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| Nota di contenuto       | About the author -- Preface -- Acknowledgements -- CHAPTER 1:                                                                                                       |

Introduction -- 1.1. The breakdown of the knowledge monopoly -- 1.2. The need for a new coaching concept -- 1.3. What is coaching? -- 1.4. The goal and structure of the book -- CHAPTER 2: The origins and development of coaching -- 2.1. Societal legitimacy: coaching as an answer to late- and post-modern challenges -- 2.2. Coaching, identity and self-constructions: The self is at stake in the coaching dialogue -- 2.3. Coaching and learning – between personal experience and collaboration -- 2.4. Coaching in the perspective of organization and management theory -- 2.5. Closing remarks -- CHAPTER 3: Intervention theories in coaching and coaching psychology -- 3.1. Coaching as a special dialogue form -- 3.2. Basic intentions in the coaching conversation -- 3.3. The coach's basic stance -- 3.4. Basic theories and their role in coaching -- 3.5. Additional theories -- 3.6. Closing remarks -- CHAPTER 4: Narrative collaborative coaching – theory and practice -- 4.1. Why coaching as a narrative collaborative practice? -- 4.2. Epistemological basis – bridging the gap between phenomenology and social constructionism -- 4.3. Narrative collaborative practice in coaching -- 4.4. Closing remarks -- CHAPTER 5: Case studies and effect studies of coaching as a narrative collaborative practice -- 5.1. Case studies of my own practice -- 5.2. Perceived effect – a narrative analysis -- 5.3. Statistical effect – social recovery and well-being as the main outcomes -- 5.4. Conclusion in relation to the research project -- 5.5. Closing remarks -- CHAPTER 6: Professional practice between research, knowledge and reflection -- 6.1 Evidence-based practice and practice-based evidence -- 6.2 The knowledge base of coaching practice.-6.3 Developing knowledge, practice and profession -- 6.4 Knowledge between fact and intuition -- CHAPTER 7: Reflective practice among coaching experts -- 7.1. Peter -- 7.2. Steven -- 7.3. Kathrine -- 7.4. Martha -- 7.5. Reflections on practitioner reflections -- 7.6. Afterthoughts -- CHAPTER 8: In conclusion -- REFERENCES -- INDEX.

## Sommario/riassunto

Reinhard Stelter A Guide to Third Generation Coaching Narrative-Collaborative Theory and Practice Third generation coaching proposes a form of dialogue where coach and coachee are focused on creating space for reflection through collaborative practices and less concerned with fabricating quick solutions. Aspiring to achieve moments of symmetry between coach and coachee, where their dialogue is driven by a strong emphasis on meaning-making, values, aspirations and identity issues. Coach and coachee meet as fellow-humans in a genuine dialogue. Marking a new trend in coaching, based on the acknowledgement of changes in society, learning and knowledge production, as well as leadership, while distinguishing itself from the existing models (pop coaching, GROW model, etc.). Third generation coaching is based on a fresh analysis of our society – a society that is characterized by diversification, identity challenges, abolition of the monopoly of knowledge, lifelong learning, and the necessity for self-reflection. Providing quality material to guide ambitious practitioners and high level coaching education programs, in an accessible format. A Guide to Third Generation Coaching advocates a revisited and innovative approach to coaching and coaching psychology, advantageous for learners and practitioners alike, by supporting the reader as a reflective practitioner. "In this insightful book Reinhard Stelter takes coaching to a new level. With its new perspective, it will make an outstanding contribution to the field." Prof Stephen Palmer, Centre for Coaching, London, UK, President of the International Society for Coaching Psychology (ISCP) "This book is a wonderful contribution to further theoretical understanding and evidence-based practice within Coaching and Coaching Psychology. Reinhard provides us with a

look at the foundations contributing to this field, the benefit of his experience and learning, and the evolution of thinking to our current state. Whether you are a coach, coaching psychologist, leader, manager or student, you will find this an excellent resource to expand your thinking, reflection, exploration, and learning on your journey.” Diane Brennan, MBA, MCC, Past-President International Coach Federation (ICF) in 2008 “A thoughtful and wide ranging journey through the philosophy of coaching. Professor Stelter brings positive psychology, dialogue, and narrative approaches together into a model of coaching designed to meet the needs of clients in today’s world.” Dr. Michael Cavanagh, MCLinPsy, PhD, Deputy Director, Coaching Psychology Unit, School of Psychology, The University of Sydney.

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