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### **Heidi Möller, Denise Schubert, Germany – *Why do coaches (not) participate in coaching research?***

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The literature on coaching has grown exponentially in the last few years. While coaching is often considered as a useful tool for individual and organizational development (Grant, Passmore, Cavanagh, & Parker, 2010), empirical studies generally lack a firm theoretical foundation (Grant, 2013; Möller & Kotte, 2011; Ely et al., 2010). Moreover, ecologically valid studies need to be based on sufficiently large samples of coaching practitioners. Therefore high quality coaching research depends significantly on practitioners' willingness to participate.

The purpose of the present study is to explore coaches' reasons for participating – or not – in coaching research. Results should help to identify attitudes and motivations that affect coaches' willingness to participate. The findings could then be taken into consideration in planning and conducting future research projects.

The sample consisted of 165 coaches who filled out an online survey. The survey used for this study was a revised version of the Attitudes to Psychotherapy-Research Questionnaire (APRQ) (Taubner, Munder & Klasen, in prep.). Factor-analyses revealed a four-factor structure: (1) expected benefit through research, (2) efficacy doubt regarding coaching, (3) expected harm through research, and (4) effort connected to research. Additional qualitative questions refer to exclusion criteria ("What would prevent you from taking part in coaching research?") and preconditions for participation.

Benefit through research ( $B = 1.17, p < .001$ ) and efficacy doubt ( $B = -0.763, p = 0.27$ ) significantly predicted willingness to participate. 'Beginning' coaches (less than 3 years of experience) perceived significantly more harm through research than coaching seniors ( $F(146;1) = 10.86, p = .001, d = 0.26$ ). Results from the qualitative analysis revealed the importance of an adequate balance between effort and benefit for the coaches. Moreover, they highlighted the particular importance of the relationship between coaching practitioner and researcher. In addition, the interruptions and disturbances coaches anticipate to their coaching processes were also specified.

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