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Narrative-collaborative Group Coaching Develops Social Capital –
A Randomized Control Trial and Further Implications
of the Social Impact of the Intervention

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Abstract

Primary objective: The aim of this study was to investigate the influence of narrative-collaborative group coaching on career development, self-reflection and the general functioning of young sports talents with the goal of achieving integration of their sports careers, educational demands and private lives.

Research design and method: A randomized control design with a total of 77 participants (N=31 in the intervention group, N=46 in the control group) including a pre-, intermediate and post assessment (questionnaire measuring recovery/stress, motivation and action control). For a minor qualitative interview study, six participants were selected for an intermediate and post interview. The intervention was based on a narrative-collaborative approach (Stelter, 2010; Stelter & Law, 2010) with the intention of inviting the participants to share with and learn from each other.

Main outcomes and results: The group-coaching intervention had a significant effect on the scores for social recovery and general well-being. The qualitative study showed that group-coaching participants valued the shared process of meaning-making as especially valuable.

Conclusion: Narrative-collaborative group coaching can be understood as a community psychological intervention that helps to support the development of durable social networks and the increase of social capital. On the basis of these results, we suggest that narrative-collaborative group coaching be introduced in other contexts, e.g., in collegial groups, educational settings and health coaching.

Keywords: Group coaching, narrative coaching, collaborative practice, social constructionism, appreciative inquiry, social capital, community psychology, randomized control study, qualitative research, talent development

Introductionⁱ

Most of the coaching intervention strategies and the evidence-based research on coaching and coaching psychology have focused on the individual client (Grant, 2009; Greif, 2007; Passmore & Gibbes, 2007). Coaching has been assumed to be about the dyad between a coach and his/her client or coachee. The benefits of learning and development within a group or team have not been seriously examined in theoretical studies or in empirical research. This article will present a study of group coaching by evaluating a fairly new and unexplored intervention methodology. The intervention employed here has been an endeavour to integrate narrative coaching (Drake, 2007, 2009; Law, 2007; Stelter, 2007, 2009, 2010), with approaches from narrative therapy (White, 2007) and collaborative practice (Anderson, 2007) and shall be named coaching as a narrative-collaborative practice (see also Stelter & Law, 2010).

This article will document that certain procedures of narrative-collaborative group coaching actually further the general benefits of coaching. This intervention strategy can be applied in one-to-one sessions as well.

The overall aim of the study was to investigate the influence of narrative-collaborative group coaching on career development, self-reflection and general functioning of young athletes, the intention being to encourage integration of their sports careers, educational demands and private lives. The young people who participated in the research project often had very high career ambitions. They tended to spend many hours training and frequently took part in competitions, which often required travel.

Participating in elite sports is often a stressful endeavour. The participants in this study were all in high school and consequently had lessons, homework and exams to handle, as well as coping with a potentially difficult transition to adult life. In addition, they faced a great many

training hours and the pressure of performing well in competitions. Such a palette of challenges has been recognized as a major cause of stress in elite sports participants (Cohn, 1990).

A framework for dealing with stress is the *scissors model* (Kellmann & Kallus, 2001), where stress and its opposite—recovery—are described. When an individual is subjected to *stressors*, defined as “objective sizes and factors, affecting people from the outside”, the result is an amount of stress in the person. *Recovery* describes the active process that returns the individual’s stress levels to neutral. If recovery is not achieved, the consequences can be a decline in performance and in quality of life.

In the scissors model, Kellmann and Kallus state that an individual can cope with a high amount of stress, as long as the recovery activities are of equal magnitude. To put it briefly, if an individual handles stress well and has the chance of effective recovery, he or she will be able to handle a high amount of physical and psychological stress factors, such as heavy training loads and pressure to perform well in school and in competitions (Kellmann, 2010).

Studies have shown that athletes experience a high amount of stress in general, and not only during periods of important competitions (Kellmann, Altenburg, Lormes & Steinacker, 2001; Kellmann & Günther, 2000). The subjects in these studies are similar to those in our study— young individuals balancing elite sport with high school. Hence, we conclude that an intervention to relieve stress and enhance recovery will help the participants perform well in their sport and acquire a higher quality of life.

The main objective of this study was to investigate both the effectiveness of narrative-collaborative group coaching and how the individual coachees experience it. The coaching intervention aimed at having a positive influence on career development, self-reflection and general functioning of young sports talents by setting focus on specific strengths, successes and

challenges in relation to their sports careers, their education at school and private lives. The goal was to involve them in a group dialogue, where the individual was in focus and where all participants in a process of collaboration and co-creation could shape meaning and consider the value of their actions. This would be done by forming stories about certain events and challenges and, if necessary, reformulating them into alternative (more uplifting) stories. The expectation was that this intervention could have a positive impact on the participants' motivation and stress recovery.

In addition to the presentation of results from this research project, the intention of this article is also to connect the results to theoretical concepts in community psychology. By introducing these concepts, the results of the project can possibly be generalized and broadened to other intervention groups and organizational contexts, e.g., collegial groups, educational settings or health coaching.

The Theoretical Foundation and its Application in a Group-coaching Intervention

The intervention studied and used in this project is called narrative-collaborative group coaching and is based on the theoretical pillars described below; they form the integrated foundation of intervention methodology:

- *Social constructionism*: It is not the individual with specific traits upon whom the intervention shall focus. The social reality of individuals and groups is understood as being shaped in *relationships* between different individuals and through specific contexts (Gergen, 2009). It is therefore crucial for the developmental outcome of the intervention *how* the participants talk about the challenges they meet in sport and everyday life. It is through

language that reality is constructed, and the construction of this reality may form a readiness for change and preparation for action.

- *Appreciative inquiry and solution-focused intervention*: One way of making the theoretical concept of social constructionism concrete is by building an appreciative or solution-focused form of dialogue, where the coach puts focus on aspects of success, strengths and possible solutions that the coachee has, has had or will find in specific situations and events (Cooperrider & Sekerka, 2003; Orem, Binkert & Clancy, 2007; De Jong & Berg, 1997).
- *Positive psychology*: Here the idea is to highlight positive human behaviour and to form scientific understanding and effective interventions that lead to thriving individuals and communities (Seligman & Csikszentmihalyi, 2000). The intervention will help the coachee focus on specific strengths and virtues and will work towards psychological well-being and moments of happiness (Biswas-Diener, 2010).
- *Narrative psychology*: From an epistemological perspective, narrative psychology can be seen as a widening and adjustment of certain social constructionist positions by reintroducing the experiential and embodied dimensions (see Crossley, 2000; Polkinghorne, 1988; Stam, 2001; Stelter 2008). The narrative work in the coaching process can be regarded as a process of *the 'doing' of identity* (Kraus, 2006). Through forming alternative, more uplifting stories about events and situations, new connections between the coachee's self-understanding, values, intentions, purposes and goals on the one hand and the coachee's readiness and possibility to act on the other, will emerge (White, 2007).
- In *community psychology* the focus is on the relationships between individuals, their communities and wider society. From this perspective the intention is to search for psychological benefits that the community and an intensified relationship with others might

have on the individual (Seedat, 2001). Specific attention is drawn towards *empowerment*, where the individual develops new resources through reflective and collaborative processes in the community of practice (in casu: the coaching group) that will enable the coachees to think and act in new ways.

The coaching intervention that was constructed based on the above theoretical foundation focused on three central dimensions:

1. Focusing on and reflecting about values: The coachees were encouraged to reflect on values inherent in their intentions, wishes, aspirations, etc. as guiding markers to help them organize their careers, education and private lives. These values are no longer timeless and universal, but are rather grounded in the practices and events of local communities and the specific setting. The ultimate aim in the context of the studied coaching intervention was to facilitate the participants' understanding of their involvement in an elite sports career and help them to understand *the why* and *how* of their involvement, not necessarily by focusing on specific goals, but by reflecting on key values as a feature of their lived conditions in the three central domains: career, education and private life. This focus on values shall give the coachees a better sense of how specific actions and ways of thinking and feeling are connected to their self and identity. White (2007) spoke about *landscapes of consciousness*. We would prefer to speak about *landscapes of identity*. During the coaching dialogue, the values—drawn from intentions, wishes, aspirations, etc.—are related to former, present and possible future actions. Here, White (2007) spoke about the unfolding of *landscapes of action*.

2. Providing opportunities in meaning-making: Meaning-making is considered to be one of the main purposes of facilitating the coaching dialogue (Cavanagh, 2006; Stelter, 2007).

Meaning is fundamental, because the young talents ascribe specific values to their experiences, actions, and to their interplay with others in their three life domains (career, education and private life). Things become *meaningful* to individuals when they understand their own way of sensing, thinking and acting. This can be achieved by telling certain stories about themselves and significant events they are involved in or plan to be. Meaning-making is based on past and present experiences and future expectations, and the way coachees relate to the world is holistically incorporated in this timeline.

Meaning evolves from the interplay between action, sensing, reflecting and speaking. In the process of meaning-making, two dimensions should be highlighted: First, the *personal process of meaning-making* formed through the actual experiences and (implicit) knowledge that an individual acquires in various life contexts, and second, the *social process of meaning-making* shaped through social negotiation and narratives that describe the coachees' involvement in and interplay with different settings and practices. These two dimensions are interwoven.

3. Allowing space for the unfolding of narratives: Telling stories to one another and developing and sharing narratives and accounts, either in a coach-coachee relationship or in the group-coaching context, is fundamental to the process of social meaning-making. Narratives serve to structure events and to join them together in a time- and storyline. Narratives bring coherence to stories—the source of meaning-making—and as a result of this process life makes sense and becomes meaningful. Narratives establish temporal coherence and shape how events, actions, other persons and the individual him/herself can be experienced and perceived as sensible and meaningful.

The plot of every story forms the basis for the development of an inner structure and drama (Sarbin, 1986). By telling stories and listening to one another in the group, the participants

cause their life-stories to become meaningful and interrelated. In that sense the story can have an impact both on the storyteller and the group participants who listen to it. The individual participant gains a sense of being part of a cultural context with specific, shared values and meanings. This process of collaborative meaning-making is furthered by applying specific coaching techniques, e.g., *outsider witnessing* (White, 2007) and collaborative reflection and resonating on what a group member has said.

On the basis of this theoretical foundation a number of guidelines were developed to ensure the greatest possible methodological overlap of the four coaches involved in the project (see Text Box 1). Narrative-collaborative group coaching cannot be based on a manual alone; but as it was very important for the general accountability of the intervention to ensure the highest level of coordination between the four coaches, a process of collegial supervision took place after nearly every session and procedures and strategies were coordinated prior to each session.

Narrative-collaborative Practice: Some Central Assumptions and Guidelines

- Both coach and coachee(s) are conversational partners. Every participant contributes to the joint process of meaning-making and the production of knowledge.
- All participants strive to be flexible and willing to change, thereby making mutual development possible and allowing them to redefine their perspective and position.
- Being attentive to others and to differences can be very fruitful for one's own development and learning.
- All participants value the contribution of others to the dialogue and the knowledge that unfolds co-creatively, but at the same time value possible and enduring differences.
- *Generous listening* is central for mutual inquiry, where interested and sometimes naïve wondering helps to develop generative conversations.
- Paraphrasing of remarks or reflections made by the coachee and interpreting or shaping these reflections on own premises, including associative comments on specific reflections (“When you say that, it makes me think of ...”).
- Flexible attitudes make it possible to redefine own and other positions; one is thereby open for further development and for learning from others.
- Using questions (as the coach) that invite the participant(s) to a change of perspective. Employing different types of circular questions, as used in systemic coaching.

- Inviting the coachee to use metaphors, and using metaphors as coach to unfold sensuous reflections and expand the dimensions of actions, perceptions and thoughts through language.
- Coupling of landscapes of action (perspective on purpose, goals and action) and landscapes of consciousness (values, focus on identity, aspiration, dreams and wishes) and vice versa.
- Coupling of specific values to individuals who are or might have been important to the coachee. In this process the stories grow in richness and complexity, and can develop in a new direction (alternative storyline). This lets the coach strengthen the coachee's sense of identity—the process of *scaffolding*, to bridge the coachee's learning gap by recruiting lived experiences.
- Encouraging the use of narrative documents—a poem, short essay, concrete reflection or retelling of a story either by the coach or the coachee(s).
- Outsider witness procedure: Others reflect on a story told by a coachee in order to cast light on its value and meaning for the storyteller and listeners, by taking the following steps:
 - *Identifying/highlighting a specific expression or phrase used by the coachee*: “What expression or phrase caught your attention as you listened to the story?”
 - *Ask others to imagine the coachee*: What kind of picture do you get about the coachee's life, identity or mode of relating to things in general? What does this expression or phrase reveal about the coachee's intentions, values, attitudes, aspirations, hopes, dreams or commitments?
 - *Relating an expression or phrase to your own life*: How does that expression/phrase resonate to things in your own life? What kind of ideas about own intention, values, attitudes, etc. struck you while listening to the story? How might elements of this story be important to your life, career, etc.,—and why?
 - *Description of own response to the story*: How are you touched by the expression, phrase or story as a whole? Where do your own experiences with the story lead you? What kind of changes in yourself do you notice?

Text box 1: Central assumptions and guidelines for narrative-collaborative coaching

Research Methods

The research was based on both a quantitative and qualitative study which measured the effects of the coaching intervention and explored how they were experienced by the participants. Coaching interventions and data collections were carried out in three periods: autumn 2009, spring 2010 and autumn 2010.

Participants

The participants were high school students 16-19 years of age at the Falkonergården High School section for elite sports. All were competing at the highest level in their sport and had 15-30 training and competition hours per week. In the autumn of 2009, the participants were recruited through voluntary sign-up among students in their first, second or third year (n=35). From this group, participants were randomly assigned to either a coaching group (n=25) or a control group (n=10, because of a high drop-out rate). Based on experiences in the autumn of 2009, where the coaching sessions often collided with the participants' training sessions, resulting in a high drop-out rate, the research group decided to change recruitment strategy. In the spring of 2010, ten students from a second-year class were assigned randomly (but excluding those who had participated in the autumn of 2009) to the coaching group, and one full second-year class was assigned to the control group (n=27). In the autumn of 2010, five students from a second-year class were assigned randomly (excluding those who had already participated) to the coaching group, and one full class was assigned to the control group (n=31). In total, the study included 40 participants in the coaching group and 68 in the control group.

Prior to the start of the intervention, informed consent was obtained from parents of participants under 18 years of age at the intervention start. All participants were informed orally of the aim of the research project, that data would be treated confidentially, that participation was voluntary, and that they could drop out of the study at any time without consequences.

For the qualitative interview study, six participants from the two coaching groups were selected and interviewed twice: First at a short interview in the middle of the intervention and again at an extensive in-depth interview after the intervention phase.

The ethics of the research study were approved by the research committee of Team Danmark, the Danish elite sport organization.

The Coaching Intervention

The participants assigned to the coaching groups participated in eight 90-minute sessions evenly distributed over twelve weeks. The coaching sessions took place in meeting rooms at the high school and included four to six participants together with one coach. The coaching sessions were carried out by certified and experienced coaches. The content and themes of the coaching

sessions were decided in collaboration between the coach and the participants. As described earlier, the intervention was based on a narrative-collaborative approach.

Measurements

A Danish version of the Recovery-Stress Questionnaire (Elbe, 2008), based on an English version (Kellmann & Kallus, 2001), was used to measure general well-being and social recovery. The questionnaire contains 76 items, measuring 19 scales of recovery and stress. Each scale contains four items, with a Likert-scale format where answers range from 0 (never) to 6 (always). The values for each scale range from 0 (very low) to 26 (very high).

The questionnaires were distributed to the participants at baseline, six weeks after the intervention start, and when the intervention ended—12 weeks after the start. This study focuses on the effect of the whole 12-week coaching intervention and therefore only includes analysis of baseline and after 12 weeks measures.

Statistical Analysis

Prior to analysis, participants who had dropped out (n=4) or did not have both baseline and after 12 weeks measures (n = 27) were excluded from the analysis.

All data were analysed using an IBM SPSS 19. Variables not normally distributed were transformed before analysis and the raw data presented. Effects of the coaching intervention on the psychological outcome variables were analysed by comparing the mean scores of the intervention and control groups after the 12-week intervention, adjusting for baseline scores of each output using multiple linear regression models.

Qualitative Analysis

The qualitative studyⁱⁱ was based on an Interpretative Phenomenological Analysis. Following Langdrige (2007, p. 107) the aim of this form of analysis is “the detailed exploration of a participant’s view of the topic under investigation.” By performing a cross-case analysis of the interviews of six participants, the intention was to highlight the most general themes and

trends in the result and thereby present an overall view of how the interviewees make sense of their participation in the group-coaching intervention.

Quantitative results

The quantitative analysis concerns the 77 athletes (46 control, 31 intervention) who had filled in the questionnaires at both baseline and after twelve weeks. Table 1 presents the baseline characteristics of these athletes. No differences were observed in age, gender or years of sports experience. Furthermore, there were no differences in the baseline mean scores of the dependent variables; general well-being or social recovery. Prior to the repeated measures analysis, an internal consistency test was performed and revealed acceptable levels. The Cronbach's alpha on the scales for general well-being was 0.821 at baseline and 0.798 after 12 weeks and for social recovery 0.759 at baseline and 0.757 after 12 weeks.

Table 2 and Figures 1 and 2 demonstrate that the twelve weeks of coaching intervention had an impact on the levels of general well-being and social recovery. After the twelve weeks of coaching, the intervention group's score for general well-being was 0.311 (95% CI: 0.013 to 0.635, $P=0.029$) higher than that of the control group when adjusted for baseline scores. This corresponds to an intervention effect of medium size ($r=0.22$). Participants in the coaching intervention also developed a 0.381 (95% CI: 0.022 to 0.739, $P=0.019$) point higher score for social recovery than the control group after adjusting for differences in baseline levels, reflecting a medium effect ($r=0.24$) of the intervention in this aspect.

	Range	Intervention		Control		P value
		n		N		
Age	16-19	30	17.07 (SD=.74)	43	16.91 (SD=.48)	.188
Gender distribution (as n, % females)	n.a.	31	11 (35.5%)	45	12 (26.7%)	.454
Years of experience with sport	2-17	31	9.40 (SD=3.01)	46	9.83 (SD=3.61)	.365
Social recovery	0-6	31	3.92 (SD=	46	3.82 (SD=	
General well-being (IS)	0-6	31	4.03 (SD=	46	3.53 (SD=	

n= number of persons measured. Values are mean (SD) except gender distribution which is described as n and % females. IS = Index score

Table 1

Baseline characteristics of participants with repeat measures

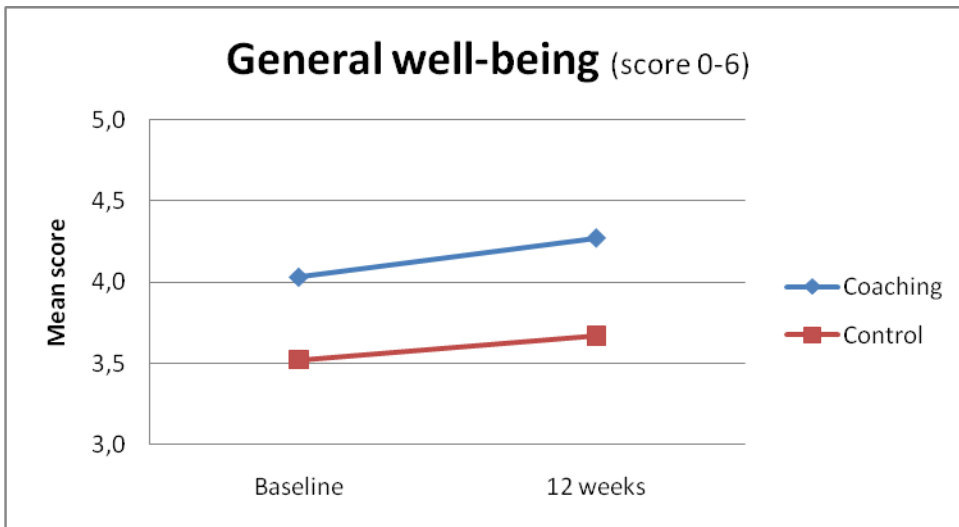
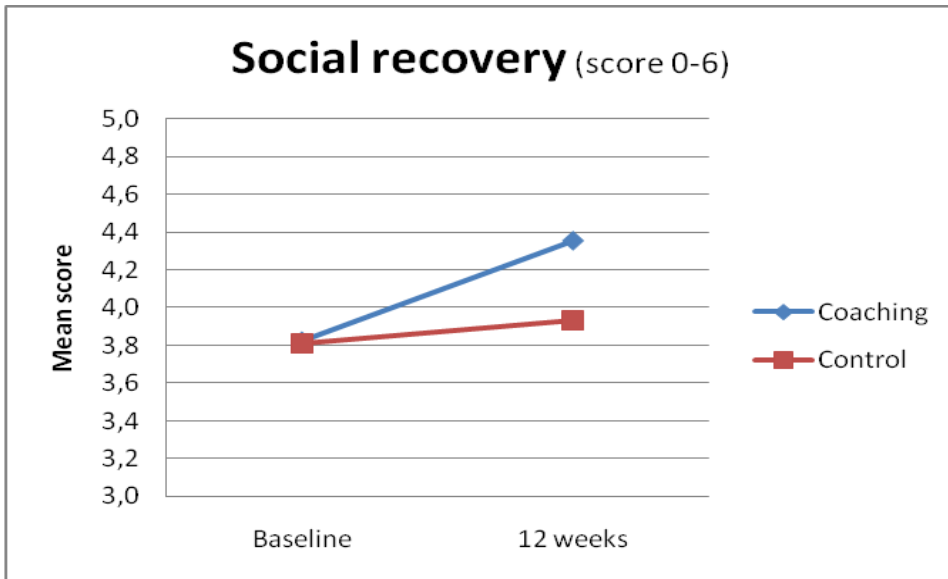
	Difference in index score I:C (95% CI)	R	Effect size	P value
Social recovery (IS)	0.381 (0.022 – 0.739)	0.24	Medium	0.019
General well-being (IS)	0.311 (0.013-0.635)	0.22	Medium	0.029

IS = Index score

Table 2

The effects of the coaching intervention on social recovery, general well-being and action-orientation scores. Data are presented as mean differences in index scores after twelve weeks, adjusted for baseline scores of each outcome score.

Graphically the results can be shown as follows:



Qualitative Results

The qualitative study showed that narrative group coaching had a strong influence on the identity of the interviewed subjects. . Support and reflections from others helped clarify their thoughts about themselves, their daily lives and especially their involvement in training and

competition. The coaching group was experienced as a community of practice and as a context for social learning, giving the young athletes the opportunity to learn from the experiences, thoughts, ideas and perspectives of others. By listening to others, they learned new ways of handling the challenges they met in daily life, in school and in their sports careers. These strategies were constructed or further developed in collaboration with the coaching group.

The interviewed participants experienced an increased intrinsic motivation towards focusing on these new action strategies. This result could not be documented in the quantitative analysis and might therefore only be valid for specific participants. A reason for this might be that the participants in both the intervention and control groups (all young sports talents) were generally very motivated and high achievers.

Furthermore, the participants were encouraged by the other group members to continue behaving in ways which they experienced as meaningful and valuable—a process where the interviewees strongly emphasized the benefit of being supported by the others in the group-coaching context. But meaning was not only a social construct; it was also body-anchored. In the group-coaching intervention, the athletes got in touch with implicit, embodied and pre-reflective dimensions of their doing. Turning this embodied knowledge or felt senses into words led to a greater understanding of themselves and others.

The qualitative study provided insight into ways of handling certain challenging situations; these ways were further developed during the course of the group-coaching process. The athletes realized that focusing on the present moment is highly valuable as a means of coping with stress and handling time constraints. They each developed their own way of being aware, and concentrating on, the present moment. With regard to their participation in sports,

they appeared to have improved their abilities to stay focused. In relation to everyday life, they have enhanced their abilities to avoid distractions from extraneous factors.

Discussion

The results show very clearly that group coaching had a significant impact—especially on the experience of social support by others and probably thereby on the general well-being of the participants. The results showing the significant increase in the level of *social recovery* can be interpreted as being in line with the overall intention of narrative-collaborative group coaching. One of the main objectives of this form of coaching is that the group participants learn to share experiences, thoughts and reflections in order to stimulate one another. They thereby support both the group as a whole and the individual athlete in forming new, uplifting stories about specific events and situations that might have been experienced as challenging.

In the final evaluation at the end of the sessions, many participants expressed a change of behaviour: They had started to include some of the group members as a kind of dialogical partners—also outside the coaching context. Some of them even changed their way of relating to companions in their team or club, as well as becoming more interested in cooperating with their club coach. All this is a clear expression of what is described by the notion of social recovery.

Social recovery as a concept has been part of the Recovery-Stress Questionnaire for Athletes (Elbe, 2008) and expresses the return to better social functioning and the participants' growing awareness and inclusion of others in their lives. If this process of social recovery is successful, it is likely to lead to a higher experience of *general well-being*, which has been the second significant result of the empirical study. General well-being entails frequently being in a good mood, relaxed and content. This could be achieved in part on the basis of social recovery.

Furthermore, by re-interpreting important events and situations in a more positive light during the coaching session, the participants are more likely to judge current and future events as less stressful. Consequently, the general well-being of the participants is increased.

The qualitative study has thrown light on how the participants experienced the importance of others in their own developmental process. We tried to relate the group-coaching process to the concept of *community of practice* (Lave & Wenger, 1991; Wenger, 1999). Wenger (2011) offer the following description of the term:

Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. In a nutshell: Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

For Wenger (1999), three things are essential for the development of a community of practice: mutual engagement, joint enterprise and the development of a common repertoire. A community of practice develops a common ground for meaning-making on the basis of a culture being shared or developed in the group process. Bruner (1996, p. 3) present a brilliant description of meaning-making which went to the core of what takes place in narrative-collaborative group coaching:

Meaning making involves situating encounters with the world in their appropriate cultural context in order to know “what they are about”. Although

meanings are “in the mind”, they have their origins and their significance in the culture in which they are created. It is this cultural situatedness of meanings that assures their negotiability and, ultimately, their communicability. Whether “private meanings” exist is not the point; what is important is that meanings provide a basis for cultural exchange.

The final theoretical cornerstone we would like to present is the following: The social processes that have led to social recovery and that were the result of collaborative meaning-making in communities of practice lead to the accumulation of *social capital*—a central concept that explains how people in society and certain social settings can cooperate successfully and have a greater sense of social integration and satisfaction. Social capital (Bourdieu, 1983; Coleman, 1990; Putnam, 1995) is a theoretical concept that is considered to be useful in the understanding of the importance of social relationships and the formation of civil society. The French sociologist P. Bourdieu (1983) defined social capital as:

The aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition (s. 248).

Moving forward from individual development towards a broader social perspective, Putnam (1995) and his position as a political scientist should be included. He views social capital as a central necessity to developing civil society on a larger societal scale. According to Putnam (1995, 67), “‘social capital’ refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.”

The central objective of narrative-collaborative group coaching has been the development of mutual engagement of the participants to stimulate social trust and so in this manner help them find their way in the life context in which they are involved. The participants were not part of the same sport or club, but somehow shared a common ground and learned to appreciate the reflections of others despite differences in their actual involvement in various sports. But there were many issues concerning psychological challenges in sport (e.g., preparation for competition, training schemes) or dealing with demands from the school where they had shared experiences (commonalities) and where the group dialogues were seen as encouraging and developing involvement.

Conclusion

Narrative-collaborative group coaching had an effect on the social recovery and well-being of young sports talents. On the basis of the results and the discussion, where we tried to broaden the perspective by showing the general benefits of social recovery and the development of social capital, this form of intervention may be applied successfully in other domains and social settings. Narrative-collaborative group coaching can be understood as a community psychological intervention that supports the development of durable social networks which help the individual strengthen his/her ability to handle challenging career situations and life in general. On the basis of these results, we suggest that narrative-collaborative group coaching be introduced in other contexts. Some examples: In collegial groups the participants (e.g., leaders on the same level, professionals in education or in the health sector) could support one another by reflecting on specific challenges they might meet in their professional lives. In educational settings, teachers or other professionals in the field could encourage young adults to reflect in

group-coaching sessions on specific challenges regarding their career choices, learning strategies, etc. Or in health settings nurses, therapists or social workers could examine, for example, prevention and rehabilitation issues by reflecting on how to help their clients face health and life challenges.

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