

# **Towards Evidence-Based Coaching Practice: “Taking Out the Sham, and Putting in the Wham” – Honoring the Life, Legacy, and Research of Professor Anthony Grant, PhD<sup>1</sup>**

**By**

**Severin Sorensen, M.Phil,<sup>2</sup>  
Nathalie Lerotić Pavlik, MSc, MBPsS<sup>3</sup>**

**Arete Coach Working Paper 001**

**AreteCoach.io**

**05 September 2022, v1.4**



---

<sup>1</sup> Article released on *AreteCoach.io* on September 5, 2022, on the occasion of the EMCC Global Research Conference, Celebrating and Flourishing: A Dialog Between Research Based & Practice in Coaching, Mentoring, and Supervision, to be held 8 September 2022.

<sup>2</sup> Severin Sorensen, M.Phil., is curator of AreteCoach.io and host of the Arete Coach Podcast that explores the art and science of executive coaching. Severin is also CEO, ePraxis LLC, an executive coaching, talent selection, and recruiting company.

<sup>3</sup> Nathalie Lerotić Pavlik, MSc, MBPsS, is a Coaching Psychologist, Executive Coach, Team Coach, EMCC ITCA, BPS DoCP Committee Member, and EMCC Global President Croatia.

**HOW TO CITE THIS ARTICLE:** Sorensen, S. L., Lerotić Pavlik, N. (2022). Towards Evidence-Based Coaching Practice: “Taking Out the Sham, and Putting in the Wham” – Honoring the Life, Legacy, and Research of Professor Anthony Grant, PhD. Arete Coach Working Paper 001, [www.AreteCoach.io](http://www.AreteCoach.io)

## **Abstract**

In the following article, we review the life, legacy, and contributions of Professor Anthony Grant, PhD, often referred to as “the father of evidence-based coaching.” We discuss Anthony Grant’s historical journey to coaching, starting from his childhood roots and leading to the development of the world’s first Coaching Psychology Unit at the School of Psychology at the University of Sydney, Australia. Furthermore, we summarize and categorize many of his high-impact research articles into the following categories: Examining the Value of Coaching, Setting the Standard for Coaching Research, Solution and Goal Focused Coaching, Methodology Insights, and Positive Psychology and Coaching.

## **Keywords**

Evidence-Based Coaching, Coaching, Solution-Focused Coaching, Research-Based Coaching, Goal-Focused Coaching, Positive Psychology, Coaching Psychology, Psychology, Executive Coaching, Research, Professor Anthony Grant, Coaching Psychology Unit of the University of Sydney, Australia

## Introduction

“My passion is about evidence-based coaching. Bringing the science into coaching, excluding the pseudoscience, taking out the sham, putting in the wham.” -A. Grant ([O’Connor & Cavanagh, 2020](#))

Professor Anthony Grant, PhD (1954-2020), is often credited as ‘the father of evidence-based coaching’ and in 2000 he “established the world’s first Coaching Psychology Unit at the School of Psychology at The University of Sydney.” (Grant, 2020). As director of the Coaching Psychology Unit, Anthony Grant made great strides toward establishing the efficacy of evidence-based coaching. He collaborated widely with colleagues at Sydney University and researchers worldwide. Through his focused attention, research, teaching, and collaborations, Anthony has supported the development of the evidence-based coaching industry and his impact on the industry continues today. In academia, a scholar's contributions and community significance is often captured by academic key performance indicators: for example, SemanticScholar shows that Professor Grant has 111 publications of record. On Google Scholar, it shows additional KPIs for Grant such as number of citations by others (13,368), peak h-index (58), and peak i10-index (102). To understand how these measures interpret academic contribution, Hirsh recons that an h-index of 20 is good, 40 is outstanding, and 60 is truly exceptional; indeed, 84% of Nobel prize winners in physics have had an h-index of at least 30; Tony’s peak h-index was 58. At the time of his passing, he had authored 8 books, 27 book chapters, and 70 peer-reviewed journal articles; additional publications are forthcoming from his prior work in progress. He is recognized as the first to conduct a randomized control trial on executive coaching. And he was one of the founding editorial board members of the *International Coaching Psychology Review*. So there is much to appreciate and unpack about Anthony’s research, life, and legacy in the sections that follow.

## In Memoriam

Anthony M. Grant (1954-2020) was born in 1954, and his earliest roots start in the United Kingdom. He was raised by his “Greek Orthodox mother, Eva, a former model

and famous glamour photographer, and his father who was Jewish of Russian descent.” His childhood was ripe with discussions on philosophical and psychological topics, which ultimately developed in Anthony a “curious and assumption-challenging mind” ([Coaching at Work 2020](#)). At the age of 15, he left school, completed his training as a carpenter, and ran his own contracting business. He sustained his skills in carpentry and building all his life. As a youth, he learned other skills such as playing the electric guitar and playing in bands that brought him joy throughout his life. When he was 38, Anthony moved to Australia and enrolled as a student at the University of Sydney in 1992. He completed his Honours in Psychology in 1996, as first in his class. Here he received the University Medal, the Australian Psychological Prize for best Honours thesis, and the Dick Thompson Prize for his behavioral thesis.

In 1999, while working towards his Ph.D., at Macquarie University (alongside Michael Cavanagh), he inquired about creating the “world’s first Coaching Psychology Unit, and the world’s first postgraduate degree in Coaching Psychology.” In 2000, Anthony’s goal of establishing the world’s first Coaching Psychology unit was made complete at the School of Psychology at the University of Sydney. Furthermore, Anthony completed his Ph.D. and Masters of Behavioral Science in 2001 ([University of Sydney, 2020 & Institute of Coaching, n.d.](#)). As Director of the Coaching Psychology Unit, Anthony and his colleagues (including Michael Cavanagh, PhD, who co-founded the Coaching Psychology unit) developed “four postgraduate degrees in coaching: the Master of Science in Coaching Psychology, the Master of Applied Science (Psychology of Coaching), the Master of Organisational Coaching (in conjunction with Faculty of Economics and Business), and the Graduate Certificate in Applied Positive Psychology.” Anthony Grant had a passion for helping people and bringing “passion and enjoyment into the scientific enterprise of coaching.” ([O’Connor & Cavanagh, 2020](#)) In 2019, at the University of Sydney in recognition of his exceptional contribution, Tony became a full professor and in January 2020, he became Emeritus Professor. (Green, S, 2020).

In his work, he was “less interested in the return of investment” business leaders could get from coaching and more interested in how coaches can “systematically work with

people to help them become better, to enjoy their lives, to become more dynamic, and become more in touch with who they are.” Anthony’s passion for helping others was rooted in “bringing the science into coaching, excluding the pseudoscience, taking out the sham, putting in the wham” as he stated in a speech regarding his newly developed Coaching Psychology Unit at the University of Sydney. Anthony’s great efforts toward evidence-based coaching have greatly impacted the development of the coaching profession today. Currently “more than 18 universities including Harvard University, Oxford Brookes University, City, University of London, and the University of Copenhagen” all have “coaching and coaching psychology units.” ([The University of Sydney, 2020](#)). Considered by many to be the “father of evidence-based coaching”, Anthony Grant has made great strides in the development of the coaching profession. As a tribute to Anthony’s great investment and dedication to the coaching profession and the wealth of knowledge he has provided to the coaching community, we seek to explore and reflect on his impact and contributions of life in his research, publications, and innovations to the coaching community, and that are evident in the numerous awards, recognitions, and celebrations of his life today. ([O’Connor & Cavanagh, 2020](#))

### **Evidence-Based Coaching Research Contributions**

Anthony Grant has had an immense impact on the coaching industry and its growth towards evidence-based practices. Below we examine several of his insightful articles, organized by a series of themes. First, we review Professor Grant’s research that establishes the value and benefits of coaching. Second, we consider the publications and research of Professor Grant that sets the standard for evidence-based coaching. Third, we explore a primary focus on Professor Grant’s: solution-focused coaching. Fourth, we review the methodology and coaching models research, created and expounded upon by Professor Grant. Fifth, we consider Professor Grant’s publications regarding mental health and coaching. Sixth we examine Professor Grant’s publications on positive psychology and coaching. Seventh, we consider the research published since his passing in 2020 that he contributed to. Finally, we recognize “Tony’s” force of being, his curiosity, energy, humor, friendship, and zeal for the work

that made Professor Grant an almost irresistible force for good in the lives of so many who continue his work today.

## **What is Evidence-Based Coaching?**

From the research, Professor Grant (2016b) explained “the term evidence-based coaching was coined at the Coaching Psychology Unit in the University of Sydney in 2003 as a way of distinguishing between coaching that is explicitly grounded in the broader empirical and theoretical knowledge base, and coaching that was developed from the pop psychology, personal development genre.” The term of art “evidence based coaching” has been turned into articles, classes, courses, journals, college degrees, and post-graduate studies. A Google Scholar search today (5 May 2022) of the term “Evidence Based Coaching” returns 7,570 articles, and use of the term on a wider Google Search returns 154,000 results.

Professor Grant added: “I prefer to employ a more sophisticated understanding of the term “evidence-based” and refer to the intelligent and conscientious use of relevant and best current knowledge integrated with professional practitioner expertise in making decisions about how to deliver coaching to coaching clients and in designing and delivering coach training programs (adapted from Sackett, et al., 1996; Stober & Grant, 2006).”

## **Examining the Value of Coaching**

One of Professor Grant’s goals was to make evidence-based coaching research accessible to coach practitioners to help inform their coach practices. Consequently, throughout the remainder of this article, to aid coach practitioners identify and access key evidence-based coaching research and findings, the authors have highlighted his main findings represented in **bold** text face.

Anthony Grant shared in a speech:

[“My passion is about evidence-based coaching. Bringing the science into coaching, excluding the pseudoscience, taking out the sham, putting in the wham.” A. Grant \(O’Connor & Cavanagh, 2020\)](#)

### Key Points

- Positive psychological benefits even though focus of program was on goal attainment
- Self-reflection may not facilitate goal attainment
- Insight is important factor in change
- Coaching should be solution-focused & generate insights & goal-oriented actions, rather than self-focused reflection

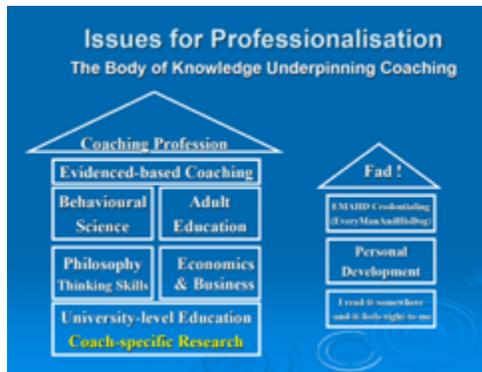


This passion for “taking out the sham and putting in the wham” led him to support and participate in research regarding the benefits, efficacy, and value of coaching.

In 2003, Professor Anthony Grant published *The Impact of Life Coaching on Goal Attainment, Metacognition, and Mental Health*. He states in this publication that **prior to its release in 2003, there were “no empirical investigations of the impact of life coaching on goal attainment, metacognition or mental health” (Grant, 2003b)**. In this study, he used a within-subjects design that included 20 adult participants. **His findings report that adult participation in life coaching “was associated with enhanced mental health, quality of life, and goal attainment.”** Furthermore, in his research on what works in coaching, he found that coaching was more powerful when “levels of self-reflection decreased and **levels of insight increased.**” He concludes by stating that **life coaching “has promise as an effective approach to personal development and goal attainment, and may prove to be a useful platform... in purposeful change in normal nonclinical population” (Grant, 2003b)**.

In a presentation first delivered in 2006, Anthony Grant outlined several key points regarding the value and validity of coaching. In his presentation, he explained that

coaching can have “positive psychological benefits” even when programs are focused on “goal attainment.” He also indicated in this presentation that the focus of coaching should be “solution-focused and generate insights” rather than “self-focused reflection” (Grant, 2009). By identifying the most beneficial and effective aspects of coaching, Anthony Grant was able to lead coaches towards more effective and impactful coaching practices.



In 2009, in a collaborative work by Grant, Curtayne, and Burton, they found “Executive Coaching Enhances Goal Attainment, Resilience, and Workplace Well-Being: a Randomized Controlled Study” (Grant et al., 2009). In this randomized controlled study, it was found that coaching “helped increase self-confidence and personal insight, build management skills” and “deal with

organizational change.” Grant et al. also state in this article that research “suggests that executive coaching may well be an effective means of creating purposeful, positive individual change.” The implications of this research indicate that “as little as four coaching sessions can be effective” and short-term coaching can “increase goal attainment, enhance resilience, ameliorate depression and stress, and increase workplace well-being” as well as better handling of “organizational change” (Grant et al., 2009).

Collaborating with his research peers, using a within-subject design study in 2011, Wendy Madden, Suzy Green, and Anthony Grant found that by using a “strengths-based coaching pilot program” students had “self-reported [higher] levels of engagement and hope.” In applying these findings they conclude that strengths-based coaching “may be considered as a potential mental health prevention and promotion intervention” that can increase students’ wellbeing (Madden, Green, & Grant, 2011).

Similar to this finding, Anthony Grant was also part of a literature review that concluded that **“positive psychology and evidence-based coaching have the potential to make a significant contribution to flourishing youth services”** (Leach, Green, & Grant, 2011).

In 2012, Anthony Grant stated in *Coaching: An International Journal of Theory, Research, and Practice* that **ROI is “an unreliable and insufficient measure of coaching outcomes” that can reduce “coaches’ and organizations’ awareness of the full range of positive outcomes possible through coaching.”** Anthony argues that a **primary focus on coaching ROI only in organizations, can unintentionally increase “job-related stress and anxiety.”** Instead of focusing on ROI as a measure of the value of executive coaching, **Grant recommends The Well-being and Engagement Framework WBEF** as an alternative measure for the effectiveness and value of coaching (Grant, 2012b).

In 2013, Anthony Grant released “The Efficacy of Executive Coaching in Times of Organizational Change” and found that **coaching done during a period of “organizational change” was “associated with increased goal attainment, enhanced solution-focused thinking, a greater ability to deal with change, increased leadership self-efficacy and resilience, and decrease in depression** (Grant, 2013b).

While examining the value of executive coaching, Anthony Grant also invested in what he and colleagues referenced as “‘sticky’ intentional change” reflected as ‘sustained desired change’ in a 2019 symposium titled “Desired Outcomes in Coaching: Coaching for ‘Sticky’ Intentional Change” (Smith, Oosten, Richard, Boyatzis, Grant, Passarelli, Taylor, & Moore, 2019).

Also in 2019, Anthony Grant and Sean O’Conner released “A Brief Primer for Those New to Coaching Research and Evidence-Based Practice” wherein they outlined the current state of evidence-based coaching for those new to coaching. They argue that similar to Covey’s (1989) “seek first to understand” principle, **coaches seeking to**

**provide effective coaching should have a good and detailed knowledge of the evidence-based coaching research, observing and implementing what works, and shun practices that are not-researched supported, where some conventional coaching ‘best practice’ is actually bad practice (Grant & O’Connor, 2019).**

Anthony Grant also researched the value of executive coach training. In 2020, “How does coach training change coaches-in-training? Differential effects for novice vs. experienced ‘skilled helpers’” was published by Ofer Atad and Anthony Grant. In this research Ofer and Anthony outline the **benefits that coach training has on trainee coaches**. Some of the benefits included “**satisfaction with life, mindfulness, solution-focused thinking, self-insight, and a need for self-reflection**” (Atad & Grant, 2020).

Furthermore, in 2021, Ofer Atad and Anthony Grant also had their research titled “Evidence-based coaching as a supplement to traditional lectures: impact on undergraduates’ goal attainment and measures of mental well-being” published. Their research indicated that students who received coaching had “significant improvement in goal attainment, solution-focused thinking, self-insight, resilience, and psychopathology” (Atad & Grant, 2021).

## **Setting the Standard for Coaching Research**

Throughout Anthony Grant’s research initiatives, he instilled that it was important to have high-quality standards for coaching research.

**“By questioning our assumptions, by engaging in constructive and informed self-reflection about our coaching practice, we become more mature, balanced and purposeful professionals.”-Grant & O’Connor, 2019**

In a 2003 presentation, Anthony Grant outlined the “issues for professionalization” regarding “the body of knowledge” that underpins coaching. He explained that *for coaching to be a profession, it must include behavioral science, adult education,*

*philosophy, thinking skills, economics, business, specific research, and university-level education.*

However, he also explained that when **coaching that is supported only by easy-to-obtain credentialing, personal development, and a lack of research could be considered a “fad.”** He shares that **executive coaching must “explicitly link theory to practice” and that a “shared knowledge base” could create “greater credibility” for the coaching industry** (Grant, 2003a).

In a 2016 article, Anthony Grant outlined what types of research give “weaker” or “stronger evidence for coaching.” Anthony Grant sought to support the coaching industry through research that was specific and rigorous. Anthony Grant discussed the “traditional evidence-based hierarchy” stating that, “evidence simply means

information, and **all kinds of information can count as evidence, just as long as it is valid, reliable and relevant. Bearing in mind that some evidence is more reliable than others...**” While Anthony Grant explains that each tier of the Traditional evidence-based hierarchy has its own unique benefits and values, he sought to improve the role of evidence-based coaching research to support coaching practices that were backed with evidence that is “valid, reliable, and relevant” (Grant, 2016b). Further on in this same article, Anthony Grant introduces “contributions of

Strength of Evidence	Strong	<b>Weaker evidence for coaching</b> Rigorous coaching-related research	<b>Stronger evidence for coaching</b> Rigorous coaching-specific research
	Weak	<b>Poorer evidence for coaching</b> Less rigorous coaching-related research	<b>Weaker evidence for coaching</b> Less rigorous coaching-specific research
		Lower Relevance Coach-related Research	Higher Relevance Coach-specific Research
<b>Relevance to Coaching Practice</b>			

Figure 3: A Two-by-two Framework for Determining the Relevance of Research to Coaching Practice

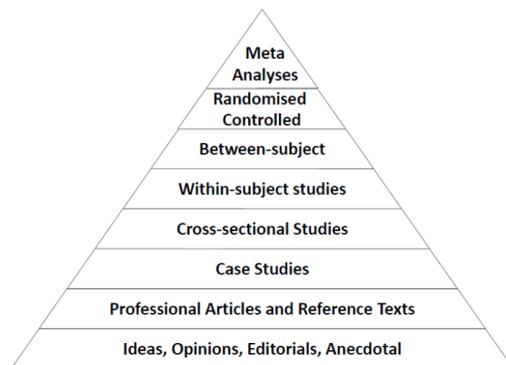


Figure 1: The traditional evidence-based hierarchy

practice and research to evidence-based coaching.” He explains that evidence-based coaching is formed of both “professional ‘wisdom’” and “empirical evidence.”

He writes:

*“The responsibility for the development of “evidence-based” coaching sits not only with academics or professional researchers- practitioners’ contributions are also a vital part of the conglomeration of ideas, experience, and research that coalesce to form evidence-based coaching.” (Grant, 2016b)*

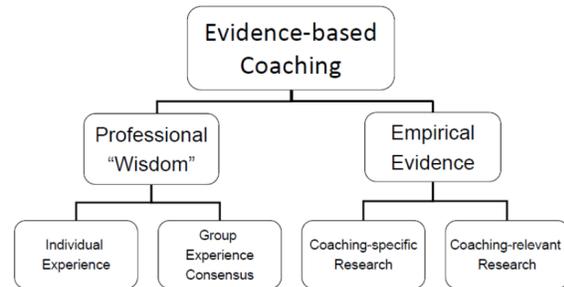
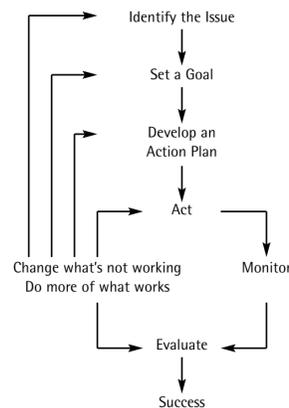


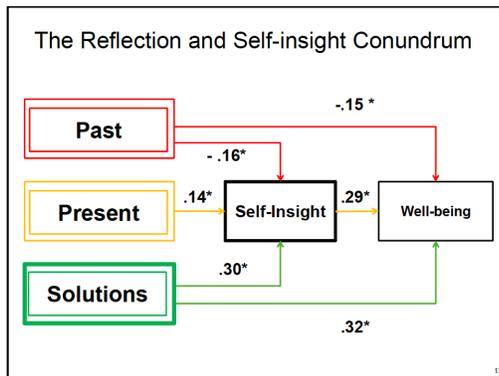
Figure 2: The contributions of practice and research to evidence-based coaching

## Solution and Goal Focused Coaching

Anthony Grant’s research also frequently supported the use of Solution and Goal-focused coaching. In 2012, Anthony Grant published a paper titled, “An Integrated Model of Goal-Focused Coaching.” In this article, he argues that **“a goal-focused coaching style is more effective than... person-centered coaching”** in regards to goal attainment and achievement. He outlines a “generic model of goal-directed self-regulation” that coaches can use to help their clients go from identifying the issue to achieving success (Grant, 2012a).

Figure 1: Generic model of goal-directed self-regulation.





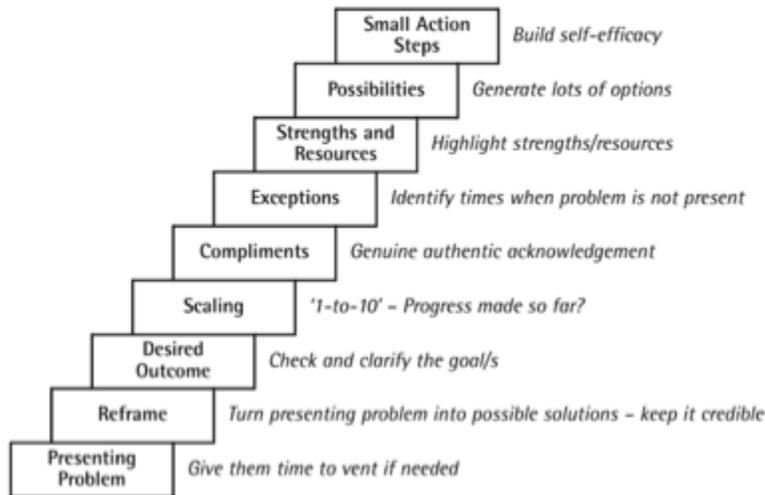
What Coach-Practitioners should find interesting here is the specific guidance given by Grant’s research concerning the positive correlations between forward-looking solution-oriented self-reflections (.30) and well-being (.32), vs past reflections of self-insight (-.16) and well-being (-.15) that can sometimes have negative consequences for the coachee in the coaching setting. This is yet another reason why coach

practitioners are encouraged today to help their clients not be anchored to the past, but be more focused on the possibility of the future, be more solutions-oriented, asking ‘what if,’ and ideating with clients on their greater possibilities for positive forward-looking self-insight and well-being.

In 2013, Anthony Grant published “Steps to Solutions: A process for putting solution-focused coaching principles into practice.” In this article, he gives an overview of “key solution-focused principles, discusses some of the common challenges facing leaders, managers, consultants, and other professionals as they learn solution-focused coaching approaches, and presents a simple step-by-step structured process for teaching, learning, and practicing solution-focused coaching.”

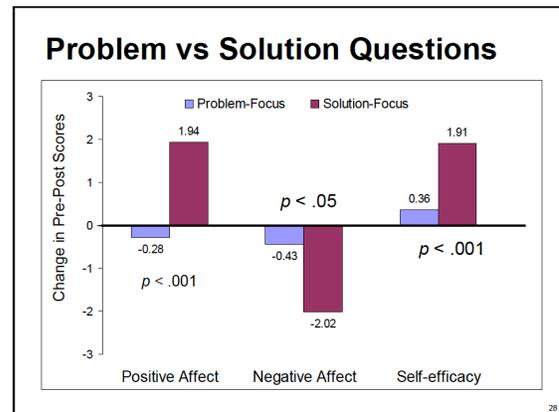
*The Steps to Solutions process*

Figure 2: The Steps to Solutions process.



© Anthony M. Grant 2013. Reproduction permitted for training, teaching and research purposes.

He explains that the key principles of solution-focused coaching are “a focus on solutions”, “an assumption that positive change will occur”, “the use of a collaborative working alliance”, “changing the viewing to change the doing”, and “being pragmatic and flexible.” He goes on to outline a series of solution-focused tools such as “a refusal to purchase the problem”, “explicit goal-setting”, “scaling”, “paying genuine compliments”, “exceptions to the problem”, “doing more of what works”, “highlighting strengths and resources”, “possibility language”, and “small steps to lead to big changes.”



He also explains that in order for a question to be solution-focused it must “help people discover and articulate their specific strengths and their ability to build and enact solutions”, “support and empower people in discovering their own solutions”, and “focus on those issues that people have control over” ([Grant, 2013a](#)).

Examples of solution-focused questions and prompts come from Professor Grant’s 2018 presentation “Twenty Years of Solution-focused coaching research at the University of Sydney” which outlines the positive impact of solutions-focused coaching as opposed to past or present-focused coaching. Some examples include “think about a possible solution to the problem you have just described and imagine it had ‘magically’ come about. Describe some ways you could move towards creating this solution”, “what are your thoughts about this solution?”, and “what impact is thinking about this solution having on you?” The impact of solution-focused coaching is also outlined in his bar graph which compares problem-focused coaching and solution-focused coaching’s effects on positive affect, negative affect, and self-efficacy ([Grant, 2018](#)).

In 2019 he conducted a research study further establishing the effectiveness of solution-focused coaching. In this study, Anthony Grant and his colleague Benjamin Gerrard found that **solution-focused coaching questions “were more effective than problem-focused questions on all measures” and that solution-focused questions were “more effective at increasing self-efficacy and decreasing negative affect compared to a combined problem-focused and solution-focused approach”** ([Grant & Gerrard, 2019](#)).

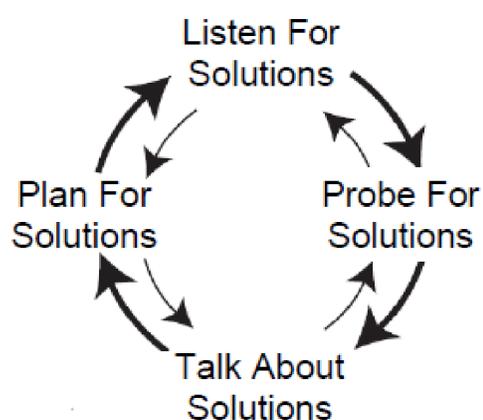
For advanced practitioners, Anthony Grant “extends the utility” of the “basic features” of solution-focused coaching in his 2019 article “Solution-focused coaching: the basics for advanced practitioners.” In this article, he explains the core “philosophical assumptions” of the solution-focused coaching mode, the “use of existing client resources”, “an assumption that positive change will occur”, “an assumption that positive change can happen in a short period of time”, “each client is unique and thus

interventions should be strategic rather than ‘cookbook’, and understanding that “the future is where the future is; the present is where the future begins.”

Unlike his 2013 paper, Grant includes the “*use of ‘what if’ in the solution-focused model*. He explains that solution-focused practices can vary in their degree of solution focus. Anthony Grant explains that “solution-focused principles... can augment and extend all facets of coaching practice” [\(Grant, 2019b\)](#).

He uses what he calls “The Cathartic Wave” which displays the importance of transitioning from discussing the problem to “solution-talk.” He explains that **while “people need to be heard” it is important that coaches transition to the solution-focused discussion for optimal coaching impact** [\(Grant, 2019b\)](#).

He closes this article by stating: “*By focusing on solutions and using a solution-focused approach in one’s coaching practice, coaches can bring hope, engagement, and positivity into their client’s lives.*” [\(Grant, 2019b\)](#)



Anthony Grant continued his research regarding solution-focused coaching by studying the mechanisms behind solution-focused coaching and thinking in his and his colleague, Joseph Selwyn’s, research paper “Self-regulation and solution-focused thinking mediate the relationship between self-insight and subjective well-being within a goal-focused context: an exploratory study.” In this study, Selwyn and Grant found that **self-insight predicted self-regulation “which in turn predicted solution-focused thinking, which then predicted subjective well-being.”** These findings indicate that self-insight is a key component of the mechanism of solution-focused coaching [\(Selwyn & Grant, 2019\)](#).

## Methodology Insights

While establishing the efficacy and standards of coaching, Anthony also analyzed, and a variety of unique coaching methods. In doing so, Anthony Grant gave coaches practical evidence-based methodologies that they could apply to their coaching practice throughout their careers. In 2010, Anthony published in *Coaching: an International Journal of Theory, Research, and*

Table 2. The GROUP model.

Acronym	Description	Example Questions
Goal	Group is asked to clarify what they want to achieve from each session. Determines the focus of coaching.	What do you want to achieve this session? How would you like to feel afterwards? What would be the best use of this time?
Reality	Raise awareness of present realities. Examine how current situation is impacting group's goals.	How have things gone in the past week? How have you handled any problems? What worked? What didn't work?
Options	Identify and assess available options. Encourage solution focused thinking and brainstorming.	What possible options do you have? What has worked for you in the past? What haven't you tried yet that might work?
Understand others	Group observes deeply, notices their internal responses to what is being said and makes meaning both of what they hear and their internal response. The group connects to the emerging best future.	What is your view on the best options? What did you understand by her view? What was your internal dialogue when you were listening to that? Can you integrate the broader group perspective?
Perform	Assist the group to determine next steps. Prototype best options. Develop individual and group action plans. Build motivation and ensure accountability.	What is the most important thing to do next? What can be learnt from this prototype? What might get in the way? Who will be able to support you? How will you feel when this is done?

Practice an article titled “From GROW to GROUP: theoretical issues and a practical model for group coaching in organizations” with colleague Saul Brown. This article has two parts. Part 1 reviews the difference between “group coaching” and “group-based interventions”. In part 2, the “GROUP (Goal, Reality, Options, Understanding others, Perform) coaching” model for group coaching contexts. In this article, they argue that “group coaching is a more goal-directed process than group facilitation and that group coaching has important but under-used potential as a means of creating change in organizational contexts” [\(Brown & Grant, 2010\)](#).

**Anthony Grant also gave coaches practical advice on notetaking in his article, “Reflection, note-taking and coaching: If it ain’t written, it ain’t coaching!”**

In this article, he suggests the **I-GROW (Issue, Goal, Reality, Options, Wrap-up)** model for note-taking when coaching. Furthermore, Grant also advocates that executive coaches encourage coachees to write their goals down within a coaching session as well [\(Grant, 2016a\)](#).

In 2017 Grant also advocated the importance of having “difficult conversations” with coachees and provided a “conversational mapping model” to help coaches do so. [\(Grant, 2017\)](#)

However, it is important to note that not all methodologies are advocated within Anthony Grant’s research. For example, in his 2019 article titled “a personal perspective on neuro-linguistic programming: reflection

on the tension between personal experience and evidence-based practice” he states that “the demise of NLP is a salutary lesson for all who are engaged in the personal or professional development genre. This serves to remind us to ensure that our coaching methodologies and the broader coaching industry remain firmly grounded in evidence-based operation... and open-mindedness we remain forever vigilant against the onset of ‘guruism’” [\(Grant, 2019a\)](#).

In 2022, Jordan Martenstyn and Anthony Grant released, “An online comparative effectiveness trial of mental contrasting with implementation intentions (MCII)

The end of the conversation	1. How do you want them to be thinking and feeling <i>at the end</i> of the conversation? ..... .....
During the conversation	2. What do you need to do <i>during</i> the conversation? ..... .....
The beginning of the conversation	3. How to open the conversation – the <i>beginning</i> ? ..... .....
Before the conversation	4. How are you going to prepare <i>before</i> the conversation? ..... .....

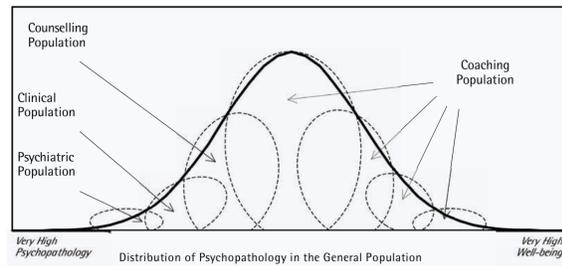
Figure 2: Template for conversational mapping.

versions solution-focused coaching (SFC) questions.” Their research found that both mental contrasting with implementation intention exercises and solution-focused coaching questions were both valuable forms of self-coaching that can be sent home with coaching clients to “maximize goal attainment” (Martenstyn & Grant, 2022).

### Coaching and Mental Health/Wellness

While still a popular topic today, the intersection and division between coaching and mental health/wellness was also studied by Anthony Grant. In 2007 Anthony Grant presented “A languishing-flourishing model of goal striving and mental health for coaching populations.” In this article, he examines research regarding the levels of psychopathology, depression, anxiety, or stress with the differing levels of goal striving (Grant, 2007). In 2012, on the topic of ‘building hope,’

Figure 1: Theoretical distribution of psychopathology in the psychiatric, clinical, counselling and coaching populations.



Professor Grant appeared in a program alongside Dr. Sonja Lyubomirsky, where Lyubomirsky shared how gratitude journaling can build a greater sense of hope, than constructs of maintaining optimism alone; and Grant shared that things like life coaching can increase hope and resiliency. Grant’s earlier work with Franklin and Langford (2002) also showed that journaling to self-reflect on the past was not necessarily correlated with happiness or hope, whereas activities to promote insights were positively correlated with cognitive flexibility, self-regulation, and desired change. These nuances on journaling are important considerations for coach practitioners to ponder as they may recommend journaling in their coaching practices.

### Positive Psychology and Coaching

Including his appearance on Making Australia Happy, a 2010 Australian Documentary that applied positive psychology to the lives of several Australians,

Anthony Grant invested greatly in researching positive psychology and its link to coaching (NetflixTVSeries, n.d.).

In his research studies, **Anthony Grant sought out research-backed and evidence-based ways to help others through coaching.**

He is quoted as saying, “I’m less interested in ROI... but I am very very interested in how you help, systematically work with people to help them become better, to enjoy their lives, to become more dynamic, and become more in touch with who they are” (O’Connor & Cavanagh, 2020).

In 2011, Anthony Grant and Michael Cavanagh published “Coaching and Positive Psychology.” In this article, they reviewed the “state of coaching research and practice” and how coaching can “make important contributions to the future of positive psychology. They state that “coaching is increasingly seen as an applied arm of the rapidly developing positive psychology movement” and that **positive psychology can be helpful as coaches open new opportunities “for understanding, make new connections and new meanings and, ultimately, new patterns of action” with clients** (Grant & Cavanagh, 2011).

In 2014, Anthony Grant held a presentation titled “Coaching as An Applied Positive Psychology: Translating Research into Practice.” In this presentation, **he connects various research studies of his to a variety of findings related to positive psychology such as coaching can provide “positive psychological benefits” to those receiving coaching.** He also discusses **the difference between “problem-focused questions” versus “solution-focused questions” within coaching** and **“the need for a positive relationship in coaching”** (Grant, 2014).

In 2019, Anthony Grant and colleagues Sean O’Connor and Ingrid Studholme published “Towards a Positive Psychology of Buildings and Workplace Community: the Positive Built Workplace Environment.” In this article, they explore the link between positive psychology and “contemporary workspaces” and introduce **the**

“**concept of the Positive Built Workplace Environment (PBWE).**” They discuss how the physical environment of a workplace can influence employee well-being and behavior [\(Grant, O’Connor, & Studholme, 2019\).](#)

Lastly, even after his passing, Anthony Grant’s research on positive psychology continued to be released. In 2021, “Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship” was published in the *Journal of Positive Psychology*. Anthony and Ofer’s research found that practical exercises in positive psychology and coaching psychology improved the “subjective well-being and psychopathology” of participants. However, “coaching psychology participants experienced additional benefits- beyond those experienced by positive psychology participants...” such as “goal attainment, self-insight, psychological well-being, and solution-focused thinking.” [\(Grant & Otad, 2021\).](#)

Importantly, there are yet to be published studies where Professor Grant was a co-contributor, and we look forward to these contributions to the evidence-based coaching research reservoir.

### **Carrying the Torch**

As we close this article and brief history of the significant contributions of Professor Anthony Grant, PhD, we acknowledge that there are many more articles, and insightful and inspiring findings that are not included within this text. There are also numerous colleagues and supporters who joined Anthony Grant in his mission toward evidence-based coaching. We would like to acknowledge and thank those that worked with Anthony Grant throughout his career and collaborated with him on research, teaching, conferences, journals, and publications including importantly: Dr. Michael Cavanagh and Dr. Sean O’Conner, and many others including: Ofer I. Atad, Professor Richard E. Boyatzis, Katharine Braunstein, Dr. Vikki G. Brock, Saul W. Brown, Professor Yvonne Burger, Geraldine Burton, Dr. Ruby Campbell, Linley Curtayne, Per-Olof Eriksson, Dr. John A. Franklin, Benjamin Gerrard, Jane Green, Dr. L. Suzy Green, Professor Edward De Haan, Margie Hartley, Professor Carol Kauffman, Dr

Travis Kemp, Professor David Lane, Dr. Peter H. Lankford, Clive Leach, Alison Leigh, J.R. Maclean MD, Wendy Madden, Jordan A. Martenstyn, Sarah Moore, Dr. Ellen B. Van Oosten, Professor Stephen Palmer, Dr. Helen M. Parker, Dr. Alex Pascal, Professor Jonathan Passmore, Professor Angela Passarelli, Josephine Rynsaardt, Joseph Selwyn, Professor Melvin L. Smith, Dr. Gordon B. Spence, Tim Sprague, Dr. Dianne R Stober, Ingrid Studholme, Professor Scott N. Taylor, Jessica Symes Toomey, Dave Williams, and Dr. Woody Woodward. We also acknowledge that there are many other supporters and researchers who are not mentioned in the above list. We thank you for your contribution and efforts in the pursuit of evidence-based coaching.

As practitioners and researchers ourselves, we encourage readers to “carry the torch” of research-based coaching to move the coaching industry forward. Additionally, we acknowledge and celebrate the many organizations, universities, and individuals that are continuing the legacy of promoting evidence-based coaching. We applaud the work of academic institutions that spearheaded this industry, including the world’s first Coaching Psychology Unit at the University of Sydney (Est. 2000); Their great work continues today. We are grateful for the many colleges and universities that carry on evidence-based coaching research.

We also acknowledge the many professional bodies worldwide that have supported evidence-based coaching, including the Association for Coaching, The British Psychological Society / Division of Coaching Psychology, European Mentoring and Coaching Council Global (EMCC Global), The International Association of Coaching (IAC), International Coaching Federation (ICF), The Institute of Coaching, and all who have continued to support evidence-based coaching, building on the foundation laid by Professor Anthony Grant.

## **Conclusion**

Professor Anthony Grant, PhD has provided a wealth of research, knowledge, and insight into what it means to be an evidence-based coach. Throughout his career, he established the value of coaching, set the standard for what it means to be an

evidence-based coach, and added a wealth of knowledge to topics such as solution and goal-focused coaching, coaching methodology, the relationship between coaching and mental health, and positive psychology in coaching.

Professor Grant expressed the importance of Coach-Practitioners in the role of supporting evidence based coaching, wherein he wrote, “The responsibility for the development of “evidence-based” coaching sits not only with academics or professional researchers –practitioners’ contributions are also a vital part of the conglomeration of ideas, experience and research that coalesce to form evidence-based coaching“ (Grant, 2016b)

And finally, a last word, if there is to be a last word, is a plea from Professor Grant and Dr. Sean O’Connor, relayed in *The Coaching Psychologist*, 2019):

***“If coaching is to continue to grow and develop, if we as coaches are to deliver coaching and coaching methodologies that are genuinely effective for our clients, then we need to be au fait with the coaching literature and the body of research that informs effective coaching practice. In short, we need to engage in evidence-based coaching” -Anthony Grant & Sean O’Connor, The Coaching Psychologist, 2019***

## **Acknowledgment**

In closing, the authors express their deep appreciation for the many friends of “Tony” that provided background for this article. We are most grateful for Jessica Waschek, our research associate who was instrumental in preparing background material for this article. While many contributed to this article, any errors and omissions are unintended and the sole responsibility of the authors. Professor Grant’s research continues to roll out with his collaborators, and this article is a work in progress and will be maintained electronically with periodic updates on AreteCoach.io. The authors are coach practitioners with a keen interest in honoring the life, legacy, and research of Professor Anthony Grant, PhD, with the intent of making evidence-based coaching

research accessible to coach practitioners everywhere. In the coming months, we will review evidence-based coaching research prepared by many others who have contributed to this growing field. We welcome the input of others to enlarge and perfect the evidence-based coaching concepts relayed herein.

Please send comments to: [sev@aretecoach.io](mailto:sev@aretecoach.io).

## References

- Atad, O., & Grant, A. (2020). How does coach training change coaches-in-training? Differential effects for novice vs. experienced ‘skilled helpers.’ *Coaching: An International Journal of Theory, Research and Practice*, 14(1), 3–19. <https://doi.org/10.1080/17521882.2019.1707246>
- Atad, O., & Grant, A. (2021). Evidence-based coaching as a supplement to traditional lectures: impact on undergraduates’ goal attainment and measures of mental well-being. *International Journal of Mentoring and Coaching in Education*, 10(3), 249–266. <https://doi.org/10.1108/ijmce-05-2020-0024>
- Braunstein, K., & Grant, A. M. (2016, June 3). Approaching solutions or avoiding problems? The differential effects of approach and avoidance goals with solution-focused and problem-focused coaching questions. *Coaching: An International Journal of Theory, Research and Practice*, 9(2), 93–109. <https://doi.org/10.1080/17521882.2016.1186705>
- Brown, S., & Grant, A. (2010). From GROW to GROUP: theoretical issues and a practical model for group coaching in organisations. *Coaching: An International Journal of Theory, Research and Practice*, 3(1), 30–45. <https://doi.org/10.1080/17521880903559697>
- Cavanagh, M. J., & Grant, A. M. (2014). Coaching psychology and the scientist-practitioner model. In *The Modern Scientist-Practitioner A Guide to Practice in Psychology* (pp. 146–157). Routledge. <https://www.routledge.com/The-Modern-Scientist-Practitioner-A-Guide-to-Practice-in-Psychology/Lane-Corrie/p/book/9781138871939>
- Cavanagh, M., Grant, A. M., & Kemp, T. (2005). *Evidence-Based Coaching Volume 1: Theory, Research and Practice from the Behavioural Sciences*. Amsterdam University Press.
- Coaching at Work. (2020). *Obituary: Prof. Anthony Grant*. <https://www.coaching-at-work.com/2020/03/01/obituary-prof-anthony-grant/>
- Covey, S. (1989). *7 Habits of Highly Effective People*. [https://en.wikipedia.org/wiki/The\\_7\\_Habits\\_of\\_Highly\\_Effective\\_People](https://en.wikipedia.org/wiki/The_7_Habits_of_Highly_Effective_People)
- de Haan, E., Grant, A. M., Burger, Y., & Eriksson, P. O. (2016, September). A large-scale study of executive and workplace coaching: The relative contributions of relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice and Research*, 68(3), 189–207. <https://doi.org/10.1037/cpb0000058>

- Grant, A., J Franklin, P Langford (2002). *The self-reflection and insight scale: a new measure of private self-consciousness.*  
[https://www.researchgate.net/publication/233563192\\_The\\_Self-Reflection\\_and\\_Insight\\_Scale\\_A\\_New\\_Measure\\_of\\_Private\\_Self-Consciousness](https://www.researchgate.net/publication/233563192_The_Self-Reflection_and_Insight_Scale_A_New_Measure_of_Private_Self-Consciousness)
- Grant, A. (2001)“Rethinking psychological mindedness: metacognition, self-reflection, and insight”. *Behavior Change*. 18(1), 8-17.
- Grant, A. (2003a). *Keeping Up With The Cheese! Research as a Foundation for Professional Coaching* [Slides]. Institute of Coaching.  
[http://www.wellcoach.com/images/TonyGrant\\_CP\\_Results\\_2003.pdf](http://www.wellcoach.com/images/TonyGrant_CP_Results_2003.pdf)
- Grant, A. (2003b). The impact of life coaching on goal attainment, metacognition, and mental health. *Social Behavior and Personality: An International Journal*, 31(3), 253–263.  
<https://doi.org/10.2224/sbp.2003.31.3.253>
- Grant, A. (2007). A languishing-flourishing model of goal striving and mental health for coaching populations. *International Coaching Psychology Review*, 2(3), 250–261.
- Grant, A. (2009, January). *The Evidence for Coaching* [Powerpoint Presentation]. Coaching in Medicine and Leadership Conference 2009, Boston, Massachusetts.  
<https://www.yumpu.com/en/document/view/49095418/harvard-medical-school-the-evidence-for-coaching-institute-of->
- Grant, A.M. (2011) Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science and Business Literature (1st Jan 2011), Coaching Psychology Unit, University of Sydney, Australia
- Grant, A. (2012a). An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice. *International Coaching Psychology Review*, 7(2), 146–165.  
<https://psycnet.apa.org/record/2012-28456-001>
- Grant, A. (2012b). Coaching: An International Journal of Theory, Research and Practice. *ROI Is a Poor Measure of Coaching Success: Towards a More Holistic Approach Using a Well-Being and Engagement Framework*, 5(2), 74–85.  
<https://www.tandfonline.com/doi/abs/10.1080/17521882.2012.672438>
- Grant, A. (2013a). Steps to Solutions: A process for putting solution-focused coaching principles into practice. *The Coaching Psychologist*, 9(1), 36–44.  
<https://shop.bps.org.uk/the-coaching-psychologist-vol-9-no-1-june-2013>
- Grant, A. (2013b). The Efficacy of Executive Coaching in Times of Organisational Change. *Journal of Change Management*, 14(2), 258–280.  
<https://doi.org/10.1080/14697017.2013.805159>
- Grant, A. (2014, May 21). *Coaching as An Applied Positive Psychology: Translating Research into Practice* [Slides]. International Positive Psychology Association.  
<https://www.ippanetwork.org/2014/06/22/anthony-grant/>
- Grant, A. (2016a). Reflection, note-taking and coaching: If it ain’t written, it ain’t coaching! *The Coaching Psychologist*, 12(2), 49–58.  
<https://shop.bps.org.uk/the-coaching-psychologist-vol-12-no-2-december-2016>
- Grant, A. (2016b). What constitutes evidence-based coaching? A two-by-two framework for distinguishing strong from weak evidence for coaching. *International Journal of*

- Evidence Based Coaching and Mentoring*, 14(1), 74–85.  
<https://psycnet.apa.org/record/2016-44739-006>
- Grant, A. (2017). Conversational mapping: Coaching others (and ourselves) to better have difficult conversations. *The Coaching Psychologist*, 13(1), 34–40.  
<https://shop.bps.org.uk/the-coaching-psychologist-vol-13-no-1-june-2017>
- Grant, A. (2018). *Twenty Years of Solution-focused Coaching Research at the University of Sydney* [Slides]. The University of Sydney.  
<https://cdn-asset-mel-1.airsquare.com/aasfbt/library/2018-conf-presentations/grant-twenty-years-of-solution-focused-coaching-research-handouts.pdf?201807240550>
- Grant, A. (2019a). A personal perspective on neuro-linguistic programming: Reflecting on the tension between personal experience and evidence-based practice. *International Coaching Psychology Review*, 14(1), 45–56.
- Grant, A. (2019b). Solution-focused coaching: The basics for advanced practitioners. *The Coaching Psychologist*, 15(2), 44–53.  
<https://shop.bps.org.uk/the-coaching-psychologist-vol-15-no-2-december-2019>
- Grant, A. (2020). “Celebrating tw years of coaching psychology: Five minutes with Anthony Grant.” *The University of Sydney. Faculty of Science: News*. 28 January 2020.  
<https://www.sydney.edu.au/science/news-and-events/2020/01/28/celebrating-20-years-coaching-psychology-anthony-grant.html>
- Grant, A., & Atad, O. (2021). Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship. *The Journal of Positive Psychology*, 17(4), 532–544. <https://doi.org/10.1080/17439760.2021.1871944>
- Grant, A., & Cavanagh, M. (2004). Toward a profession of coaching: Sixty-five years of progress and challenges for the future.. *International Journal of Evidence Based Coaching and Mentoring*, 2(1), 1-16.
- Grant, A., & Cavanagh, M. (2011). Coaching and Positive Psychology. *Designing Positive Psychology*, 293–310. <https://doi.org/10.1093/acprof:oso/9780195373585.003.0019>
- Grant, A., 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. <https://doi.org/10.1080/17439760902992456>
- Grant, A., & Gerrard, B. (2019). Comparing problem-focused, solution-focused and combined problem-focused/solution-focused coaching approach: solution-focused coaching questions mitigate the negative impact of dysfunctional attitudes. *Coaching: An International Journal of Theory, Research and Practice*, 13(1), 61–77.  
<https://doi.org/10.1080/17521882.2019.1599030>
- Grant, A., & Greene, J. (2002, December 15). *Coach Yourself: Make Real Changes in Your Life* (2nd Edition) (2nd ed.). Pearson Education Canada
- .Grant, A., & Greene, J. (2003, July 31). *Solution-Focussed Coaching : A Manager’s Guide to Getting the Best from People*. Pearson Education Ltd.
- Grant, A. M., & Hartley, M. (2013). Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *Coaching: An International Journal of*

- Theory, Research and Practice, 6(2), 102–115.  
<https://doi.org/10.1080/17521882.2013.824015>
- Grant, A. M., & Leigh, A. (2006). *8 Steps To Happiness: An Everyday Handbook*. Melbourne University Publishing.
- Grant, A. M., O'Connor, S. A., & Studholme, I. (2019). Towards a Positive Psychology of Buildings and Workplace Community: the Positive Built Workplace Environment. *International Journal of Applied Positive Psychology*, 4(1–2), 67–89.  
<https://doi.org/10.1007/s41042-019-00019-2>
- Grant, A., & O'Connor, S. (2019). A brief primer for those new to coaching research and evidence-based practice. *The Coaching Psychologist*, 15(1), 3–10.
- Green, L. S., LG Oades, AM Grant (2006). “Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being and hope,” *The Journal of Positive Psychology*.
- Grant, A M, Passmore, J, Cavanah, M, and Parker, H.(2010) The State of Play in Coaching Today: A Comprehensive Review of the Field. *International Review of Industrial and Organisational Psychology 2010*, 25, 125–168.
- Grant, A. M., & Spence, G. B. (2010). Using coaching and positive psychology to promote a flourishing workforce: A model of goal-striving and mental health. In P. A. Linley, S. Harrington, & N. Garcea (Eds.), *Oxford handbook of positive psychology and work* (pp. 175–188). Oxford University Press.
- Green, Suzy, Obituary: Professor Anthony Grant, Coaching at Work. (2020);  
<https://www.coaching-at-work.com/2020/03/01/obituary-prof-anthony-grant/>
- Institute of Coaching. (n.d.). *Anthony Grant PhD*.  
<https://instituteofcoaching.org/anthony-grant-phd>
- Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2015, April 15). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2).  
<https://doi.org/10.1111/joop.12119>
- Leach, C., Green, L., & Grant, A. (2011). Flourishing Youth Provision: The Potential Role of Positive Psychology and Coaching in Enhancing Youth Services. *International Journal of Evidence Based Coaching and Mentoring*, 9(1), 44–58.  
<https://www.semanticscholar.org/paper/Flourishing-Youth-Provision%3A-The-Potential-Role-of-Leach-Green/851b435fb658d545cd7799e48f578de91d3c74c1>
- Lyubomirsky, Sonia, and Grant A.M. (2012) “On Building Hope.” Video program aired 15 Feb 2012; <https://youtu.be/wrJ8i5nU0mU>
- Madden, W., Green, S., & Grant, A. (2011). A pilot study evaluating strengths-based coaching for primary school students: Enhancing engagement and hope. *International Coaching Psychology Review*, 6(1), 71–83. <https://psycnet.apa.org/record/2011-11715-006>
- Martenstyn, J., & Grant, A. (2022). An online, comparative effectiveness trial of mental contrasting with implementation intentions (MCII) versus solution-focused coaching (SFC) questions. *Coaching: An International Journal of Theory, Research and Practice*, 15(1), 60–84. <https://doi.org/10.1080/17521882.2021.1890166>

- NetflixTVSeries. (n.d.). *Making Australia Happy*. Netflix TV Series.  
<https://www.netflixtvseries.com/tv/51558/making-australia-happy>
- O'Connor, S., & Cavanagh, M. (2020). *Webinar: Special Tribute to Anthony Grant: A Review of the Contribution of the Coaching Psychology Unit at Sydney University*. Institute of Coaching.  
<https://instituteofcoaching.org/resources/webinar-special-tribute-anthony-grant-review-contribution-coaching-psychology-unit-sydney>
- Prywes, Yaron (2020) 5 Highlights from University of Sydney's Evidence-based Coaching Conference, Source:  
<https://www.linkedin.com/pulse/5-highlights-from-university-sydneys-evidence-based-coaching-prywes/>
- Selwyn, J., & Grant, A. (2019). Self-regulation and solution-focused thinking mediate the relationship between self-insight and subjective well-being within a goal-focused context: An exploratory study. *Cogent Psychology*, 6(1).  
<https://doi.org/10.1080/23311908.2019.1695413>
- Smith, M., van Oosten, E., Boyatzis, R., Grant, A., Passarelli, A., Taylor, S., & Moore, S. (2019). Desired Outcomes in Coaching: Coaching for “Sticky” Intentional Change. *Academy of Management Proceedings*, 2019(1),  
<https://doi.org/10.5465/ambpp.2019.15537symposium>
- Sorensen, S. L. (ed.) 2022, *Professor Anthony Grant In His Own Words*, [Video], EMCC Global Research Conference. Belgium, NL Compilation and abridgement of Dave Williams (2018), Thought Leader Series with Professor Anthony Grant (1-4).
- Sorensen, S. L., and Lerotić Pavlik, N. (2022) *Honoring the Life, Legacy, and Work of Professor Anthony Grant*, [Video], EMCC Global Research Conference. Belgium, NL.
- Stober, D. R, and Grant, A. M. (2006). *Evidence based coaching handbook: Putting best practices to work for your clients*. John Wiley & Sons Inc.
- Theeboom, T., Beersma, B., & van Vianen, A. E. (2013, September 13). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*, 9(1), 1–18.  
<https://doi.org/10.1080/17439760.2013.837499>
- The University of Sydney. (2020, February 7). *Vale Professor Anthony Grant*.  
<https://www.sydney.edu.au/science/news-and-events/2020/02/07/vale-professor-anthony-grant.html>
- Williams, D. (2018, July). Part 1 Professor Tony Grant Part 1 of 4 Thought Leader July 2018 [Video]. YouTube. Retrieved September 7, 2022, from  
<https://www.youtube.com/watch?v=IVK03Y2VgzU>
- Williams, D.. (2018, July). Part 2 Professor Tony Grant Part 2 of 4 Thought Leader July 2018 [Video]. YouTube. Retrieved September 7, 2022, from  
<https://www.youtube.com/watch?v=B4-MVSQVuRI>
- Williams, D. (2018, July). Part 3 Professor Tony Grant Part 3 of 4 Thought Leader July 2018 [Video]. YouTube. Retrieved September 7, 2022, from  
<https://www.youtube.com/watch?v=fEz1-QxopJk>

Williams, D. (2018, July). Part 4 Professor Tony Grant Part 4 of 4 Thought Leader July 2018 [Video]. YouTube. Retrieved September 7, 2022, from [https://www.youtube.com/watch?v=DzynG8\\_w6z4](https://www.youtube.com/watch?v=DzynG8_w6z4)