

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/233234480>

The global initiatives in the coaching field

Article in *Coaching An International Journal of Theory Research and Practice* · March 2009

DOI: 10.1080/17521880902781722

CITATIONS

8

READS

259

1 author:



[Sunny Stout-Rostron](#)

Sunny Stout-Rostron Associates CC

31 PUBLICATIONS 48 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Coaching and Diversity [View project](#)



Book - Transformational Coaching to Lead Culturally Diverse Teams [View project](#)

This article was downloaded by: [Dr Sunny Stout-Rostron]

On: 14 November 2014, At: 06:13

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Coaching: An International Journal of Theory, Research and Practice

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rcoa20>

The global initiatives in the coaching field

Sunny Stout Rostron ^a

^a Manthano Institute of Learning (Pty) Ltd ,

Published online: 02 Apr 2009.

To cite this article: Sunny Stout Rostron (2009) The global initiatives in the coaching field, Coaching: An International Journal of Theory, Research and Practice, 2:1, 76-85, DOI:

[10.1080/17521880902781722](https://doi.org/10.1080/17521880902781722)

To link to this article: <http://dx.doi.org/10.1080/17521880902781722>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

The global initiatives in the coaching field

Sunny Stout Rostron*

Director, Manthano Institute of Learning (Pty) Ltd.

(Received 9 June 2008; accepted 10 March 2009)

The escalating demand for coaching worldwide has motivated practitioners, consumers and educators of coaching to advocate professionalisation of the industry to safeguard quality, effectiveness and ethical integrity. The potential benefit to coaching of professional status has led to an interest in consultative dialogue, such as the Global Convention on Coaching (GCC) and the International Coaching Research Forum (ICRF). The formal GCC began in July 2007 in New York, culminating in Dublin in 2008, with the presentation and discussion of white papers related to the advancement of the discipline. The *Dublin Declaration on Coaching* recommends establishment of a common understanding of the profession through shared codes of ethics, standards of practice and educational guidelines; acknowledgement of the multi-disciplinary roots and nature of coaching; and moving beyond self-interest to address core critical areas in on-going consultative dialogue. In September 2008, the ICRF, consisting of internationally recognised researchers, coaching professionals and other stakeholders met at Harvard to produce research proposal outlines to advance coaching as an evidence-based discipline. The GCC and ICRF have initiated a process that is seeking to clarify what coaching is, to measure and study its effectiveness, and to identify what role practitioners, academics and other stakeholders have to play. This article examines the achievements of the GCC in some detail, with an overview of the ICRF. However, coaching is a fair distance from becoming a profession, and there is a question mark as to whether it will become a full-blown profession. The challenge for stakeholders in the global coaching community is to let go of power, control and territoriality in order to collaborate and share their ideas, expertise and research to advance a more disciplined and rigorous field.

Keywords: Dublin declaration; Global Convention on Coaching (GCC); Global Coaching Community (GCC); International Coaching Research Forum (ICRF); The Foundation of Coaching (TFC); Transitional Steering Group (TSG)

The escalating demand for coaching

The popularity of coaching is seen in an increasing demand worldwide: in the array of international coaching conferences, burgeoning coach training and education programmes, and emergent professional bodies for practitioners. This escalation has motivated a wide range of providers and consumers to advocate the professionalisation of the industry in order to safeguard the quality, effectiveness and ethical integrity of coaching services. In turn, growing awareness of the potential benefits to the industry of professional status has led to an interest in international dialogues,

*Email: express@lafrika.com

such the Global Convention on Coaching (GCC), which was established with the explicit aim of exploring the professionalisation of coaching.

The Global Convention on Coaching (GCC)

The idea for this convention began over a cup of coffee in a London café about four years ago between David Lane (Professional Development Foundation, London) and Michael Cavanagh (University of Sydney's Coaching Psychology Unit). Diane Stober (previously Fielding University, now Sentis North America) joined soon after, and the three scholar practitioners took the decision to speak with international professional coaching bodies, coach training institutes and organisations, and others involved in this emerging field of coaching. David Goldsmith of the Foundation of Coaching became the fourth founder. The GCC was thus originally established to create a worldwide collaborative dialogue.

The idea for the GCC was based on the 1949 Boulder Conference, where psychologists developed the scientist-practitioner model to underpin the education and development of psychologists worldwide. The groundwork for the formal GCC took place in July 2007 in New York, supported by The Foundation of Coaching (TFC). This meeting discussed the process to be used in the working groups, the wider consultation groups, and ultimately at the July 2008 convention in Dublin. All chairs and facilitators were trained to use a web platform, which was not only the key vehicle for global GCC communication, but also the dialogue and meeting place for the working groups.

The view from South Africa

This was a hugely exciting development and I was honoured to take part as chair of the Working Group on Research. I was aware that the complexities of coaching are many and varied. For example, I am an American working in South Africa, but with many foreign clients, and several decades of experience living in the UK and Europe. It has been quite clear to me as an executive coach that there is a worldwide need for regulation of the coaching industry. Some years ago, when I began my doctoral studies, one of the requirements was to spearhead the setting up of a regulatory body for coaches in South Africa. This was a slow, painstaking, but ultimately very rewarding project. In 2004, a core group of 20 set up Coaches and Mentors of South Africa (COMENSA). What was absolutely apparent during the whole of this process was the need for regional and national chapters. What was also evident was the requirement for cooperation between similar professional bodies in other countries, and above all, for the creation of a worldwide dialogue to begin the process of coaching regularisation on a global scale. My experience over six years of leading the formation of COMENSA, gave me a good idea of the difficulties, hurdles and challenges we would face in bringing together many nationalities, and often defensive professional bodies, in order to work towards the ideals of a GCC which could produce identifiable guidelines and real results.

The GCC process

In New York in July 2007, it was decided that there were nine crucial areas that we as coaches needed to address in order to become a rigorous evidence-based profession. These boiled down to nine initial working groups whose ultimate aim was to produce ‘white papers’ on the current shared experience and possible future scenarios for each area of concern. A chairperson and facilitator were appointed to lead each working group of about 12 individuals from around the world who regularly communicated online. Each working group was to establish a consultative body to broaden the scope of the online dialogue. By early 2008, ten working groups were established:

1. *Mapping the field*: what is the field of coaching, and what are its related areas?
2. *Research agenda for the field*: what is the importance of research and creating a shared body of knowledge to support the advancement and of coaching?
3. *Knowledge base*: what are the theoretical frameworks and the actual knowledge that is used by a coach when working with a client?
4. *Training guidelines* (became education and development guidelines): what are the coach education and development guidelines used worldwide by consultants, coaches, Human Resource (HR) leaders in corporations, professional coaching associations, academics and researchers for the various modalities of coaching?
5. *Evaluation of coaching engagements*: what is driving the demand for coaching evaluation; what can we learn from parallel fields such as counselling and psychotherapy; and what is the way forward to avoid the problems of parallel fields?
6. *Core competencies*: how can we define coaching competency, and what are the competency models currently used to describe and evaluate the coaching process?
7. *Code of ethics*: what are the existing ethical codes and perspectives that are promoted by professional coaching bodies worldwide; what are the ethical dilemmas faced by coaches; and how will ethics affect the future development of the discipline?
8. *Selection of coaches and management of the coaching engagement*: what are the current coaching selection practices worldwide; are there any best practice guidelines emerging amongst professional bodies and HR practitioners; and what are the concerns about the selection process raised by providers and consumers of coaching?
9. *Professional status*: As coaching has emerged as a more recognised industry since the early 1990’s, what are the arguments for becoming a credible, evidence-based profession, and what are the arguments against formalising the status of the coaching discipline?
10. *Coaching and society*: What is the context of coaching within society, and how can coaching positively impact on the individual, the family, organisational and government culture, and society as a whole?

Developing strong collaborative leadership

For the working groups it was clear that strong collaborative leadership was required by both chairs and facilitators. The chairs and facilitators had to learn to co-facilitate, observing each other's skill and competence. They had to be willing to listen, observing each other's style in facilitating an online dialogue. They needed to guide their working groups forward without being prescriptive. In a 'coaching' fashion, the chairs and facilitators had to remain open to divergent opinions and styles of communication.

Part of the learning in this experiential process was for each working group member to read the continuous on-line dialogue, assimilating new and divergent ideas before adding their own thoughts to the online forum. Debate, conflict and agreement emerged – with chairs and facilitators taking responsibility to keep their group on track. In several groups the chair, facilitator or working group members changed or moved to other groups during the year.

Spirit of generosity

It should also be noted that there was a general spirit of generosity and sharing, and despite the serious intent, a great deal of laughter. The GCC was akin to a great helium balloon that has achieved lift-off, with a crowd following as it regally floats on. Like any organisation striving to bring in different strands of expertise, there were elements of politics, personal preferences, and even difficult egos. This process needed sensitivity, subtlety, some gentle strong-arming – and endless patience. Some of the qualities required of a coach. But it was encouraging to see that, despite different views and many different nationalities, there was a huge desire to work collaboratively, and to produce results.

In some ways the GCC process brought out the best of people's professionalism, expertise as coaches, and an enduring idealism, demonstrating that our emerging profession has something powerful and significant to offer the world. It was immensely stimulating to take part in such a dialogue with rigorous procedures and clearly identified end goals.

Achievements of the GCC

The year-long GCC process was one of discovery with contributions by over 250 people and over 10,000 hours of dialogue. At any one time there were three interactive, simultaneous dialogues: within the working groups, the consultative bodies and the steering committee.

Each working group (in collaboration with their consultative bodies) developed an agreed current reality, or shared understanding, for their topic, together with three to four possible future scenarios that could determine the way forward. These collective ideas were integrated into white papers with the intention of defining the possible future of coaching worldwide; they were presented and debated at the GCC's Dublin convention (7–11 July 2008). The work at the convention embraced an appreciative enquiry process, looking to discover, dream, design and deliver potential ways forward. The consequence of the week-long convention was the *Dublin Declaration on Coaching* (Global Coaching Community [GCC], 2008b) and the

subsequent recommendations from each of the 10 working groups, which can be obtained online.

The declaration recommends: (1) the establishment of a common understanding of the profession through creation of a shared core code of ethics, standards of practice, and educational guidelines; (2) acknowledgement and affirmation of the multi-disciplinary roots and nature of coaching as a unique synthesis of a range of disciplines that creates a new and distinctive value to individuals, organisations and society; (3) using coaching to respond to a world beset by challenges with no predetermined answers by using coaching to create a space wherein new solutions can emerge; and (4) moving beyond self-interest to address the critical issues identified by the 10 working groups in an on-going dialogue (GCC, 2008b, p. 5).

Inspirationally, convention participants declared that they recognised 'the value of creating global cohesion and clarity while honouring diversity', and found themselves 'drawn together by a sense of urgency to capture the essence of the power of coaching in a world where people everywhere are encountering a time of critical change' (GCC, 2008b, p. 4). The declaration states:

Grounded in a profound belief in the value of what we do, we are 63 individuals from 16 countries, defined by our commitment to the profession that energises us, our concern to see it through this pivotal moment in its development, and our desire to discover, dream, design, and deliver our shared vision for its future. Through 12 months of international dialogue, over 250 people contributed to 10 working groups to address key areas for development of the coaching field. This led to the Global Convention on Coaching; the first meeting of its kind . . . We have found ourselves inspired by the diversity of the participants, both cultural and professional. We have also discovered an exciting degree of common ground, beginning with a belief in the power of coaching to unlock the potential of people, organisations, and society . . . we recognise the challenges that face our emerging profession, the conflicting approaches that might diffuse its energy, as well as the moves to control it from within and without that threaten to limit its ability to make its full contribution to individuals, organisations and society. We affirm the immediate imperative for the coaching community to come together to define and regulate itself. (GCC, 2008b, p. 4)

Key recommendations by the GCC working groups

It was generally felt that the recommendations of the Dublin process are focused and action oriented. I certainly felt that the entire process identified the five key issues for immediate attention: from research, to ethics, coach education and development, standards of competence and supervision. Although the full recommendations from each working group are available online, here is a synthesis of these recommendations. By 2010 to:

1. Produce, through a collaborative approach, commonly understood criteria for levels of professional education and professional status within coaching.
2. Seek a collaborative approach with the different professional bodies and stakeholders to establish the core elements of what might constitute a profession of coaching – in particular, coming to an agreement concerning guidelines for professional ethical codes and core competencies.
3. Include research as a core competence within all coach development programmes; every practitioner to take responsibility to research their own practice; and supervision to be considered as a fundamental research process.

4. Develop core coaching competencies by research, with consensus between key groups who agree to work together to develop best practice.
5. Create a universal ethical code from the five available codes that exist today (ICF, EMCC, WABC, AC, COMENSA); and local codes to have their own accountability mechanisms.
6. Collaboratively and collectively share coach education methods, approaches and guidelines for educators; and programmes to be evaluated for effectiveness, containing ethical, research and supervision principles.
7. Build professional coaching around the development of the professional relationship, without the coaching process being owned by any domain of practice; and all coaches to understand professional boundaries and respect regulatory frameworks where they exist.
8. Set the standard of practice, with widely accepted best practice guidelines for the selection of coaches and the management of the coaching engagement.
9. Include in education and professional development curricula an appreciation for the impact that coaches can have on profit, people and society. (GCC, 2008c, p. 6–30)

The International Coaching Research Forum (ICRF)

The GCC advocates research as the lifeblood of practice, recommending the development of an evidence-base to underpin coaching (GCC, 2008c, p. 11). As a result of the GCC research agenda's work, it was agreed that there is a lack of common understanding of exactly what constitutes valuable and quality coaching research, and that existing coaching research is difficult to access (GCC, 2008c, p. 11). Subsequently, an international research community has begun work to promote the value of research, critical self-reflective practice, and the development of a coaching knowledge base.

Forty internationally recognised researchers, coaching professionals and other stakeholders gathered in September 2008 for an historic meeting on the Harvard University campus. This two-day International Coaching Research Forum (ICRF) produced 100 research proposal outlines, with the specific aim to advance coaching as an evidence-based discipline (Kauffman, Russell, & Bush, 2008). These proposals are available online.

If research is critical to the development of the emerging profession, and if every practitioner has the responsibility of doing research in their own practice – the question that remains is, how can we educate providers, buyers and stakeholders alike? The ICRF sees this as their role, and are collaboratively developing a global research agenda. Specifically, they are sharing research ideas for two reasons: to promote research as a core competence, and to build the evidence and knowledge base for coaching.

The Foundation of Coaching (TFC)

The Foundation of Coaching continues to play an important role in promoting research as a core competence for the field of coaching. Not only were they the original sponsor of the GCC, and the sponsor for the Harvard gathering of the ICRF, they have set up a research division to promote coaching research committing

US\$1 million over a period of 10 years to fund coaching research worldwide. The Foundation of Coaching's Research Advisory Board has recommended that they will continue to provide grants of up to US\$100,000 annually for coaching research to advance the field. The foundation will commission research into areas such as competences for coach practitioners, and the development of a methodology specific to coaching research. The TFC website lists 65 recent research papers and the 100 coaching research proposals produced at the ICRF in September this year (www.thefoundationofcoaching.org).

Building an international coaching community

Currently, there is an *ad hoc* collaboration amongst global coaching bodies and individual coaching stakeholders who are working together to develop ethical codes, supervisory recommendations, professional standards of competence, and regulations for coaching certification.

The original role of the GCC was to research the rising profession of coaching worldwide, and to begin to build an international community who could share issues, concerns and ideas. What emerged was a prototype of a global coaching community, who have stated the need to develop the knowledge base for coaching through research and the critical reflective practice of dedicated coach practitioners. This can only be done on a global scale through collaborative effort with representatives from a diverse range of international professional coaching bodies, coach training and education institutions, and coach practitioners themselves.

The Transitional Steering Group (TSG) for the GCC sees its role as one of continuing to facilitate a global dialogue, not one of forming an organisation. Primarily aimed at understanding the needs of coaching consumers, practitioners and educators, the new GCC looks to develop commonly agreed understandings, guidelines and frameworks for the education and development of coaches worldwide. The GCC TSG, with representatives from the USA, UK, Australia, Argentina, Singapore and South Africa, has designed a web-based networking platform for the 17,000 GCC members who have signed up to the Dublin declaration post-Dublin. These participants have begun to exchange dialogue on activities to take forward the GCC and its recommendations. Seen as an organic, evolving global community, the new GCC believes in 'the transformational power of dialogue', and sees as its purpose the creation of a global forum for all levels of practitioner: to share, explore, research and collaborate in defining and shaping the profession of coaching. The purpose of the GCC is not to be a professional body in its own right, but rather:

GCC fulfils its purpose by providing a variety of platforms that support this dialogue. . . . Further, GCC provides a technology platform for a worldwide conversation on the topics which will shape the future of coaching as well as periodic regional and/or international gatherings where the key issues surrounding the profession of coaching may be explored and consensus established. (GCC, 2008e)

There are apparent signs of an emergent collaboration amongst coaching industry bodies, who are working together to develop ethical codes, supervisory recommendations, professional standards of competence, and regulations for coaching certification. For example, the professional association COMENSA has

played a deliberate role in the GCC. In a coaching fashion, COMENSA built international alliances through its part in chairing the GCC ethics and research work groups. This was an extension of its relationship with the Worldwide Association of Business Coaches (WABC) and the European Mentoring and Coaching Council (EMCC) who have mentored COMENSA in their development. In this way, professional bodies are working together to develop commonly agreed understandings, guidelines and frameworks for the practice and education of coaches worldwide.

It is important that the providers, educators and buyers of coaching work together at an international level to debate and fulfil the various recommendations of the 10 groups who contributed to the Dublin declaration. And, although coaching draws on multiple disciplines and is used by many types of people in many environments, it is not necessarily the case that everyone in the coaching community wants to see the creation of a profession. Only by working together can the diverse perspectives and diverse points of view be heard – and alliances built. The stakes in the ground by all of the working groups urge a collaborative and international approach – in particular recommending guidelines and agreement concerning ethical codes, education and development, core competencies, supervision and research by 2010 (GCC, 2008c). The importance of international collaboration in the field of coaching cannot be over-emphasised: collaboration prevents isolation, creates equality and brings together stakeholders from all corners of the globe. And although the GCC has inspired many – scores more voices need to be heard.

What are the concerns and questions still present?

Dialogue often raises more questions than answers. A variety of questions have arisen through the GCC and ICRF processes and recent coaching conferences that require authentic, shared dialogue, research, recommendations and action to be taken. If coaching is to emerge as a discipline with impact and a future, the difficult conversations need to take place in forums such as the GCC, ICRF and professional body events, where stakeholders share their expertise and their requirements with practitioners who are willing to work together.

We need empirical evidence that coaching can make a difference on an individual, organisational and societal level. There still remains a lack of clarity and consensus as to what professional coaching is, and what makes for an effective and reputable coach. Globally, research needs to be conducted to determine what competences are necessary for the education and development of coaches worldwide, and what will be a definition of coaching that the global community will accept.

For example, one substantial concern is whether the politics of the coaching community will sabotage the creation of a profession (GCC, 2008c, p. 6). Are the international coaching bodies willing to work effectively in conjunction with each other, in collaboration with coach education and development institutions, and with other coaching stakeholders to define and regulate the profession?

Other questions relate to the role of supervision in the education and development of coaches, and the distinctions between the curricula across different levels of coach education and practice. Currently, in the USA, the Graduate School Alliance is conducting research into an effective curriculum for educating coaches.

But will coach training and educational institutes across the globe be influenced by this research, and if so, how? And if a universal ethical code is developed by collaboration by five existing coaching bodies, will the other professional bodies be willing to adapt a code that reaches across borders?

In terms of research and building an evidence base, even more important questions remain to be answered. For example, where is the most useful coaching research to be found, and what are the barriers to individual practitioner involvement in research? The ICRF highlighted that we have yet to identify effective measures and outcomes to study the effectiveness of coaching. Who will develop these, and who will undertake to develop a coaching research methodology for practitioners who are not academics? If coaching is to emerge as a regulated discipline in the future, how can practitioner research be encouraged, acknowledged and included as relevant evidence?

It is important that there is some kind of synthesis between the professional coaching bodies, the educational institutions developing academic and practitioner programmes, and the organisations who are currently buying coaching interventions. In seeking to clarify what coaching is, and what role practitioners, academics and all stakeholders have to play, the dialogue that has begun with the GCC, the global coaching community, and the ICRF has initiated a process that is beginning to snowball. Although it seems that there is no turning back, obstacles remain. Conversations have begun to take place between professional coaching bodies – but who will continue to steer their conversation?

For example, the issues of power and diversity may impact on how and which initiatives are taken forward. What are the issues of power that we need to address in order to be willing to listen to each other, and how can we use the dialogue process to do so? In Dublin, as in all group processes, egos often had to be managed by the facilitators, creating a space for all voices to be heard – rather than allowing dominance by the few. It is going to take commitment, perseverance, and a willingness to let go of power, control, ego and territoriality.

The ultimate challenge

This ability to let go of control, allowing others to have a voice, will continue to be the definitive challenge for the global coaching community. In all areas, will professional bodies ultimately agree to collaborate and share – or will they remain entrenched in positions that give them greater power?

Although we live and work in a diverse world, we still mistrust differences. In the coaching community, there is the beginning of dialogue, events and collaboration to understand the status of coaching within each country and culture, and an understanding that our common needs are similar. It is only through a continuation of concerted dialogue that we can begin to shift the status quo and move coaching towards becoming a more rigorous field.

These are some of the dilemmas we need to step boldly into resolving. I invite you to join the dialogue, and I hope that this paper may have inspired you to participate in an increasingly vital conversation.

Notes on contributors



Sunny Stout Rostron is an executive coach and consultant, with a wide range of experience in leadership and management development, business strategy, and executive coaching. The author of six books including *Accelerating Performance, Powerful New Techniques to Develop People* (2002), her new book, *Business Coaching Wisdom and Practice, Unlocking the Secrets of Business Coaching* (2009) is now available. Founding President of COMENSA (Coaches and Mentors of South Africa), Sunny is currently in the process of collaboratively setting up the Manthano Institute for Learning and Professional Development in South Africa.

References

- Brennan, D. (2008). Coaching in the US: Trends and challenges. *Coaching: An International Journal of Theory, Research and Practice*, 1(2), 185–190.
- Global Convention on Coaching (GCC), (2008a, July). *White paper of the Working Group on a Research Agenda for Development of the Field*. Dublin: GCC.
- Global Coaching Community (GCC), (2008b, August). *Dublin declaration on coaching*. Global Convention on Coaching, Dublin: GCC. Retrieved October 2008, from <http://gccweb.ning.com/forum/topic/show?id=2328492%3ATopic%3A47>
- Global Coaching Community (GCC), (2008c, September). *Dublin declaration on coaching: Including appendices*, Global Convention on Coaching, Dublin: GCC. Retrieved October 2008, from <http://gccweb.ning.com/forum/topic/show?id=2328492%3ATopic%3A47>
- Global Coaching Community (GCC), (2008d). *Regional event UK*. Retrieved November 10, 2008, from <http://gccweb.ning.com/events/regional-event-uk>.
- Global Coaching Community (GCC), (2008e). *Purpose of GCC*. Retrieved November 10, 2008, from <http://gccweb.ning.com/forum/topics/2328492:Topic:37>
- Grant, A.M. (2008). Personal life training for coaches-in-training enhances goal attainment, insight and learning. *Coaching: An International Journal of Theory, Research and Practice*, 1(1), 53–69.
- Kauffman, C.M., Russell, S.G., & Bush, M.W. (Eds.). (2008). *100 coaching research proposal abstracts*. International Coaching Research Forum, Cambridge, MA: The Coaching & Positive Psychology Initiative, McLean Hospital, Harvard Medical School and The Foundation of Coaching. Retrieved October 2008, from www.coachingresearchforum.org
- Stout Rostron, S. (2002). *Accelerating Performance, Powerful New Techniques to develop people*. London: Kogan Page.
- Stout Rostron, S. (2009). *Business coaching wisdom and practice, unlocking the secrets of business coaching*. Johannesburg: Knowledge Resources.