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LONG ABSTRACT

Enhancing Self-Efficacy and Goal Achievements through Systems Coaching

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Abstract

Objectives: This study examined the influence of Systems Coaching on self-efficacy, Well-Being and Goal Achievements in single mothers.

Design: Mixed methods: Quasi-experimental designed research, comparing research group participants (n=24) that went through SC with control group (n=28). The qualitative part includes interviews of coaches and clients (n=25) for in-depth understanding of that influence.

Results: The analysis of the results showed increase in Self- Efficacy, Goal Achievements and Well-Being measures and decrease in Self-Handicapping Thoughts as result of Systems Coaching intervention. Three central themes were found in interviews analyses: outcomes of SC, factors contributing to change and setting regulation variables. The qualitative findings support the quantitative ones.

Conclusions: Systems Coaching has an influence on human intention, motivation & behavior, and increases coping ability in order to reach goals. Well-being increased as a result of change in a broad range of client's life domains and enhancement in his/her self-efficacy. Designing of the desired future image through imagination and mental imagery was found to be the main and unique contribution of Systems Coaching to the sense of self-efficacy.

A broader view of the factors involved in the improvement of general Self-Efficacy can be seen on the conceptual level. This understanding contributes to the conscious ability to further promote Self-Efficacy and also strengthens the concept of Self-Leadership. Self-Leadership is a renewed concept that was adjusted for the purpose of the Systems Coaching model. It lies at the heart of the Systems Coaching process by virtue of the fact its' contribution is essential to the long-term effectiveness of coaching. The components of Self-Leadership are Self-Efficacy which establishes the future goal setting stage, and self- management that is actually part of the self-actualization stage of this goal. The integration of multi-theoretical and multi-stages approach was found effective as it leads to a more comprehensive understanding and to more possibilities of coping with complex behaviors.

This type of intervention can be implemented in educational organizational systems and individual change processes. Limitations and future research suggestions are discussed.

Preamble: Passion for Integrations

This research touches on the complexity involved in choosing a personal goal, determining its facets and then leading towards its realization, in an effort to yield both inner and tangible results. Keeping and maintaining those achievements, while at the same time dealing with the challenges presented by partial success or failure, are also an unavoidable part of the complexity built into the process of goal realization.

My belief is that: **Success & dream actualization come from = clear intentions + unmissed opportunities + a lot of systematically planned actions.**

There is an inextricable connection between what happens in someone's personal and professional life. Personal development takes place in both dimensions.

The major values that guide my personal, professional life and as I undertake this research were: *A sense of curiosity, a love of learning; Cooperation and mutual inspiration; Connections between: parts, approaches, people and cultures & Contribution to people and to communities.*

Introduction

This study examines the complexity of the process of setting and achieving goals. The main focus of the study is on the influence of the Systems Coaching model on Self-Efficacy and Goal Achievements. Likewise, the research expands our knowledge regarding systems coaching. The first chapter sets forth the broader context of the research. It presents the coaching discourse in Israel and abroad with a theoretical review and the homiletic basis for the Systems Coaching model being studied, including the flowchart of the model itself. A full coverage of all previous research on the topic of coaching will follow. The chapter will close with a review of the glaring gap in our knowledge which in effect led us to formulate our research aim and questions. The second chapter focuses on the considerations and deliberations regarding the research design, and presents the research methodology: the participants, the samples, the measurement tools, and the analysis. The third chapter focuses on the results of the analysis of all the data that was collected. Finally, the fourth and fifth chapters discuss the significance of the findings and the research conclusions.

The World of Coaching

Coaching is a relatively new occupation which has grown and is rapidly spreading throughout the world, especially in North America. The expanding use of coaching is especially prevalent

in organizations where the need for research on the topic has grown (Grant, 2006). The rapid growth is a reflection of the spirit of contemporary times the desire for self-fulfillment and personal development, learning opportunities, quick almost instant access to knowledge on the one hand, and confusion and anxiety the accompany those unlimited possibilities, constant changes, the flood of information and the need to constantly choose and discard, on the other hand. The postmodern approach emphasizes autonomous thinking, personal involvement combined with self-regulation, personal learning and encourages creativity and meta-cognitive abilities for the attainment of goals (Aviram, 1997, Aviram et al, 2008).

Current trends in learning and development place the emphasis on the benefits of formulating goals by connecting with inner values and the issues of personal significance that matter to the individual (Deci & Ryan, 2008). Coaching belongs to this trend of establishing personal goals, while emphasizing personal responsibility, based on personal strengths and is future oriented as the philosophy and psychology at its foundation are humanistic (Maslow, 1954; Frankl, 1970).

Coaching in Israel has become widespread at a more rapid pace than any other part of the world, if we take into account the size and number of adult citizens. During the past decade, more than one hundred and twenty learning programs were drawn up.

The attitude towards coaching in Israel is ambivalent. On the one hand, there is a belittling attitude towards coaching as a passing fad, while on the other hand; everyone is willing to try it, because of its benefits in the short-term.

Over the years many coaching approaches and models developed. The goal of coaching can be found on a continuum whose one end is emphasis on the practical aspects of getting results and the other end the present or on the inner experience without any reference to measureable results. Naturally, many models are found on the continuum.

As a senior clinical psychologist and a coach trainer, and mentor in the System Coaching approach, I have decided to research System coaching's influence in a controlled and empirical manner, and thus constitute a role model to our students and graduates regarding the significance of research in the transition from an occupation to a profession, and to expand knowledge about the complex System Coaching process.

The rationale for conducting this research is enhanced when set against the gap between the widespread growth of coaching of individuals and organizations and the blatant lack research

in the field (Grant, 2006, Grant & Cavanagh, 2007).The following section depicts the theoretical grounds of the research

I. Theoretical Perspectives: *Multi -Theoretical Multi – Stages thinking*

Three theoretical domains combined for the research purpose. Systems Thinking Theories, Motivation Theories, and Cognitive Theories: Positive Psychology & Self-Efficacy theory were base for the Systems Coaching Model.

Interest has been increasingly taken in change models that can be applicable in different fields like: organizations (Kilburg, 2000; Grant, 2008), therapy (Ahsen, 1968; Beck, 1976), education (Aviram et al., 2008; Drake, 1996; Polanyi, 1981; Deci et al., 2008) coaching (O'Connor& Aardema, 2005; Grant, 2003; Prochaska et al., 1994; Salerno & Brock, 2008).

This research seeks to combine the advantages of three theoretical domains as base and underpinning this research: Systems thinking theories, motivation theories and cognitive theories: Self-Efficacy theory and positive psychology.

I.1. Systems Thinking Theories: *Meta cognitive spiral approach*

Systems Thinking Theories seek to regard each system as a whole that is greater than all its parts and its sub-systems. This thinking is looking at the place where the entire system wishes to be in the future, identifies the components of the future systems and how they are supposed to operate, envisions the future environment and future *outcomes*, and only then does it turns to the present, identifies the present situation, and the *action plan* is constructed (Haines, 2007; Von Bertalanffy, 1998). The central focus of the systems thinking theories is on the best *process* that enables transformation of information from a present level to the next higher level of organization.

Figure 1: **The theoretical ground for Systems Coaching model and the base theory for this research**. The arrows show the interrelation between all the strata's.

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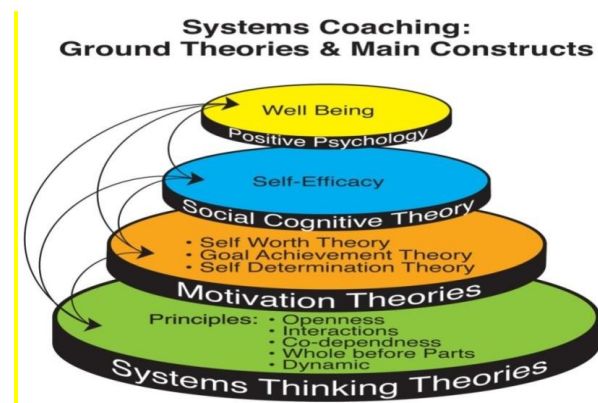
The Systems Coaching Model will be regarded as a meta-cognitive understanding for promoting personal goals that uses the principles of Systems Thinking Theories as its process.

I.2. Motivation Theories: *From Deep Core Values to Passionate Goal*

Based on three basic needs: The need of competence, relatedness & autonomy, Self Determination Theory (SDT) claims that "positive and lasting results most likely occur when a client becomes actively engaged and personally invested in change" (Ryan et al., 2011, p.194). To persevere in an activity, one has to acknowledge the value of the activity and even derive some enjoyment from it (Deci & Ryan, 1985; Ryan et al., 2011).

Motivation theories strengthen the basis of goal choice, in relation to inner source, a connectedness to one's core values, with a goal chosen as a result of autonomous choice, when this is the source of motivation, then the challenging task brings satisfaction, pleasure (SDT). The Goal Achievement Theory differentiates between goals formulated in terms of approach versus avoidance (Dweck, 1986; Midgley, 2001). Self-Worth theory offers an explanation as to how a person manages his/her self- esteem on a wide range starting from strength and daring to a point of constraint and avoiding from taking risk as mean of avoiding possible failure. For the most part, one is not aware of the deep sources involved in the process of goal setting.

I.3. Self-Efficacy: *From specific task to specific phase*

Self-Efficacy beliefs influence the way people feel, think, motivate them and behave. Such beliefs are produced from four major sources: past success that create the mastery sense, modeling and exposure to behaviors and possibilities of others, persuasion by significant figures and psycho-physiological regulation. They include cognitive, motivational, affective and regulation processes (Bandura, 1977, 1984).

Bandura (1984) found that Self-Efficacy beliefs predict success in many areas especially education, rather than the skills and knowledge itself. A Self-Efficacy index has been found to be the most effective predictor of behavioral outcomes of any other belief-related indices (Graham & Weiner, 1996). Researches reveal that a high sense Self-Efficacy regarding a task enhances the person's chance of opting for it, increases the significance of the task as important and enjoyable, and enhances the person's ability to persevere despite the setbacks (Schunk, 1991). Schwarzer breaks the Self-Efficacy concept into sub-constructs suited to the different stages in the process of changing health, distinguishing between Self-Efficacy beliefs that have to do with setting goals and choosing the course of action, beliefs pertaining

to coping with the tasks and beliefs the individual holds regarding the recovery and action in case of failure.

I.4. Positive Psychology: *The way to happiness and well being*

Those motivation theories about the source and orientation of motivation and sources of self efficacy join to Positive Psychology which focuses on one's strengths more than on weaknesses. "*Signature Strengths*" is a central concept to Positive Psychology that encourages one's strengths searching as a focus for setting goals (Seligman, 2002). One has to care for: **P**ositive feelings and optimism tendency, **E**ngagement experiences, significant **R**elationships, **M**eaningful life and **A**ccomplishment that comprise his Well-Being. Research has found that use of signature strengths corresponds to higher achievements, a sense of well-being, better coping with stress and resilience (Linley et al., 2010; Govindji, 2007). And lastly research found that the well being increase as all these components are present in the everyday life (Seligman, 2011).

The Systems Coaching model offer the client an opportunity to connect with his values and the larger significance which lies beyond his goal, by ensuring the formulation of his goal aims as an approach goal, and by expanding his awareness regarding his motivation so as to ensure is entails awareness and so that he will consciously use it as a tool towards reaching his goal.

Positive psychology constitutes solid and stable theoretical grounds for the discipline of coaching based on the belief in a person's capabilities and responsibilities for his/her decisions, and for finding the answers within, even when consulting experts, they are still the consultants, and the individual is responsible for his/her own life. The specialists fill the role of advisors, whereas, he himself must still be the ultimate decision maker and manage his own life (Kaufman, 2009, Seligman, 2011).

Baban (2007), summarizes various approaches to behavior modification theories in the health domain and suggests that multi stage theories predict behavior more than only motivational models, and narrows the gap between intentions and behavior. Any intervention contributes only a part of needs to behavior change and achievements. She also talks about the advantage of multi- theories approach for application of change process.

I.5. The Coaching Discourse

Coaching is part of a self-development learning trend of social networks and self-help genre of guidebooks. The belief is that a person is responsible for his life and his choices and that he

has numerous ways of getting help be it from advisors or forums or books in making his choices. The search today is not for another specialist or expert of some sort who holds the truth but rather for more management and decision making ability from amongst the many approaches and opinions. The emphasis has moved from information to a process of learning and decision making, in other words to a meta-cognitive level.

Life coaching or personal coaching mostly directed at non-clinical population who seek to reach personal goals and to promote their life's quality (Grant, 2006, Grant & Cavanage, 2007). Grant (2001) defines coaching as *"a collaboration cognitive-behavioral & Solution focused oriented systematic process, which is provided to nonclinical population, in which the coach facilitates self-learning, personal growth and goal achievement of the client"* (p.73). The aim of the coaching process is to sustain cognitive, emotional and behavioral changes that facilitate goal achievements' either in one's career or in one's personal life.

There are many coaching approaches, both for individuals and for organizations. One can make use of a coach for just about any topic imaginable; for instance, when writing a book, improving and designing an image, when marketing, in finding a partner, in enhancing couplehood, parenting, and even grand parenting. Most coaching is short term, but sometimes can last as long as a few years. It is usually aimed at a specific goal but sometimes, it can ruminate by a client for many goals. Since there are neither academic criteria nor any legal guidelines for defining the training or employment of coaches, coaching comes in multiple forms and variations. There is much confusion when one seeks a coach or a program to study coaching. Some non-profit organizations have attempted to establish some standardization and format in coaching, such as the International Coaching Federation (ICF), and in Israel, the Israeli Chamber of Coaches.

I.6. Coaching Research

Coaching research is still in its first stages, but it has been growing (Grant, 2003; Grant & Cavanagh, 2011). The studies yielded reports of sense of better achievements (Libri & Kemp, 2006). In the domain of personal coaching, it was found that coaching reduces anxieties, tensions and depression, increases hope, life quality and resilience, and enhances goal promotion (Grant, 2003; Green et al., 2006, 2007; Spence & Grant, 2007). Coaching cognitive-behavioral approach based has been found as easing perfectionism and self-handicapping thinking (Kearns, et al., 2007).

Educational research has found that coaching promoted effective learning capabilities and skills with students, enhanced systems relationships, promoted setting long-term goals and

avoiding obstacles (Grant, 2009; Green et. al. 2006, 2007). Empirical evidence efficacy of coaching and the understanding the mechanism of what help in coaching, is still limited (Grant, 2003).

A very few controlled research on coaching efficacy, found better goal achievements, enhancing meta-cognition and decrease in anxiety and depression compared to a control group (Grant, 2003; Grant et. al., 2006). In Israel two quantitative design research were conducted, one on executive coaching, found increase with satisfaction from work and the other show increase with learning abilities and inside locus of control (Bozer & Sarros, 2012; Donner et al., 2009).

Systems Coaching was created in agreement with Baban's & Schwarzer's thinking to base intervention for complex behavior change on theories' integration and suitable concepts for each sub-stage in the process of promoting goals; Choosing a goal, planning a goal, acting towards reaching the goal and revising and monitoring progress while dealing with the environment is complicated behavior. So this Model is multi-theories integration base on the Systems Thinking Theories.

I.7. Gap in Knowledge

There is great demand for coaching on a personal and organizational level. Studies examining the effectiveness of coaching are a few, a fact which is incongruous with the popularity of coaching. The number of controlled studies in the world is also scant and in Israel, two such studies were found (Donner et al., 2009; Botzer & Sarros, 2012).

To the best of our knowledge, the Systems Coaching Model has not been researched in Israel or anywhere else, for that matter, and thus this is an innovative research. Therefore, there is significance in examining its effect quantitatively and qualitatively; thus shedding light on what is happening to people who receive intervention based on the Systems Coaching Model.

The Research Aims

The theoretical review and the gap in knowledge give rise to the research goals.

1. To examine the influence of the Systems Coaching intervention;
2. To deepen understanding of the influence of Systems Coaching and its different

   components' effect. This leads to two questions:

The Research Questions

1. Does Systems Coaching intervention enhance the participant's Self-Efficacy & Goal Achievements?
2. How do coaches and coachees perceive the systems coaching process meaning, and its components importance and efficacy, in the coaches' and coachees' experience?

Before the transition to the crux of this study, an explanation of the systems coaching model, its aims, how it operates at each stage of the process will be presented.

"The past comes toward the present from the future" (Heidegger)

I.8. The Systems Coaching Model

Definition: Systems Coaching is a learning process, which empowers individuals to maximize their potential to achieve goals and to improve personal performance & their quality of life on an ongoing basis (Gordon, 2002).

The first stage of Systems Coaching process, engages in connecting to the high order feelings of well-being of the coachee in a search for his ***signature strengths***, relying on significant past accomplishments which derived and also strength his/her Self-Efficacy (Seligman, 2002; Bandura, 1997). Simultaneously, the coach facilitates setting the ***agreement, intimacy and challenging relationship***. The second stage refers to the ***desired future picture.*** That stage is based on the strengths that were found before and imagination. The client builds his ***vision*** while relying on his/her ***autonomous intrinsic motivation***. Vision, the top future goal, is phrased in terms of ***approach goals*** and with destination broad goal, of that future (Ahsen, 1977; Gordon-Bar, 2012; Deci & Ryan, 1985; Polanyi, 1981; Dweck, 1986; Midgley 2001). The *desired future picture* & vision is built by using ***guided imagery*** and creating full vivid sensed ***mental imagery*** that is anchored in client's awareness (Haines, 2007; Gordon, 2002; Ahsen, 1977; Polanyi, 1985; O'Conner & Aardema, 2005).

The components translating the desired future picture into a reality require cognitive and emotional ability to convert the picture into something tangible and measurable. These are the parts deriving from the systems perspective of seeing the whole before its parts, but after seeing the big picture stemming the ***action plan*** for every little detail. ***Breaking through project*** is a significant stone mark- a measurable result, 6 months ahead that help to see the first significant accomplishment on the way to the "Light House"- the *desired future picture*.

Figure 1 presents very shortly and schematically the process of the Systems Coaching three months intervention.

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Figure 1: Systems Coaching Process
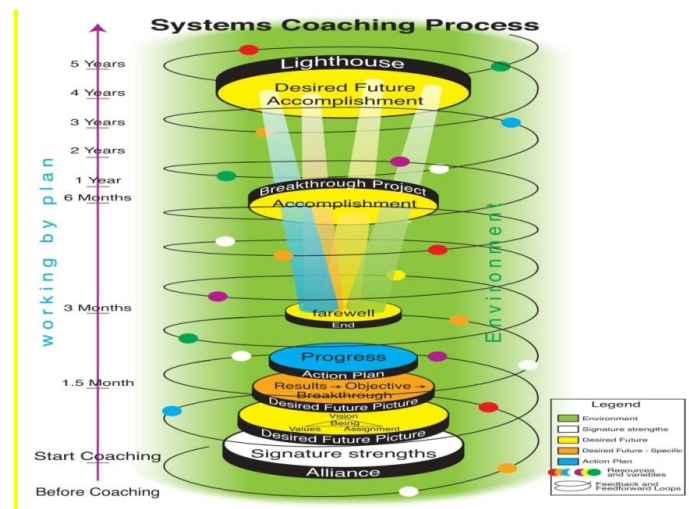
II. Methodology

This chapter clarifies the decisions that led up to the design and execution of this research based on the goals and research questions. The paradigm that was chosen was mixed methods, using both qualitative and quantitative methods. The quantitative part was quasi-experimental comparing a research and a control group and examined the influence SC. The strategy for gathering data featured closed questionnaires and statistical analysis. The qualitative section included four subgroups of coaches and coachees who were interviewed and participated in focus groups. The method of analysis was topical content analysis.

II.1. Research Design

The basic research paradigm chosen for examining the efficacy of systems coaching and enhanced understanding about it was the ***mixed methods***, positivistic/rational/ quantitative and constructivist/narrative/qualitative (Hanson et al., 2005; Shkedi, 2011). The combination of the two paradigms corresponds to the integrative-practical spirit of the researched coaching approach, and allows for the wealth of options to describe the researched phenomenon according to the research goals. Research literature refers to mixed methods as a paradigm in itself (Bruner, 1985 in Shkedi, 2010). Being a pioneer research the Systems Coaching intervention, there is value in making use of the potential of both quantitative and qualitative paradigms (Shkedi, 2010). This combination allows for triangulation of methods, thus referring to different aspects which cannot be researched by one of the methods only (Hammersley, 1996 in Bryman, 2008). Out of six kinds of mixed methods the equivalent combination was chosen, means there is not preference to any methods and there is no purpose of each of them to confirm each other.

II.1.1 Quantitative Stage

A quasi-experimental design of comparing two independent groups was chosen for this part of the research –the research group which will undergo the intervention and the control group on the waiting list. Closed ended questionnaires were delivered at three time points for collecting the quantitative data.

Table 1: Summary of Quantitative Research Design

Research (Intervention) Group	Control (Waiting List) Group
24 students: 11- north and 13 - south	28 students: 15 - north and 13 - south
First stage questionnaire – beginning intervention	First stage questionnaire
Intervention: Systems Coaching	Three months – no intervention
Second stage questionnaire – end of intervention	Second stage questionnaire
Three months later	Three months later
Third stage questionnaire	Third stage questionnaire

II.1.2 Qualitative Stage

The second part of the research seeks to examine the participants' attitudes and understanding of the coaches and the coachees regarding Systems Coaching intervention process and toward the Systems Coaching model's components. This part of the research seeks to understand the Systems Coaching model's influence on the participants' perceived Self-Efficacy and Goal Achievements. The strategies of collecting data at this part were interviews and focus groups from four sub-groups: experienced and novice coaches, coaching coachees who have lately finished their coaching and coachees that were coached more than 5 years before.

II.2 Research Participants

The Broad Context of the intervention: "For Mothers with Love"

This project is a part of the cooperation between CoachMe College for training coaches in Israel and the Katzir Foundation, non-profit social foundations in Israel. Single mothers in Israel's periphery, low SES, were identified as one Katzir Foundation's target. Improving their human capital might contribute to social change and influence their familial and economic resilience (Klimor-Maman & Rozov, 2009). Research conducted in the U.S. among African American single mothers, found the level of employment decreases symptoms of depression, increases single mothers' sense of Self-Efficacy , increases parental performance at home and

decreases the children's behavior and emotional problems in school (Jackson & Scheines, 2003) and coaching process with mother returning after birth show helping with the transition (Filsinger, 2012).

The participants of the *quantitative part*: Subjects of the quasi-experimental part were, single mothers studying for B.A degree in Israel peripheries – *the coachees*.

The coaches (n=18) were graduated of coaching training program in CoachMe College in Israel (Accredited Coaching Training Program – ACTP by ICF). Most of them were in their internship process and engaged in the research as a pro bono activity, which is part of CoachMe College volunteering to the community.

The coaching process progressed according to a protocol that all the coaches had were familiar with.

Subjects of the qualitative part: interviewees and focus groups participants.

Table 2: The Qualitative participants:

Clients		Coaches	
Lately finished (Interview)	Finished years ago (Interview)	Experts (2 Focus Groups: 4; 3)+	Beginners (Interview)
N = 5	**N = 4**	**N = 7 +4 interviews**	**N = 5**
Total = 9 clients		**Total = 16 coaches**	
Sum of Interviews = 14+4 ; 2 Focus Groups **Total n= 25**			

All the interviews were conducted by the researcher.

II.3. Measurement tools

Table 3: Quantitative & Qualitative Research Tools

	Questionnaire	Qualitative Tools
Self-Efficacy and Well-Being	The Satisfaction With Life Scale (SWLS) (Diener et. al., 1985) Well-Being measure	In depth & semi-structured interviews: N=18
	Self-rated health (SRH) (DeSalvo et al., 2006a; 2006b; Shirom et. al. 2008) Well-Being measure	Focus Groups: N=7 Semi- structured questions
	New General Self-Efficacy (NGSE) (Chen, Gully, and Eden, 2001)	
	The Self-Handicapping Scale (SHS) (Zuckerman et. al., 1998; Rhodewalt, 2005).	
Results and Change Evaluation	Present and Future results expectation	
	Evaluation of changes questionnaire (developed for this research)	
	Personal information	

II.4. Ethics - Participants signed a consent form, and anonymity and discretion were guaranteed. The research was conducted according to the academic ethical code.

III. Research Results Analysis

The research group significantly improved its Self-Efficacy and decreased its Self-Handicapping Thoughts in comparison with the control group (p<0.05). In the research group, the improvement was significant in all of the indices. All the dependent variables were correlated demonstrating a clear uniform and broad impact. Qualitative findings reinforce the increase in Self-Efficacy and broad impact. Qualitative analysis yielded three themes: the ripple effect, influence factors and comments regarding the coaching methodology.

III.1 Quantitative Results Analysis

The influence of Systems Coaching - Differences between the Research Group and the Control Group: t-test for independent groups was conducted for analyzing the first hypothesis: Only SRH mean scores at time point 3 (control- M= 3.87, SD = 0.56 ; research- M= 4.25, SD= 0.62, t (48) = -2.28), and NGSE mean scores at time point 2 (control- M= 5.63, SD = 1.05 ; research- M= 6.28, SD= 0.62, t (50)= -2.69), varied significantly (p<0.01). All the other variables behave according to the hypothesis direction as the dependent variables did not differ significantly at time points 1, between the two groups. Differences between Time Points (before and after) within the Research group: t-test for dependent groups.

The following figures compare the changes within groups (research and control) before and after the intervention for each of the dependent variables.

Figure 2: Mean Satisfaction with Life Scale (SWLS) within the research group and within the control group by time points
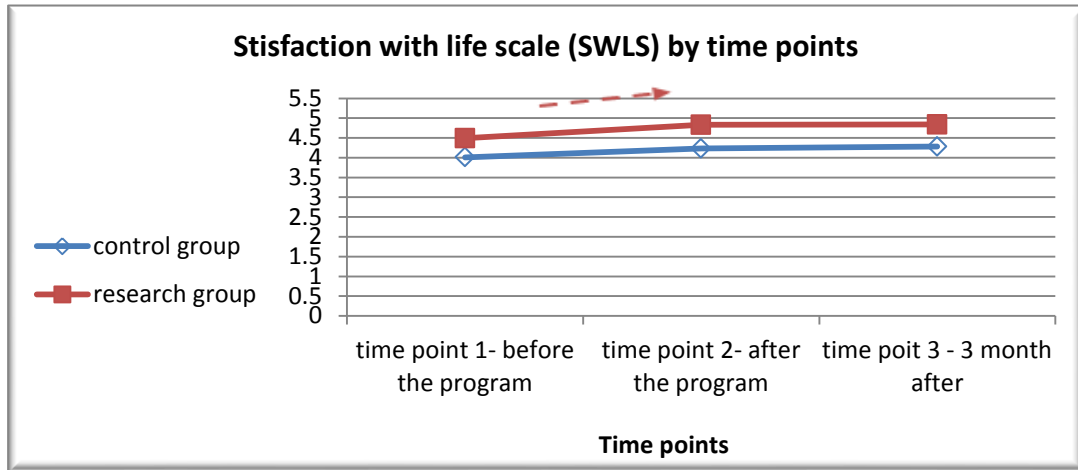
Figure 3: Mean Self-Rated Health (SRH) within the research group and within the control group by time points
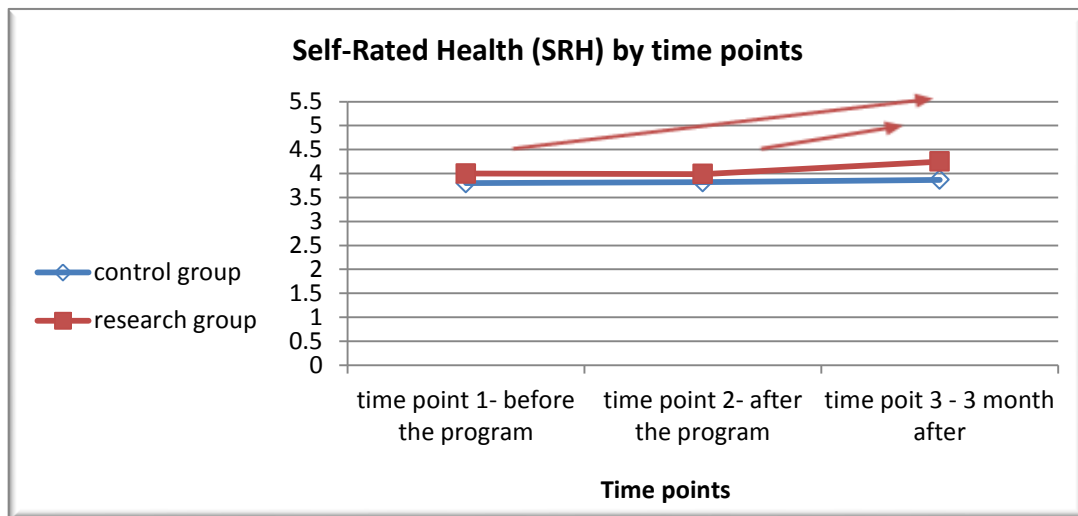
Figure 4: Mean scores of New General Self Efficacy (NGSE) within the research group and within the control group by time points
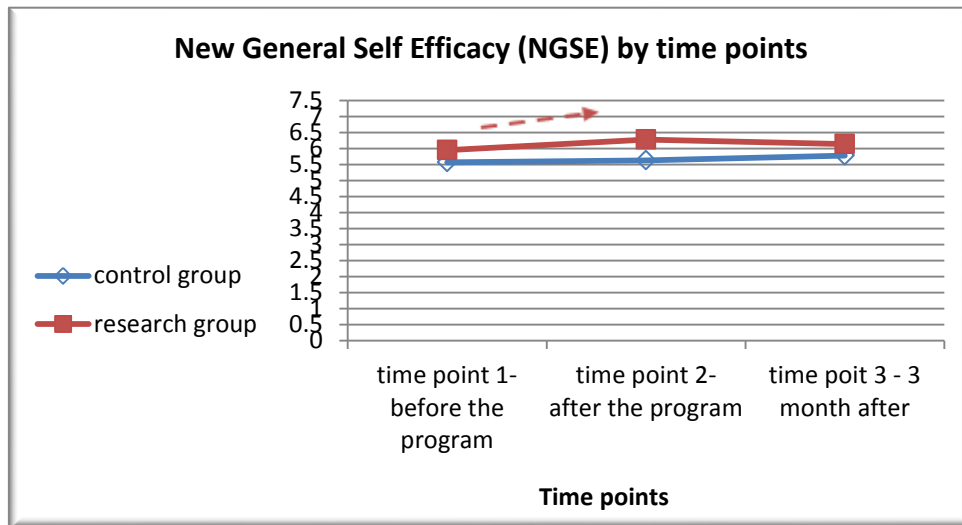
Figure 5: Mean scores of Self- Handicapping Thoughts (SHT) within the research group and within the control group by time points.
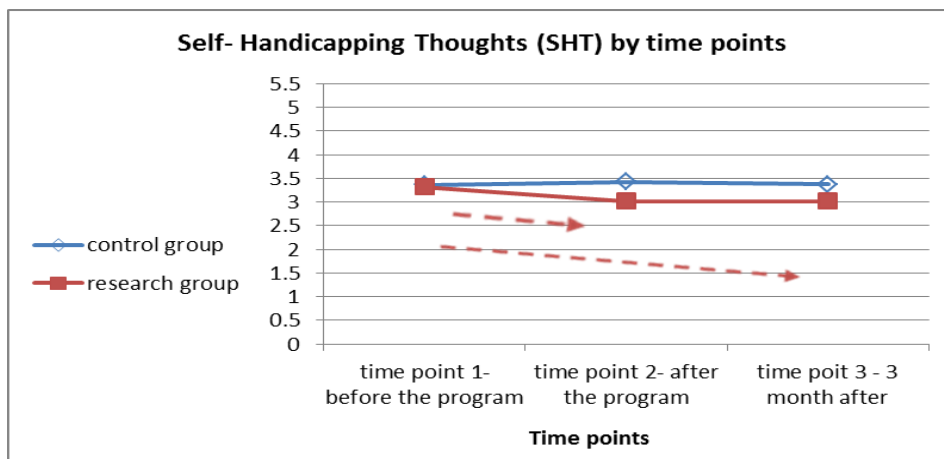
- A broken strait rising arrow represents a significant difference lower than 0.05 between the two time points.
- A straight rising arrow represents a significant difference lower than 0.01 between the two time points.

In the research group, as can be seen in the figures the changes in most of the research measures (the dependent variables) are in the direction of the research hypothesis: as a result of coaching, there is an improvement either immediately after coaching or three months later. SWLS: Between time point 1 and time point 2 was statistically significant (time point 1- M= 4.49, SD = 1.26; time point 2 - M= 4.83, SD= 1.09, t (23) = -1.84, p< 0.05). SHR: The increase in this variable from time point 2 to time point 3 (time point 2- M= 3.99, SD = 0.61; time point 3 - M= 4.25, SD= 0.62, t (23) = -3.02, p< 0.01) were statically significant, **NGSE:** Between time point 1 and time point 2 was statically significant (time point 1- M= 5.95, SD = 0.97; time point 2 - M= 6.28, SD= 0.62 ,t (23)= -2.24, p< 0.05), **SHT:** From time point 1 to time point 2 (time point 1- M= 3.32,

time point 2 - M= 3.02, SD= 0.97, t (23)= 2.50, p< 0.05) and the decrease in this variable from time point 1 to time point 3 (time point 1- M= 3.32, SD = 0.74; time point 3 - M= 3.02, SD= 1.11, t (23)= 1.77, p< 0.05) were statically significant.

Pearson correlations with all research variables were calculated. The findings reveal that in most cases there were significant positive correlations between the dependent variables (p<0.05; p<0.01).

 The correlations between these variables and Self Handicapping Thoughts were negative. These findings suggest that most of the dependent variables attached to each other and have dependency between them.

III.2. Qualitative Results Analysis

Each interview was analyzed according to themes. Latter, cross-cases analyses for themes between the different sub-groups: Coaches vs. Clients; Beginners Coaches vs. expert Coaches; lately coached clients vs. years ago coached clients, and at the end higher level themes was found.

Table 6: The differences between expert and beginners coaches:

Expert coaches	Beginner coaches
The SC model is internalized as a whole in coaching work and in daily life.	The belief and ability to lean on the SC model is not complete.
The belief in the model as base, map, enable flexibility at work. They understand the spiral characteristic of the model	There are doubts about the efficacy of the model and all its parts.(even the clients feel accomplished).They stick technically and linearly to the model as work map.
Want follow up for their curiosity	Need follow up for their Self-Efficacy as coaches
They belief and trust the client and let him choose his way.	Feel responsible for the results and try to save the clients
They choose the coaching profession also as mission	Are not sure about their profession identity
They were happy with any advance and let the client to go when they sure he use what he took and if need would come again	They do not evaluate right the value and influence of their coaching work, their client evaluates it much more than they do.

Table 7: The Central Themes and Sub-Themes

Themes / Sub-Themes	Type of influence Outcomes	Influence Factors Process	Methodological Comments
1	Broad assimilation and generalization	Coacher-coachee relationship	Readiness and matching for coaching
2	Deep intrinsic change	Using the SC Model Desired Future Picture via imagination	Coaching duration and the need for follow-up
3	Increase in Self-Efficacy / resilience	Thought and action framework	Quality control and feedback mechanisms
4	Actual results	Expanding awareness	

III.2.1 Ripple Effect

1. Ripple Effect- pertains to the reports and reference of coaches and coachees to the influences coaching had on themselves and their lives.

Sub-topics:

a. **Assimilation and generalization of the experience to overall living** – pertains to the expression of mega-cognition that occurred during coaching in a way that the generalization in the interview stage is felt and expressed as a habit, being natural and adopted as a way of life. This also pertains to the change assimilated beyond the domain of coaching, meaning the effect of coaching and its assimilation into other aspects of life.

b. **Deep intrinsic change** – meaning the expression of both coaches and coachees of the deep change that occurs through awareness, paradigm shift, changes in thinking and self-perception or the perception of the world in general. Usually such a statement has a transformational element that is felt in the excitement and the description of a new place, a different place, and not just considered an improvement to some extent.

c. **Enhance in Self-Efficacy** – pertaining to the increase in the coachee's belief in himself/herself and his/her abilities to accomplish goals, to cope with surprises and stumbles along the way, and maintaining their achievements.

d. **Actual results** – pertaining to the reports of the coaches and coachees that there have been actual results from the coaching that are not only feelings, but results manifested in their real life domains. The results could be in context of the specific goal of the coaching or in other or additional fields.

III.2.2 Influence Factors

2. **Influence Factors** – pertaining to the process factors that are perceived by the coaches and coachees as affecting the change process. These factors can be advancing or self-handicapping.

Sub-topics:

a. **<u>Coach-coachee relationship</u>** – Pertaining to the process participants' views on the relationship as responsible for advancing or handicapping the coaching process - references to the other side and its reference to self. Meaning what the coaching partner did according to what is expected.

b. **<u>Systems Coaching Model</u>** – Especially creating Desired Future Picture via Imagination pertaining to the comments of the participants regarding the presence of the components of the System Coaching Model and its effect.

c. **<u>Creating a thinking and action space</u>** – Pertaining to the importance of framework both as an obligating and thinking enabling structure, both for support, action and monitoring progress.

d. **<u>Broadening Awareness</u>** – Pertaining to statements about new revelations that affected them and were illuminating and surprising, or things understood during the coaching that expanded the participants' awareness of themselves, the environment, or anything else they found to be important or advancing in the process.

III.2.3. Methodology Coaching Considerations

1. **Systems Coaching Methodology** – pertaining to the references of the coaches and coachees to the aspects of a coaching setting: creating the agreement, adjusting the participants, schedule, money, and duration of the sessions and the process.

2. **Sub-Topics:**

a. **<u>Readiness for coaching</u>** – Pertaining to the impression of the coach, or reference to the coachee's success rate in the current or future process. This refers to the need for commitment, the willingness to enter the process, and to do what is needed. This also includes their abilities to find the right match.

b. **<u>Duration of coaching and the need for follow-up</u>** – These are two topics that share the issue of the length of the connection. This pertains to references to the duration of coaching, its schedule, and its distribution across a specific timeline. In addition, this pertains to breaks in the process and their effects.

c. **<u>Feedback and quality control mechanisms</u>** – This pertains to the references made by the participants regarding the components of the participants' learning

and progress. This includes reports where the participants addressed the coaches' demands to manage the process and receive feedback on ways to improve it, and aspects where it was lacking. The reference is to the reports, the coaches' feedbacks, and different tools such as devising the program and the way the coach prepares for future follow-ups.

To conclude this chapter, the research findings point to an increase in Self-Efficacy and significant achievements with coachees who went through Systems Coaching. The qualitative analysis supports the quantitative data regarding the effect of Systems Coaching covers the variety of influences, and tries to see the effect process and the factors which might explain it, which will also connect to the basic theories upon which the intervention model is based.

IV. Discussion and Conclusions

This chapter engages in the interpretation of findings with reference to the first research goal, the influence of Systems Coaching on Self-Efficacy, Well-Being and Goal Achievements, it was found that coaching influences them all. The qualitative research reaffirms the great influence of coaching on the coachees. Due to the many sources of information and the mixed methods research, the information is rich and we can relate to the various influence components. A broader view of the ways to enhance Self-Efficacy was made possible and the concept of Self-Leadership was phrased anew, while adjusting it to the Systems Coaching Model. The concept constitutes an integration of the expanded "Self-Efficacy" concept, and Self-Management concept.

V.1. The Effectiveness of Systems Coaching

The first research aim was to examine the influence of Systems Coaching on Self-Efficacy, and Goal Achievements with BA students, single mothers from Israeli's peripheries.

In the light of the first research hypotheses, comparison of the research group and the control group reveals the variables that changed the most and significantly were the <u>level of General Self-Efficacy immediately after the intervention</u> ($p<.01$), and the <u>sense of general health three months after the intervention</u> ($p<.05$).

It appears that the research group started with a little advantage over the control group but after the end of the systems coaching, the research group was significantly better than the control group in most all of the dependent variables. Three months after the systems coaching the sense of general health SHR increased significantly in the research group ($p<.01$) and the other variables maintain the achievement or there was a slight decrease in the goal

achievements and general Self-Efficacy which is still far from its level before the intervention. Therefore, it appears the influence of systems coaching perseveres.

The delay in the influence of coaching on the sense of general health, which is one of the well-being measures, can be explained by the notion that the coaching process involves many tasks in addition to the burden with which the single mothers have to cope. Perhaps only after coaching had ended, and the number of tasks decreased, and the coachees made progress and their Self-Efficacy improved, did their sense of general health increase.

Comparison within the research group before and after systems coaching yielded a significant change in the direction presented by the hypotheses: an increase in the General Self Efficacy and a decrease in the level of Self Handicapping Thoughts ($p < .05$) an increase in satisfaction with life ($p < .05$), and self-rated health increased only between time 2 and 3 ($p < .01$).

However, the decrease after 3 month in part of the variables is minor and we can see increase in relation to the situation before coaching started. The minor decrease can be explained as the response to the termination of coaching process and a response to the decrease in maintaining the coaching framework. Correlations between variables were high and significant in the first and second time points, and point to a considerable change with each participant and to an inter-correlation between variables, show that all variables interact and influence each other.

As a pioneer research examining the influence of Systems Coaching, which has not yet been researched, it can only be compared to studies which examined the influence of coaching researches based on different models. This research reaffirms the results of previous studies which showed the influence of coaching on such measures as satisfaction with life, the level of quality of life, decrease in perfectionism, achievement promotion and an increase in Self-Efficacy (Grant, 2003, 2006, 2009; Spence & Grant, 2007).

In sum, the research found that Systems coaching enhances Well-Being and Goal Achievements and reduces Self-Handicapping Thoughts. All measures correlated and reveal a broad general influence, where improvement is relative to the coachee's state before the intervention. The qualitative research findings support the coachee's statements regarding the increase in Self-Efficacy due to the coaching's general and deep influence and the promotion of the accomplishment of goal achievement.

Self-Handicapping Thoughts

As for the decrease in self-handicapping thoughts, the qualitative research also found reports of coachees of how they had taken charge of their self-handicapping thoughts (Curtis & Kelly, 2013) as a result of coaching. Research which examined the influence of cognitive-behavioral coaching group workshop (Kearns, 2007), revealed a decrease in the level of self-handicapping thoughts, but contrary to the current research, this decrease occurred a month after coaching had ended.

The influence was immediately after the intervention, but was not referred to during coaching, so we may conclude that the influence on self-handicapping thoughts was indirect. According to Self-Worth theory, when the sense of Self-Efficacy is enhanced, and a person can connect to his/her strengths and success, the need for using the mechanism regulating self-worth as defense in case of failure via decreasing expectations and Self-Handicapping Thoughts diminishes. Increase in Self-Efficacy easily decreases Self-Handicapping Thoughts.

The achievements of coaching have been retained after it was over, and despite the coachees' response to the end of the process, expressed slight, non significant decrease in the level of Goal Achievements and Self-Efficacy. Interviews with coachees, who had completed their SC years before, revealed the influence perseveres over the years without the former coachee being aware of it, as the thinking and action methods had been assimilated.

The second research goal was to expand the existing knowledge about the influence of the researched coaching model and the change processes, and naturally, to make recommendations for improving the intervention so as to promote change and growth.

IV.2 Ripple Effect -"*All of my relationships had changed. I placed myself in the center*."

The results and accomplishments identified by the coachees were described as actual accomplishments, which were also observed in the quantitative research: "*It makes me feel good that out of 9 goals I set, all were accomplished, the money not all the way yet. Seeing it in black on white, I could not predict it.*" Deep change - "*The image we shaped gave me some inner resilience…connecting down to the earth and up to the light; I made friends and learnt to accept help.*"Broad change - "*… I do not leave open in my actions or in relationships…this white figure we have shaped, on which we have worked a lot, has given me some inner resilience. We made plans, short-term and long-term…with the long-term plans, the vision pulled everything up.*"

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This leads toward the conclusion that the systemic broad change can happen as a result of coaching on a one focused issue, and that the system's parts interact concurrently. According to systems thinking principle of simultaneously influences and interdependency a change can be ignited in one part within the system, and it will affect it all. Coaches are also influenced by engaging in coaching deeply and broadly.Coaching thinking seeps into all life domains and most coaches regarding coaching as a mission.

It has to be noted that when discussing the influence of coaching, both coaches and coachees noted that the parenting, especially the motherhood was influenced hugely, although it was not the subject of coaching.

IV.3. Difference between Results and Achievements

There is some confusion in the world of coaching between internal change of insights and feelings and tangible measurable results. This debate appears in the past researches, leads to ambiguity in the field attitudes to the measured results and the way the measurements can be defined.

The coaches find it hard to help coachees define their focused goal, and coachees find it difficult to phrase them in measurable ways. This awareness can be translated into direction in the training and supervision of coaches (Jinks & Dexter, 2012).

IV.4. Change Inducing Factors

"*Until she confronted me, I did not give myself…only then did I understand she was strong enough for me.*" "*She could make demands. It made me feel worthy.*"

IV.4.1. Factors Common to all helping professional relationships

The three factors found to contribute to the desired change are common to all help-relationships such as counseling, therapy and mentoring. The first factors is relationships between coach and coachee; the second - building the setting that provides a safe and challenging environment, and the third – increasing awareness. None of these factors are unique to Systems Coaching. Systems Coaching's uniqueness is in the fast way in which a safe, containing relationship are created while shifting the responsibility for the process and the results to the coachee. That is why the building of the setting and the relationships are so important and valuable. In the setting building stage, some of the awareness efforts are directed at the setting, and some to the empowering coaching relationship (Creane, 2003).

Once, a person came home from work, sit with his wife and children; today, in the modern world, a person comes home from work, checks his e-mail and cellular phone, tries to talk to

his wife, but she is also wither e-mails. There is really no room for sitting and talking to someone about life without any external diversions."

IV.4.2. Systems Coaching Uniqueness

"*The great and distant goals pulled everything up*"; "*I thought there was a contradiction between spirituality and money…coaching connected the meanings and then I understood I have a way*"

The unique factor to Systems Coaching model, which has a more effect than any other factor at this research, is ***heading towards a desired future***. This is work that enables a connection between the core values of the coachee, his significant being and formation of his or her goals (Seligman, 2002, Ryan & Deci, 2011). The use of imagination in formation the desired future encourages a freer envisioning, forming a foundation for Self-Efficacy and also setting up possibilities that emerge from the imagination, towards a tangible ***mental imagery***. This process is similar to the way in which anxiety or irrational fear can be fixed in emotions and constrict avoidance from progress. The tangible mental imagery of the desired future picture can function as an attraction for progress (Ellis, 1994; Beck, 1993; David & Szentagotai, 2006).

This ***mental imagery*** opens new possibilities for the coachee, which did not exist before, in formulating his/her goals, in regulating and refuel his/her energy. Work with imagery and creativity, using the right hemisphere, adds pleasure and lightness to the process (Polanyi, 1983;Ahsen, 1968, 1984;Haienes, 1998).*"It is beyond thought...it is the farthest place you can reach*." "*Heading to the future and the imagination was the first time I dared to admit out loud, that I want a leadership role in this state…*"

This vision of a ***desired future picture*** reminds us of the role of Positive Illusion (Emese, 2010). People's natural tendency is to prepare for bad and danger. Therefore, nature created the unconscious balance of positive illusion seeking to allow for darnig, creativity and taking action. This tendency balances the alertness and survival expectations that something bad will happen unexpectedly (Baumaister et al. 2001). The desire future picture enhances the positive direction in the equasion, regulating self-worth and enhancing it through a broad and deep sense of Self-efficacy, seems to decrease the need for defensive mechanisms of self-worth via self-handicapping thoughts, from fear of failure (Emese, 2010).

The lasting, deep influence of Systems Coaching involves actions and learning from those actions, through steady ongoing meta-cognitive processes, by identifying what works well and regulates feelings of frustration. The major part of expanding one's awareness is meant to foster understanding and application, and to sustain the insights gained through life

experiences of the coachee during coaching setting and in his or her relationship with outside environment.

IV.5. The Conceptual Level

IV. 5.1. Self-Efficacy

"*The image we shaped gave me some inner resilience…connecting down to the earth and up to the light; I made friends and learnt to accept help.*" "*The fact I could be only where I wanted to be, made me stronger and I made the decision to quit the paralysis and the fear.*" "*I marked a path which I follow; there are setbacks …I am my own master.*"

The extended Self-Efficacy concept pertains to the identification and discovery of the sources of Self-Efficacy in addition to the four sources identified by Bandura (1977) of which a person may either not be aware, and which he/she uses or may use for different life domains intentionally and consciously.

Systems Coaching's view of sources of Self-Efficacy:

Past mastery – this sense of efficacy, mastery and agency includes a person's past experience and success, signature strengths and learning from success (Seligman, 2002; Cooperrider, 1999), but the extended concept also includes a person's intrinsic values and motivation (Deci & Ryan, 1984), and naturally, it is important to make these competencies present on a conscious, applicable level.

Present tasks and learning - In addition to identifying strengths and past achievements, this section pertains to the conscious process in action and learning coaching. Coaching invites the coachee to practice actively every day between sessions. Learnnig is more important than success and failure. Planned action is preferred to non-action, as it is a source of self-learning and setting out on a new action. Coaching teaches the person to engage in a reflective meta-cognitive process regarding the action and its examination compared to the set goals. This type of approach to learning and appreciation was found relevant for new teachers' Self-Efficacy when they still have no teaching experiences to lean on, and depend on the environment's support and feedback (Tschannen-Moran& Hoy, 2006).

Future Possible competences - creating a schema of future possibilities via mental imagery of future action and the desired future picture (Haines, 1998; Gordon, 2002; O'connor & Aardema, 2005), and anchoring the feelings via mental imagery deep in the awareness with practical practice (Ahsen, 1968).

All of these competencies of sources of Self-Efficacy constitute sources in the stage of setting the goal, to which Schwarzer (2008) referred as "the motivational stage", and are competencies which the coach and coachee seek, identify and ground especially in the first stages of coaching. The practical stage, which Schwarzer calls "the volition stage" and the Systems Coaching model calls "Self-Management". Self-Management leading to experiencing and learning as well as action, priorities, time planning, distinguishing the main things from trivial ones, the ability to say "No" to diversions, regulating attention and emotions, maintaining achievements and coping with constraints and alternatives (Levine, 2002). The combination of Self-Efficacy and Self-Management generates the renewed concept of Self-Leadership.

IV.5.2. Self-Leadership

The concept "Self-Leadership" is mostly an extension of the Self-Management concept, and was mostly used in organizations (Manz, 1986). The current research is based on the development of the concept over time (Andressen, 2006; D'Intino et al., 2007) and its adjustment to the Systems Coaching model.

The Systems Coaching model uses the term based on the theoretical and applied perceptions underlying it. The person as a system has to lead all his/her sub-systems and the relevant systems in the environment in the direction of his/her goals. The Systems coaching method seeks to develop *Self-Leadership* consciously and consistently throughout the process. When a person's Self-Leadership develops, he/she can advance his/her goals independently, in an ongoing pace, in the long-term.

IV.6. Systems Coaching Methodology

Distance coaching was found just as effective as in-person coaching. Distance coaching might even have an advantage over frontal coaching in that it affords more comfort in the freedom of expression for a segment of the coachees. This finding reaffirms CBT findings about phone therapy (Hammond, et al., 2012; Mohr et al., 2012; Lovell et al., 2006) and the need to train coaches in Israel for using distance coaching as an equally good choice, as is well accepted in the world. In Israel, the first cultural choice is that of in-person encounters. The decision of how to manage the coaching process ought to be based on what the coachee's needs and listening to what will be more useful for him. The recommendation that emerged from this finding is for both coach and coachee to leave their comfort zones, try the different options and then make a choice.

The need for follow-up - All the coaches expressed the need to receive feedback from their coachees after the end of coaching. They would like to hear, regarding the effectiveness of the coaching sessions. The novice coaches might benefit from that feedback a lot because novice coaches have a tendency to underestimate the value of their coaching. It was found that as opposed to the views of the coachees that saw the coaching very significant the novice coaches were not sure about it. Therefore, there is a great value in giving feedback, especially to beginner coaches in order to enhance their Self-Efficacy as coaches.

Drop out and compatibility - some new coachees dropped out early in the process. Some possible reasons for the rate may be due to the incompatibility of the coachee, or to a lack of a "chemistry" between coach and coachee, lack of knowledge as to what exactly is involved in coaching and what coaching offers, lack of clarity regarding the required tasks, or due to a lack of time to devote to coaching, or to a desire to receive ready answers, guidance, or solutions from the coach for the coachee's current personal problems.

IV.7. Implications

Recommendations for applications are related to the research conclusions, and suggestions for future research taking into account the limitations of the present research as well as the many topics that emerged and raised even more questions that will require further research.

Methodological Implications for Systems Coaching and to the system of training coaches:

1. Distance coaching has been found to be comfortable and preferable for research groups as opposed to coaching in person. This is useful in convincing coaches and coaches to try out this method of coaching.

2. More flexibility should be allowed in setting the number of coaching sessions. The structure of ten sessions should include an option for setting additional sessions taking into consideration the benefits and disadvantages for the coachees.

3. Scheduling a follow-up session after six months will facilitate gaining a total picture of the long term results of coaching.

4. In a comparison between the attitudes of beginner and more experienced coaches, it was evident that the novices needed to witness a deep change taking place with their coachees in order to feel they had accomplished something worthwhile. This topic emphasizes the need to develop a separation between the coaches' need for reinforcement, and their need to pay close attention to listening to the coachee, his/her needs and pace.

5. The education system Systems Coaching intervention is systemic and based on personal learning. The researcher agrees with previous writing that there is a need to work towards a process of *creating a new paradigm* underlying education: from advising to coaching (Ashkenazi, 2011); from authority and focusing on difficulties to intrinsic autonomic goals, focusing on strengths and inspiration; enhancing of critical thinking and "walking on the edge". It is most important to introduce creative play centers and work with the imagination into the education system (Polanyi, 1983; Ahsen, 1977; O'Conner & Aardema, 2005). For new teachers, who cannot rely on past success, it is important to create a coaching culture in an advancing environment (Tschannen-Moran & Hoy, 2006). Veteran teachers, who may be burnt out – it is worthy to seek a process of connecting to new core values and goals.

IV.8 Limitations and Future Recommendations

Sample size: The sample in this research was smaller that was intended due to dropout before coaching began and technical problems in setting the project by the foundation. This small sample decreases generalizability and the ability to reach significance in the various statistical tests.

Generalizability: The sample in this research was unique and consisted of BA single mothers in Israel's periphery. Indeed the examinations of comparing and matching the groups showed the match was good and conclusion may be drawn on this sample, and the variety of triangulation enable to generalize on that kind of participants. But for generalization for larger population it is needed to conduct this research with different populations: single mothers from the center, from different sections of the population, non-single mothers who are not students and males so that the influence of Systems Coaching can be generalized. Such studies will allow for seeing the model's influence, and learn whether adjustment have to be made for specific populations

Naturally, the question arises whether the results of this research can be projected unto populations in other countries

To examine this question, research has to be designed, comparing single-mothers studying for their BA in other countries and consider a specific country's culture. The same question can be asked about the model's suitability to different cultures, for instance, traditional societies guided by more collectivistic and family commitment values. There is no doubt that these questions have to be examined in future studies and with different models. Since the Systems

Coaching model seeks the individual's or the group's core values, there is possibility it can suit to any culture but the coaches must be culture's sensitive .

Self-evaluation measures bias: The data in this research were gathered via a variety of means from coaches' and coachees' sub-groups, but all measures consisted of self-evaluation means: questionnaires, focus groups and interviews. Ely and Zaccaro (2011) propose the evaluation of coaching via all interested parties, including self-evaluation, but also on the behavioral level and the level of results to be assessed by other interested parties beyond the coach and coachee (Ely and Zaccaro. 2011)

Readiness for coaching: It is important to develop tools that will allow the coachee to examine his/her suitability to coaching and to the coach. The various ethical codes refer specifically to this issue via the distinction between coaching, therapy and counseling, but do not suffice. Perhaps there is a way to develop a preparatory stage, mainly in organizational systems such as industries and schools, whereby the coaches, coachees and system as well may be prepared for coaching and its requirements. Preparation is critical to the success of the process and for the coachee to cooperate and for the system to accompany the system and support it.

There is a need to allow the coach <u>to refuse to coach specific people</u>, and not regard each applicant as suitable for the process. This has to do with the construction of the coach's professional identity and awareness of why the coach is interested in coaching and feels it is right to do that; to identify the coach's enthusiasm and boundaries. Coaching does not suit everyone.

Ways of coaching: <u>Comparing models</u> – there is room for comparing models and learning from each model in order to create a variety so as to adjust a model to a coach/coachee to the specific population and to the needs. So far, models which have been studied are those deriving from cognitive-behavioral thinking and their integration with problem-solving models. The current research addresses a different approach, but did not compare different approaches to coaching.

<u>Comparing personal coaching and group coaching</u> (Gordon-Bar, 2012) – Since group coaching is powerful and cheap, it has to be considered for specific population where it is appropriate to examine the effectiveness of a group process, which has the power to construct the group's activity. Reference to the group via coaching thinking and language may contribute a great deal to organizations and teams as well as to classes

Researcher's Bias: The researcher's involvement in all aspects of the research and coaching was a distinct advantage in the qualitative research part, as mentioned above, however that level of involvement should have been diminished in the quantitative section. The researcher was responsible for organizing the volunteers' project in the college, and was the counselor in training groups for the specialized coaches. The questionnaires in the quantitative part of the data were collected in closed questionnaires exclusively by the coachees, and the researcher had no contact with them in that process. All connections with the research group were done by the Katzir Foundation director, including a procedure of collecting the data. In the qualitative phase, the researcher used her experience and talent for giving the interviewee free space and making sure there was no need for "looking good".

IV.9. Future Research Recommendations

As per students, more research can be carried out on various cross-sections in order to expand and broaden the current study's findings as well as additional research being carried out in Israel. This would help to further advance coaching techniques for pupils with learning disabilities and to decrease dropout levels (Donner et al., 2009).

More coaching projects should be done with the purpose of promoting pupils from minorities and also of promoting pupils to higher levels of excellence. It is important to research the issue of gender and different cultures.

Almost every stage of Systems coaching calls for future research relevant to all types of coaching; the difference between working exclusively with **strengths** as opposed to weaknesses as self-handicapping thoughts or may be a combination thereof should be examined.

It is worthwhile to study coaching work from the **future** compared to coaching from the present, through the rational faculties or through the imaginative mode. Likewise, it is worthwhile to compare different models of coaching and to formulate the uniqueness of each as well as what they share in common and what differentiates them. It is important to study the duration of the coaching and the effect of the duration on the results.

It is important to explore the causes of drop out as coachees approach the coaching, or at the coaching's onset or at the initial stages of the coaching as a means to discern whether the process reflects a natural weeding of unsuitable candidates or perhaps those persons who could benefit from the coaching, for reasons yet unclear to us, are not receiving the intervention that would help them, be it in the form of a few introductory meetings or other introductory meeting to prepare the participants.

It is important to study the comparison between the desired and coaching outcomes and its effectiveness; outcomes focusing on changes in feelings, or insight in comparison to measuring defined and measurable results based on preset goals (Jinks & Dexter, 2012 ; Bozer & Sarros, 2012).

IV.10. Contribution to Knowledge

The present study is the first of its kind, in Israel and in the world, to study the effectiveness of Systems Coaching, and the first in Israel to study personal coaching using mixed methods design. It is also the first to investigate personal coaching in a mixed methods design via interviewing varied groups of coaches and coachees, including coaches five years after the completion of the coaching process, using interviews and focus groups. Systems Coaching was found to be effective in enhancing Self-Efficacy in the research group, and enhanced Well-Being, promoted achievements, and at the same time, reduced Self-Handicapping Thoughts. Goal Achievements level was high and correlated with Self-Efficacy level.

This mixed methods research contributes multiple qualitative sources. We do not know of any qualitative research in which four subgroups were interviewed – beginner coaches, highly experienced coaches, coachees who recently completed their coaching, and coachees who completed their coaching in the period beyond the past five years.

The follow-up on these coaches who completed their SC so long ago is especially innovative. Despite the fact they had forgotten most details of coaching the majority of this subgroup were in a stage of fulfilling their vision as they defined it in the coaching sessions so long ago. The understanding that can clam coaches is that coachees who absorb and adopt the coaching's thinking and application, do not recall coaching but rather demonstrate a tendency to remember the particulars of what they found to be challenging for them and to forget the ordinary familiar and comfortable aspects.

The research raises the need for knowledge and agreement regarding the definition of results of coaching and distinguishing them from other general achievements.

The original and unique integration of theories on which Systems Coaching is based constitutes another contribution. This integration is expressed in the concept *Self-Leadership*, elaborating on the concept Self-Efficacy, in combination with self-management. The concept of Self-Leadership allows us to understand the deep influence of the model by expanding awareness of empowerment and past accomplishments (Bandura, 1977; Seligman, 2002, 2011; Cooperrider, 1999) as a basis for pursuing a desired future embracing all core values

and internal experiences (Deci & Ryan, 1984; Haines, 1998; Gordon, 2002) while at the same time translating that desired future picture into practical reality and tangible constant results by actions and meta-cognitive awareness (Haines, 1998; Flavell, 1977).

The Conceptual Level

The concept **Self-Leadership** is based on the concept of Self-Efficacy and Self-Management and constitutes a construct which encompasses the theoretical integration. Enhanced Self-Efficacy emphasizes the development and expansion of the mental infrastructure for self-advanement, and draws on sources of past achievements, the present and even the future. The future plays an important role in forming the grounds for advancement to the desired future picture, which is as clear as a lighthouse (Manz, 1986; D'Intino et al., 2007, Andressen, 2006). The term "Self-Leadership" emphasizes the active part a person plays in both awareness of strengths and action upon his/her practical competences of action and self-regulation. The practice of heading towards the results and their maintenance requires many unique capabilities.

Meta-Cognition

Internalization and incorporation of coaching thinking which creates a ripple effect, cannot take place without meta-cognitive processes throughout the duration of coaching. The coach encourages meta-cognitive processes in which both sides, the coach and the coachee, observe the process and learn to internalize it as a continuous process. The meta-cognitive work that takes place throughout the coaching process helps in absorbing and then retaining the way of thinking and acting.

Regarding coach-coachee relationship and building the coaching setting – though common to all help relationships (Tee et. al., 2009), Systems Coaching's uniqueness is in the fast way in which a safe, containing relationship are created while shifting the responsibility for the process and the results to the coachee. Meaning, the right balance from the very beginning and throughout the process, between containment and acceptance on the one hand, and the requirement of responsibility and commitment to independent learning, which brings about assimilation in the short-term.

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