THE HANDBOOK OF KNOWLEDGE-BASED COACHING
From Theory to Practice

LENI WILDFLOWER | DIANE BRENNAN
The Handbook of Knowledge-Based Coaching
The Handbook of Knowledge-Based Coaching
FROM THEORY TO PRACTICE

Leni Wildflower
and
Diane Brennan
# CONTENTS

Preface: From Theory to Practice  xi  
Leni Wildflower and Diane Brennan

Acknowledgments  xiii

## PART ONE  Human Behavior and Coaching  1

**ONE**  Humanistic and Transpersonal Psychology  3  
Alison Whybrow and Leni Wildflower

**TWO**  Cognitive Behavioral Therapy and Related Theories  11  
Leni Wildflower

**THREE**  Positive Psychology  21  
Kate Hefferson

**FOUR**  Transactional Analysis  29  
Jenny Rogers

**FIVE**  Adult Development  39  
Leni Wildflower

**SIX**  Theories of Intelligence  51  
Jonathan Passmore, Chloé Tong, and Leni Wildflower

**SEVEN**  Neuroscience  61  
Linda J. Page
PART FOUR Traditions from Self-Help, Personal Growth, and Spirituality 185

NINETEEN Spiritual and Religious Traditions 187
Jennifer Sellers

TWENTY The Self-Help and Human Potential Movements 195
Leni Wildflower

TWENTY-ONE Mindfulness 203
Janet Baldwin Anderson, Francine Campone, and Jennifer Sellers

PART FIVE Coaching Specific Populations 209

TWENTY-TWO Education 211
Kathy Norwood and Mary Ann Burke

TWENTY-THREE Issues of Aging 221
Connie S. Corley

TWENTY-FOUR Culture and Cultural Intelligence 231
Katrina Burrus

TWENTY-FIVE Issues of Gender 241
Karen Tweedie and Leni Wildflower

TWENTY-SIX Environmental Sustainability 251
Katrina S. Rogers

PART SIX Creative Applications 261

TWENTY-SEVEN Coaching and the Body 263
Terrie Lupberger

TWENTY-EIGHT A Narrative Approach to Coaching 271
David B. Drake
TWENTY-NINE  Solution-Focused Coaching and the GROW Model  279
Carol Wilson

THIRTY  Appreciative Inquiry  287
Jacqueline Binkert and Ann L. Clancy

PART SEVEN  Components of Effective Coaching  297

THIRTY-ONE  Coach Maturity: An Emerging Concept  299
David Clutterbuck and David Megginson

THIRTY-TWO  Use of Assessments in Coaching  315
Mary M. Nash, Dian Christian, and Janet Baldwin Anderson

THIRTY-THREE  Current Research on Coaching  329
Francine Campone

Afterword: Challenges Ahead  341
Jenny Rogers

References  345
The Editors  379
The Contributors  381
Name Index  387
Subject Index  395
The Jossey-Bass
Business & Management Series
To all those who take the risk of changing their careers
to be of service to others through coaching
As coaches we have responsibilities: to master the skills of our trade, to work on the issues in ourselves that might obstruct or distort our dealings with clients, to be ethical, to acknowledge limitations and recognize boundaries, to justify the trust clients put in us. We also have a responsibility to understand the intellectual underpinnings of our fledgling profession.

Some of us have an instinctive ability to draw people toward greater insight; some of us have to work at it. But we all need to understand what we do when we coach, to recognize that coaching has not sprung fully formed from the protocols of our coaching schools or the minds of individuals, however dynamic and innovative, but has grown from a rich tilth of wisdom and study.

Some of this knowledge is the direct history of coaching. Much of it could be thought of as coaching’s prehistory—ideas developed in entirely independent fields before coaching in its modern sense was conceived of. But far from dry or dutiful, these explorations have the power to continually reignite our sense of coaching as a living practice.

In each of the chapters that follow there is a progression from theory to application, studying first a model or a set of findings in the context of a particular discipline and then identifying the implications for the practicing coach. There is a mind-opening diversity in this, but also a striking unanimity. Coaching may derive from the confluence of many rivers, but it flows with its own powerful current.

Leni Wildflower
Diane Brennan
ACKNOWLEDGMENTS

To the students and alumni of the Fielding Graduate University Evidence-Based Coaching Certificate Program: your enthusiasm for our program—the curiosity and idealism with which you responded to its mix of theory and practice—inspired us to take this book forward.

To the Fielding Graduate University Human and Organizational Development Program (HOD), particularly Judy Stevens-Long, who championed the Coaching Certificate Program in the crucial planning stage, and Dean Charles McClintock and Associate Dean Katrina Rogers, who oversaw its inception and continue to nurture it: you gave us the support and encouragement to make this book possible.

To our Wiley publishers and especially senior editor Kathe Sweeney: we owe much to you for believing in us.

To our many contributing authors: thank you for your time, your energy, and your patience, and for the wonderful range of knowledge and insight you have brought to this project.

To our husbands and kids—Joe, Jesse, Bill, and Ashley: thank you for putting up with our late nights, early mornings, and endless phone calls, and our long preoccupation with this enterprise.

To Joe Treasure, our writing coach: you challenged and inspired us to keep working toward greater clarity of thought and expression, and to discover a way to create a unique coaching book.