Table of contents



doi https://doi.org/10.1075/pbns.303.toc

Pages v-viii of The Pragmatics of Executive Coaching

Eva-Maria Graf

[Pragmatics & Beyond New Series, 303] 2019. xi, 320 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights



Table of contents

Ack	nowle	dgements	IX
Trar	script	ion conventions	XI
СНА	PTER 1		
Coa	ching	and linguistics: An introduction	1
1.1	Settir	ng the stage 1	
1.2	Outli	ne of the book 8	
Part	I. Ex	ecutive coaching: Concepts, contextualization and analysis	
СНА	PTER 2	2	
Exec	cutive	coaching	15
2.1	Cont	exts 15	
2.2	Proce	ess 23	
2.3	Partio	cipants 29	
	PTER 3		
Emo		and Emotionally Intelligent Coaching	33
3.1		ional intelligence and Emotionally Intelligent Coaching 33	
3.2	Emot	ions in late modern society 37	
3.3	Discu	ursive co-construction of emotions 41	
	PTER 4		
The		Activity Model of executive coaching	49
4.1	Theo	retical framework 49	
	4.1.1	Coaching as activity type and discourse type 49	
	4.1.2	Coaching as an interaction frame 53	
		Coaching as professional and institutional discourse 57	
4.2	Meth	odological framework 60	
	4.2.1	Integrative discourse analytic framework 60	
	4.2.2	Data collection and analysis 64	
	4.2.3	The issue of double competencies: The role as discourse researche	er
		and coaching practitioner 67	
4.3	Trans	sition from 'phases of coaching' to 'basic activities of coaching' 6	9

٦	7	
۸	V	

Part II.	Emotionally	Intelligent	Coaching: A	A theme-oriented	linguistic descr	iption
						-F

	CILLA DIEDE #						
0		HAPTER 5 Defining the situation 75					
ע		Defining the situation					
5.1 Establishing the coaching realm 78							
		5.1.1 Offering drinks 78					
		5.1.2 Discussing seating arrangements 80					
		5.1.3 Offering and using tissues 81					
	5.2	Methodological and procedural framing of coaching 85					
		5.2.1 Explaining methods and/or procedures (of Emotionally					
		Intelligent Coaching) 85					
		5.2.2 Sketching out the thematic scope 100					
		5.2.3 Differentiating coaching from therapy 104					
		5.2.4 Integrating clients' experience with coaching or other intervention					
		formats (such as emotional intelligence training) 107					
		5.2.5 Negotiating the individual definition of coaching 110					
5.3 Temporal framing of coaching 115							
		5.3.1 Arranging dates for next meeting(s) 115					
		5.3.2 Temporal framing of the individual session 118					
		5.3.3 Discussing the length of the coaching engagement 121					
	5.4	Summary – 'Defining the situation' 123					
	CHA	PTER 6					
D	Buil	rilding the relationship					
	6.1	Establishing the roles and identities of 'coach' and 'client' 130					
		6.1.1 Negotiating knowledge and expertise 130					
		6.1.2 Clients' self-presentation 137					
		6.1.3 Coaches' self-disclosure and personal topics 142					
6.2 Negotiating hierarchy in an asymmetrical relationship 146							
		6.2.1 Establishing an asymmetrical-hierarchical relationship 147					
		6.2.2 Establishing an asymmetrical-non-hierarchical relationship 150					
	6.3	Topicalizing the coach-client dyad within the triadic					
		coach-client-organization relationship 153					
		6.3.1 Addressing trust and performativity 154					
		6.3.2 Addressing financial, organizational					
		and (pre-)diagnostic aspects 158					
	6.4						

	CHA	HAPTER 7					
lacksquare	Co-c	Co-constructing change 165					
	7.1	1 Diagnosing 169					
		7.1.1	Eliciting and presenting the concern 169				
		7.1.2	Exploring the concern and defining the goal 178				
		7.1.3	Mapping the current state 184				
	7.2	Interv	vening 186				
		7.2.1	Practicing mindfulness 187				
		7.2.2	Processing the concern on the intra-personal level 190				
		7.2.3	Re-enacting concrete situations 195				
		7.2.4	Processing the concern on the inter-personal level 206				
		7.2.5	Linking the intra-personal and inter-personal level 213				
	7.3	Secur	ing transfer 219				
		7.3.1	Developing transfer practices 219				
		7.3.2	Corroborating learning and development 223				
	7.4	Sumn	nary – 'Co-constructing change' 226				
lacksquare	Evaluating the coaching						
	8.1	Evalu	ating clients' change as regards their goal(s) 231				
		8.1.1	Evaluating clients' change on the inter-personal level 231				
		8.1.2	Evaluating clients' change on the intra-personal level 235				
		8.1.3	Evaluating clients' change on the inter-personal level				
			with their coach 246				
			Corroborating clients' reported change 251				
	8.2		ating the coaching interaction 256				
		8.2.1	Evaluating methods and procedures 256				
		8.2.2	Evaluating the relationship between coach and client 263				
	8.3	Sumn	nary – 'Evaluating the coaching' 270				
	CHAPTER 9						
	Executive coaching – A hybrid and interdiscursive professional format 273						
	9.1	Coaching as activity type 274					
	9.2 Coaching as discourse type 279						
		9.2.1	Executive coaching: The discourses of power and equality 281				
		9.2.2	Executive coaching: Between therapeutic				
			and managerial discourse 285				
		9.2.3	Executive coaching: Between discourse and meta-discourse 290	•			
	Refe	rences		295			
	Inde	ex		319			

• indicates the availability of additional material