

## Thesis Summary

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Coaching in a corporate setting, such as executive coaching or managerial coaching, has become prominent in the last two decades, and coaching skills have become indispensable for managers (Grant, 2007). At the same time, the impact of coach training has seen little implementation or research in higher education. Bettinger and Baker (2011) found that learning coaching skills led to better financial outcomes and motivated students to succeed in college.

This study aims to explore the relationship between the training of coaches and coach efficacy in an educational setting. The current literature has examined how learning could occur in coaching. However, there is a gap in terms of the meaning students infer from their coach training. In this study, coach training classes were offered as part of career education at a middle-sized private college in Western Japan and the assessments of employability competencies within the subject pre- and post-training and a comparison with a control group were conducted.

The main contributions of this thesis are to address the abovementioned gap in the literature and promote the understanding of coach efficacy from the coaches' learning experiences. The study findings suggest that student coaches make meaning from their learning in various ways and that, surprisingly, those students who attended the coach training showed similar improvement in some competencies compared with those who received coaching from professional coaches. This implies a relevancy between *coach* efficacy and *client* efficacy. I have developed a model called the Coach Training Effect Model that may serve to further improve certain aspects of coach training in future.