

Research on Coaching at artop

2025

artop





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(Co-Founders)

Team

Introduction

The coaching research at artop – particularly by **Thomas Bachmann and colleagues** – is characterized by a wide thematic range and a strong integration of empirical investigation, theoretical reflection, and practical application. It encompasses the areas of coaching effectiveness, personality, relationship building, digitalization, and professionalization.

A central focus of research lies on the **personality of coaches**. In several empirical studies (Bachmann & Berz, 2024; Bachmann & Bernau, 2024), extensive samples of German-speaking coaches were examined. The results show that, compared to the general population, coaches are significantly more extraverted, conscientious, open, agreeable, and emotionally stable. At the same time, they display higher levels of narcissistic grandiosity – a trait that varies by gender, age, and coaching experience. These findings, for the first time, provide a differentiated personality profile of professional coaches and promote self-reflection and professionalization within the field.

A second research focus concerns the **effectiveness of coaching**. In a meta-analysis (Bachmann & Willermann, 2024), 24 studies with over 1,400 participants were analyzed. The results demonstrate medium to strong effects of systemic coaching on emotional, cognitive, and behavioral levels. In addition, a **systematic literature review** (Bachmann & Loermann, 2022) based on 352 international studies shows that systemic interventions in work and organizational contexts are generally effective, though the research landscape remains methodologically heterogeneous. Both studies make important contributions to the evidence base and scientific foundation of coaching.

On a theoretical level, Bachmann (2025) engages with the **concept of “unavailability”** (after Hartmut Rosa) in counseling and coaching. He describes organizations as systems of “making available” and illustrates how coaching can create resonant spaces that enable development and relational experience. These reflections build on earlier publications that emphasize relationship quality and resonance as key factors of successful coaching (Bachmann, 2021; such as “Und täglich grüßt das Murmeltier,” “The King’s Speech,” “Good Will Hunting”). Coaching is understood here as relational work, in which emotional depth and mutual perception represent essential conditions for change.

Another line of research deals with **psychological stress and injury resulting from organizational change**. Bachmann (2021) develops a **Gestalt coaching approach** that uses the contact cycle as a model for working with offended or hurt executives. The goal is to restore relational competence and self-efficacy.

A particularly current area of study is the **digitalization of coaching**. In several empirical and conceptual contributions (Bachmann, Fietze & Gramlich, 2018–2020), the usage, opportunities, and risks of digital coaching formats are examined. Studies show that the acceptance of digital tools depends strongly on social norms and organizational embedding. At the same time, digitalization fundamentally transforms the nature of contact and relationship building in coaching and calls for new competencies within the framework of “Coaching 4.0.”

Finally, work by Stelzner & Bachmann (2018) explores the **motives and profiles of individuals undertaking coach training**. The findings reveal that most participants are experienced, highly qualified professionals and executives who pursue coaching to expand their professional effectiveness and self-reflection.

The forms of contact: An approach to theme, process, state, and methods in coaching

Thomas Bachmann

The chapter examines the concept of contact in coaching from a Gestalt therapy point of view. The basic assumption is that successful contact is a prerequisite for successful coaching encounters. Nevis' (Organizational consulting: A Gestalt approach. Taylor & Francis, New York, 2013) cycle of experience from Gestalt therapy is used to model contact processes and forms of contact. The phenomenon of contact is viewed from four perspectives: (1) the client's contact behavior, (2) the contact behavior of the coach, (3) the coaching relationship, and (4) the role of contact behavior in the coaching theme of the client. All perspectives and their different aspects are discussed with practical intervention possibilities for coaching.

Bachmann, T. (2022). The forms of contact: An approach to theme, process, state, and methods in coaching. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). International Handbook of Evidence-Based Coaching: Theory, Research and Practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_29

Difficult Situations in Business Coaching

Heidi Möller & Jannik Zimmermann

Coaches encounter a range of situations in their professional practice that they experience as difficult. The challenges have different sources. They can come from the coaches themselves, the coachees or the commissioning organization. But how do these situations present themselves in detail? How can coaches understand them and respond appropriately? Using real case studies collected online, this book takes a closer look at difficult situations. In doing so, renowned coaches from artop and other companies present for discussion their theoretical and methodological perspectives and their recommendations for action.

Möller, H. & Zimmermann, J. (2022). *Difficult Situations in Business Coaching*. Springer. (Contributions by **Bachmann**, **Kunert**, **Fietze** & **Lellinger**)

Professionalization in Coaching

Christoph J. Schmidt-Lellek & Beate Fietze

Coaching has become a profession, i.e., jobs where people work with others about their problems with which they themselves have difficulties in dealing with. But coaching, unlike these professions, is not protected by state laws; there is no state license and no public mandate. With “professionalization,” two topics can thus be considered: the development of coaching as a profession and the development of coaches in their professional actions, in their professionalism. This chapter will focus on the latter. After the presentation of relevant concepts, characteristics of professional action in coaching are introduced. It is shown that professional action by coaches is to be found in a field of tension between process support and expert advice.

Schmidt-Lellek, C. & Fietze, B. (2022). Professionalization in coaching. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). *International Handbook of Evidence-Based Coaching: Theory, Research and Practice*. Springer. https://doi.org/10.1007/978-3-030-81938-5_61

Coaching definitions and concepts

Siegfried Greif, Heidi Möller, Wolfgang Scholl, Jonathan Passmore & Felix Müller

There remains debate as to whether coaching is a form of consulting or counselling. This chapter deals with different definitions of coaching and the features that distinguish coaching from other person-centered interventions such as counselling and organizational interventions such as consulting. After a brief outline of the theoretical roots of coaching, the primary coaching concepts employed today are briefly described. These include psychodynamic, the GROW model and goal-oriented coaching, systemic coaching, cognitive-behavioral coaching, solution-oriented, positive-psychology, result-oriented, and narrative coaching. The authors argue that coaching should be constituted as an overarching profession, and its boundaries with other interventions should be clarified to help the development of coaching as a distinct professional activity.

Greif, S., Möller, H., Scholl, W., Passmore, J., & Müller, F. (2022). Coaching definitions and concepts. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). *International handbook of evidence-based coaching: theory, research and practice*. Springer. https://doi.org/10.1007/978-3-030-81938-5_1

How Can Coaching Practitioners Learn from Science?

Wolfgang Scholl, Siegfried Greif & Heidi Möller

This handbook aims to provide an overview of scientific concepts, theories, and applications that can be useful for coaches in training and practice. However, there are very different views as to whether, and if so how, practitioners can learn from science. This chapter provides an introductory justification for the idea of this handbook.

Scholl, W., Greif, S., & Möller, H. (2022). How Can Coaching Practitioners Learn from Science? In S. **Greif, H. Möller & W. Scholl, J. Passmore, & F. Müller** (Ed.). International handbook of evidence-based coaching: theory, research and practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_2

Interaction as a Basic Theme in Coaching

Wolfgang Scholl & Sebastian Kunert

Interaction almost always has a close relationship to communication, both are often difficult to separate; in general, communication is mainly used to describe the exchange of information, whereas interaction is more concerned with the exchange of actions. Interaction can be viewed from an experience perspective, as well as from an analytical-structural perspective. However, the terms are often used interchangeably by many writers. We will start to explore the topic by offering a case study.

Scholl, W. & Kunert, S. (2022). Interaction as a Basic Theme in Coaching. In S. **Greif, H. Möller & W. Scholl, J. Passmore, & F. Müller** (Ed.). International handbook of evidence-based coaching: theory, research and practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_39

Communication as a method and as a topic in coaching

Wolfgang Scholl, Karin Lackner & Kathleen Grieger

Communication is on the one hand the central method used in coaching and on the other hand a common topic with which clients have problems and which is discussed in coaching. The same scientific findings apply to both, the basics of which are presented in the first part of the chapter, followed by a selection of communication models in the second part. Specifics of both are highlighted with reference to examples. Because of scarce space, several closely connected themes are addressed in other chapters (see references).

Scholl, W., Lackner, K., & Grieger, K. (2022). Communication as a method and as a topic in coaching. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). International handbook of evidence-based coaching: theory, research and practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_16

Power and micropolitics as a topic in coaching

Wolfgang Scholl & Wolfgang Looss

Many of the problems that clients address in coaching have to do with power and micropolitics, either as a focal point or as an important partial aspect. Power and micropolitics in organizations evoke negative associations and unpleasant experiences and often become a topic in coaching sessions. A more differentiated view, however, shows that power in general, and especially in micropolitical processes, can be dealt with constructively without harming each other, but instead advancing the interests of the involved actors, and thereby also the organizational results. How to deal with micropolitics in coaching is shown with examples of new role requirements, organizational turbulences, and the context commingling in family businesses.

Scholl, W., & Looss, W. (2022). Power and micropolitics as a topic in coaching. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). International handbook of evidence-based coaching: theory, research and practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_59

Metaphors of “Organization” and Their Meaning in Coaching

Wolfgang Scholl & Frank Schmelzer

Organizations are very complex, versatile phenomena that are only partially accessible to scientific analysis. Accordingly, there are various different scientific approaches that can be classified under several guiding principles, so-called metaphors. The most common metaphors are presented and examined for their strengths and weaknesses. Knowledge and use of these metaphors expand coaches' scope of action.

Scholl, W., & Schmelzer, F. (2022). Metaphors of “Organization” and Their Meaning in Coaching. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). International handbook of evidence-based coaching: theory, research and practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_49

Understanding in coaching: an intersubjective process

Wolfgang Scholl & Christoph J. Schmidt-Lellek

Understanding is an intersubjective process that is embedded in the socio-emotional framework of a specific language and culture. A reflection of biographically and culturally shaped patterns of understanding is helpful to facilitate change through dialogical interaction. A sufficient mutual understanding between persons is the prerequisite for agreement as a cooperative process. To this end, biological and psychological as well as philosophical perspectives are presented, to finally develop some methodological guidelines for coaching practice.

Scholl, W. & Schmidt-Lellek, C. (2022). Understanding in coaching: an intersubjective process. In S. **Greif**, H. **Möller** & W. **Scholl**, J. **Passmore**, & F. **Müller** (Ed.). International handbook of evidence-based coaching: theory, research and practice. Springer. https://doi.org/10.1007/978-3-030-81938-5_78

Failure in Coaching. Between craft and the art of creating relationships.

Thomas Bachmann

Coaching has gained popularity in professional and organizational contexts as a modern, people-centered form of counseling and consulting. As its application, conceptualization, and scientific investigation expand, defining coaching becomes increasingly complex. This chapter conceptualizes coaching as the art of relationship creation based on the professional use of methods and tools – comparable to the reflective craftsmanship of an artisan. It demonstrates that building a sustainable relationship between coach and client is essential to coaching success. Failure in coaching is interpreted as a failure of a specific relationship shaped by the client's organizational and personal context and the often contradictory goals of multiple stakeholders.

Bachmann, T. (2018). Failure in Coaching. Between craft and the art of creating relationships. In S. **Kunert** (Ed.), *Strategies in failure management: scientific insights, case studies and tools*. Springer. https://doi.org/10.1007/978-3-319-72757-8_13

Coaching and group dynamics

Thomas Bachmann

The following article examines concepts and models of group dynamics from three different perspectives for the coaching context. In the first part, group dynamics training sessions are described as a learning setting in which persons who work, e.g. as consultants or coaches, interact and have intensive and reflection-rich experiences of their own. The second part examines group dynamics models and theories which are regularly of particular relevance when coaching persons with leadership responsibilities who lead groups or teams, or are themselves a part of groups and teams. Finally, in the last section, methods and intervention options will be presented which allow the dynamics of groups to be shaped and/or influenced.

Bachmann, T. (2017). Coaching and group dynamics. In A. **Schreyögg** & C. **Schmidt-Lellek** (Ed.). *The Professionalization of Coaching: A Reader for the Coach* (pp. 223-247). Springer. https://doi.org/10.1007/978-3-658-16805-6_13

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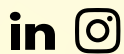
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