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| **Department** | Industrial & Organisational Psychology | | |
| **Discipline** | Industrial Psychology | | |
| **Research Focus Area** | Coaching Psychology | | |
| **Supervision Team** | Dr L Steyn  Prof HA Barnard  Prof A-P Flotman  Prof DJ Geldenhuys  Ms BS Mahlangu  Ms M Kumbi | | |
| Institutional repository link: [IOP Research Focus Areas](https://www.unisa.ac.za/sites/corporate/default/Colleges/Economic-and-Management-Sciences/Schools,-departments,-bureau,-centres-&-institutes/School-of-Management-Sciences/Department-of-Industrial-and-Organisational-Psychology/IOP-Research-Focus-Areas) | | | |
| **Supervision Team**  **Details:** | **Academic Profile** | **Capacity** | |
| **Dr L Steyn**  **(Contact person for this focus area)**  Office:  NS Radipere 3-104  Phone: +27124293794  [steynl3@unisa.ac.za](mailto:steynl3@unisa.ac.za)  ORCID:  <http://orcid.org/0000-0003-4602-7121> | **Academic Profile**  Linda Steyn is a senior lecturer in the Department of Industrial Psychology. Linda has a PhD in Psychology and is registered as an Industrial Psychologist. She lectures on undergraduate and postgraduate level and supervises qualitative postgraduate research projects on masters level. Her fields of interest are coaching psychology, transpersonal psychology, positive psychology, personal transformation and well-being. | **Capacity**  Up to 2 Master’s; Up to 1 Doctorate  (co-supervised) | |
| **Prof HA Barnard**  Office: AJH3-109  Phone: +27124294541  [barnaha@unisa.ac.za](mailto:barnaha@unisa.ac.za)  ORCID: 0000-0003-0371-9486 | **Academic Profile**  Antoni Barnard is a full professor in Industrial & Organisational Psychology. Antoni has published and supervised several postgraduate research projects in this field and other fields related to Organisational Psychology. | **Capacity**  Up to 1 Doctorate | |
| **Prof Aden-Paul Flotman**  Office:  NS Radipere 3-111  Phone: +2712429-4879  E-mail: [flotma@unisa.ac.za](mailto:flotma@unisa.ac.za)  ORCID: <https://orcid.org/0000-0001-5663-7279> | **Academic Profile**  Aden-Paul is an Associate Professor and Industrial Psychologist. He lecturers and supervises in the fields of organisational wellness, coaching psychology, leadership, and change management. He also explores the following constructs: leadership, language anxiety dynamics, attachment and authority (relations), potential space, envy and violence/silence in organisations. Qualitative research projects are preferred. | **Capacity**  Up to 1 Masters | |
| **Prof DJ Geldenhuys**  Office:  NS Radipere 3-69  Phone: +2712429-6422  [geldedj@unisa.ac.za](mailto:geldedj@unisa.ac.za)  ORCID:  <https://orcid.org/0000-0002-8030-6004> | **Academic Profile**  Dirk Geldenhuys is a full professor in the Department of Industrial & Organisational Psychology. He focusses on qualitative research and supervises students in Organisational Psychology, applied neuroscience, systems-psychodynamics and post-modern approaches (such as Appreciative Inquiry) to change, OD and coaching. | **Capacity**  None | |
| **Ms BS Mahlangu**  Office:  NS Radipere 3-106  Phone: +2712429-8242  [mahlabs@unisa.ac.za](mailto:mahlabs@unisa.ac.za)  ORCID:  [https://orcid.org/0000-0002-2566-0828](https://orcid.org/0000-0002-2566-0828?lang=en) | **Academic Profile**  Ms. Busisiwe Mahlangu is a lecturer in the department of Industrial and Organisational Psychology at the University of South Africa. She has completed her MPhil IOP degree. Her primary research interests include leadership development and coaching, reflective practice in industrial psychology consulting, employee wellbeing and organisational support interventions, as well as the neuroscience of organisational behaviour. Qualitative research projects are preferred. | **Capacity**  Up to 1 Master’s  (Co-supervised) | |
| **Ms M Kumbi**  Office:  NS Radipere 3-80  Phone: +2712429-3381  [kumbim@unisa.ac.za](mailto:kumbim@unisa.ac.za) | Ms Kumbi is currently employed as a lecturer at the University of South Africa's Department of Industrial and Organisational Psychology. In 2020, she finished her coursework (M1) in Industrial and Organisational Psychology. Now enrolled at the University of South Africa, she is working on her master's mini dissertation on "The emotional contagion and emotional labour experiences of sales representatives in a telemarketing organisation." She is currently engaged in organisational development and wellness as emphasis areas within I/O psychology. She recently completed her IOP internship, where one of her electives was a coaching specialty. | Up to 1 mentee | |
| **Model of supervision** | Students will be allocated to a supervisor but will be required to work independently within the requirements of higher degree studies. Additionally, students will be guided through online tutoring regarding:   1. Research methodology 2. Doing a literature review 3. How to write a research proposal 4. Ethics in research 5. APA 7th edition Referencing   As part of the qualification, students will be expected to write and present a full research proposal to a panel of academics for approval, and obtain ethics clearance from the institutional ethics committee, before continuing with the actual research project. | | |
| **Application procedure** | Apply for a space in this focus area using the **formal UNISA online application procedure** outlined on <https://www.unisa.ac.za/sites/corporate/default>.  Remember you must first apply for a **student number**. | | |
| **Selection criteria: Master’s/Doctorate** | Refer to the UNISA application website for general M&D qualification admission criteria. In addition to the admission criteria contained in the *my*Choice brochure, applicants are required to prepare:  **Masters students:** a research outline (max 5 pages) describing the following:   1. A proposed topic and motivation for the study 2. Research problem and objectives 3. A brief review of relevant literature 4. Research design: Motivation for a quantitative or qualitative study 5. Ethics considerations and access to the research context 6. List of references (use APA 7th edition referencing guidelines)   **Doctorate students:**a research outline (max 20 pages) describing the following:   1. A proposed topic and motivation for the study 2. Problem statement and research aims 3. A brief review of relevant literature 4. Research design: Motivation for:    1. a qualitative/ mixed-method choice of study    2. Research participants: Population and sampling strategy    3. Measuring instruments    4. Research procedure    5. Qualitative data analysis 5. Ethics and access to research context 6. Envisaged contribution of the study 7. List of references (use APA 7th edition referencing guidelines)   E To prepare your research outline as required above, **GO TO** the IO Psychology departmental website to **download a research outline guide**:     * **Masters students**: [Apply: Department of IO Psychology/Masters-degrees](https://www.unisa.ac.za/sites/corporate/default/Colleges/Economic-and-Management-Sciences/Schools,-departments,-bureau,-centres-&-institutes/School-of-Management-Sciences/Department-of-Industrial-and-Organisational-Psychology/Masters-degrees) * **Doctorate students:** [Apply: Department of IO Psychology/Doctoral-degrees](https://www.unisa.ac.za/sites/corporate/default/Colleges/Economic-and-Management-Sciences/Schools,-departments,-bureau,-centres-&-institutes/School-of-Management-Sciences/Department-of-Industrial-and-Organisational-Psychology/Doctoral-degrees)   E On the front page indicate the relevant Research Focus Area (RFA) that you are applying for. It must be clear **HOW** your proposed study aligns with the topic and methodological focus of this RFA. | | |
| **Selection procedure** | In addition to minimum academic requirements, the following criteria will be applied to assess your research outline:   1. **Relevance to the Research focus area.** 2. **Academic merit of the research topic**: Quality in terms of originality and impact of the topic’s reach and significance toward adults in the African/South African-located work context. Applicants must justify the research problem (in practice and in terms of existing research gaps) and the contribution of the study to advance knowledge in the field. 3. Demonstrate clarity about the **core constructs** and a fair knowledge base of the most recent research. 4. Evidence of **critical thinking**: The candidate’s skills and abilities in analysing, applying, and evaluating information. 5. **Academic writing skills:** The extent to which the research outline convey coherent and well-developed arguments that are supported with relevant evidence; the logically sequence of paragraphs; the use of appropriate diction and sentence structures, and the use of correct grammar, punctuation, spelling and syntax. 6. **Access** to the research context and research participants. | | |
| **Documents to support application** | * **Academic Record** * **Proposed research outline** (max 5 pages [masters] or max 20 pages [PhD]) * **One-page** abbreviated **CV** including:   + Academic qualification   + Work experience   + Contact details   + Personal motivation for the study   + Previous research, if any | | |
| **Research Scope** | The Coaching Psychology research agenda focuses on addressing methodological, practice and theoretical gaps regarding psychology in a coaching context. Coaching dates back as far as Socrates, who believed that the best learning takes place when a person takes ownership of a situation and its outcomes (Fielden, 2005). With professional coaching that has become popular worldwide, coaching psychology involves the application of psychological approaches, interventions and processes. Coaching psychology relates to how, through the study of psychology, the practice of coaching could be enhanced, consequently leading to materially different outcomes of the coaching process (Passmore et al., 2018). Furthermore, coaching psychology is considered a form of applied positive psychology to facilitate promotion of optimal human functioning and change on individual, group, organisational and community level (Allen, 2016; Grant & Cavanagh, 2007; Linley & Harrington, 2005; Palmer & Whybrow, 2007; Passmore & Oades, 2014; Simon et al., 2014) and in South Africa, in a multi-cultural context (Simon et al., 2014).  As such the development of related theoretical products (frameworks, constructs and models) as well as best-practice guidelines for policy formulation, theory development or intervention development in the field of coaching psychology to enhance understanding of coaching psychology should be key to research objectives in this research focus area. A wide range of research methodologies is applicable in this research focus area. | | |
| **Reading:**  **Subject Field** | **This is a selection of open-access articles in this research focus area that you can access online on Google Scholar. ‎Further reading over and above these is essential:**  Allen, K. (2016). *Theory, research, and practical guidelines for family life coaching.* Springer.  Cilliers, F. (2011). Positive psychology leadership in coaching experiences in a financial organisation. *South African Journal of Industrial Psychology, 37*(1), 1–14.  Cilliers, F. (2018). The experienced impact of systems psychodynamic leadership coaching amongst professionals in a financial services organisation. *South African Journal of Economic and Management Sciences*, 21(1), a2091, [https://doi.org/10.4102/sajems. V21i1.2091](https://doi.org/10.4102/sajems.%20V21i1.2091)  Fielden, S. (2005). *Literature review: Coaching effectiveness – A summary.* NHS Leadership Centre.  <https://www.cslireland.ie/images/NHS_CDWPCoachingEffectiveness.pdf>  Grant, A. M., & Cavanagh, M. J. (2007). Evidence-based coaching: Flourishing or languishing? *Australian Psychologist, 42*(4), 239–254.  Linley, P. A., & Harrington, S. (2005). Positive psychology and coaching psychology: Perspectives on integration. *The coaching psychologist, 1*, 13–14.  Koortzen, P., & Oosthuizen, R. M. (2010). A competence executive coaching model. *South African Journal of Industrial Psychology, 36*(1), 1–11.  Palmer, S., & Whybrow, A. (2007). Coaching psychology. An introduction. In S. Palmer & A. Whybrow (Eds.), *Handbook of coaching psychology. A guide for practitioners* (pp. 1–20). Routledge Taylor & Francis Group.  Passmore, J., & Oades, L. G. (2014). Positive psychology coaching: A model for coaching practice. *The Coaching Psychologist, 10*(2), 68–70.  Passmore, J., Stopforth, M., & Lai, Y-L. (2018). Defining coaching psychology: Debating coaching and coaching psychology. *The Coaching Psychologist, 14*(2), 20–23.  Simon, C. E., Odendaal, A., & Goosen, X. (2014). Exploring the contemporary ethical challenges in coaching psychology in South Africa. *South African Journal of Industrial Psychology, 40*(1), 1–15.  Steyn, L. (2021). *The personal transformational value of coaching: Exploring the lived experience of the coachee.* PhD Thesis. University of South Africa. | | |
| **Reading:**  **Research Methodology** | **This is a selection of articles and books on relevant methodology in this research focus area that you can access online on Google Scholar. ‎Further reading over and above these will be to your advantage:**  Babbie, E., & Mouton, J. (2009). *The practice of social research*. Oxford University.  Creswell, J. W., & Creswell, J. D. (2017). Research Design (5th Edition). ISBN: 9781506386713  Petty, N. J., Thomson, O. P., & Stew, G. (2012). Ready for a paradigm shift? Part 2: Introducing qualitative research methodologies and methods. *Manual therapy*, *17*(5), 378–384.  Probert, A. (2006). Searching for an Appropriate Research Design: A Personal Journey. *Journal of Research Practice*, *2*(1), D3.  Schurink, W. J. (2003). Qualitative research in management and organisational studies with reference to recent South African research. *SA Journal of Human Resource Management*, *1*(3), 2–14.  Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice:*  *Applied methods for the social sciences* (2nd Edition). University of Cape  Town Press.  Web Center for Social Research Methods – visit the World Wide Web at:  https://socialresearchmethods.net/.  Zikmund, W.G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods* (9th Edition). Cengage Learning. | |
| **Other Open-Access**  **Resources:**  **Unisa Library Subscription Journals** | South African Journal of Industrial Psychology: [www.sajip.co.za](http://www.sajip.co.za)  South African Journal of Human Resources Management: [www.sajhrm.co.za](http://www.sajhrm.co.za)  International Journal of Evidence Based Coaching and Mentoring:  <https://radar.brookes.ac.uk/radar/items/b6bb9783-f20a-44f6-9e07-f9bdf4437eb1/1/>  Coaching: An International Journal of Theory, Research and Practice  <https://0-www-tandfonline-com.oasis.unisa.ac.za/loi/rcoa20>  The Coaching Psychologist  <http://0-search.ebscohost.com.oasis.unisa.ac.za/login.aspx?direct=true&db=bsu&jid=77VO&site=ehost-live>  International Coaching Psychology Review  <http://0-search.ebscohost.com.oasis.unisa.ac.za/login.aspx?direct=true&db=bsu&jid=25L1&site=ehost-live>  The Journal of Positive Psychology  <http://0-search.ebscohost.com.oasis.unisa.ac.za/login.aspx?direct=true&db=asn&jid=1EFH&site=eds-live> | |
| **Potential M&D Research Projects**  To be directed by sound literature review, a basic methodological understanding of research as well as availability of research context and participants. | | |
| **Unit of Analysis** | **Research Focus** | |
| **Individual, Group & Organisation Phenomena** | Knowledge generation about the transformative effect of coaching.  Knowledge generation about coaching towards psychological well-being and flourishing.  To assess the utility and value of coaching in the organisation and work-life context /personal and professional context.  To develop best-practice coaching models and frameworks for enhancing well-being in the organisation and work-life context / personal and professional context.  To develop best-practice coaching models and frameworks with regard to the application and facilitation of coaching interventions.  Application and facilitation of coaching in the context of an individual, group, organisation and the community/society. | |