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Organisational coaching: integrating motivational interviewing and mindfulness with cognitive behavioural coaching

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ABSTRACT

Organisational coaching has significantly grown in popularity, but in spite of this growth, the use of an evidence-based approach in the practice is limited. To address this limitation, this paper brings together strategies and techniques drawn from three evidence-based interventions – *cognitive behavioural coaching*, *motivational interviewing (MI)* and *mindfulness* – to form an *integrative model* for coaching in organisations. This model, unlike the others found in the literature, recognises the importance of considering and addressing three factors that can influence the outcome of coaching: (1) the effect that cognition has on enhancing goal attainment, (2) the match between the client's readiness level and stage of change and (3) the emotional stress and/or mental distractions that a client may be experiencing in the workplace. By taking all of these factors into account, what the integrative model offers to organisational coaches is a toolkit and structure that could optimise their ability to help employees improve their performance, change their problematic behaviours and enhance their well-being.

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motivational interviewing;
mindfulness

Practice points

The integrative coaching model suggested in this conceptual paper brings together strategies and techniques drawn from three evidence-based interventions, namely cognitive behavioural coaching, motivational interviewing (MI) and mindfulness, which are intended to work cohesively together to meet the explicit needs of organisational coaching. By combining these evidence-based methodologies into an empirically testable model, it is hoped that this framework could contribute to the advancement of evidence-based practice and, ultimately, help practitioners of coaching optimise the effectiveness of their interventions. The tangible implications of this proposed model for practitioners are listed below:

- It provides coaches an integrative and evidence-based framework that they can utilise in their practice to maximise their ability in helping employees improve their performance, change their problematic behaviours and enhance their well-being.

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- It offers organisational coaching a valuable toolkit that could facilitate in addressing three of the major factors that can affect goal attainment: (1) the effect that cognition has on enhancing goal attainment, (2) the match between the client's readiness level and stage of change and (3) the emotional stress and/or mental distractions that a client may be experiencing in the workplace.
- It helps practitioners to better understand the causal mechanisms of their interventions, which consequently could enhance their effectiveness in assisting clients with their set goals.

Coaching is a booming industry that has been reported to earn approximately \$2 billion USD of annual revenue globally (International Coaching Federation [ICF], 2012). It offers adults a platform for ongoing learning, growth and development (Campone, 2015) in the areas of business, health and life (Grover & Furnham, 2016). Underlying the coaching process are the principles guiding effective adult learning (Stober & Grant, 2006) that recognise adults as autonomous learners who have a foundation of knowledge and life experiences from which they are able to generalise, have the willingness to learn, and wish to be treated with respect. Because coaching is an industry and not a profession, there is no shared, common body of knowledge (Spence, 2007), no regulation, no entry barriers to being a coach and no clear authority to be a coach (Grant, 2006a). Therefore, what coaching involves, how it is practised, and who is qualified to provide it are all topics of ongoing discussion and debate (Berman & Bradt, 2006).

In organisations, where more than half of the coaches globally are utilised (ICF, 2012), the lack of standardisation or clarity about coaching practices, training and outcomes has made it difficult to select an effective and reputable coach (Bono, Purvanova, Towler, & Peterson, 2009). Nevertheless, the use of coaching within organisational settings has risen significantly over the last few years and has become an established practice in a number of organisations (Grover & Furnham, 2016). Given the increased popularity and large amount of funding spent on organisational coaching, it soon became necessary for researchers to address the question, 'does coaching work?'

Many coaching texts make positive claims for the effectiveness of coaching but currently lack the empirical data to support such claims (Grant, Curtayne, & Burton, 2009). To date, several good literature reviews, rather than empirical reviews, have been published where numerous authors (e.g., Passmore & Fillery-Travis, 2011; Smither, 2011) have tried to identify various factors that contribute to effective coaching, such as coach and coachee attributes, coach-coachee relationship, organisational context, internal versus external coaching, as well as coaching methodologies and models. Interestingly, the range of coaching models that is available in the literature today owes more to the experience of the coaches with backgrounds in counselling and psychotherapy than those with a background in business (Passmore, 2007). Some examples of the therapeutic frameworks that have been used or suggested for coaching include cognitive-behavioural (Ducharme, 2004), psychodynamic (Sandler, 2011), existential (Peltier, 2010), MI (Harakas, 2013) and mindfulness (Marianetti & Passmore, 2009).

The limited empirical research in coaching that exists indicates that clients have favourable reactions to coaching and found numerous positive benefits (Smither, 2011). However, due to some concerns around research design and methodology of these studies, it is difficult to make firm conclusions about the impact of organisational coaching.

Some of the weaknesses identified in coaching research include inconsistency of outcome measures utilised across studies (Grant & Cavanagh, 2007), overreliance on self-report measures and retrospective data (Grover & Furnham, 2016), very small sample sizes, and the limited use of objective measurement of distal and longitudinal impact of coaching. Additionally, as Theeboom, Beersma, and van Vianen (2014) pointed out, many of the studies on coaching are conducted by coaches who are not trained in research methods. As a result, validated outcome measures are rarely used and the studies generally lack theoretical grounding. Furthermore, what these scholars found in their meta-analysis to be the biggest limitation in the current coaching research is the lack of rigorous examinations showing the causal mechanisms by which coaching interventions are effective. To deal with this shortcoming, they suggested shifting the focus of research by changing the question from ‘does coaching work?’ to ‘how does coaching work?’ which can only be answered by building a firm theoretical framework that can be used to identify the underlying mechanisms and processes.

The present review addresses this gap in the coaching literature by presenting a theoretical structure that combines the concepts derived from three evidence-based approaches – cognitive behavioural coaching (CBC), MI and mindfulness – to build an integrative model for organisational coaching. The proposition is that by adding MI and mindfulness as supplementary tools for coaching, coaches will be better equipped to help employees achieve their coaching goals than by exclusively utilising the cognitive-behavioural approach. To support this argument, the paper explores and examines various theories and empirical evidence in the literature related to the mechanisms and processes of cognitive-behavioural, MI and mindfulness-based methodologies that could potentially underpin the effectiveness of coaching, particularly in helping employees improve their performance, change their problematic behaviours and enhance their well-being.

Organisational coaching

Within an organisational setting, a number of terms are used to describe coaching, including organisational coaching, executive coaching and leadership coaching. Organisational coaching, also referred to as business coaching, is considered as an overarching term that refers to any individual within an organisation receiving coaching (Grover & Furnham, 2016), while executive coaching is more specific in terms of the coachee’s managerial position in the organisation. Leadership coaching, on the other hand, is a particular type of coaching that is focused on the goal of enabling the coachee to become a more effective leader.

Despite the various definitions and categories of coaching that have been offered, there is some agreement about what the core of organisational coaching is. First, coaching has a one-on-one collaborative relationship (Theeboom et al., 2014) between a coach and an employee who does not have clinically significant mental health issues or abnormal levels of distress (Grant, 2006a). Second, coaching follows a formally defined coaching agreement, where a specific goal or outcome of the coaching engagement is set and agreed upon (Theeboom et al., 2014). Finally, coaching is a result-oriented, systematic process (Grant, 2003) that can help equip individuals with the tools and knowledge they need to develop and become more effective in and satisfied with their jobs (Kombarakaran, Yang, Baker, & Fernandes, 2008).

Coaching models used in organisations

To help improve the functioning of employees, coaches use a specific coaching model as a framework for their practice. The diversity in the coaches' professional backgrounds, however, means that the coaching industry draws on a wide range of methodological approaches to coaching (Grant, 2006a). As a result, coaches use a variety of relatively untested proprietary coaching models in the workplace and there is little uniformity in their coaching practices (Bono et al., 2009). Given the increasing popularity and investment in coaching, there is an obvious and increasing need to provide coaches in organisations with well-defined practice guidelines and to develop professional standards to further validate coaching (Kombarakaran et al., 2008).

Evidence-based coaching (EBC)

In response to the need of a professional development methodology, many academics (e.g., Collard & Walsh, 2008; Neenan, 2008; Passmore, 2007; Spence, 2007; Stober & Grant, 2006) have shifted their focus towards EBC and the utilisation of this concept to establish a professional knowledge base for coaching. The efforts that have been made so far to advance evidence-based practice have resulted in a considerable increase in the number of published EBC research in the past decade (Spence & Oades, 2011). While the growth in the EBC literature is encouraging, relevant psychological theory in the coaching practice and research remains relatively inadequate due to the lack of firm theoretical foundation and rigorous empirical data of the coaching frameworks and models currently in use.

EBC was first coined by Grant (2006b) to distinguish between professional coaching that is based on a shared knowledge base constructed from relevant theory, research, and practice and coaching that was developed based on the 'pop psychology' of the personal development genre. The focal aim of utilising an evidence-based approach to coaching is to establish empirical relations between organisational coaching efforts and outcomes and to translate these EBC practices into programmes for continuing professional development of coaches (Visser, 2010). EBC is therefore more than just using randomised controlled trials (RCTs) or manualised interventions (Stober & Grant, 2006). It is a broader view based on the underlying premise that translating evidence-based methodologies into practice can enhance the effectiveness of coaching.

Using psychotherapy research as guide for developing EBC models

Possessing the expertise in principles related to human motivation and behaviour, coaches with backgrounds in counselling and psychotherapy have taken the leading role in developing evidence-based models for organisational coaching (Spence, 2007). Passmore and Marianetti (2007) argue that despite the differences between coaching and therapies, they have strong enough similarities to justify their integration, i.e., they both share core psychological theories and skills; they both seek to bring about behaviour change (Smither, 2011); and they both involve a relationship between a professional (e.g., therapist, coach) and a client (e.g., patient, coachee). Among the various psychotherapy models that have been adapted or suggested for coaching, the following three have particular bearing on this paper: cognitive behavioural therapy (CBT), MI and mindfulness-based interventions.

Cognitive behavioural therapy. Introduced by Aaron Beck in 1967 (Palmer & Williams, 2013), the CBT model encompasses a variety of intervention techniques that are based on three fundamental assumptions (Ducharme, 2004). First, people's perceptions of or thoughts about events influence their behavioural reactions. Second, thoughts can be accessed, monitored and altered. Third, changing people's thought patterns in reaction to an event can result in the desired behaviour. Over the years, cognitive-based interventions have grown significantly in popularity and CBT has become the first line treatment for a range of clinical disorders (Butler, Chapman, Forman, & Beck, 2006).

Although the popularity of CBT has yet to extend to organisational coaching, the adaptation of this model for coaching (e.g., McMahon, 2007; Neenan, 2008), also known as CBC, has already become a valuable technique in the coach's toolkit (Passmore, 2007). Like CBT, CBC adopts a rationalist approach with the underlying assumptions that an individual must first develop metacognitive skills to be able to observe one's thoughts then subsequently challenge, correct and replace problematic thoughts (Palmer & Williams, 2013). It is through this process of identifying and re-examining self-limiting thoughts that an individual is encouraged to engage in more positive ways of thinking and behaving (McMahon, 2007). As the client becomes more aware of his or her thinking style, its strengths and limitations, alternative ways of thinking and behaving, the individual becomes more adaptable and effective in dealing with challenges in the workplace. Though research in CBC is limited, it has become one of the most common forms of EBC and the RCTs that have been published (e.g., Grant et al., 2009; Grbcic & Palmer, 2006) demonstrate its effectiveness in improving skills, stress levels and goal attainment.

Motivational interviewing. MI, which was originally developed by Miller and Rollnick (1991) to treat substance abuse, is a technique used by clinicians to help address client's low motivation to change. The key goal of MI is to increase the importance of change from the client's perspective (Hattema, Steele, & Miller, 2005). The motivation to change, presumed to reside within the client, is increased by drawing on the client's own perceptions, goals and values (Harakas, 2013). In this approach, there is respect for the person's autonomy and a firm belief in the client's right and capacity for self-direction, therefore, the client, rather than the therapist, makes the case for change. Evidence of this intervention's success in modifying 'hard to change' behaviours, such as substance abuse, health-related behaviours, and gambling, has been demonstrated multiple times in various independent research (Lundahl, Kunz, Brownell, Tollefson, & Burke, 2010).

In addition to its current use in treating the clinical population, MI has also been highlighted by some researchers (e.g., Anstiss & Passmore, 2013; Harakas, 2013; Passmore, 2007) for its potential application in coaching to address motivational issues or to support change in organisations. Furthermore, due to MI's track record as a successful adjunct or precursor to the implementation of other counselling approaches these authors also suggest infusing MI as a complementary perspective to CBC. The main advantage of adapting MI as an additional tool for CBC is that it can help work on the client's unconscious cognition (Passmore, 2007), which could be particularly useful for handling clients who are less motivated or ready for change, as well as for those who are more angry or oppositional (Hattema et al., 2005). For these populations, action-oriented interventions with the goal of behaviour change, such as CBC, are likely to evoke ambivalence or resistance. Despite its potential application in motivating behaviour change in organisations, however, the use of MI in the coaching sphere to date is still quite limited

(Passmore, 2007). Therefore, more research is needed to demonstrate the efficacy of MI in coaching.

Mindfulness-based interventions. Mindfulness is a state of consciousness (Dane, 2011) that has been described as having four key elements of awareness, attention, time (i.e., focus on the present) and acceptance (Marianetti & Passmore, 2009). Its applications and benefits have been the subject of research for many years and there is growing evidence of its positive effects across many domains. In clinical psychology, the use of mindfulness training in therapies (referred to as mindfulness-based therapies) has shown to be effective in treating a wide variety of psychological disorders, stress-related conditions, and behavioural difficulties (Cavanagh & Spence, 2013). The general emphasis of this type of interventions is on enhancing awareness, attention control, the ability to decentre (i.e., observe personal experiences without reacting emotionally), and acceptance of the present moment as it is.

Though the body of mindfulness research is found mainly in medical and clinical settings (e.g., Evans et al., 2008; Kenny & Williams, 2006), studies on the impact of mindfulness on coaching are also beginning to emerge. For example, Collard and Walsh (2008) found in their research a considerable decrease in the participants' stress levels after receiving sensory awareness mindfulness training in coaching. In another study, Spence, Cavanagh, and Grant (2008) found that providing coachees with mindfulness training either before or after coaching had a positive influence on the participants' goal attainment. In spite of these promising results, Cavanagh and Spence (2013) admit that more research is required to understand the mechanisms of mindfulness and to measure the impact they have in increasing the effectiveness of coaching.

Integrative coaching model

Psychologists who have developed a combined evidence-based approach in their coaching practice (e.g., Grant, 2006b; Passmore, 2007; and Collard & McMahon, 2012) all agree that drawing on a range of theoretical frameworks is the best way for coaches to help coachees reach their goals. Following their general approach to coaching, this paper also offers an integrative methodology that combines strategies and techniques from various theoretical perspectives – CBC, MI and mindfulness (Figure 1).

By combining these various coaching techniques, this integrative framework offers organisational coaches a toolkit and structure that could help improve and maximise the effectiveness of their coaching efforts. To illustrate how this can be achieved, described in the next sections are details of the processes and mechanisms underlying each of the components of the model, including how coaches can use these different approaches in their practice (Figure 2) to help clients improve their performance, change their problematic behaviours and enhance their well-being.

How the integrative coaching model would be used in practice

Improve performance

Attaining set goals. CBC is often embedded in a problem-solving, solution-focused and goal setting framework (Palmer & Williams, 2013), thus, making it one of the most

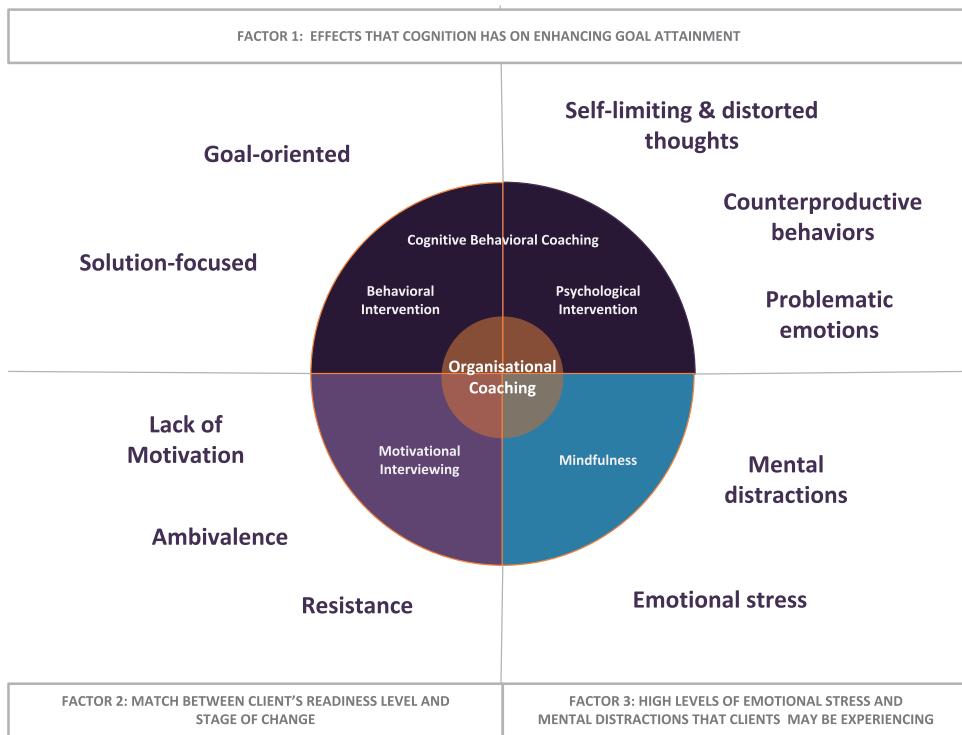


Figure 1. Integrative coaching model.

effective approach to use for helping clients improve their job performance – whether it is to assist them in learning specific skills (Neenan, 2008), in solving complex problems, or in making important and difficult decisions (Berman & Bradt, 2006). To facilitate goal attainment, CBC adopts a dual systems approach where both behavioural and psychological interventions are considered crucial and instrumental in achieving coaching goals (Neenan, 2008).

The behavioural intervention assists the client to develop an orderly sequence of goal-directed action steps. At the start of the coaching engagement, the coach and client clarify the goal for the coaching session or the problem to be addressed (Palmer & Williams, 2013). Integrated in many CBC approaches are principles from the goal theory (Locke & Latham, 2006) and solution-focused approach (Palmer & Williams, 2013), therefore, coaches encourage the coachees to identify and work towards specific, measurable, achievable, relevant and time-bound goals, as well as to focus on the construction of solutions, use of their existing resources, and identification of small, achievable next steps. The coach's role is to help keep the coachees on track and to help them monitor and evaluate progress over time as well as to provide them with an environment for brainstorming and self-reflection (Grant et al., 2009).

Facilitating client's personal growth by simply following an action plan, however, is usually insufficient to achieve coaching goals, according to Neenan (2008). He argues that the client's self-limiting/distorted thoughts and beliefs, counterproductive behaviours and problematic emotions often block the way of attaining the goals and must therefore

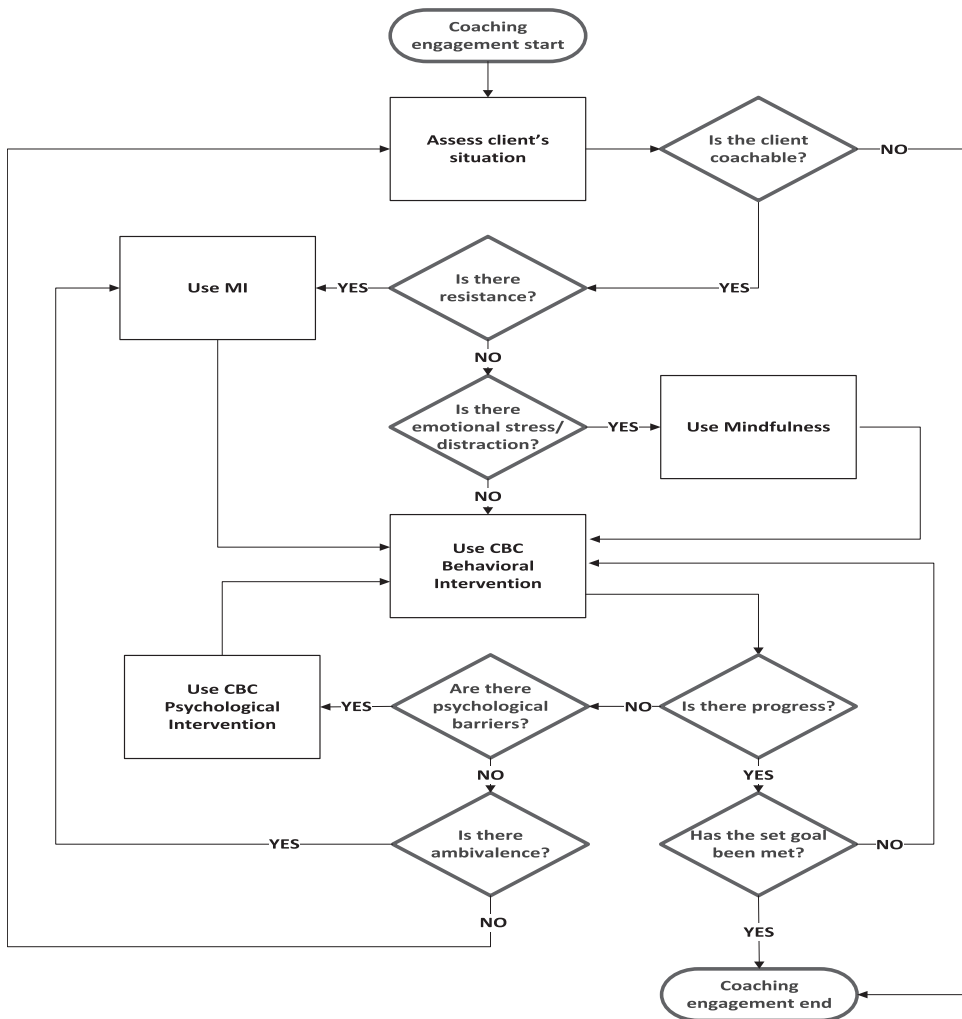


Figure 2. Making decisions about which technique to use.

also be addressed as part of the coaching process. This is where the psychological intervention of CBC can assist.

The central concept of using a cognitive behavioural approach is to encourage the coachees to identify any of their irrational beliefs and then to help them challenge these through various techniques, such as reframing, immersion, visualisation and the use of homework tasks to support activities within the coaching process (Passmore, 2007). In reframing, the coach helps the coachee to view the world in a different perspective that is based on rational evidence. Immersion can be used to help coachees overcome their irrational fears by gradually testing their view on it and building a different view grounded in evidence. Encouraging coaches to visualise and talk about what might get in the way of successfully performing the task can also improve task performance and increase the likelihood of the task getting completed. Finally, homework is used as an additional tool to encourage employees to reflect on the session and to practice new behaviours.

To help clients acquire the ability to monitor and alter distorted thoughts that are inhibiting them from attaining their coaching goals (Ducharme, 2004), CBC utilises a technique called guided discovery, which is based on Socratic questioning whereby the coach asks the coachee a series of questions that enable the individual to become aware of his or her thinking (McMahon, 2007). The assumption is that by promoting awareness, coaching will help allow a more realistic and rational decision-making process to take place as it moves an individual from a self-limiting mode of thinking to a more adaptable system of identifying a number of problem-solving strategies.

Addressing ambivalence. Though having distorted thoughts is a common issue among clients (Ducharme, 2004), it is not the only psychological block to goal attainment. Achieving the desired change can also be hindered when people remain 'stuck' in a state of ambivalence as professionals struggle with desirable yet contradictory goals (Harakas, 2013). From a transtheoretical perspective (Prochaska & DiClemente, 1984), this happens because of a mismatch in stages of change. That is, the cognitive behavioural coach is working at the action stage, whereas the client is in the earlier pre-contemplation or contemplation stage. To help coachees to progress to the action stage and allow for change to occur, ambivalence must first be resolved (Harakas, 2013). Therefore, at this stage, it may be more appropriate for the coach to move from using cognitive questions that explore beliefs and thinking patterns to exploring the coachee's motivation (Passmore, 2007) through the use of a more suitable technique such as MI.

The MI approach requires the coach to recognise and understand ambivalence as a natural part of the change process (Passmore, 2007) and to allow the change recipient to verbalise the discrepancy between actual and desired behaviours as well as the thoughts and feelings associated with them (Harakas, 2013). By exploring the coachees' own arguments for change and allowing them to verbalise their intentions, the probability of behaviour change increases, especially when it is combined with a specific plan for implementation (Hattema et al., 2005).

Improving performance by enhancing self-regulation. Other factors that have also been identified to inhibit performance are stress, anxiety and general lack of focus that clients may be experiencing when working on specific tasks (Moran, 2015). By practising self-directed mental techniques while getting coached, individuals learn to control attention and reduce emotional activity (i.e., improve self-regulation) and, thus, allowing the coachees to utilise their cognitive resources more fully in the service of goal attainment.

Change employee's problematic behaviours

Reframing negative work experiences. Though the general trend in coaching is more towards enhancing performance, a survey revealed that at least one-third of the organisations still utilise coaching to deal with problem managers (Bono et al., 2009). For this type of coachees, Theeboom et al. (2014) suggest using CBC to facilitate the cognitive 'reframing' of negative work experiences and attitudes of these employees, which may consequently have a positive effect on their behaviour and work performance.

Increasing motivation to change. When coaching problematic employees who have no intention to change their current behaviour then CBC may not be the appropriate intervention to use initially as the cognitive behavioural approach is primarily used with people who are actively seeking help to support behaviour change (Fishbein & Ajzen,

2005). According to Passmore (2007), this approach generally tries to help people to carry out their previously formed intentions or to attain their existing behavioural goals and, thus, considers readiness and motivation to change as a pre-requisite to coaching or as a predictor of the coaching outcome. Hence, in a situation where the coachee appears unmotivated, two interventions may be required, one to produce the desired intention (i.e., MI) and another to facilitate performance of the intended behaviour (i.e., CBC).

Addressing resistance. Employees may be referred for coaching when their behaviours are having a negative impact on their work or on others. Changing behaviours due to external pressure, like this, would be considered as ‘controlled’ motivation (Anstiss & Passmore, 2013) and is likely to evoke resistance. What MI aims to do is to help the client tap into and develop ‘autonomous’ motivation. This step is critical before any goal-directed intervention can be used because a client will get more from the encounter when coaching is seen as important, relevant and beneficial (Passmore & Fillery-Travis, 2011). To achieve this state of ‘readiness’, it is essential for the coach not to oppose the client’s resistance actively, but rather to accept and flow with it using reflective listening skills (Burke, Arkowitz, & Menchola, 2003). The key goal of this intervention is to increase the importance of change from the client’s perspective by asking specific types of questions, along with selective reflections, that direct the client towards the discrepancy between his or her problem behaviour and broader personal values. As the coachee starts to show signs of readiness to change, there will likely be a decrease in discussion about their work-related problems and an increase in change talk (Passmore, 2007).

Breaking up automatic behaviours. Evidence in various studies also suggests that performance-related behaviour is often triggered through automatic goal activation such that, upon encountering certain cues, one performs a sequence of actions with little to no conscious awareness of what caused the behaviour (Dane, 2011). By increasing attention and decreasing emotional reactivity through the regular practice of meditation, mindfulness can help prevent the enactment of automatic, habitual patterns of behaviour and widen the range of one’s behavioural choices, which effectively directs one to respond consciously rather than reactively to an event (Cavanagh & Spence, 2013).

Enhance employee’s well-being

Decreasing stress through goal attainment. CBC may help to reduce stress indirectly. In this case, an individual may seek coaching for a variety of reasons, for example, to improve performance, increase efficiency, or achieve other work-related goals and once they achieved their targeted goal, it is possible that they will become less stressed or pressured (Gyllenstein & Palmer, 2005).

Addressing stressors directly. CBC could also help to reduce stress directly if an individual is seeking coaching to deal with stress (Ducharme, 2004). With this type of coaching intervention the focus is on helping clients to identify stressors, whether internal (i.e., perceptions or core beliefs) or external (i.e., organisational), find permanent solutions and maintain changes (Gyllenstein & Palmer, 2005).

Addressing ambivalence. MI is another approach that could be used to help coachees deal with stress, especially if they are not responding well to CBC techniques due to their ambivalence in changing their stressful situation. According to Nocks (2007), employees who are under enormous pressure at work are more likely to engage in maladaptive

coping behaviours than to use more effective ways of managing their stress levels. For example, instead of changing the way they work or modifying certain aspects of their job, the common tendency of executives under stress is to work longer and harder until they reach a point of exhaustion, which adversely impacts their overall productivity and, in time, their physical and mental health (Wolever et al., 2012). By using the MI model, the coach can help executives express their reasons for and against behavioural changes, how current work behaviour may conflict with their professional goals, and how the resulting increase in their stress levels can negatively affect their ability to achieve these goals (Harakas, 2013).

Defusing stressful thoughts. Mindfulness is another valuable tool that can be used to manage various stressors in the workplace. It works by teaching individuals to have a different frame of reference; one where they step back from imposing their personal rules and beliefs; one where they relinquish control (Marianetti & Passmore, 2009); and one where they can simply observe their thoughts without being governed or overwhelmed by them (Moran, 2015). Wolever et al. (2012) also suggest that by training the mind to notice thoughts as a stream of sensory and perceptual events, one begins to realise that even apparently negative events, thoughts, sensations, emotions and behaviours are changeable. By following this process, individuals acquire the ability to experience the world in a significantly different and less stressful way.

Guide to helping coach decide which technique to use

Figure 2 illustrates the type of information a coach would need to ascertain in order to determine what steps to take and which of the technique(s) in the model would be more appropriate to use for a client during the coaching engagement.

Future research

Within coaching psychology, cognitive behavioural approaches have been relatively well researched with the RCTs and longitudinal studies demonstrating the effectiveness of CBC in creating and sustaining behaviour change (Grant, 2006a). In contrast, research in MI and mindfulness as they apply to coaching (Cavanagh & Spence, 2013; Passmore & Whybrow, 2007) has just begun and would therefore need more empirical work to assess their effects. Nevertheless, the synthesis of theories suggests that MI and mindfulness can be beneficial as supplementary coaching tools when both ambivalence and the broader phenomenon of resistance to change are expected, or when dealing with employees that are experiencing distractions or overwhelming stress/emotions. To empirically test and validate the combined use of these interventions, as suggested by the integrative model, comparative outcome studies that compare the results of utilising the various combinations of CBC, MI and mindfulness will be necessary. For example, testing the utilisation of CBC only versus CBC with MI and mindfulness could help determine if the integration of MI and mindfulness with CBC actually enhances goal attainment as expected.

Furthermore, as organisations make decisions about how to spend their money on employee development, they are likely to seek evidence that their investments in organisational coaching will be rewarded by the enhanced task performance, behaviour and well-being of their staff. Though these coaching outcomes are important, they are

nonetheless considered to be short-term benefits (Grant, 2006a). Therefore, to understand the sustainability and long-term effects of these results, more research is needed to monitor the progress made by the coachees and to establish links between coaching results and two key work outcomes: job performance and job satisfaction.

Conclusion

Organisational coaching is a custom tailored, individual training intervention that has become increasingly popular over the past several decades. Despite the widespread use of coaching in the business world and the various studies reporting their effectiveness, research examining the causal mechanisms and processes that underlie effective coaching is hard to find. The integrative coaching model suggested in this review brings together strategies and techniques drawn from three evidence-based interventions, namely CBC, MI and mindfulness that could be utilised together to meet the explicit needs of organisational coaching. By combining these interventions into an empirically testable model, it is hoped that this framework could contribute to the theoretical enrichment in the area of coaching research that deals specifically with the design of coaching programmes and, ultimately, help organisational coaches become more effective in facilitating the achievement of their clients' set goals.

Disclosure statement

No potential conflict of interest was reported by the author.

Notes on contributor



Kathrine A. Minzloff is an IT professional with over 20 years of diverse and international experience mainly within the sector of Banking and Finance. While living in New York, she completed a Masters Degree at Teachers College, Columbia University. Her studies there focused on various speciality areas of psychology, including cognitive, clinical and organisational psychology, and as part of the final project of her Masters programme, she wrote a paper on organisational coaching where she proposed the integration and use of evidence-based methodologies as a coaching model. Minzloff is now living in Vienna where she plans to pursue further studies in organisational psychology.

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