# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 1. Organization of research and question addressed in my research</td>
<td>10</td>
</tr>
<tr>
<td>Chapter 2. Research design and methodology</td>
<td>25</td>
</tr>
<tr>
<td>Chapter 3. Psychodynamic group-coaching: practice and technique</td>
<td>42</td>
</tr>
<tr>
<td>Chapter 4. Analysis of participant experiences during the psychodynamic group-coaching process on a short executive program</td>
<td>56</td>
</tr>
<tr>
<td>Chapter 5. Toward a theory of group psychodynamic coaching: a review of the literature</td>
<td>84</td>
</tr>
<tr>
<td>Chapter 6. Underpinnings of the psychodynamic group-coaching approach: An exploration of theory</td>
<td>97</td>
</tr>
<tr>
<td>Chapter 7. Coaching theory, executive coaching and the advent of executive group-coaching</td>
<td>121</td>
</tr>
<tr>
<td>Chapter 8. Data from senior professional coaches: An exploration of techniques</td>
<td>129</td>
</tr>
<tr>
<td>Chapter 9. Discussion and notes for further research</td>
<td>144</td>
</tr>
<tr>
<td>Summaries</td>
<td>157</td>
</tr>
<tr>
<td>Appendix</td>
<td>163</td>
</tr>
<tr>
<td>References</td>
<td>165</td>
</tr>
</tbody>
</table>
BREAKDOWN OF TABLE OF CONTENTS

Introduction

Chapter 1. Organization of research and question addressed in my research

1.1 Introduction (p10)
1.1.1 Why research this question?
1.1.2 Relevance of the research
1.1.3 Scientific utility of the study
1.1.4 Social utility of the study
1.1.5 Managerial utility of the study

1.2 Theory, practice and technique: Key concepts (p12)
1.2.1 Technique: Coaching
1.2.2 Technique: Executive coaching
1.2.3 Theory and Technique: Psychodynamics and psychodynamic coaching
1.2.4 The origins of group-coaching
1.2.5 Why coach in groups at all?
1.2.6 Theory: Group processes, group-therapy, and group dynamics
1.2.7 Theory: Transitional space
1.2.8 Practice: T-groups and group work with executives
1.2.9 Practice: Intensive short-term dynamic therapy as a subset of psychodynamic psychotherapy

1.3 Research question (p18)

1.4 Critical factors in the initial survey (p18)
1.4.1 Data quality of the initial survey
1.4.2 Results
1.4.3 Evaluation ranges

1.5 Generalized qualitative input from 414 previous participants of a number of International Executive Programs 2006–2010 (p20)
1.5.1 Comments about the group, group dynamics, and process
1.5.2 Inferences about the psychodynamic approach
1.5.3 Coaching outcomes
1.5.4 Beyond the program: Building confidence for future change

1.6 Organization of the research (p23)
Chapter 2. Research design and methodology

2.1 Introduction (p25)

2.2 Theory development (p26)
2.2.1 What is theory in the social sciences?
2.2.2 What level of theory can be expected?
2.2.3 Variables
2.2.4 Large-scale empirical testing

2.3 The International Executive Program (IEP) (p30)
2.3.1 Why the IEP?
2.3.2 Description of the IEP
2.3.4 The sample program

2.4 Qualitative data (p32)
2.4.1 The research design
2.4.2 Limitations of qualitative data
2.4.3 Data collection for the principal study
2.4.4 Bias in qualitative data collection
2.4.5 Sampling bias
2.4.6 Procedural bias
2.4.7 Measurement bias
2.4.8 Interviewer and response bias
2.4.9 Dealing with possible researcher bias
2.4.10 Reporting bias

2.5 Grounded theory approach (p36)
2.5.1 Theoretical sampling

2.6 Participants’ interviews (p39)

2.7 Data reduction and display (p39)

2.8 Ex-ante limitations of the research methodology (p41)
Chapter 3. Practice and technique: The anatomy of the group-coaching process

3.1 Introduction (p42)

3.2 The psychodynamic group-coaching process (p42)
  3.2.1 Arrival
  3.2.2 Key variables
  3.2.3 The role of play
  3.2.4 The role of feedback
  3.2.5 Creating the right conditions for the process
  3.2.6 Early stage of the process
  3.2.7 Creating a working alliance
  3.2.8 The role of storytelling
  3.2.9 Challenging conversations in transitional space
  3.2.10 Action planning

3.3 Some drawbacks to the intervention (p52)

3.4 Managing re-entry (p53)
  3.4.1 One-to-one coaching

3.5 Conclusion (p54)
Chapter 4. Analysis of participant experiences during the psychodynamic group-coaching process on a short executive program

4.1 Introduction (p56)

4.2 Methodology (p56)
4.2.1 Data gathering process
4.2.2 Data sampling
4.2.3 The utility of interview data in qualitative studies

4.3 Themes from the data (p59)
4.3.1 Preparation, hygiene and safety
4.3.2 The role of the icebreaking exercise from the participants’ perspectives
4.3.3 The role of transitional space and transitional objects from the participants’ perspectives
4.3.4 The role of storytelling from the participants’ perspectives
4.3.5 The role of feedback and consequent defense mechanisms
4.3.6 The role of a diverse group from the participants’ perspectives

4.4 Human roles in the psychodynamic group-coaching process (p70)
4.4.1 The role of the coach
4.4.2 The role of the group during the feedback process

4.5 Feedback, action items, and termination (p73)
4.5.1 Results of action planning and follow-up

4.6 The process of change in psychodynamic group-coaching (p77)
4.6.1 Theoretical approaches of change in coaching
4.6.2 The trans-theoretical approach to change
4.6.3 Contra-indications of the psychodynamic group-coaching process as elicited from the interviews

4.7 Conclusion (p82)
Chapter 5. Toward a theory of group psychodynamic coaching: A review of the literature

5.1 Introduction (p84)
5.1.1 Psychodynamic executive group-coaching: A brief description
5.1.2 Critical components

5.2 Methodology (p85)
5.2.1 Psychodynamic psychotherapy and relationship with psychodynamic coaching
5.2.2 Outcome studies of talking cures
5.2.3 Comment on critical trials studies as relates to psychodynamic group-coaching

5.3 Short-term dynamic psychotherapy and the relationship with psychodynamic group-coaching (p 89)
5.3.1 Definition
5.3.2 Comparative reviews and meta-analysis of STDP
5.3.3 Comment

5.4 Group therapy and its relationship with group coaching (p90)
5.4.1 Definition
5.4.2 Group therapy reviews and meta-analysis
5.4.3 T-groups
5.4.4 Comment

5.5 Coaching studies (p93)
5.5.1 Definition
5.5.2 Coaching comparative studies
5.5.3 Comment

5.6 Conclusions (p96)
Chapter 6. Underpinnings of the psychodynamic group-coaching approach: An exploration of theory

6.1 Introduction (p98)

6.2 Section 1. Short-term psychodynamic psychotherapy and change (p98)
   6.2.1 The definition of psychodynamics
   6.2.2 Psychoanalytic psychotherapy and its relationship with psychodynamic group-coaching
   6.2.3 Jungian theory: The relationship with psychodynamic group-coaching
   6.2.4 Psychodynamic psychotherapy and its relationship with psychodynamic group-coaching
   6.2.5 Kleinian theory of object relations and its relationship with psychodynamic group-coaching
   6.2.6 Short-term dynamic psychotherapy
   6.2.7 Extremely brief short-term dynamic psychotherapy
   6.2.8 Short-term anxiety provoking psychotherapy
   6.2.9 The role of transitional space in psychodynamic group-coaching
   6.2.10 The role of play in PGC
   6.2.11 Psychodynamic change processes

6.3 Section 2: Group therapy, group dynamics, and issues in groups (p109)
   6.3.1 Definition of a group
   6.3.2 Group-therapy: A definition
   6.3.3 Group-therapy: A short history
   6.3.4 Group-therapy: The relationship with psychodynamic group-coaching
   6.3.5 Key group theories: Basic assumptions
   6.3.6 Key group theories: The “group-as-a-whole”
   6.3.7 Key group theory: The group-in-the-mind
   6.3.8 Key group theory: Other relevant theory
   6.3.9 Key group theorists: Kurt Lewin
   6.3.10 Key group theorists: Irvine Yalom
   6.3.11 The levers of change in groups

6.4 Defense mechanisms in groups (p117)
6.5 Change processes in groups (p118)
Chapter 7. Coaching theory, executive coaching, and the advent of group executive coaching

7.1 Introduction

7.2 Psychodynamic executive coaching (p121)
7.2.1 Executive groups and T-groups
7.2.2 Group-coaching
7.2.3 The role of storytelling in psychodynamic group-coaching
7.2.4 The role of the group coach
Chapter 8. Data from senior professional coaches: An exploration of technique

8.1 Introduction (p129)
8.1.1 Methodology for the interview process

8.2 Group-coaching techniques (p130)
8.2.1 Creating a safe transitional environment
8.2.2 The objectives of the coach
8.2.3 Dealing with anxiety
8.2.4 Dealing with resistance
8.2.5 Dealing with transference and counter-transference
8.2.6 Dealing with affect
8.2.7 The coach’s approach to storytelling
8.2.8 The coach’s perspective on change
8.2.9 Indications of success
8.2.10 Discussion
Chapter 9. Discussion and notes for further research

9.1 Conclusions (p144)

9.1.1 Final propositions

9.1.2 Drivers for change

9.1.3 Making sense of the material

9.1.4 The integrated model

9.1.5 Future research
LIST OF FIGURES

Fig. 1 Generic model of goal directed self-regulation
Fig. 2 A model for change using psychodynamic group-coaching
Fig. 3 The West and Milan “Marriage of two disciplines” model
Fig. 4 Participant experience model of the psychodynamic group-coaching intervention.
Fig. 5 Organization of the thesis
Fig. 6 Components of data analysis: Flow model
Fig. 7 Data triangulation creating psychodynamic group-coaching theory
Fig. 8 A hypothetical time-based flow model of a psychodynamic group-coaching intervention
Fig. 9 An example of a leadership action plan
Fig. 10 Conference call with learning partner use and effectiveness (14 respondents)
Fig. 11 Bridges transition model with psychodynamic group-coaching aligned by time
Fig. 12 A possible representation of Schlossberg’s model of adaptation to change
Fig. 13 The trans-theoretical model of change represented as a cycle with corresponding elements from psychodynamic group-coaching inserted
Fig. 14 Theoretical underpinnings of psychodynamic group-coaching
Fig. 15 Winnicott’s model of transitional space
Fig. 16 Senge’s ladder of inference
Fig. 17 Csikszentmihalyi’s flow model
Fig. 18 Triangle of conflict and triangle of person
Fig. 19 Basic assumption groups/work groups integration model
Fig. 20 Lewin’s three-stage process of change
Fig. 21 Freud’s iceberg model
Fig. 22 Curvilinear graph of cohesion vs productivity
Fig. 23 Systems focus vs executive focus
Fig. 24 Rutan and Stone/Greenson combined model for change
Fig. 25 An integrated change model for psychodynamic group-coaching

Appendix:

Fig. 1 Invitation to participate in the research
Fig. 2 Questionnaire for participants
LIST OF TABLES

Table 1 Differentiating individual coaching from therapy. Adapted from Peltier (2001)
Table 2 Three types of coaching used in the executive setting
Table 3 Analysis of participant responses from psychodynamic group-coaching 2006–2009, International Executive Programme INSEAD
Table 4 What theory is not, theorizing is
Table 5 Dubin’s critical elements of theory
Table 6 Quantitative and qualitative approaches to research compared.
Table 7 Personal/professional changes made as a result of psychodynamic group-coaching after three months (14 respondents)
Table 8 Degree to which respondent changed (13 respondents)
Table 9 Responses to the question: Would you have made changes if you had not gone through the psychodynamic group-coaching process in percentage? (13 respondents)
Table 10 Effect size in psychotherapy from reviews of meta-analyses
Table 11 STAPP selection criteria and characteristics predicting success.
Table 12 Tableau of defense mechanisms
Table 13 Difference between psychodynamic group-coaching and executive coaching
Table 14 Interview questions