zyl, M.W. Stander & A. Odendaal (Eds.), C*oaching psychology: Meta-theoretical perspectives and applications in multi-cultural contexts.* New York, NY: Springer.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage.

Peterson, C., Park, N., & Seligman, M. E. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies, 6*(1), 25-41.

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification (Vol. 1).* Oxford, UK: Oxford University Press.

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology, 52*(2), 126-136.

Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012).Thriving at work: Towards its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior, 33*(2)*,* 250-275.

Proctor, B. (2008). *Group supervision: A guide to creating practice (2nd ed.).* London, UK: Sage.

Rapley, T. J. (2001). The art (fulness) of open-ended interviewing: Some considerations on analysing interviews. *Qualitative Research, 1*(3), 303-323.

Riley, M. W., Kahn, R. L., Foner, A. E., & Mack, K. A. (1994). *Age and structural lag: Society's failure to provide meaningful opportunities in work, family, and leisure*. Oxford, UK: John Wiley & Sons.

Ritchie, J., Lewis, J., & Elam, G. (2003). Designing and selecting samples. In Jane Ritchie & Jane Lewis (Eds.), *Qualitative research practice. A guide for social science students and researchers* (pp. 77-108). Thousand Oaks, CA: Sage.

Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin.

Rogers, J. (2012). *Coaching skills a handbook,* New York, NY: Open University Press.

Rokeach, M. (1973). *The nature of human values.* New York, NY: Free Press.

Rosinski, P. (2003). *Coaching across cultures: New tools for leveraging national, corporate and professional differences*. London: Nicolas Brealey Publishing.

Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior, 30,* 91-127.

Runi, C., & Ryff, C. D. (2016). Using eudaimonic well-being to improve lives. In A. M. Wood, & J. Johnson (Eds.), *The Wiley handbook of positive clinical psychology* (pp. 153-166). Hoboken, NJ: Wiley-Blackwell.

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology, 52*(1), 141-166.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations of the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069-1081.

Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science, 4*(4), 99-104.

Ryff, C. D. (2014). Psychological well-being revisited: Advances in the Science and Practice of Eudaimonia. *Psychotherapy and Psychosomatics, 83*(1), 10-28.

Ryff, C. D. (2016). Eudaimonic well-being and education: Probing the connections. In: D. W. Harward (Ed.), *Well-being and higher education: A strategy for change and the realization of education's greater purposes. Bringing theory to practice*, (pp 37-48). Washington, DC: Springer-Verlag.

Ryff, C. D. (2017). Eudaimonic well-being, inequality, and health: Recent findings and future directions. *International Review of Economics, 64*(2), 159-178.

Ryff, C. D., Heller, A. S., Schaefer, S. M., Van Reekum, C., & Davidson, R. J. (2016). Purposeful engagement, healthy aging, and the brain. *Current Behavioral Neuroscience Reports, 3*(4), 318-327.

Ryff, C. D., & Keyes, C. L. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719-727.

Ryff, C. D., Keyes, C. L., & Hughes, D. L. (2003). Status inequalities, perceived discrimination, and eudaimonic well-being: Do the challenges of minority life hone purpose and growth? *Journal of Health Social Behaviour, 44*(3), 275-291.

Ryff, C. D., & Singer, B. H. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy Psychosomatic, 65*(1), 14-23.

Ryff, C., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry,* 9(1), 1-28.

Ryff, C., & Singer, B. H. (2002). From social structure to biology: Integrative science in pursuit of human health and well-being. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology,* (pp. 63-73). Oxford, UK: Oxford University Press.

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies, 9*(1)*,* 13-39.

Ryff, C. D., & Singer, B. H., Love, G. D. (2004). Positive health: connecting well-being with biology. *Philosophical Transactions of the Royal Society of London: Series B Biological Sciences, 359*(1449)*,* 1383-1394.

Ryff, C. D., Singer, B. H., & Love, G. D. (2006). Best news yet on the six factor model of well-being. *Social Science Research, 35*(4)*, 1103*-1119.

Sahdra, B. K., MacLean., K. A., Ferrer, E., Shaver, P. R., Rosenberg, E. L., Jacobs, T. L., Zanesco, A. P., King, B. G., Aichele, S. R., Bridwell, D. A., Mangun, G. R., Lavy, S., Wallace, B. A., & Saron, C. D. (2011). Enhanced response inhibition during intensive meditation training predicts improvements in self-reported adaptive socioemotional functioning. *Emotion, 11*(2)*,* 299-312.

Saldaña, J. (2015). *The coding manual for qualitative researchers.* Thousand Oaks, CA: Sage.

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: a cross-national study. *Educational and Psychological Measurement, 66*(4), *701-716.*

Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International, 14*(3), 204-220.

Schein, E. H. (1985). *Career anchors*. San Diego, CA: University Associates.

Schermuly, C. C. (2014). Negative effects of coaching for coaches: An explorative study. *International Coaching Psychology Review, 9*(2), 165-180.

Schermuly, C. C., & Bohnhardt, F. A. (2014). Und wer coacht die Coaches? *Organisationsberatung Supervision Coaching, 21*(1), 55-69.

Schermuly, C. C., Schermuly-Haupt, M., Schoelmerich, F., & Rautenberg, H. (2014). Zu Risiken und Nebenwirkungen lessen Sie. Negative Effekte von Coaching. *Zeitschrift für Arbeits- und Organisationpsychologie, 58*(1), 17-33.

Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118-137). Thousand Oaks, CA: Sage.

Schwartz, S. H. (1990). Individualism-collectivism: Critique and proposed refinements. *Journal of Cross-Cultural Psychology, 21*(2), 139-157.

Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology, Vol. 25,* (pp. 1-65). London, UK: Academic Press.

Schwartz, S. H. (2006a). Basic human values: theory measurement and applications. *Revue Française de Sociologie, 47*(4), 929-968.

Schwartz, S. H. (2006b). A theory of cultural value orientations: Explication and applications. *Comparative Sociology, 5*(2-3)*,* 137-182.

Schwartz, S. H. (2017). The refined theory of basic values. In S. Roccas, & L. Sagiv (Eds.), *Values and behavior: Taking a cross-cultural perspective* (pp. 51-72). Cham, Switzerland: Springer International Publishing.

Schwartz, S. H., & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of Personality and Social Psychology, 58*(5)*,* 878-891.

Schwartz, S. H., & Boehnke, K. (2004). Evaluating the structure of human values with confirmatory factor analysis. *Journal of Research in Personality, 38(3),* 230-255.

Schwartz, S. H., Caprara, G. V., & Vecchione, M. (2010). Basic personal values, core political values, and voting: A longitudinal study. *Political Psychology, 31*, 421–452.

Schwartz, S. H., Cieciuch, J., Vecchione, M., Davidov, E., Fischer, R., Beierlein, C., Ramos, A., Verkasalo, M., Lönqvist, J. E., Demirutku, K., Dirilen-Gumus, O., & Konty, M. (2012). Refining the theory of basic individual values. *Journal of Personality and Social Psychology, 103*(4), 663-688.

Schwartz, S. H., Cieciuch, J., Vecchione, M., Torres, C., Dirilem-Gumus, O., & Butenko, T. (2017). Value tradeoffs and behavior in five countries: Validating 19 refined values. *European Journal of Social Psychology, 47*, 241-258.

Schwartz, S. H., Melech, G., Lehmann, A., Burgess, S., Harris, M., & Owens, V. (2001). Extending the cross-cultural validity of the theory of basic human values with a different method of measurement. *Journal of Cross-Cultural Psychology, 32*(5), 519-542.

Seligman, M. E. (2002). *Authentic happiness.* London, UK: Nicholas Brealey.

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

Seligman, M. E. (2011). *Flourishing: A visionary new understanding of happiness and well-being.* New York, NY: Free Press.

Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive Psychology: An introduction. *American Psychologist, 55*(1)*,* 5-14.

Shapiro, S. L., & Brown, K. W., & Biegel, G. M. (2007). Teaching self-care to caregivers: Effects of mindfulness-based stress reduction on the mental health of therapists in training. *Training and Education in Professional Psychology, 1*(2), 105-115.

Skimina, E., Cieciuch, J., Schwartz, S. H., Davidov, E., & Algesheimer, R. (2018). Testing the circular structure and importance hierarchy of value states in real-time behaviors. *Journal of Research in Personality*, *74*, 42-49.

Smider, N. A., Essex, M. J., & Ryff, C. D. (1996). Adaption to community relocation: the interactive influence of psychological resources and contextual factors. *Psychological Aging, 11*(2)*,* 362-372.

Smith, J. A., & Osborn, M. (2003). Interpretative phenomenological analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to methods*. London, UK: Sage.

Smither, J. W., London., M., Flautt, R., Vargas, Y., & Kucine, I. (2003). Can working with an executive coach improve multi-source feedback ratings over time? A quasi-experimental study. *Personnel Psychology, 56*(1)*,* 23-44.

Son, J., & Wilson, J. (2012). Volunteer work and hedonic, eudaimonic, and social well-being. *Sociology Forum, 27*(3), 658-681.

Sortheix, F. M., & Schwarts, S. H. (2017). Values that underlie and undermine well-being: Variability across countries. *European Journal of Personality, 31(2),* 187-201.

Soto, C. J., & John, O. P. (2017). The next Big Five Inventory (BFI-2): Developing and assessing a hierarchical model with 15 facets to enhance bandwidth, fidelity, and predictive power. *Journal of Personality and Social Psychology, 113*(1), 117-143.

Spence, G. B., Cavanagh, M., & Grant, A. 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.

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

Spielberger, C. D., Gorsuch, R. L., Lushene, R., Vagg, P. R., & Jacobs, G. A. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press.

Spranger, E. (1914). *Lebensformen. Geisteswissenschaftliche Psychologie und Ethik der Persölichkeit.* Halle: Niemeyer*.*

Srimathi, N. L., & Kiran Kumar., S. K. (2010). Psychological well-being of employed women across different organisations. *Journal of the Indian Academy of Applied Psychology, 36*(1)*,* 89-95.

Stacey, A.G. (2018). Co-inertia mapping: graphic representation of paired datasets in low dimensional space. Unpublished manuscript.

Steger, M. F. (2012). Making meaning in life. *Psychological Inquiry, 23*(4), 381-385.

Stelter, R. (2016). The coach as a fellow human companion. In L. E. Van Zyl, M. W. Stander, & A. Odendaal (Eds.), *Coaching Psychology: Meta-theoretical perspectives and applications in multicultural contexts*. (pp. 47-66). New York, NY: Springer.

Stern, L. R. (2004). Executive coaching: A working definition. *Consulting Psychology Journal: Practice and Research*, *56*(3), 154-162.

Strauser, D. R., Lustig, D. C., & Çıftçı, A. (2008). Psychological well-being: Its relation to work personality, vocational identity, and career thoughts. *Journal of Psychology, 142*(1)*,* 21-35.

Sue-Chan, C., & Latham, G. P. (2004). The relative effectiveness of external, peer, and self-coaches. *Applied Psychology: An International Review, 53*(2)*,* 260-278.

Sutton, J., & Stewart, W. (2002). *Learning to Counsel: Develop the skills you need to counsel others*. Oxford, UK: How to Books.

Tabachnick, B. G., & Fidell, L. S. (1996). *SPSS for Windows workbook to accompany large sample examples of using multivariate statistics*. HarperCollins College Publishers.

Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research*, (pp. 3-50). Thousand Oaks, CA: Sage

Tamir, M., Schwartz, S. H., Cieciuch, J., Riediger, M., Torres, C., Scollon, C., ... & Vishkin, A. (2016). Desired emotions across cultures: A value-based account. *Journal of Personality and Social Psychology, 111*(1), 67-82.

Tay, L., Tan, K., Diener, E., & Gonzalez, E. (2012). Social relations, health behaviors, and health outcomes: A survey and synthesis. *Applied Psychology: Health and Well-being, 5*(1), 28-78.

Theeboom, T., Beersma, B., & van Vianen, A. (2014). Does coaching work? A meta-analysis of the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology, 9*(1), 1-18.

Tucker, L. R. (1958). An inter-battery method of factor analysis. *Psychometrika*, *23*(2), 111-136.

Visagie, R. G. (2002). *Stories of merger and acquisition change: a teambased approach in promotion of mental health* (Doctoral dissertation, University of Johannesburg

Warr, P. (1987). *Work, Unemployment and Mental Health.* Oxford, UK. Oxford University Press.

Warr, P. (1990a). The measurement of well-being and other aspects of mental health. *Journal of Occupational Psychology, 63*(3), 193-210.

Warr, P. (1990b). Decision latitude, job demands, and employee well-being. *Work and Stress, 4*(4), 285-294.

Warr, P. (2007). *Work, happiness, and unhappiness.* Mahwah, NJ: Erlbaum.

Warr, P., Bindl, U. K., Parker, S. K., & Inceoglu, I. (2014). Four-quadrant investigation of job-related affects and behaviours. *European Journal of Work and Organizational Psychology*, *23*(3), 342-363.

Warr, P. & Inceoglu, I. (2017). Work orientations, well-being and job content of self-employed and employed professionals. *Work, employment and society. 32*(3) 1-20.

Warr, P., & Nielsen, K. (2018). Well-being and work performance. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being* (pp. 1-22). Salt Lake City, UT: DEF.

Wasylyshyn, K. M. (2003). Executive coaching: An outcome study. *Consulting psychology Journal: Practice and Research, 55*(2), 94-106.

Waterman, A. S. (1993). Two conceptions of happiness: Contracts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology: 64*(4), 678-691.

Waterman, A. S. (2008). Reconsidering happiness: A eudaimonist's perspective. *The Journal of Positive Psychology, 3*(4)*,* 234-252.

Whitmore, J. (2007). *Coaching for performance,* London: Nicholas Brealey.

Widaman, K. F., Little, T. D., Preacher, K. J., & Sawalini, G. M. (2011). On creating and using short forms of scales in secondary research. In K. H. Trzesniewski, M. B. Donnellan, & R. E. Lucas (Eds.), *Secondary data analysis: An introduction for psychologists* (pp. 39-61). Washington, DC: American Psychological Association.

Wilkinson, S. (1998). Focus group methodology: a review. *International journal of social research methodology*, *1*(3), 181-203.

Worldwide Association of Business Coaches (2008). *WABC Certified Business Coach.* Retrieved from http://www.wabccoaches.com/includes/popups/cbc_details.html

APPENDIX A: DEFINITION OF KEY TERMS

Affect. A general concept referring to the conscious accessing of feelings along a spectrum of emotions.

Burnout. A state of mental weariness.

Business coaching. Type of workplace coaching that is specifically aligned to achieving the organisations goals.

Coaching client / coachee. Executives or managers or high potential individuals in an organisation who have a good performance track record and who have typically been identified as pipeline talent. Their reasons for coaching vary but can be as a result of them needing additional skills or that their behaviour may be limiting their progress. (Feldman & Lankau, 2005; Kilburg, 2016).

Counselling. A collaborative interaction between two individuals which enables a client to gain a better understanding of, or exploration of a particular challenge. Finding a resolution or acceptance of the situation(s) is a desirable end state of the interaction. (Sutton & Stewart, 2002).

Eudaimonic wellbeing. Deals with human potential e.g. personal growth and purpose in life at the highest level (Ryff, 1989).

Executive coach. A person with an understanding of and experience in business who works with an executive / manager / individual identified as pipe line talent, to enable a change or transformation in the person for their benefit and that of the organisation. (Stern, 2004).

Executive coaching. A formal business development relationship between an executive / manager or individual identified for succession and an executive coach. The coach makes use of different behavioural tools and techniques to support the coaching client / coachee to meet specific goals they have identified that will assist them in their personal development and effectiveness. These goals are invariably of benefit to both the individual and the organisation (Kilburg, 1996a).

Flourishing. The notion of living a 'good life' based on individual strengths and virtues e.g. knowledge, love, transcendence, justice etc. (Seligman, 2011).

Hedonic wellbeing. Human feelings or experiences that are enjoyable or unpleasant (Ryan & Deci, 2001).

Humanistic coaching. A coaching approach grounded in the principles of humanistic psychology. The individual is seen to have the natural drive to grow and reach their full potential.

Mixed-methods research. The collection and analysis of both qualitative and quantitative data in a single study.

Negative affect and negativity. Representing the unpleasant e.g. irritability or dislike.

PERMA-Profiler. A measurement instrument developed by Butler and Kern (2016) based on Seligman's (2011) model of human flourishing. The acronym stands for Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A). Two additional dimensions were added to measure work related behaviour ie happiness' (H) and (N) negative emotion.

PERMA. A model of human 'flourishing' comprising of Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A) (Seligman, 2011)

Positive affect and positivity. Prompts individuals to participate in or engage in environmental actives which can be both adaptive or not (Fredrickson, B, 2001) e.g. feeling upbeat or liking something.

Positive psychology coaching. A coaching approach that draws on positive psychology to assist coachees to achieve happiness and wellbeing.

Psychological wellbeing (PWB). Broader explanation of wellbeing including meaning, identity and relatedness (Ryff & Singer, 1996).

Subjective wellbeing (SWB). The satisfaction and balance between positive and negative affects (Ryff, 2002).

Validity. A quality of a psychometric test that actually measures what it purports to measure (Goodstein & Lanyon, 1999).

Wellbeing. Complex construct about optimal experience or functioning (Ryff, 1989)

Workplace coaching. Broad term used to include executive and business coaching, often used in Industry (Kilberg, 2016).

APPENDIX B: INVITATION TO PARTICIPATE IN STUDY

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, WITS, SOUTH AFRICA, 2050

My name is Beth Norden, and I am currently conducting research for a doctoral degree at the University of the Witwatersrand. My research area is exploring how executive coaches experience their work and how, if at all, these experiences affect their well-being. I would like to invite you to participate in this research study. Should you agree to participate you will be interviewed by me. The process will take the form of a semi-structured one-on-one interview that will last for approximately 90 minutes. With your permission the interviews will be recorded in order to ensure accuracy. Participation is voluntary and it is important to know that no person will be advantaged or disadvantaged in any way for choosing to participate or not participate. All your responses will be kept confidential and no information that can identify you will be included in the research report. The interview material will not be seen or heard by any persons other than myself, the transcriber and my academic supervisor. In addition all the interview material i.e. audio tape, transcripts and reflective notes will be archived and securely stored. It is also important for you to know that you may refuse to answer any questions you would prefer not to and, you may also choose to withdraw from the study at any point during the process (before, during or after the interviews).

If you choose to participate in the study, please fill in your details on the form below. Once you have completed the form please email it back to me at beth.n@mwebbiz.co.za should you have any questions, you may contact me via email or my mobile phone at (+27) 082 307 4234. When we meet in person for the interviews, I will again go over the consent form with you and give you an opportunity to check the form you sent back to me or allow you to complete a new form should you prefer. Please know, that your participation will be highly appreciated in terms of the contribution you can make as a result of your experience and knowledge of the field. As mentioned, the research will contribute to a larger body of knowledge.

Sincerely

Beth Norden

APPENDIX C: PARTICIPANT CONSENT FORM

Psychology
School of Human & Community Development

University of the Witwatersrand

Private Bag 3, WITS, 2050
Tel: (011) 717 4500 Fax: (011) 717 4559

PARTICIPANT CONSENT FORM

I _____ consent to my interview with Beth Norden, for her study on the exploration of the work experiences of executive coaches. I understand that:

1. The interviews will be recorded on audio tape and transcribed.
2. The tapes and transcripts will not be seen or heard by any other persons other than Beth, the transcriber and her academic supervisor.
3. All audio recordings and transcripts will be correctly archived and securely stored during the research. On completion of the study they will be destroyed.
4. No identifying information will be used in the transcripts or the research report.

Signed by: _____ on this_____ day of 2017.

At: _____

Signature

APPENDIX D: FOCUS GROUP INVITATION LETTER

My name is Beth Norden, and I am currently conducting research for a Doctoral Degree at the University of the Witwatersrand. My research is about exploring the experiences Executive Coaches have in their work and how, if at all, these experiences affect their well-being. I would like to invite you to participate in this research study.

Should you agree to participate you will be asked to attend a focus group which will be run by me in (city)……on (date) ……. 2018 at (venue)…… from 08:30 – 12:30. With your permission the focus group will be recorded in order to ensure accuracy. Participation is voluntary and it is important to know that no person will be advantaged or disadvantaged in any way for choosing to participate or not participate in the study. While anonymity is desirable, it is difficult to guarantee in focus groups. All your responses however, will be kept anonymous and no information that could identify you would be included in the research report. The focus group material (audio tapes, transcripts) will not be seen or heard by any persons other than myself, the other participants in the focus group, the transcriber and my academic supervisor. It is also important for you to know that you may refuse to answer any of the questions and you may also choose to withdraw from the study at any point during the process (before, during or after the focus group).

If you choose to participate in the study, please fill in your details on the form below. Once you have completed the form please can you scan it and email it back to me at beth.n@mwebbiz.co.za. Should you have any questions, you may contact me via email or my mobile phone at (+27) 082 307 4234. Before the actual start of the focus group, I will go over the consent form again and give you an opportunity to check the form you emailed back to me.

Please know that your participation in this study is important based on your experience and track record and I would greatly appreciate it. As mentioned, the research will contribute to a larger body of knowledge.

Sincerely

Beth Norden

APPENDIX E: FOCUS GROUP CONSENT FORM

FOCUS GROUP PARTICIPANT CONSENT FORM

I _____ consent to participating in a focus group with Beth Norden and other participants for her study on the exploration of the work experiences of Executive Coaches. I understand that:

1. The focus group will be recorded on audio tape to ensure accuracy.
2. The audio tapes and transcripts will not be seen or heard by any other persons other than the participants who will attend the focus group with me, Beth, the transcriber and her academic supervisor.
3. All audio recordings and transcripts will be correctly archived and securely stored. After the research is complete they will be destroyed.
4. While anonymity is desirable it is difficult to guarantee in focus groups. No identifying information will however be used in the transcripts or the research report.

Signed by _____ on this _____ day of 2018

At: _____

Signature

APPENDIX F: BIOGRAPHICAL QUESTIONNAIRE: ONLINE SURVEY

Please click on the “Agree” button to give consent to participate or on the “Disagree” button to exit the survey

SECTION 1: BIOGRAPHICAL INFORMATION

1. What is your gender?
2. What country are you registered in as a citizen?
3. What is your relationship status?
4. Are you the main income earner in your household?
5. What portion of your income comes from coaching?
6. What is your highest qualification?
7. What specific coaching qualification do you have? Other
8. How many years have you worked as a paid coach?
9. How many coaching hours have you completed in your coaching career?
10. Are you a paid up member of any coaching body / association / federation etc.?
11. Do you go to coach supervision? Other
12. Are you a coach supervisor?
13. Which theoretical approach do you follow in your coaching? Other

APPENDIX G: INTERVIEW PROTOCOL

REVISED JANUARY 2018

The interview protocol for the study was closely linked to the primary research questions. My role was to build rapport with the participants and to make a clear connection between the flow of the interview and the questions asked during the process.

In particular, for this research study, the interview procedure involved:

1. Asking probing questions that would 'surface' their work experiences as a coach
2. Using back ground data that I had been exposed to as a coach to build credibility where it was fitting e.g. what are your view on coach supervision?

The one-on-one interviews helped to establish the participant's personal reasons / stories about how they got into the field of coaching, which focussed on the following aspects:

- Personal and professional background
- General content about executive coaching and their views about professionalisation
- Personal experiences of how coaching impacted / affected them i.e. the work of a coach

The one-on-one interviews were semi-structured to allow me to guide the conversation to specific topics, however, I was mindful of not asking direct questions but to rather allow the conversation to be about how the participants shared their experiences of their reality of working as a coach. Where necessary, I would ask probing or clarifying questions. The focus groups were also guided by the same procedures and topics. As a result of the benefits of the 'group dynamics', I was conscious of allowing these aspects to infuse the resulting conversation that emerged around the research topics.

These are some of the types of questions I used to structure the conversations:

1. How many years have you been coaching?
2. Tell me about your journey to become a coach?
3. What are the main areas you focus on?
4. What kind of knowledge and skills did you bring to coaching?
5. What do you enjoy about being a coach?
6. What is the most valuable to you about your work as a coach?
7. How would you describe your coaching philosophy?
8. What impact does working with human beings have on you?
9. What do you enjoy the least about being a coach?
10. What are the things you wish you could change about coaching?
11. Tell me how that affects you?
12. Looking back, what do you wish you had known about being a coach?
13. How does that differ from what you do presently?
14. Looking ahead how do you see your career unfolding?
15. How do you sustain yourself in this human service career / profession?

APPENDIX H: PORTRAIT VALES QUESTIONNAIRE-REVISED (FEMALE)

Here we briefly describe different people. Please read each description and think about how much that person is or is not like you. Put an X in the box to the right that shows how much the person described is like you.

		HOW MUCH LIKE YOU IS THIS PERSON?					
		Not like me at all	Not like me	A little like me	Moder-ately like me	Like me	Very much like me
1.	It is important to her to form her views independently.	☐	☐	☐	☐	☐	☐
2.	It is important to her that her country is secure and stable.	☐	☐	☐	☐	☐	☐
3.	It is important to her to have a good time.	☐	☐	☐	☐	☐	☐
4.	It is important to her to avoid upsetting other people.	☐	☐	☐	☐	☐	☐
5.	It is important to her that the weak and vulnerable in society be protected.	☐	☐	☐	☐	☐	☐
6.	It is important to her that people do what she says they should.	☐	☐	☐	☐	☐	☐
7.	It is important to her never to think she deserves more than other people.	☐	☐	☐	☐	☐	☐
8.	It is important to her to care for nature.	☐	☐	☐	☐	☐	☐
9.	It is important to her that no one should ever shame her.	☐	☐	☐	☐	☐	☐
10.	It is important to her always to look for different things to do.	☐	☐	☐	☐	☐	☐
11.	It is important to her to take care of people she is close to.	☐	☐	☐	☐	☐	☐
12.	It is important to her to have the power that money can bring.	☐	☐	☐	☐	☐	☐
13.	It is very important to her to avoid disease and protect her health.	☐	☐	☐	☐	☐	☐
14.	It is important to her to be tolerant toward all kinds of people and groups.	☐	☐	☐	☐	☐	☐
15.	It is important to her never to violate rules or regulations.	☐	☐	☐	☐	☐	☐
16.	It is important to her to make her own decisions about her life.	☐	☐	☐	☐	☐	☐
17.	It is important to her to have ambitions in life.	☐	☐	☐	☐	☐	☐

HOW MUCH LIKE YOU IS THIS PERSON?

	Not like me at all	Not like me	A little like me	Moder-ately like me	Like me	Very much like me
18. It is important to her to maintain traditional values and ways of thinking.	☐	☐	☐	☐	☐	☐
19. It is important to her that people she knows have full confidence in her.	☐	☐	☐	☐	☐	☐
20. It is important to her to be wealthy.	☐	☐	☐	☐	☐	☐
21. It is important to her to take part in activities to defend nature.	☐	☐	☐	☐	☐	☐
22. It is important to her never to annoy anyone.	☐	☐	☐	☐	☐	☐
23. It is important to her to develop her own opinions.	☐	☐	☐	☐	☐	☐
24. It is important to her to protect her public image.	☐	☐	☐	☐	☐	☐
25. It is very important to her to help the people dear to her.	☐	☐	☐	☐	☐	☐
26. It is important to her to be personally safe and secure.	☐	☐	☐	☐	☐	☐
27. It is important to her to be a dependable and trustworthy friend.	☐	☐	☐	☐	☐	☐
28. It is important to her to take risks that make life exciting.	☐	☐	☐	☐	☐	☐
29. It is important to her to have the power to make people do what she wants.	☐	☐	☐	☐	☐	☐
30. It is important to her to plan her activities independently.	☐	☐	☐	☐	☐	☐
31. It is important to her to follow rules even when no-one is watching.	☐	☐	☐	☐	☐	☐
32. It is important to her to be very successful.	☐	☐	☐	☐	☐	☐
33. It is important to her to follow her family's customs or the customs of a religion.	☐	☐	☐	☐	☐	☐
34. It is important to her to listen to and understand people who are different from her.	☐	☐	☐	☐	☐	☐
35. It is important to her to have a strong state that can defend its citizens.	☐	☐	☐	☐	☐	☐
36. It is important to her to enjoy life's pleasures.	☐	☐	☐	☐	☐	☐

HOW MUCH LIKE YOU IS THIS PERSON?

	Not like me at all	Not like me	A little like me	Moder-ately like me	Like me	Very mucl like me
37. It is important to her that every person in the world have equal opportunities in life.	☐	☐	☐	☐	☐	☐
38. It is important to her to be humble.	☐	☐	☐	☐	☐	☐
39. It is important to her to figure things out herself.	☐	☐	☐	☐	☐	☐
40. It is important to her to honor the traditional practices of her culture.	☐	☐	☐	☐	☐	☐
41. It is important to her to be the one who tells others what to do.	☐	☐	☐	☐	☐	☐
42. It is important to her to obey all the laws.	☐	☐	☐	☐	☐	☐
43. It is important to her to have all sorts of new experiences.	☐	☐	☐	☐	☐	☐
44. It is important to her to own expensive things that show her wealth	☐	☐	☐	☐	☐	☐
45. It is important to her to protect the natural environment from destruction or pollution.	☐	☐	☐	☐	☐	☐
46. It is important to her to take advantage of every opportunity to have fun.	☐	☐	☐	☐	☐	☐
47. It is important to her to concern herself with every need of her dear ones.	☐	☐	☐	☐	☐	☐
48. It is important to her that people recognize what she achieves.	☐	☐	☐	☐	☐	☐
49. It is important to her never to be humiliated.	☐	☐	☐	☐	☐	☐
50. It is important to her that her country protect itself against all threats.	☐	☐	☐	☐	☐	☐
51. It is important to her never to make other people angry.	☐	☐	☐	☐	☐	☐
52. It is important to her that everyone be treated justly, even people she doesn't know.	☐	☐	☐	☐	☐	☐
53. It is important to her to avoid anything dangerous.	☐	☐	☐	☐	☐	☐
54. It is important to her to be satisfied with what she has and not ask for more.	☐	☐	☐	☐	☐	☐
55. It is important to her that all her friends and family can rely on her completely.	☐	☐	☐	☐	☐	☐
56. It is important to her to be free to choose what she does by herself.	☐	☐	☐	☐	☐	☐
57. It is important to her to accept people even when she disagrees with them.	☐	☐	☐	☐	☐	☐

APPENDIX I PORTRAIT VALUES QUESTIONNAIRE – REVISED (MALE)

Here we briefly describe different people. Please read each description and think about how much that person is or is not like you. Put an X in the box to the right that shows how much the person described is like you.

	HOW MUCH LIKE YOU IS THIS PERSON?					
	Not like me at all	Not like me	A little like me	Moder-ately like me	Like me	Very much like me
1. It is important to him to form his views independently.	☐	☐	☐	☐	☐	☐
2. It is important to him that his country is secure and stable.	☐	☐	☐	☐	☐	☐
3. It is important to him to have a good time.	☐	☐	☐	☐	☐	☐
4. It is important to him to avoid upsetting other people.	☐	☐	☐	☐	☐	☐
5. It is important to him that the weak and vulnerable in society be protected.	☐	☐	☐	☐	☐	☐
6. It is important to him that people do what he says they should.	☐	☐	☐	☐	☐	☐
7. It is important to him never to think he deserves more than other people.	☐	☐	☐	☐	☐	☐
8. It is important to him to care for nature.	☐	☐	☐	☐	☐	☐
9. It is important to him that no one should ever shame him.	☐	☐	☐	☐	☐	☐
10. It is important to him always to look for different things to do.	☐	☐	☐	☐	☐	☐
11. It is important to him to take care of people he is close to.	☐	☐	☐	☐	☐	☐
12. It is important to him to have the power that money can bring.	☐	☐	☐	☐	☐	☐
13. It is very important to him to avoid disease and protect his health.	☐	☐	☐	☐	☐	☐
14. It is important to him to be tolerant toward all kinds of people and groups.	☐	☐	☐	☐	☐	☐
15. It is important to him never to violate rules or regulations.	☐	☐	☐	☐	☐	☐
16. It is important to him to make his own decisions about his life.	☐	☐	☐	☐	☐	☐

HOW MUCH LIKE YOU IS THIS PERSON?

	Not like me at all	Not like me	A little like me	Moder-ately like me	Like me	Very much like me
17. It is important to him to have ambitions in life.	☐	☐	☐	☐	☐	☐
18. It is important to him to maintain traditional values and ways of thinking.	☐	☐	☐	☐	☐	☐
19. It is important to him that people he knows have full confidence in him.	☐	☐	☐	☐	☐	☐
20. It is important to him to be wealthy.	☐	☐	☐	☐	☐	☐
21. It is important to him to take part in activities to defend nature.	☐	☐	☐	☐	☐	☐
22. It is important to him never to annoy anyone.	☐	☐	☐	☐	☐	☐
23. It is important to him to develop his own opinions.	☐	☐	☐	☐	☐	☐
24. It is important to him to protect his public image.	☐	☐	☐	☐	☐	☐
25. It is very important to him to help the people dear to him.	☐	☐	☐	☐	☐	☐
26. It is important to him to be personally safe and secure.	☐	☐	☐	☐	☐	☐
27. It is important to him to be a dependable and trustworthy friend.	☐	☐	☐	☐	☐	☐
28. It is important to him to take risks that make life exciting.	☐	☐	☐	☐	☐	☐
29. It is important to him to have the power to make people do what he wants.	☐	☐	☐	☐	☐	☐
30. It is important to him to plan his activities independently.	☐	☐	☐	☐	☐	☐
31. It is important to him to follow rules even when no-one is watching.	☐	☐	☐	☐	☐	☐
32. It is important to him to be very successful.	☐	☐	☐	☐	☐	☐
33. It is important to him to follow his family's customs or the customs of a religion.	☐	☐	☐	☐	☐	☐
34. It is important to him to listen to and understand people who are different from him.	☐	☐	☐	☐	☐	☐
35. It is important to him to have a strong state that can defend its citizens.	☐	☐	☐	☐	☐	☐
36. It is important to him to enjoy life's pleasures.	☐	☐	☐	☐	☐	☐

HOW MUCH LIKE YOU IS THIS PERSON?

	Not like me at all	Not like me	A little like me	Moder-ately like me	Like me	Very much like me
37. It is important to him that every person in the world have equal opportunities in life.	☐	☐	☐	☐	☐	☐
38. It is important to him to be humble.	☐	☐	☐	☐	☐	☐
39. It is important to him to figure things out himself.	☐	☐	☐	☐	☐	☐
40. It is important to him to honor the traditional practices of his culture.	☐	☐	☐	☐	☐	☐
41. It is important to him to be the one who tells others what to do.	☐	☐	☐	☐	☐	☐
42. It is important to him to obey all the laws.	☐	☐	☐	☐	☐	☐
43. It is important to him to have all sorts of new experiences.	☐	☐	☐	☐	☐	☐
44. It is important to him to own expensive things that show his wealth	☐	☐	☐	☐	☐	☐
45. It is important to him to protect the natural environment from destruction or pollution.	☐	☐	☐	☐	☐	☐
46. It is important to him to take advantage of every opportunity to have fun.	☐	☐	☐	☐	☐	☐
47. It is important to him to concern himself with every need of his dear ones.	☐	☐	☐	☐	☐	☐
48. It is important to him that people recognize what he achieves.	☐	☐	☐	☐	☐	☐
49. It is important to him never to be humiliated.	☐	☐	☐	☐	☐	☐
50. It is important to him that his country protect itself against all threats.	☐	☐	☐	☐	☐	☐
51. It is important to him never to make other people angry.	☐	☐	☐	☐	☐	☐
52. It is important to him that everyone be treated justly, even people he doesn't know.	☐	☐	☐	☐	☐	☐
53. It is important to him to avoid anything dangerous.	☐	☐	☐	☐	☐	☐
54. It is important to him to be satisfied with what he has and not ask for more.	☐	☐	☐	☐	☐	☐
55. It is important to him that all his friends and family can rely on him completely.	☐	☐	☐	☐	☐	☐
56. It is important to him to be free to choose what he does by himself.	☐	☐	☐	☐	☐	☐
57. It is important to him to accept people even when he disagrees with them.	☐	☐	☐	☐	☐	☐

APPENDIX J: RESEARCH PARTICIPANT MIMI-BIOGRAPHICALS

(All names have been changed to ensure anonymity. Some participants choose their '*nome de plumes*')

AMANDLA

(Male, 60yrs, Self-employed professional coach / Leader developer / Lecturer)

Amandla, has over 30 yrs. of business experience across various industries. He has worked as an executive coach for 8 years and has an MBA, MM-BEC and a Certificate in Leadership Coaching (CPLC). He is also a COMENSA credential practitioner and a member of ICF.

ANNA

(Female, 54 yrs., Coaching Psychologist / Academic / Consultant)

Anna has worked across many industries as a consulting psychologist, change facilitator and executive coach. Her coaching work involves individual, team and group coaching. She joined the permanent faculty of a well-known business school to become an academic +- 4 years ago but continues to work as an executive coach. Anna holds a PhD, is a registered psychologist with HPCSA and a certified PCC / ICF coach.

ANUSHKA

(Female, 59 yrs., Self-employed Coaching Psychologist / Facilitator / OD Consultant)

Anushka has over 30 years of business experience. When she left retail banking she was in a director position tasked with OD integration and change projects. She is a registered psychologist with HPCSA, and a PCC certified ICF coach. Anushka works internationally with Unicef and has over 15 years executive coaching experience.

CHRISTINE

(Female, 54 yrs., Self-employed Executive Coach / Coach Supervisor / Facilitator)

Christine has extensive business experience across various sectors. She holds an M Phil Management Coaching (cum laude) from a Western Cape Business School. She is also a trained Metacoach with over 11 years of executive coaching experience.

CLEOPARTA

(Female 57, Self-employed coaching psychologist / OD consultant)

Cleopatra has worked in retail banking at an executive level, focusing on development consulting for over 18 years. After leaving the corporate world she started consulting in the OD field. She has a Diploma in Higher Education, and a Master Professional Coach Certificate. She has worked as an executive coach for over 13 years.

DOLORES

(Female, 49 yrs., Self-employed professional coach / facilitator)

Delores worked in the Financial Sector as a specialist Chartered Accountant. She has a Professional Coaching Course (PCC) qualification. She has been coaching for 15 years.

ELLA

(Female, 53 yrs., Self-employed Coaching Psychologists / Consultant / Coach Supervisor)

Ella has a multinational background and had been practicing as an executive coach for over 8 years. She is a registered psychologist has a MCom and a MsC (neuroscience of Leadership) and a member of the Interest Group of Consultants and Coaching Psychologists (IGCCP).

GABRIEL

(Male, 58 yrs., Self-employed Professional Coach / Consultant / Facilitator / Coach Supervisor)

Gabriel has extensive business experience facilitating change and development across various cultures, levels and sectors. He is a registered psychologist with the HPCSA and holds the PCC qualification from a Cape Town business school. He has over 13 years' experience of executive / group and team coaching.

GILLIAN

(Female, 50's, Self-employed executive coach / Facilitator / Consultant)

Gillian has worked as a consulting psychologist for over 25 years, across various industries. She is also registered with HPCSA and a member of IGCCP in South Africa. She has over 10 years of executive and group coaching experience.

GORGEOUS

(Female, late 50's, Self-employed professional coach / Leadership facilitation) consultant)

Gorgeous has a business background. She has been practicing as an executive coach for the past 12 years. She has an Arts degree and a Professional Coaching Course (PCC) qualification.

JANE

(Female, 56 yrs., Self-employed Professional Coach)

Jane has worked as an executive coach for over 18 years. She has an MA and a Diploma in Ontological Coaching. She has also owned various businesses.

JANICE

(Female, 74 yrs., Self-employed Professional Coach / Coach Supervisor / OD consultant)

Janice worked as a director in retail banking for over 30 years. On leaving the corporate world she started her business which has a strong executive coaching and change management focus. She has a Professional Coaching Course (PCC) and is a credentialed ICF PCC member. Janice has over 13 years' experience of working as an executive coach.

NDSUKI

(Female, 53 yrs., Career Management Consultant in Telecoms / Executive Coach / Lecturer)

Ndsuki, is employed in a multinational with responsibility for the Sub-Sahara region in Africa. She has a Master's in Business Executive Coaching (MM-BEC) and with over 5 years of experience in the coaching field.

NKOSOZANA

(Female, 68 yrs., Self-employed professional coach / Director (non-exec)

Nkosozana has been practicing as an executive coach for more than 10 years. She has a B.Com degree and an Advanced Coaching Certificate. She has over 30 years of business experience.

NOLI

(Female, 48 yrs., Self-employed professional coach / L&D Consultant)

Noli worked in a multinational as a Training and Development Executive until starting her own business 5 years ago. She has a teaching degree and a certificate in coaching from a Johannesburg Business School.

PAUL

(Male, 50's, Self-Employed Executive Coach / Facilitator / Consultant)

Paul has worked for many years in retail banking at an executive level, tasked with national culture change interventions. When he left the corporate world to peruse coaching he focused on executive and workplace coaching. He is a trained Consciousness Coach and has well over 12 years of executive coaching experience.

RETHA

(Female, 60 yrs., Self-employed Coaching Psychologist / Coach Supervisor / Consultant)

Retha is a registered psychologist with HPCSA and has over 30 years of business experience. Prior to starting her own business, she was an executive in the Retail Banking Industry. Retha has a D. Com Consulting Psychology degree and is a member of WWABC. She has been practicing as an executive coach for the past 10 years.

ROWLING

(Male, 58 yrs., Self-employed Coaching Psychologist / Consultant)

Rowling has been practicing as an executive coach for over 11 years. He has worked as a consultant in the HR field across many industries. He is a registered psychologist with HPCSA and holds various coach training certifications.

SAMANTHA

(Female, 49 yrs., Self-employed professional coach / Lecturer / Coach Supervisor)

Samantha worked in the banking industry as an executive before moving into self-employment. She has a MA (Research Psychology) and a MBA from a leading SA university. She has been practicing as an executive coach for 8 years and holds a Certificate in Leadership Coaching (CPLC) from a Johannesburg Business School.

WILLIAM

(Male, 66 yrs., Self-employed professional coach / consultant / communities of practice facilitator)

William has been practicing as a coach for over 20 years and has extensive business and public sector experience. He holds an MSc and MBA and has completed the Certificate in Leadership Coaching (CPLC) at a Johannesburg Business School.