

Client, Persuade Thymself: Coaches' Use of Verbal Persuasion to Help Clients Get "Unstuck"

"Whether you think you can, or think you can't, you're right." – Henry Ford

Abstract

Research shows that many clients seek coaching to tackle low self-confidence or self-esteem (ICF, 2009). Coaches may wonder how to consistently create successful coaching interventions to address their client's needs. Self-efficacy, or a client's belief in their ability to achieve a specific outcome (Bandura, 1977), is often used to measure self-confidence, and thus may provide coaches an entry point for coaching intervention design. Self-efficacy can be influenced by a simple tool called verbal persuasion, or how a coach can lead a client to believing they can take on a challenge that has overwhelmed them in the past (Bandura 1977). This study examines how organizational and leadership coaches use verbal persuasion to increase clients' self-efficacy, including how they select the verbal persuasion tools, how they use them, and potential down sides of verbal persuasion. This study found that coaches may intuitively select tools based on the obstacle the client needs to overcome and may be influenced by both coach and client preferences during the selection. When using verbal persuasion, coaches may find a natural balance of tools that help the client create a new vision, while spurring action. Coaches often remove themselves as a source of data, instead giving the client the autonomy to make sense of data generated by themselves or external sources. Coaches warned of the risks that verbal persuasion can soften the message that the client has a skill gap, create too large a gap to fill, and can be ineffective if the coach does not understand the client. Coaches report this approach of verbal persuasion tool selection and use seems to help clients gain momentum toward their goal.

Introduction of the Question and Methodology

Introduction of Question

Research indicates that more than 40% of clients engage coaches to address low self-esteem/low self-confidence (ICF, 2009). With 80% of clients reporting an increase in self-confidence as a result of coaching, professional coaches may wonder what has led to that increase in self-confidence and how they can recreate that outcome with other clients (ICF, nd.; DeHaan, Duckworth, Birch, Jones, 2012).

In research, self-efficacy is often used interchangeably for self-confidence for two main reasons, including their conceptual similarity, as well as the lack of an effective self-confidence construct to measure. Thus, as coaches look for ways to address client's low self-confidence, self-efficacy may be a suitable substitute (McCormick, 2001).

Self-efficacy is a person's belief in their effectiveness to achieve an outcome and impacts how people think, feel and act (Bandura, 1977; Bandura 1994). Self-efficacy beliefs arise prior to taking on a task and tend to focus on the ability to complete the task (rather than a personality trait) and on task mastery over results (Moen & Allgood, 2009). Self-efficacy impacts the challenges an individual takes on, the amount of effort they will put into those challenges, their level of persistence when they encounter obstacles, and the degree of success they will have with the task (Bandura & Adams, 1977; Malone 2001). A sense of efficacy comes from four primary sources: performance accomplishments, watching others successfully perform, verbal persuasion and the individual's framing of their stress response (Bandura & Adams, 1977). The data collected from these experiences and information can change one's self-efficacy, indicating self-efficacy is malleable (Gist & Mitchell, 1992).

Verbal persuasion is a form of influence that can shift an individual's self-efficacy (Bandura, 1977). It is defined as "When people are led, through suggestion, into believing they can cope successfully with what has overwhelmed them in the past" (Bandura, 1977, pg. 198). While verbal persuasion is often used in an impromptu manner, when it is used strategically, however, it can change an individual's perception of

their ability, result in higher effort, and increased wellbeing while decreasing distress and fatigue (LaMarche, Gammage & Adkin, 2011; Applebaum, 1996; Hutchinson, Sherman, Martinovic & Tenenbaum, 2008).

Self-efficacy has a robust body of research supporting it; however, very little research has focused in depth on verbal persuasion. As a result, verbal persuasion lacks clear definition or understanding of why it works. Furthermore, while research shows coaching can increase self-efficacy (Malone, 2001; Thach, 2002), there is a paucity of research specifically exploring increasing self-efficacy through the use of verbal persuasion in the coaching context.

The purpose of this research is to understand how organizational and leadership coaches use verbal persuasion to increase their client's self-efficacy and the results they create. This research aims to help coaches strategically incorporate verbal persuasion into their client interactions when faced with a client struggling with low self-efficacy.

Methodology

The research was designed as a qualitative study so the author could have conversation with coaches about how they used verbal persuasion tools and to better understand the nuances of their individual approaches (O'Leary, 2014). Primary data was collected through semi-structured interviews, which allowed the author to collect standard data from each participant, but give room for follow-up questions to explore different aspects of each participant's response (O'Leary, 2014). The interviews were an average of 40 minutes in length and were conducted and recorded via Uber conference call technology. Following the interview, each interview was transcribed in detail using Wreally.com's Transcribe technology.

Each participant was provided a list of verbal persuasion tools via Google Calendar invitation or e-mail prior to the interview (See Appendix A). At the start of the interview, the participant was invited to identify a client who they considered to have low self-efficacy in a topic related to the client's work life. The participant then was asked to identify the top two verbal persuasion tools they used with this client. The interview explored the use of the tools, reported attitudinal and behavior changes, and the coach-client relationship.

Ten coaches were recruited to participate in the study using the researcher's personal network. To participate, coached needed to meet the following eligibility criteria:

- certified by a coaching education or training program
- practiced at least two years
- completed at least 10 client engagements
- currently working with at least one client
- provide organization and leadership coaching (as opposed to life coaching)
- speak English
- have a phone OR have a computer and internet line that can be used for an interview
- have an e-mail account

Analysis & Results

The transcripts were coded using grounded theory coding. A round of initial coding was conducted, allowing the codes to emerge through careful review of the data (Charmaz, 2006; Glaser & Strauss, 1967). This inductive approach allowed patterns, themes and categories to reveal themselves (O'Leary, 2014). Following initial coding, the researcher conducted several rounds of focused coding based on the core themes that emerged during the initial coding (Charmaz, 2006). During this phase, similar codes were analyzed together to identify subcategories, categories and overarching themes. Finally, themes were analyzed through theoretical coding in order integrate the themes into a coherent model (Charmaz, 2006; Glaser, 1978).

Verbal Persuasion Model

Coaches interviewed for this study indicated that verbal persuasion, if used well, is an important coaching tool. They described verbal persuasion as “impactful,” “a key component in coaching,” “critical.” One coach went so far to say verbal persuasion is “our job” as coaches. Their responses indicated some consistency in identifying clients with low self-efficacy, their selection of verbal persuasion tools, how the tools are used and the results they achieved. They also identified risks that could occur during the selection and use of verbal persuasion tools. This analysis will explore these elements of verbal persuasion, as captured in Figure 1 below.

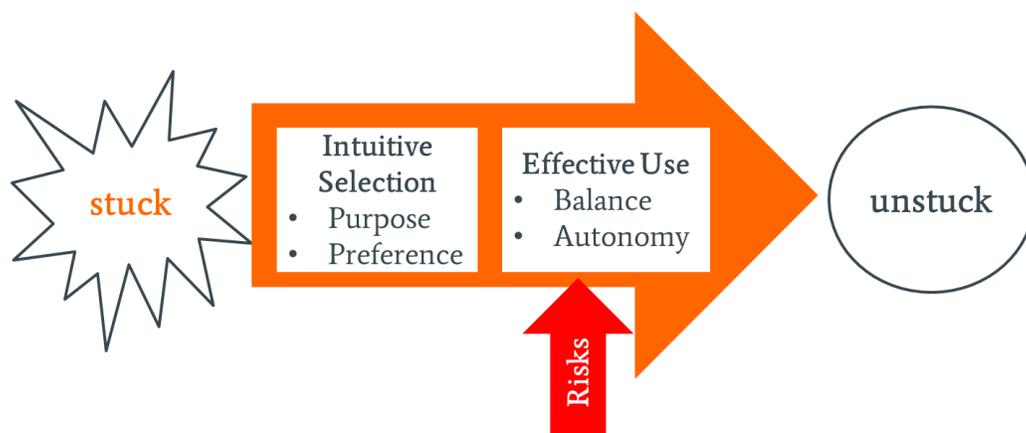


Figure 1. Coach approach to verbal persuasion

Indicators of Low Self-Efficacy: Lack of Momentum

Most coaches (7 out of 10) estimated that between 50% and 100% of their clients had low self-efficacy. Coaches often talked about their client’s low self-efficacy showing up as a lack of forward momentum. Many coaches described their client’s experience at the beginning of the engagement as “stuck,” “locked” or “lost” in their present state and unable to move forward on their own. For example, one coach indicated a client was not making progress on a specific task, quoting the client from one session who said: "I'm really stuck on this." Another coach described often choosing to use verbal persuasion because his clients are “stuck.” Others described the lack of momentum as an inability to see that “it’s not going to always be like this,” or “they don’t have to continue living like this” and the associated hopelessness that goes with that lack of control. Still others used an analogy of being “locked” or “lost” – unable to determine what to do or where to go next -- to indicate how the client felt before receiving verbal persuasion. All these analogies described clients who were looking to the coach to help them move past their current low self-efficacy.

This lack of momentum toward their goal led to, or perhaps was created by, what might be considered symptoms: limiting thoughts, strong feeling and inaction. When asked how they knew a client had low self-efficacy, coaches described:

- **Limiting Thoughts** - Several clients expressed they simply “can’t do it,” using clear language to unequivocally indicate their low self-efficacy. They often self-diagnosed the need for coaching assistance, recognizing that limiting beliefs or fear held them back from taking action. Others used more subtle language that flagged low self-efficacy to the coach. For example, negative self-talk like "I haven't done this before, I don't know what I'm doing" or "I'm not actually sure why they put me in this role" served as a signal of low self-efficacy for several coaches.
- **Strong Negative Feelings** – Coaches described the strong emotions many clients experienced that were perceived as indicators of low self-efficacy. Several clients cried as they described their challenge. Others described experiencing a hopelessness, listlessness or lack of confidence.

Another client felt like a victim of her situation while another experienced an anxiety or upset to indicate “he was up against himself.”

- **Inactions** - Some clients were unwilling or unable to perform actions to create the result they desired to achieve. For example, one client froze up every time he presented in front of the CEO. Another simply would not make the task a priority, letting “fires” take priority over this task that challenged him. Still another client made up excuses to avoid moving toward her goal.

Coaches talked about clients experiencing at least one of these (limiting thoughts, strong negative feelings or inaction), and sometimes two or all three of these symptoms prior to entering the coaching relationship. One coach gave an example of how her client exhibited limiting thoughts, strong negative feelings and inaction:

Whenever we would start talking about how to move forward, she would actually start to cry. In terms of "I can't do it... I don't know how to do it." And a lot of making up excuses as to why she can't do it. (Coach 6)

Organizing construct

All coaches were given a list of 11 verbal persuasion tools (praise, encouragement, stories, positive feedback, providing evidence, providing testimonials, strengths, past achievements, coaching achievements, future creations and positive self-talk). Each coach identified two verbal persuasion tools they had used during their coaching engagement with their chosen client, though many of them had a difficult time narrowing down the list to two and indicated an overlapping or interconnected quality to the tools. One coach offered, “I don't know, I could probably point to almost all of these,” later indicating “These examples are so intertwined they are hard to sometimes pull apart.”

Despite the coaches viewing the tools as intertwined, it was possible to organize them on a matrix with two axes based on the coaches’ description of their use of the tools:

- Inward or Outward Focus - the direction in which the tool asks the client to look. The outward focus tends to focus the client forward and have a generative quality. The inward, which tends to focus internally and have a reflective quality.
- Self or Other Source - from where the data is generated. The Self end of the Source axis indicates an internal belief or view held by the client, while the Other source indicates data provided by an external source other than the client.

The verbal persuasion tools tend to fall within one of the four corresponding quadrants Outward Focus/Inner Source: future creation; Outward Focus/Other Source: encouragement; Inward Focus/other source: providing evidence, positive feedback, stories; and Inner Focus/Self Source: strengths and positive self-talk (Figure 2).

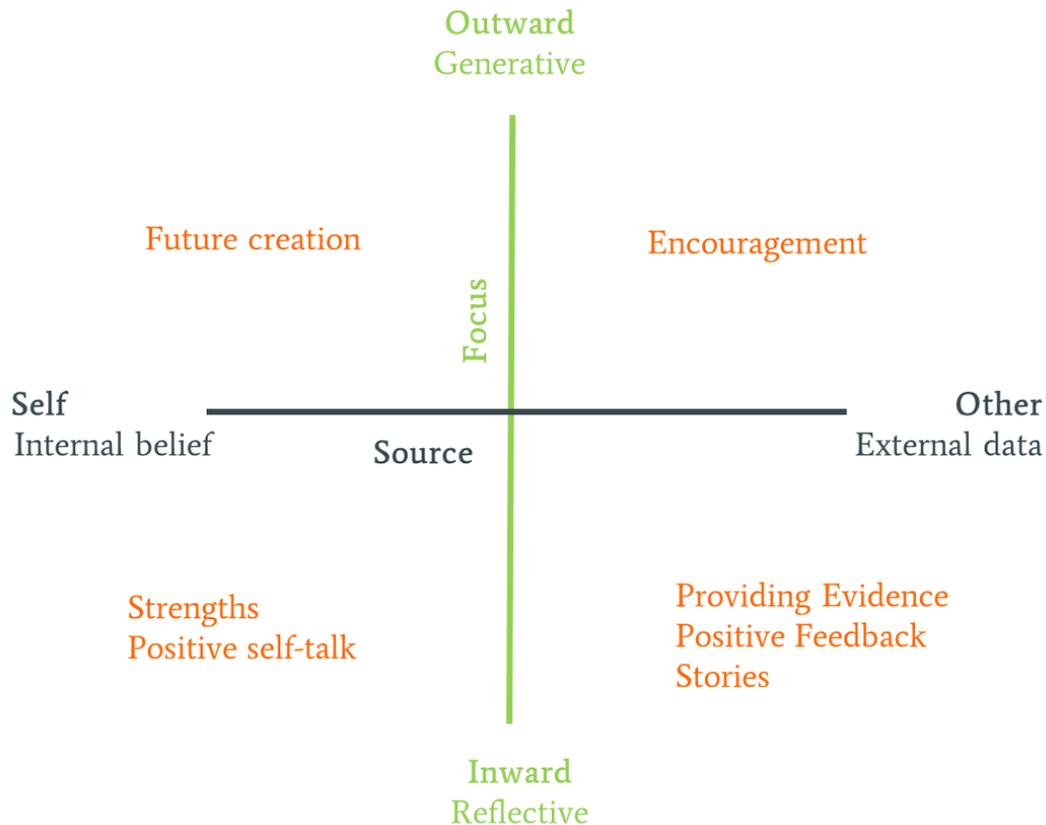


Figure 2. Verbal persuasion tools organizational construct

Note: Of the list of verbal persuasion tools, only those tools selected by the coaches were mapped. Several tools (praise, providing testimonials, past achievement and coaching achievement) were not selected by any of the coaches and therefore not mapped or analyzed.

Verbal Persuasion Tool Selection

Intuitively Purposeful

Three coaches acknowledged their selection of verbal persuasion tools may not have been conscious, but rather based on intuition. For example, one said “I can't say that in the moment, ‘I'm going to use Future Creation right now.’” Another said “I sensed that he needed it” in explaining his selection of the verbal persuasion tool.

Though intuitive, it appeared coaches selected verbal persuasion tools to address specific limiting beliefs, strong negative feelings or inaction to achieve specific goals such as creating possibilities, increasing effort, reframing and seeing personal value (Figure 3).

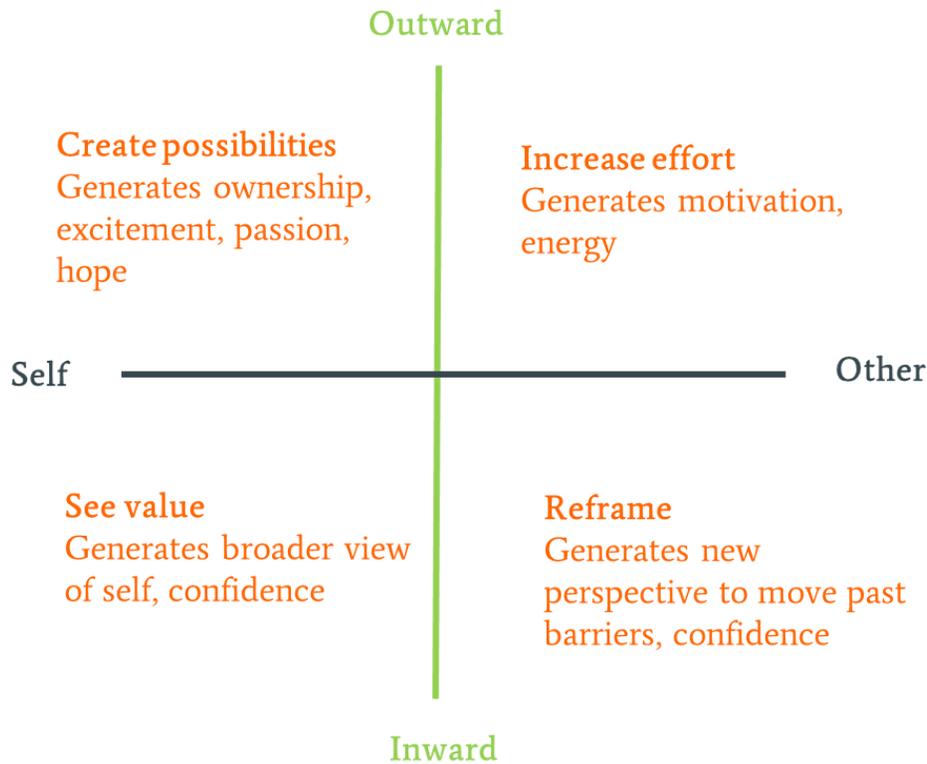


Figure 3. Verbal persuasion tool value

To create possibilities

The Outward Focus, Self Source tool, **Future Creation**, was often used to generate possibilities. Coaches used Future Creation to battle hopelessness, frustration and the feeling of being stuck. They tightly linked Future Creation with visual metaphors, often discussed in terms of imagination, visualization or the client creating a picture in their mind's eye. Many used probing questions to help the client think more creatively to generate a new image of the future.

I used probing questions to get them to imagine or define success I guess. Like create a picture in their mind, as well as to be able to articulate to me the behaviors, interactions, what came out of this future state. (Coach 3)

And then I asked her to take a look out into the future and to put a ... blank canvas in front of you and you pick up a brush and you start creating with that brush. Now what kind of a picture do you see forming of what your work day was like? (Coach 7)

Future creation tended to generate a feeling of ownership in the clients.

I think that they had now a picture that they could tweak. That they felt empowered to take home and re-do, or as I said, to look at those elements in that vision - maybe for the first time. (Coach 7)

She created it. So then she could kind of rally toward it as something she wanted to achieve. Or at least something that was motivating to her. (Coach 3)

Use of the tool seemed to generate an excitement, motivation, passion or hope. Through the use of Future Creation, clients tended to shift from a feeling of being unable to escape their situation to a sense of possibility. One coach indicated her client felt “some self-confidence to believe it was possible.” Another coach used Future Creation to remove limits and “live in this world of possibility.” Several coaches described a spark of energy, excitement and motivation, such as the one below:

So I asked a lot of follow up questions to really kind of dig deep and the idea is to make this a really sticky thought. A very exciting, sticky thought. And when the future feels so compelling and so close, you know, it hopefully motivates you to want to do something about it. (Coach 10)

To increase effort

The Outward Focus, Other Source tool, **Encouragement**, tended to be used to get a client who was unable to move forward to increase their effort level. One coach described that his client would “freeze up” prior to presenting to the CEO. To counter that, the coach used encouragement by reminding the client of his unique qualities and the faith the CEO had in his work. The coach felt encouragement was “critical” because it was the CEO who could “really can just stop so many people in their tracks.” A second coach indicated a similar use of encouragement to inspire forward movement in the direction of the client’s goals:

Sometimes encouragement is when someone is frustrated and feeling sad or hurt or upset or daunted. And then encouragement is "you can do this" and "it's worth it." Or whatever the thing is. They either don't believe in themselves or they're not sure they want it anymore. So encouragement is kind of putting them back on the path that they already want to go on. (Coach 2)

The coaches who used encouragement found it generated a motivation or a willingness to “try harder” and “try different things.”

To reframe

The Inward Focus, Other Source tools, **Providing Evidence, Positive Feedback and Stories**, primarily used data to reframe limiting beliefs. For example, when using the Providing Evidence tool, coaches spoke of offering data so the individual senses more progress:

When you are able to look back and you see a trail of evidence to the fact that hey, you've done this before in different situations. And the person feels like they're not starting from zero. You already have a foundation you're building from. (Coach 10)

In Providing Feedback, coaches described sharing positive feedback collected from others through 360s or interviews, as well as from first-hand observations of the client’s performance. This data helped the client assess their performance using more balanced data points, rather than their own critical view. Similarly with Stories, they were able to take facts from the individual’s life to make links between their current situation to start to see his challenge differently.

I have a deep reservoir of career and life history information from my initial intake interview with him that is frequently able to bring to life an experience from his own story - from his own life story - to position this issue...whatever this issue is...relative to something he's already had experience with in his life. (Coach 5)

To see value in self

The Inward Focus, Self Sourced tools, **Strengths and Positive Self-Talk**, promote the client’s creation of a broader view of themselves so they start to see or acknowledge their inherent value. For example, one client used Strengths to help a client move past the fear of being judged to be inferior.

I remember emphasizing to him that he really was...that he really had sort of a sterling capacity to him....he was moving up within this organization, he was dealing with people who had come from

a lot more backgrounds with advantage and privilege in it. He felt very out of his element...I remember telling him he was a thoroughbred. Like "You've got it. You have what it takes to do this. You've got a high intelligence. You've got a strong will. You've got tremendous endurance." (Coach 2)

Similarly, several coaches challenged negative thinking through the tool of **Positive Self-Talk**. They challenged the client's unhelpful thinking – dubbed by one coach as the “gremlin” – by encouraging clients to be conscious about the thoughts they choose so they select a more helpful frame on themselves or their situation.

I always talk about "what is the gremlin saying" ... I'd catch her when she would be giving negative self-talk to herself. I'd say "Listen to what you just said....oh my god....don't talk about like that to yourself. (Coach 6)

Preference: Coach-centric or Client-centric

While coaches chose verbal persuasion tools to achieve a specific goal or outcome, they also spoke of choosing the tools based on both coach and client preferences. Some reported considering the client's personality, values or present needs. They also talked about an instinct to use a tool because it was their personal preference, aligned with their beliefs or training. Based on the interviews with coaches, the researcher observed that verbal persuasion tool selection seemed to fall on a spectrum that ranged from coach-centric to client-centric preferences (Figure 4). There were several examples of coaches who noted tool selection for a both a coach *and* client centric reasons. In no case did a coach only cite coach-centric reasons for tool selection and several times the same coach offered a coach- and client-centric reason for the same tool.

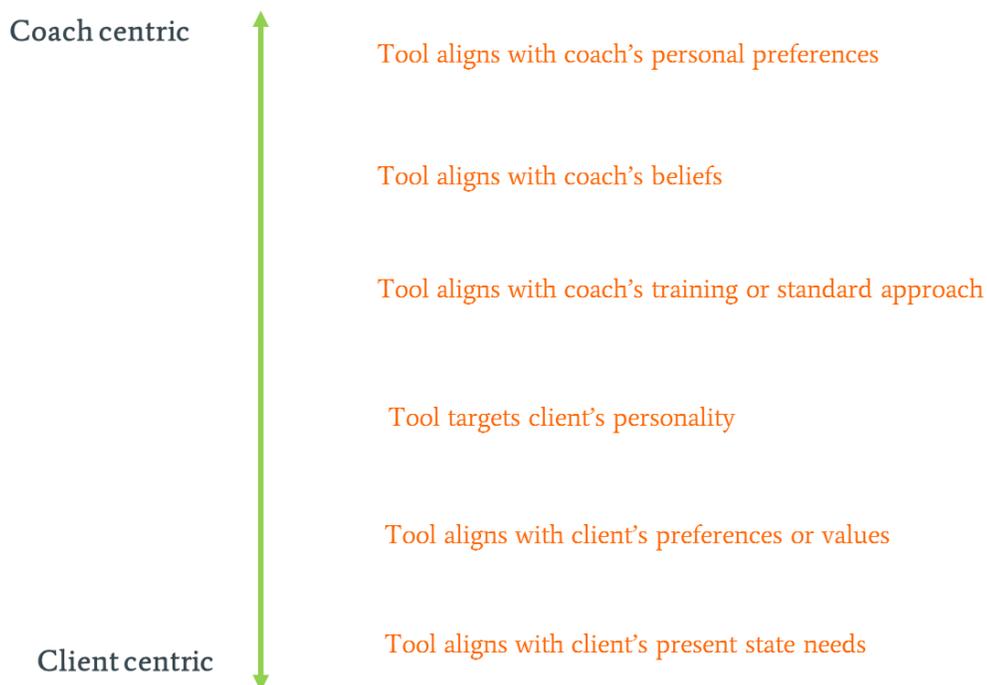


Figure 4. Coach v. client-centric tool selection

Some coaches' verbal persuasion tool use was driven by their experience in receiving verbal persuasion. These coaches described a deep sympathy for the client's challenge, often having experienced a similar challenge themselves. Knowing what verbal persuasion tools others have successfully used with them, they chose to use it with their client. They may also acknowledge that the tool fits their personality or personal preferences, gaining value from the use of it in their own lives.

Because I think - well part of it is I know when I'm encouraged, I want to try again and try harder, so it feels good to do for someone else what I know makes me feel good. (Coach 2)

Probably because my personal belief based on my own experiences and my own self talk is if you don't address that negative self-talk, really nothing else is going to work. (Coach 6)

My first reaction is because I think that is naturally something I'm drawn to. There's a positivity to it and a hopefulness. (Coach 9)

This spirit of service underlies those coaches who choose verbal persuasion strategies based on their coaching philosophies. They are driven to be a certain way in the world by their personal or coaching beliefs. Their verbal persuasion approach is simply an extension of what they personally believe to be true or possible. The following excerpts offer a window into that thinking:

I mean some of it is hard to pull out from my personality and my belief in my coaching tools. Because some of my - the way I want to be in the world - is to look at...to believe I can be the best version of myself and show up in that way. And so I talk to myself about that. (Coach 4)

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So I think part of it is philosophical, so I tend to be more strengths oriented with people. You know, I tend to think about what it is you can bring forward to solve. (Coach 3)

While some may use their personal philosophies to inform their verbal persuasion approaches, others may leverage their formal training as the basis for their verbal persuasion approach. They may have a standard process through which they take all clients. This process may have been designed based on the process which they learned in their coaching certification or other trainings. They may leverage additional trainings they have pursued after their certifications. Their verbal persuasion strategy seems to be an effort to test out what they learned during their trainings and use it to address the challenge of low self-efficacy.

Many coaches also cited client-centric reasons for choosing a particular tool. For example, in choosing Providing Evidence, several noted they chose it based on their client's preference for analytical thinking.

So his personality type is that from a Myers Briggs standpoint, he's an ENTP so I know he gravitates toward the thinking process, analytical process and I know he's intuitive so that if I could get him moving in that direction with data I thought that would be - he could anchor himself in how bad it is. Or how significant his gap is developmentally and be more willing to close that gap because it was identifiable. So that evidence, I thought was going to be useful to him. (Coach 5)

Other coaches chose to frame their verbal persuasion tools in the client's values or qualities the client admired in themselves, based on their deep understanding of the client's needs, strengths and history. One coach talked about how her client was drawn to the idea of framing her challenges in the context of her strengths:

OK I'll focus on what I know I can do well, and if I can frame that problem that way, I know it'll help me work on other things. The whole strengths based approach helped her have more self-efficacy. (Coach 3)

Instead of looking back, other coaches used their understanding of the client's present state to meet the client where they are today to get them past it. Instead of pushing them to go somewhere they were not

comfortable, the coach instead chose to step into the space where they were today so they could take small steps toward tomorrow's goals.

Verbal Persuasion Tool Use

Seeking balance

While coaches seemed to select tools based on an intuitive purpose and preference, the selection appeared to lead to a natural balance in approach. Coaches typically found a balance of tools on the Focus axis (Outward/Inward) or Source axis (Self/Other), or both. Please see Figure 5 for the pairings and balance of the verbal persuasion tools the coaches selected.

Coach	Tool 1	Tool 2	Balance
1	Encouragement	Positive feedback	Focus
2	Encouragement	Strengths	Focus & Source
3	Strengths	Future creation	Focus
4	Future creation	Positive self-talk	Focus
5	Providing evidence	Stories	None
6	Positive self-talk	Providing evidence	Source
7	Future creation	Providing evidence	Focus & Source
8	Providing evidence	Future creation	Focus & Source
9	Future creation	Providing evidence	Focus & Source
10	Providing evidence	Future creation	Focus & Source

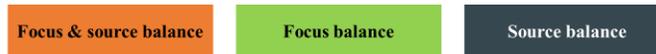


Figure 5. Coach tool selection

When considering both axes, there was a mix of focus and source balance:

- Five coaches used a Focus & Source balance (Coaches 2, 7, 8, 9, 10),
- Three coaches chose Focus balance (Coaches 1, 3, 4)
- One coach chose Source balance (Coach 6)
- One coach who chose tools in the same Focus and Source quadrant (Coach 5).

The most common selection of tool pairs was Future Creation and Providing Evidence (Coaches 7, 8, 9, 10), demonstrating both a Focus and Source balance. Eight coaches chose tools with a Focus axis (Coaches 1, 2, 3, 4, 7, 8, 9, 10), making the Outward/Inward Focus dichotomy the most frequent element coaches chose to balance. One coach selected two tools in the same quadrant, both in the Inward Focus/Other Source quadrant. Figure 6 below graphically depicts the verbal persuasion tool selection.

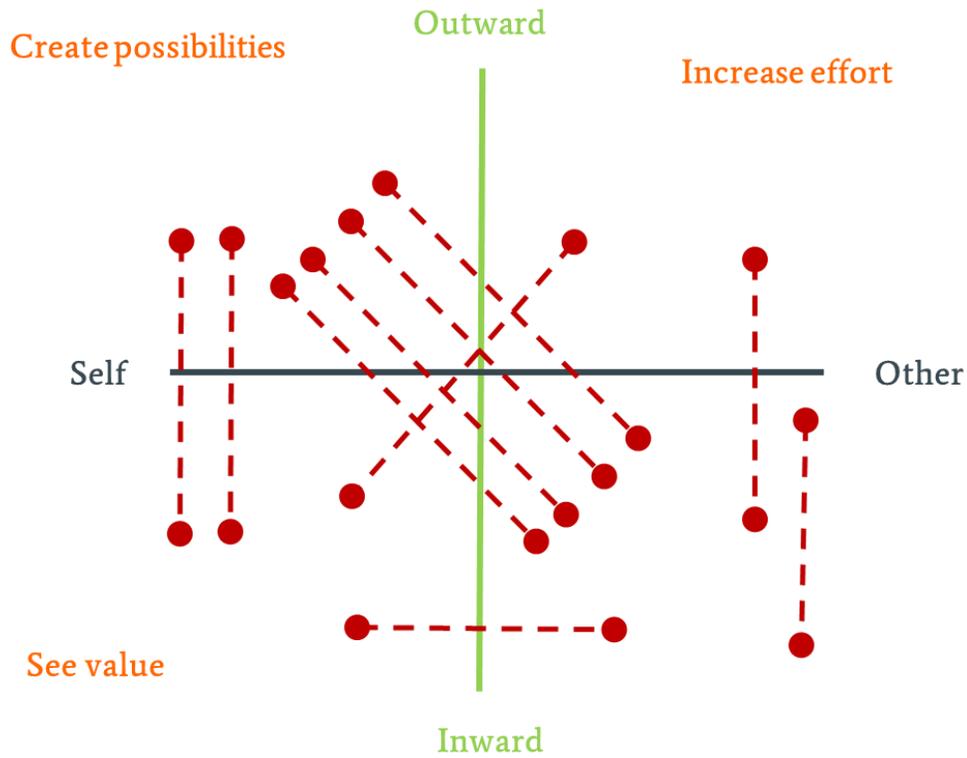


Figure 6. Graphic depiction of verbal persuasion tool balance

Focus Axis: Inspiring Action through a New Vision

The Focus axis seemed to represent a polarity that coaches found valuable to clients because it created a new vision – either of their existing selves or their future – and that vision seemed to generate a propulsion forward. Coaches used frequent vision and action metaphors, giving a supporting signal about the purpose of this balance of verbal persuasion tools on the Focus axis. With coaches selected Outward focused tools eight times and coaches selecting Inward focused tools 12 times, there appeared to be a slight favor toward reflective tools (Figure 7).

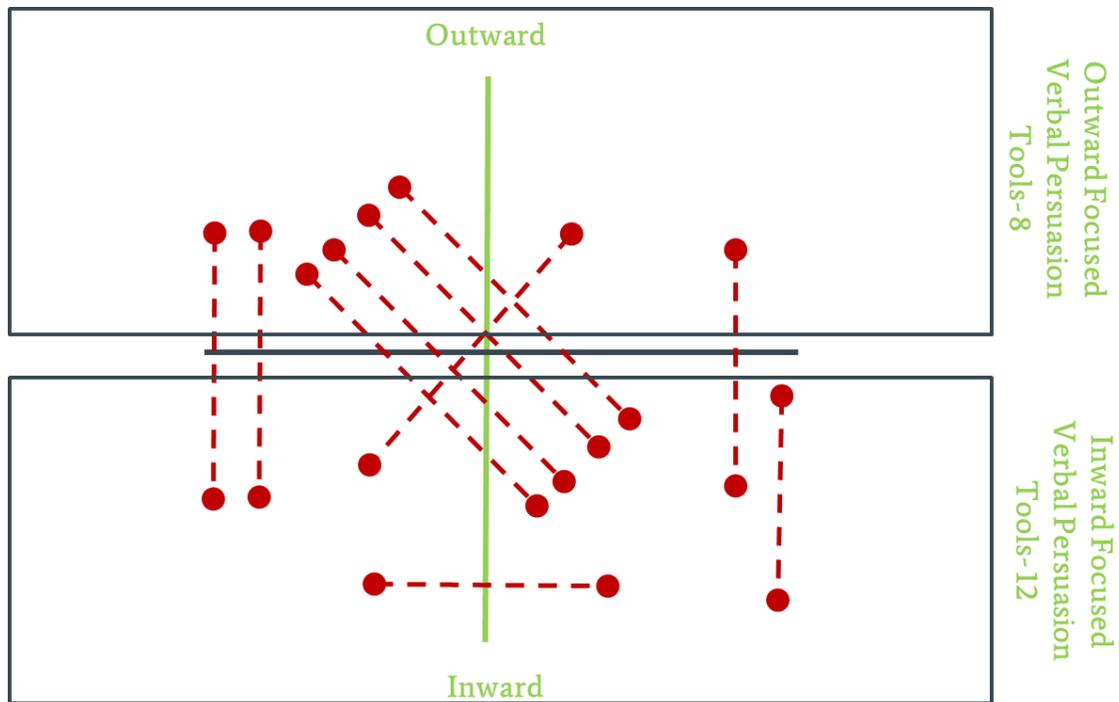


Figure 7. Choice of Outward Focused (8) v. Inward (12) Focused Tools

Vision Language

The choice of Inward and Outward Focus tools may be understood when looking at the language coaches tended to use when describing them, which frequently made reference to “vision” and “action.” In many cases, the Inward Focus tools (Strengths, Positive Self-Talk, Providing Evidence, Positive Feedback and Stories), helped challenge existing assumptions or limiting beliefs about the self. In discussing Positive Self-Talk, one coach challenged her client in the moment to get distance from the negative self-talk by figuratively taking a new view:

She'd be telling me about a challenge or something. "Ok so if you just pause for a second and you kind of go to the balcony and you look down at yourself in this situation. "What do you want to say to yourself?" (Coach 4)

Coaches used Strengths to help point out valuable qualities in their clients. These coaches use vision language to discuss the use of Strengths:

... To see the bigger qualities underneath the cultural things that he was working through...He liked that picture of himself. He wanted to live into that vision I had for him. (Coach 2)

So then she could recognize "you're right, that is important to me. That's how I view the world so then this is a goal." She could start to see where that something was dominating where you sort of start to see the dark side of that strength coming out. (Coach 3)

Several coaches used the Providing Evidence tool to help the client see themselves or the situation in a new light or to shift the gaze.

I used it as a means to pull him out of that downward gaze. Again, to shift the focus on "ok when did it go well?" And to bring that light, positivity. (Coach 9)

So specifically, to coach him in this situation, it - that is just the way to help him reframe is through evidence and a little bit more data as opposed to feelings or emotions. (Coach 8)

Action Language

Others described using language to show progress when using the Providing Evidence tool. For example, they talked to clients about "Look how far you've come," "you've managed that before," or providing a "trail of evidence" to show "it's within reach...it doesn't feel too far away." Similarly, Positive Feedback was used to show a client was "set up to succeed" or "making progress...that in this journey he was making progress and getting better." Another coach used stories because she felt they "would be a fast route to success with him."

The Outward Focus tools, Future Creation and Encouragement, similarly helped to create a new vision, but with a sense of forward momentum or action. Coaches discussed Future Creation in powerful vision terms, as described below (also presented earlier in this paper):

What I do is like a visualization putting a blank canvas in front of you and you pick up a brush and you start creating with that brush. Now what kind of a picture do you see forming of what your work day was like? (Coach 7)

...Once we started down the path and she was able to describe what an ideal future state was, it almost like having that vision in mind allowed her to have some self-confidence to believe it was possible. (Coach 3)

Those who use Encouragement talked about the tool allowing the client to "try different things." Another coach observed that Encouragement tends to spur action, offering "if you give people attention for doing something good, they are likely to do it again."

Zoom In, Zoom Out

One coach seemed to nod to this value of Focus balance, describing Outward and Inward focus as zooming in and out:

There were times when we were talking about a challenge.... Ok so how would you want that to be different? We could also go to the future piece and kind of zoom in and out. (Coach 4)

Another coach described using Focus balanced tools of Future Creation and Providing Evidence as a way to change perspective on the future, as well as challenge lack of momentum:

So it's kind of using it at microscope and telescope level. Like let's use it at the microscope level of this one particular interaction. But you know once they are able to get their imagination going a little bit, then let's take it back out to telescopically - career, life, all the different aspects on the wheel of life. (Coach 8)

Source Balance: Coach as Conduit

Coaches found a balance of verbal persuasion tools sourced by the client themselves (Self) or by someone other than the client (Other). Figure 8 indicates that coaches chose an even split of tools that were self-generated (10) versus other-generated (10).

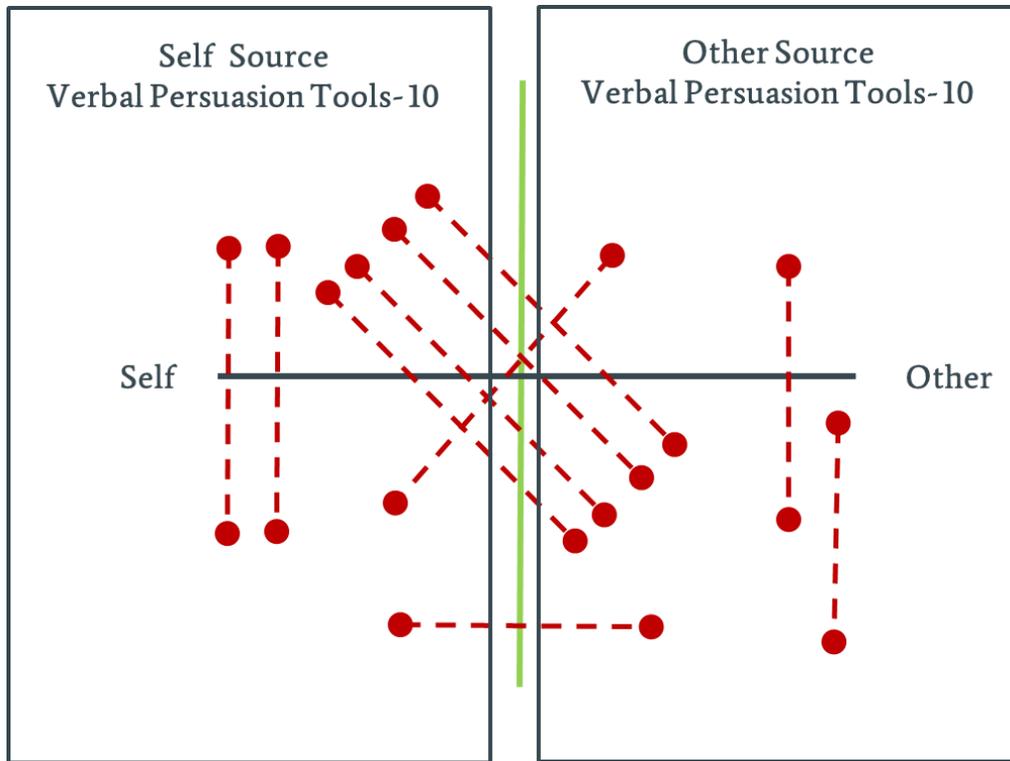


Figure 8. Choice of Self Sourced (10) v. Other Sourced (10) Tools

“Verbally Persuading Themselves”

Coach	Tool	Question	3 rd Party Evidence	Client history or Personal Traits	Coach Generated Observation
1	Encouragement	No	Yes	Yes	No
	Positive feedback	No	Yes	No	Yes
2	Encouragement	No	No	Yes	Yes
	Strengths	No	No	Yes	Yes
3	Strengths	Yes	Yes	Yes	No
	Future Creation	Yes	No	No	No
4	Future Creation	Yes	No	No	No
	Positive Self-Talk	Yes	No	Yes	No
	Providing Evidence	No	Yes	Yes	No
5	Stories	No	No	Yes	Yes
	Positive Self-Talk	Yes	No	Yes	No
6	Providing Evidence	Yes	No	No	Yes
	Future Creation	Yes	No	No	No
7	Providing Evidence	Yes	No	Yes	No
	Providing Evidence	Yes	No	Yes	No
8	Providing Evidence	Yes	No	Yes	No
	Future Creation	Yes	No	No	No
9	Future Creation	Yes	No	No	No
	Providing Evidence	Unclear	Yes	Yes	Yes
10	Providing Evidence	Yes	No	Yes	No
	Future Creation	Yes	No	No	No

Figure 9. Coaches’ use of objective data sources

Coaches seemed to favor an approach that generally excluded the coach as a source of information (Figure 9). Coaches focused primarily on inquiry, third party sources or the client’s own personal history or traits when using verbal persuasion. In this way, many coaches were able to use verbal persuasion without the source of the persuasion being the coach themselves. They were simply the conduit for the exploration or sharing of information. As one coach put it, “in a way they are verbally persuading themselves.”

Use of questions

When considering Self Source verbal persuasion tools (Future Creation, Strengths, and Positive Self-Talk) coaches were very likely to use probing questions as their primary tool.

I would ask for stories of when she had been really effective at something or really failed at something. So with that, we kind of honed in on a couple that seemed to be really core for her. (Coach 3)

So in the goal setting/problem definition stage, I would ask questions like "ok, let's just imagine 6 months from now, you've got an effective relationship with this person. What does that look like? What are your interactions? What have you achieved?" So there was this kind of initial...that helped us think about, you know, get the end in mind to actually really see how much of it was a problem and then I think that helped her see what she owned. (Coach 3)

I used it as a means to pull him out of that downward gaze. Again, to shift the focus on "ok when did it go well?" (Coach 9)

Seven out of 10 coaches described using questions when using verbal persuasion tools. The only verbal persuasion tools with which coaches did not describe using questions were Other Source verbal persuasion tools (Encouragement, Positive Feedback, Providing Evidence and Stories), with the exception of one coach who did not describe using questions relative to Strengths.

Third party sources

Four coaches described providing information or commentary from third party sources (five times out of 20 tools). These coaches had conducted 360 assessments or professional assessments (e.g., Hogan Personality Assessments) and were delivering results. While the coach was helping them interpret the data, the coach was not the source of the data.

There was obviously a lot of very positive comments and so really was conveying that positive feedback to him. And just building off that message, I think you are really set up to succeed based on that positive feedback I'm looking at here. So using positive feedback there as well as positive feedback when he had done well in a couple presentations to the board and CEO as well. (Coach 1)

So when I did a follow up 360 12 months from when I originally did his 360, those people that previously either didn't have an opinion or didn't have a positive opinion of him ... now had a favorable opinion of him and actually liked him. So not only did he shift his behavior, but it had the impact of shifting other people's attitudes and behaviors toward him. (Coach 5)

Client History or Personal Traits

All coaches used the client's history or personal traits as an approach to their verbal persuasion (12 out of 20 tools). Again, the coach removed themselves as the source of the data and relied on facts from the past.

I'm aware of what he's done in the past and I've gotten to know him enough to say "wait a second, isn't this the same as..." or "what about the time when you..." ? (Coach 8)

It's a frequent tool with him because I have a deep reservoir of career and life history information from my initial intake interview with him that is frequently able to bring to life an experience from his own story. (Coach 5)

And then I also did Hogan assessments of her strengths, values, motivations and had lots of conversations about that to help better understand her or the issue. (Coach 3)

Personal Observation

Out of 20 tools, coaches indicated using personal observation six times. For example, one observed the client facilitating a meeting and provided positive feedback based on this first-hand experience. Several others talked about sharing the value they clearly saw in the client and the high regard they had for the client.

Providing objective data may offer the client a chance to make sense of it for themselves. One coach warned that “just telling” the client the evidence would be less effective until the client really examined it for herself. This coach described how one client developed new meaning by creating a new narrative for herself:

But the more they talk it out, they talk it and it creates a story and a narrative and a vision that they can own and...either own it to reflect on it or own something they are moving towards. (Coach 3)

Serving as a conduit for change rather than a provider of data had a profound impact on one client:

It is so powerful with this client that when I - as I was coaching her - she said to me - I feel as though you are holding up a mirror and I'm seeing someone I've never seen before and it's good. (Coach 7)

Finding Momentum

The effective use of verbal persuasion tools tends to create a sense of movement, progress or energy, regardless of the tool used. Clients started to shift from feeling stuck to feeling hopeful. Feeling more confident, they tended to start to take action. The sense of forward progress was palpable as many of the coaches described the changes they noticed in their clients:

“I'm not going to always be like this and always get stuck on certain things.” And I think he's started to believe that that wasn't the case. And he was able to take action because of that. (Coach 9)

I think the result was that he kept going. That he had the tenacity to keep trying. And keep moving in the direction of what he wanted to learn how to do. (Coach 2)

And the way I see her...just her presence. Taking command of things. And taking ownership.... Because a lot of clients that come in, you know, they don't want to get out of the problem. They don't want to get out of the victim. They don't want to get out of that circle we keep going around.

And this client isn't sitting on her laurels at all. This client is moving forward. And I see that by the actions that she's taking. (Coach 7)

I definitely noticed an increase in confidence and in confidence in risk taking. So that idea of "ok, you know what. You've - especially with the evidence - you know, oh you're right. I have done this before so...and I do have the skills. So I'm not going to even think about it that much. I'm just going to go in and do what I know I can do." (Coach 8)

This sense of momentum sits in direct contrast from the descriptions coaches used to describe clients at the beginning of their coaching as “stuck,” “lost” or “locked.” Getting “unstuck” may have been a function of shifting their thinking, feelings and taking action:

- **Thoughts** – Coaches described clients who were able to see new possibilities or see their current challenge in a new light. Some demonstrated a willingness to think about the new challenge they were going to face – one they typically would have avoided. Another client needed less time analyzing the problem before acting.
- **Feelings** – Some coaches described clients as “calmer” or more “relaxed” or experiencing a “sense of relief.” Many noted an increase in confidence. Other coaches described clients as more positive or hopeful.
- **Actions** - In all cases, coaches described their clients made progress toward their goal – they got “unstuck.” Coaches reported clients took small – and sometimes large ---- steps toward their goals. In some cases, coaches described clients building enough confidence or momentum to take on tangential goals, as well. Many clients demonstrated a greater willingness to take risks, experiment with new approaches and take ownership for their development.

All coaches reported that their client had a shift in belief and made progress toward their goal as a result of the coaching. Those with a Focus and Source balance consistently reported an increase in confidence, risk taking and some noticed that clients made progress on a tangential goal, called by one coach a “web of change.” Three of four coaches that did not report an increase in confidence selected single balance or no balance verbal persuasion tools. The three coaches that did not report additional risk taking or experimenting were coaches with single balance or no balance. Other areas that were less consistent but named as additional results were an increased sense of ownership, ability to coach self, physical relaxation, improved communication and a sense of hope. These results are summarized below (Figure 10).

Coach	Balance	Shifted beliefs	Increased confidence	Progress toward goal	Risk taking, experimenting	Tangential Goal	Additional descriptors
1	Focus	●	●	●		●	Less apprehension
2	Focus & Source	●		●	●	●	Tenacity, more compassion, more curiosity about people, self-awareness, shift in how coaches self
3	Focus	●	●	●	●	●	More honest with self, apply learning in other settings
4	Focus	●		●	●		Less reliance on coach
5	None	●		●		●	Self-expression, cultural awareness
6	Source	●		●			More positive, hopeful, ability to ask for help
7	Focus & Source	●	●	●	●		Physical shift, relaxed, spirit of determination, taking command, ownership
8	Focus & Source	●	●	●	●	●	Less overanalyzing, less self critical
9	Focus & Source	●	●	●		●	More open communication, ownership, physical shift
10	Focus & Source	●	●	●	●	●	Improved communication

Figure 10. Coaching results

Risk: Ineffective deployment of verbal persuasion

Some coaches described the possibility of using verbal persuasion tools ineffectively, such as by weakening the message, overwhelming the client or is not reflective of a strong relationship with the client.

Some feared that as a result of taking such a positive tone, the message may have been too soft – or “sugar coated.” The client may have needed a tougher message but the coach may have “minimized” it to some extent. In not getting tougher or focusing too much on strengths, there was a risk the client would not be clear on their gaps.

“...a risk that I think about when you do that is that the person....do they actually get the message that there could be a gap there? If you are talking too much about the strengths they may be only thinking "I'm good at this." ...And so I think the challenge became, how do you translate strength into a conversation about development and gaps?” (Coach 3)

Others worried that it might lead to overwhelm if the gap between current and future state were too large. “Sometimes there is such a big gulf between where someone is and where they want to be. And that can be disheartening,” one coach said. Another was similarly concerned that the future state may not be “reasonable” or “practical,” in other words “too idealistic.”

Several coaches warned that verbal persuasion could fail if the coach doesn’t truly understand the individual. The strong connection and deep understanding of the client is what lies behind the power of verbal persuasion.

So an example would be if I'm feeling low about something and someone comes up and goes "Oh, don't worry, it'll be fine" that's not very effective encouragement. It is not thoughtful. I don't feel very seen. It's just a pat on the head. I think encouragement has to happen with a sense that I'm really with that person. I really get 'em.” (Coach 2)

I think if you give reflex encouragement that's not in relationship or rapport with someone it comes off as superficial. So if I just give him sort of an "atta boy" or a "don't worry" or whatever, that's not...that's just reflexive...then that's not really effective encouragement. (Coach 2)

It can depend on the mindset of the person and sometimes they're just not really ready to go as far as you as a coach believe and know that they can. (Coach 8)

Interpretation, Limitations and Future Research

Interpretation

This study explored how organizational and leadership coaches use verbal persuasion to increase their client's self-efficacy. The data indicated coaches intuitively select verbal persuasion tools to target a client's specific needs, as well as based on coach-centric and client-centric preferences. Additionally, coaches tend to use verbal persuasion tools in such a way that creates a natural balance of vision and action, while maintaining a level of objectivity in the way the data is presented and processed. This selection and use of verbal persuasion tools appears to influence the client's thoughts, feelings and actions to create progress toward their goal. Overall, the findings could be summarized as:

Reflection + Action + Autonomy = Momentum.

Reflection + Action

Coaches in this study helped inspire client's learning through reflection, or generally going Inward on the Focus axis. Coaches created opportunities for reflection by using verbal persuasion tools that had clients consider new possibilities, reframing how they viewed their current situation or creating a broader view of themselves. Through reflection, coaches helped client create a new vision. Reflection, or assessment, interpretation, analysis and pattern-identification builds understanding (Argyris & Schon, 1978). Coaches helped their clients get distance from themselves or the challenge in order to create a different understanding of the issue (Kegan & Lahey, 2009). They created opportunities for reflection through the use of questions, third party data or the client's history, to help a client see themselves in a different light. This approach is supported through research, which has shown actions alone will not solely generate new learning; greater learning gains – including increased self-efficacy -- are achieved through reflection on lessons learned (DiStefano, Gino, Pisano & Staats, 2015).

Using reflection as a tool for change can also be understood through the lens of Intentional Change Theory which defines the ideal self as comprised of:

- of an image of the desired future
- hope (defined as self-efficacy and optimism)
- a sense of core identity (past achievements, strengths, traits, etc.).

Creating a vision of the ideal self provides an emotional spark that motivates change (Boyatzis & Akrivou, 2006). Coaches tended to use a mix of verbal persuasion tools to help clients create their vision of an ideal self. For example, Future Creation typically helped the client create the image of the future state, while Providing Evidence, Positive Feedback and Strengths and helped them create their core identity. This combination appeared to increase client self-efficacy, a key part of the "hope" construct of Intentional Change Theory.

Coaches also helped clients challenge their current view of themselves and find a different way of understanding themselves relative to their goal. Coaches worked with verbal persuasion tools such as Strengths, Positive Self-talk and Providing Evidence, Providing Feedback and Stories, which all focused on aspects of the client's personality, traits or life that are already working in the client's favor. This approach makes sense in light of Appreciative Inquiry, which is based on the principle that "people can

rewrite their personal reality to accommodate for life events, transitions or challenges (Delgado, Palmer & Goetz, 2016). With a focus on strengths, Appreciative Inquiry works to “heighten positive potential” (Cooperrider & McQuaid, 2012, p. 81). In the coaching context, this tends to manifest as asking questions that focus on the client’s strengths and visions, creating “generative responses and thought processes” that create more positive conversation (Delgado, Palmer & Goetz, 2016, p. 167). This positive approach generates feelings that build personal emotional resources to cope with challenges in the future (Frederickson, 2001).

Once this reflection occurred, clients were more willing to take on the challenges they faced. Many coaches observed that their clients came to them because they could not, would not or did not take action toward their goal. The coaches used verbal persuasion tools to inspire actions, described as, for example “trying,” “experimenting” or “taking small steps toward their goal.” This approach is aligned with Bandura’s Social Learning Theory (1971), which posits that learning requires either observing others in the action required or the individual experiencing it themselves. The result of the action (in the form of punishment or reward) helps the individual determine if their action was effective in getting them toward their goal. It is also consistent with Bandura’s Self-Efficacy Theory of Behavioral Change, which offers that the more effort an individual puts into addressing the threatening activities, the more their fear will dissipate over time (1977). An individual who avoids that which they fear will retain their “self-debilitating expectations and defensive behavior” (Bandura & Adams, 1977, p. 288).

In the process of helping the clients reframe their view of themselves and take action toward their goal, often coaches used verbal persuasion to foster a sense self-compassion within the client. For example, when using Positive Self-Talk, they would increase a client’s awareness of his or her negative judgments of themselves. In some cases, coaches used Providing Evidence and Strengths to help the client battle a negative view of their past performance or ability to function in certain social situations. These approaches are aligned with research around self-compassion, which is a self-attitude during which an individual is more aware of their own suffering and chooses a kind attitude toward the self (Neff, Hsieh, Dejitterat, 2005). Choosing this attitude has been shown to help individuals reframe failure as a tool for learning, decreasing their fear of failure and increasing intrinsic motivation to focus on the current task. Individuals who practice self-compassion also show a tendency to cope with negative emotion by reinterpreting the experience as an opportunity for growth (Neff, Hsieh, Dejitterat, 2005).

Autonomy

Coaches seem to remove themselves as a data source, instead relying on client-generated or third-party generated sources. They frequently used probing questions, data from 360s, or examples from client stories when using verbal persuasion tools. In other cases, they identified the power of a verbal persuasion tool being the resulting client ownership. For example, several coaches discussed the power of Future Creation as the individual’s ownership of the vision and their ability to tweak it. In this way, the coach was able to be the conduit of information, rather than the provider of evidence, giving the client autonomy to recreate their own narrative. This tendency can be understood through a consideration of Self-Determination Theory, which suggests that a person must have three needs met to be motivated to make personal change aligned with their goals: competence, autonomy and relatedness (Niemiec & Ryan, 2009). The primary focus of this research has been on autonomy. Providing autonomy means a person in a position of authority (in this case, the coach), takes the other’s perspective (in this case, the client’s), acknowledges their feelings and gives them a sense of choice. The coach avoids any perception of pressure or demands. (Mageau, G. & Vallerand, R, 2003).

Implications for Coaching Practice

These results point to some key insights relevant to identifying low self-efficacy, and then selecting and using verbal persuasion tools in a coaching context. These insights are meant to be practical guidelines for coaches as they design their verbal persuasion strategies with clients experiencing low self-efficacy.

1. Clients may come to the coach’s door complaining of feeling stuck, unable to make progress or not sure where to go next. When exploring what lies underneath, coaches can look for specific symptoms such as limiting beliefs (“I can’t do this”), strong negative feelings (especially lack of

confidence) or inaction (procrastination, freezing up or not taking steps forward) as signs of low self-efficacy.

2. Coaches can assess what the client truly needs to create forward momentum and select verbal persuasion tools that typically generate that result. This includes creating possibilities, seeing value in themselves, reframing and forward movement.
3. When selecting a verbal persuasion tool, coaches can be aware of the tendency of coaches to consider their own preferences as much as their client's.
4. When using verbal persuasion tools in combination, coaches can seek a balance of Inward/Outward Focus and Self/Other Source tools in order to address the client's issue. Based on the tendency for Focus and Source balance, the data indicates selecting tools that spark both a new vision and inspire taking action tend to create momentum.
5. Using verbal persuasion tools may be most powerful when giving the client the autonomy to create their own narrative. This can be achieved by:
 - the client generating their own vision or challenging their own assumptions, or
 - the providing the client data from a third party, client history or personal trait.
6. When using verbal persuasion tools, coaches can be aware and manage the risks of softening the message, creating an overwhelming gap or the verbal persuasion being perceived as inauthentic.

Limitations

This study represents a very small sample size of 10. In addition, four of the six coaches interviewed represented graduates of the same coaching certification program, potentially skewing the data. Based on the nature of the study design, the data relies heavily on coach perception and accurate memory, and did not allow for collection of data related to the client's perspective on the impact of verbal persuasion. While this research provides additional context and understanding of verbal persuasion, these limiting factors lead to an incomplete understanding of verbal persuasion.

As touched on earlier, verbal persuasion tools are poorly defined and highly intertwined. As a result, it was difficult to keep the conversation focused on a single tool at a time and analysis relied heavily on the coach's interpretation of the definition. In addition, because research on verbal persuasion is relatively limited, the list of verbal persuasion tools explored in this research could be considered incomplete.

All coaches were focused on organizational or workplace-related coaching, so the results may not apply to other types of coaching, such as life coaching.

Future Research

The verbal persuasion body of knowledge would benefit from a standard definition of verbal persuasion including a comprehensive list of verbal persuasion tools. To date, the tools are loosely defined and no single study brings them into a single definition covering available verbal persuasion tools.

In future research on self-efficacy and verbal persuasion it would be highly beneficial to focus on the client's view as recipient of verbal persuasion. To date, the research on self-efficacy in a coaching context lacks the client's voice and thus tells an incomplete story. It would be valuable to conduct an assessment of coach-client interactions to assess what tools were used and get a clearer understanding of why the coach chose the tool, as well as its impact on the client. In addition, it would be helpful for future research to:

- explore if there is a link between impact of a certain verbal persuasion tool based on the client's exhibiting symptom (e.g., limiting thoughts, strong negative feelings and inaction) in order for coaches to better target the verbal persuasion tool selection;
- explore coach versus client preference-driven verbal persuasion tool selection to understand whether it impacts the value of the coaching intervention.

Many coaches cited intuition or gut feel for the reason they selected a verbal persuasion tool. It would be interesting to explore if coaching certification programs include an explicit conversation about self-efficacy and available/effective verbal persuasion tools in their curriculum and, if so, what the impact of that education is on the coach's results during client interventions.

In conclusion, coaches working with clients who experience low self-efficacy may find that choosing a balance of verbal persuasion tools and giving the client the freedom to make sense of the data on their own creates momentum toward their goal.

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Appendix A. Verbal Persuasion Tool Definitions

The following list of verbal persuasion tools and their associated definitions was provided to participants via a Google calendar invitation or email prior to the interview.

- Praise – kind words about the client
- Encouragement – words of affirmation about the client’s ability
- Stories – offering personal or allegorical stories to help reframe a client’s struggle
- Positive feedback – assessing their performance favorably
- Provide evidence – providing data to help reframe a client’s struggle
- Provide testimonials – share input from others on the client’s favorable performance
- Strengths focus – intentionally linking the task to an individual's strength(s)
- Past achievements – acknowledging past wins that may indicate an ability to complete the current task
- Coaching achievement – acknowledging wins achieved during coaching that may indicate an ability to complete current task
- Future creation – helping the individual imagine a future in which they can accomplish the task
- Positive self-talk – encouraging client to use verbal persuasion tools in their own inner dialogue

Appendix B. Interview Protocol

INTRODUCTION

Thank you for taking the time to speak with me today. First I want to walk you through the background on my research and some basics about the interview today.

BACKGROUND

I am a graduate student with Northwestern University's Master's of Science in Learning and Organizational Change and am conducting an independent research project for my degree. I appreciate your willingness to participate in this study. I will take approximately 30 minutes of your time today. We are asking you to participate in this study because you are an experienced executive coach. In this study, we are researching the tools coaches use when working with clients, specifically the ways in which coaches try to influence a client's belief in their ability to accomplish a task, known as self-efficacy. I am focusing on one aspect of self- efficacy called verbal persuasion, which is the ways we help shift a client's belief through what is said to them and how it is said. Increasing self-efficacy through verbal persuasion is something almost all coaches do, but we may not be conscious of it or may not be familiar with the academic terminology, which is absolutely fine for the purposes of this study.

CONSENT

Please know:

- This research has been reviewed and approved by the Institutional Review Board.
- Whether or not you take part in this study is up to you.
- You can choose not to take part. You can also agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide

During the interview, I will ask you questions about your coaching, how you work to increase your client's self-efficacy, what attitudinal and behavior changes you have seen as a result of your coaching, and the rapport you have with your clients. I am audio recording this interview and will continue to do so to ensure I accurately capture your input.

I will make every effort to ensure the data I collect from you today is protected, but I cannot promise complete secrecy. Organizations that may inspect the information I collect include the IRB and other representatives of Northwestern University.

Please know there are no right or wrong answers. Your answers will be aggregated with other coaches' responses, from which I will identify themes. Your responses are confidential and I will work to protect your confidentiality by using password protected technology and using an identifier on transcripts, rather than your name. To protect your clients, please do not provide specific identifying details about any of them, such as name, location or employer.

Please feel free to ask me questions about the interview or study at any time. If at any time you wish to stop, we will absolutely do so.

Do you have any questions? Do you wish to participate in this study? Would you like me to e-mail you the consent information I just covered, following this interview? No
(If yes) I'd appreciate it if you could make sure the list of verbal persuasion tools I emailed you is readily available during this interview.

Thank you again. May we jump in?

Interview Script

What percent of your clients do you estimate were or are working with you because they are challenged by a task or goal – something they think they cannot do?

Of those, please think of one client who really stands out to you.

VERBAL PERSUASION TOOLS

Thinking of that client, what was their specific challenge?

What signs did that client exhibit that indicated to you they had low self-efficacy?

What was your approach to working with them?

Could you please refer to the list of verbal persuasion tactics I emailed you prior to this interview? Of that list, which would you say were the top 2 tools you used to help increase their belief in their ability to accomplish the task?

EFFECTIVENESS

When in the coaching process did you use *verbal persuasion tool 1* with your client?

Can you please explain how used this this tool?

Why did you use that particular tool?

What about verbal *persuasion tool 1* made it effective?

What about that approach made is less effective?

When in the coaching process did you use *verbal persuasion tool 2* with your client?

Can you please explain how used this this tool?

Why did you use that particular tool?

What about verbal persuasion tool 2 made it effective?

What about that approach made is less effective?

ATTITUDE CHANGE

After you used these tools, what did you notice about your client's belief in their ability to accomplish the task, based on their self-reports? Please explain.

What did you notice about their belief in their overall abilities? Please explain.

BEHAVIOR CHANGE

As a result of their change in their belief, how did your client's behavior change based on their self-reports to you?

How well did they cope with challenges? In what ways?

How much effort did they expend on the task? Please explain.

Would you say that effort persisted for a long period of time? Please explain.

RELATIONSHIP

What was your relationship like with your client?

What was your level of rapport?

What was the level of trust?

What indicated that level of trust to you?

What enhanced or detracted from your credibility to deliver the feedback to the client?

What was your level of expertise with the client's specific challenge?

What attributes did you and your client have in common? This may include such commonalities as age, gender, race, education, geography or shared backgrounds.

GENERAL

In general, how would you describe the impact of verbal persuasion on the results of a coaching engagement?

CLOSING

Thank you so much for taking the time to speak with me today.

I will be analyzing this data over the next few months and my research will be complete no later than March 2017. I will be sure to share it with you once it is complete. In the meantime, if you have any questions, please feel free to email me.

You've been so helpful.